

3

Where we live

Unit objective

- Can talk about places around me

Language

Target vocabulary	<p>Places in our town (1): shopping centre, post office, cinema, chemist, newsagent, college, circus, factory, theatre, supermarket</p> <p>Places in our town (2): university, airport, bookshop, fire station, police station, railway station, bus stop, guest house, stadium, underground</p>		
Target structures	<p>How do you get to the swimming pool? Turn left at the corner, then go straight ahead.</p> <p>The swimming pool is at the end of the street. near / between / next to / behind / straight ahead / at the end of / in front of</p>	<p>If you want to buy a book, you should go to the bookshop.</p> <p>If I get lost, I can go to the police station.</p>	<p>Towns aren't as big as cities.</p> <p>There are as many parks in a city as in a town.</p> <p>There isn't as much traffic in villages as in cities.</p>
Revision	<p>apps, near, in front of, next to, map, compass, north, corner, between, behind, straight ahead, at the end of, expensive, shopping centre, noisy, busy, traffic</p>		
Receptive language	<p>regular, historic, right outside, bookworm, study (n), athletic, Olympic-sized, ancient, technological, facilities, carnival, lost, rest, control centre, strangely, space-time, chip, model, university, stadium</p>		
CLIL and Wider World language	<p>Social Science: population, urban, village, rural, dirty</p> <p>Wider World: cave house, castle, building, harbour</p>		

Contents

Phonics and spelling	<p>Cross-curricular contents</p> <ul style="list-style-type: none"> • Social Science: finding out about the difference between cities, towns and villages, and different kinds of homes • Language and arts: reading a story, acting out, telling a story • Language skills: reading and understanding texts about cities, towns and villages, and different types of homes <p>Socio-cultural aspects</p> <ul style="list-style-type: none"> • Talking about different places in my town • Finding out about types of homes • Recognising the importance of being flexible and adapting to different situations <p>Learning strategies</p> <ul style="list-style-type: none"> • Using previous knowledge to interpret information in a text • Identifying rules about the use of <i>if</i> • Logical thinking: understanding cause and effect and organising information in a table • Critical thinking: interpreting information in a chart • Collaborative learning: working in a group to create a presentation • Reflecting on learning and self-assessment
<ul style="list-style-type: none"> • Suffixes <i>-ful</i> and <i>-ly</i> 	
Topics	
<ul style="list-style-type: none"> • Places in a town or city • Urban and rural population • Different types of homes 	
Values	
<ul style="list-style-type: none"> • Learn to be flexible and adapt to different situations. 	
Story	
<ul style="list-style-type: none"> • Future Island adventure story, episode 3 	
Writing	
<ul style="list-style-type: none"> • A friendly email about a place 	

Key competences

Linguistic competence: Use linguistic resources to give and understand directions (L.1 to 10)

Mathematical, science and technological competences: Learn out about cities, towns and villages and understand population graphs (L.7); Talk and write about different types of home (L.8)

Digital competence: Use Poptropica English Islands digital tools (L.1 to 10)

Social and civic competence: Recognise the importance of adapting to different situations (L.6)

Cultural awareness and expression: Discuss homes in different countries (L.8)

Learning to learn: Reflect on what has been learnt and self-evaluate progress (L.10)

Initiative and entrepreneurship: Use own judgement and ideas and further develop social skills (L.1 to 10)

Skills

Speaking

- Can ask a range of questions in guessing games to find the answer.
- Can talk about a familiar place in a basic way.
- Can express their opinions on familiar topics, using simple language.
- Can summarise the key information in basic diagrams, e.g. bar charts, timelines.

Listening

- Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.
- Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly.
- Can understand simple directions, if spoken slowly and clearly.

Reading

- Can understand short, simple texts giving information about important places in a town, with the support of a map.
- Can identify specific information in a simple story if guided by questions.
- Can understand the order in which events happen (e.g. in diary entries or a story).
- Can extract factual details from a simple text.
- Can connect the information in a text with the information given in charts, graphs or diagrams.

Writing

- Can write basic, single-clause sentences, given a model.
- Can write short, simple personal emails/letters about familiar topics, given prompts or a model.
- Can write simple sentences using information from diagrams, charts etc.

Classroom ideas

- Bring to class photos of different places in a town or city
- Ask pupils to find out which places there are in a town or city near their area
- Make a poster about the similarities and differences between urban and rural life, to decorate the classroom wall
- Bring to class library books about urban and rural life
- Play games from the Games Bank
- Use the Photocopiables

Take-home English

- Letters for parents. When you begin Unit 3, complete and give pupils a copy of the letter for the unit (see digital tools). This explains what pupils are going to learn in this unit.
- Home–School link. Encourage pupils to talk to their families about different homes (L.8). Encourage pupils to show their work from Lessons 8 and 9 to their parents.

Evaluation

Self-assessment objectives

- I can say where places are and give directions.
- I can use *if* sentences to give directions and advice.
- I can write a friendly email about a place.

Resources

- Pupil's Book p. 34
- Activity Book p. 26
- Grammar reference (Pupil's Book p. 114)
- Unit 3 Extra practice (Activity Book p. 97)
- Picture dictionary (Activity Book p. 106)
- Test Booklet – Unit 3, p. 16, End of term 1 test, p. 40

Lesson 1 Pupil's Book page 34 or Poptropica English World

Lesson objective

To identify places in our town

Target language

shopping centre, post office, cinema, chemist, newsagent, college, circus, factory, theatre, supermarket

Receptive language

turn left/right, at the end of, straight ahead

Materials

Audio; Flashcards and Wordcards – Places (1); Learning adventure poster


Optional activity materials

Photocopiable 3.1

Warm-up

- Review prepositions: *in front of, behind, next to, opposite*. Put pupils into pairs and give different instructions using the prepositions, e.g. *Stand next to each other. Stand one in front of each other. Stand one behind the other. Stand opposite each other.*
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Tell pupils to look at the photos of the places in Activity 3 on p. 34. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to talk about places in our town.*

1 What places are there in your town? Make a list with a partner.

- Ask pupils to think about how many names of places they already know, e.g. *park, school*.
- Put pupils into pairs. Give them a time limit to name as many places as possible. They should write these in their notebooks.
- Invite different pupils to say the names of different places to the class. Write the words on the board.
- Refer to the learning adventure poster and say, *Where are you on your learning adventure?* Emphasise that pupils already know something about the language point and that they are already moving along their learning adventure.

Presentation

2 Listen and read. Where do Lee and Kim want to go?

- Ask pupils, *What can you see in the pictures?* Elicit their ideas.
- Ask the rubric question, *Where do Lee and Kim want to go?*, and play the audio. Pupils listen and follow in their books.
- Elicit the answer from the class. (*They want to go to the swimming pool.*)

3 Look and match. Then listen, check and repeat.

- Put pupils into pairs. Give them time to try to match the photos with the words in the box.
- When pupils are ready, play the audio. Pause so that they can point to the photo. Check that they have identified the correct photo, then ask them to repeat the word.

Audioscript

CD1, Track 48

1 shopping centre 2 post office 3 cinema
4 chemist 5 newsagent 6 college 7 circus
8 factory 9 theatre 10 supermarket

- Play the audio again, pausing after each word so that pupils can repeat.
- Ask the pairs to look once more at the text in Activity 2 and to identify the words in bold by matching them to the correct photos in Activity 3. Invite pupils to read aloud the sentences which contain the words.

Flashcards

- Present the target vocabulary using the flashcards and wordcards for places (1). Hold up each flashcard and corresponding wordcard in turn, and say the word for pupils to repeat. Then hold up the flashcards on their own, in varied order, for pupils to say the word.

Practice

Go to **Poptropica English World** to do an extra vocabulary activity here.

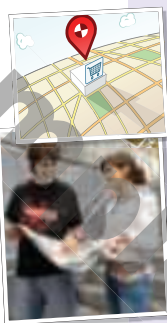
4 Talk about your town.

- Put pupils into pairs. Invite a pair to read out the example in the speech bubbles. Write on the board: *There's a ... next to / opposite / in front of / behind the ... There isn't a ... but there's a ...* Explain to pupils that they are going to follow the model to talk about places in their town.

3 Where we live

1 What places are there in your town? Make a list with a partner.

2 Listen and read. Where do Lee and Kim want to go?



Kim: I think we're lost, Lee. These apps always get it wrong!
 Lee: No, we aren't. Look at the map. It says we're here. We're near the **supermarket**.
 Kim: But we're in front of the **theatre**! How do we get to the **swimming pool**? Type in Westgate Street. That's where it is.
 Lee: OK. It says we should turn left at the corner at the end of this street, and then go straight ahead for five hundred metres.
 Kim: Look, now we're next to the **cinema**. Are you sure you typed in the correct address?
 Lee: Yes, look!
 Kim: No! You typed in Westlake Street! I said Westgate.
 Lee: Oh, I'm so sorry!
 Kim: I know. Let's use this paper map and compass instead.
 Lee: Good idea.
 Kim: If we look at our compass we are north, so we should be here. Now we have to turn right at the next corner...

3 Look and match. Then listen, check and repeat.

theatre newsagent post office
 college supermarket chemist factory
 circus shopping centre cinema



4 Talk about your town.

There's a theatre next to a post office.
 There isn't a factory, but there's a college.

34

Lesson 1

Can identify places in our town

- Pupils should take turns to talk. Give them a time limit.
- When they have finished, invite individual pupils to say sentences to the class.

Activity Book page 26

1 Find, circle and write.

- Ask pupils to look at the photos and find the places in the wordsearch.
- Give pupils a time limit to complete the wordsearch. They should write the words below the photos. You could have a competition to see who can finish first.
- When pupils have finished, put them into pairs to compare their answers.
- Elicit the answers from the class.

2 Read and match.

- Give pupils time to read the definitions then match them to the words.
- Elicit the answers from the class.

3 Complete the sentences.

- Explain to pupils that they should complete the sentences with the names of places. For additional support, allow them to look at the words in Activity 3 in the Pupil's Book.
- Give pupils time to do the activity. Then put them into pairs to compare their answers.
- Invite different pupils to read aloud their completed sentences. Encourage the class to correct them, if necessary.

For Activity Book audioscripts and answer keys see p. 253.

Learning adventure

Ask pupils, *How many names of places in our town do you know now?* Give pupils a minute to tell their partner the new words they know.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

Stick the flashcards for places (1) on one side of the board and the corresponding wordcards on the other side of the board, in random order. Put pupils into Team A and Team B. The teams should take turns to send a pupil to the board to make matching pairs of flashcards and wordcards. They win a point for each correct matching pair.

- Alternatively, do the **Poptropica English World digital activity**.

Lesson 2 Pupil's Book page 35 or Poptropica English World

Lesson objective

To ask and answer questions about directions

Target language

How do you get to the swimming pool?

Turn left at the corner, then go straight ahead.

The swimming pool is at the end of the street.
near / between / next to / behind / straight ahead /
at the end of / in front of


Materials

Audio; Flashcards and Wordcards – Places (1);
a map of the local area

Warm-up

- Play *Memory* (see p. 236) with the vocabulary for places from Lesson 1.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to ask and answer questions about directions.*

Presentation

Look!

- Ask pupils to read the *Look!* box. Play the audio as they read. Show a map of your local area. Use the map to teach the prepositions: *between, straight ahead, at the end of*, e.g. *The shopping centre is between the post office and the cinema.* Then use the map to give directions, e.g. *Turn right at the corner.*
- Ask pupils to copy the examples from the *Look!* box into their notebooks. They should change the wording so that the sentences are memorable for them.
- Encourage pupils to refer to the grammar reference on p. 114 as a useful resource.
- Put pupils into pairs. Ask them to look once more at the text in Lesson 1 Activity 2 and to find examples of the prepositions and the directions (... *go straight ahead for 500 metres, turn right at the next corner*, etc.). Invite pairs to feed back to the rest of the class.
- Alternatively, do the **Poptropica English World grammar presentation** activities.

Go to **Poptropica English World** to do an extra grammar activity here.

Practice

5 Listen and find. Then say.

- Pupils listen to identify the places on the map.

Audioscript CD1, Track 50

- 1 The post office is inside the shopping centre
- 2 The cinema is opposite the shopping centre.
- 3 The newsagent is between the cinema and the college.
- 4 The chemist is next to the cinema.
- 5 The college is near the newsagent.
- 6 Straight ahead in the street there's a circus.
- 7 The factory is behind the circus.

ANSWER KEY 1 b 2 f 3 g 4 c 5 d 6 e 7 a

6 Listen and choose the correct picture.

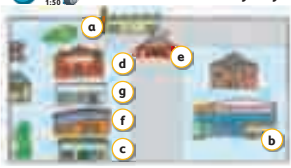
- Pupils listen to identify the correct picture for each dialogue.

Audioscript CD1, Track 51

- 1 Hi, Maria!
Hi, Jane. What's wrong?
I'm with Peter and Dan. We can't find the ice cream van. Where is it? Can you see it?
Oh, it's in front of the supermarket at the moment. Where's the supermarket?
Next to the library!
Oh yes! Thanks!
- 2 Hi, Maria!
Hi, Peter.
We're in front of the supermarket and we can't see the ice cream van.
Um ... oh yes, there it is. It's behind the college now, near the supermarket.
What? Oh no. Thanks!
- 3 Hi, Maria!
Hello, Dan.
We can't see the ice cream van again. We're next to the supermarket.
Um ... OK ... I see it! It's between the cinema and the college.
OK, we're running there now! Thanks!
Oh and Dan?
Yes?
Can you buy me an ice cream – chocolate and banana? Thanks!

ANSWER KEY 1 a 2 b 3 a

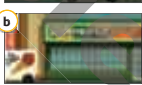
5 Listen and find. They say.



LOOK!
How do you get to the swimming pool?
Turn left at the corner, then go straight ahead.
The swimming pool is at the end of the street.
GRAMMAR REFERENCE > PAGE 114

1 post office 2 cinema 3 newsagent 4 chemist
5 college 6 circus 7 factory

6 Listen and choose the correct picture.

1 a  b 

2 a  b 

3 a  b 

7 Look at the map and the questions. Write directions in your notebook.

near between next to behind straight ahead at the end of in front of

1 How do you get from the college to the newsagent?
2 How do you get from the shopping centre to the circus?
3 How do you get from the post office to the chemist?
4 How do you get from the newsagent to the theatre?

Turn right and then go straight ahead. At the end of Charing Cross Road turn left.



8 Think about where you live. Ask for and give directions.

How do you get to the supermarket?
Turn right next to the cinema, then go straight ahead.

Lesson 2 Can ask and answer questions about directions 35

Activity Book page 27

4 Listen and write.

- Pupils look at the map and listen to different people asking for directions. They should write the names of the places.

5 Look at the map in Activity 4 and write.

- Pupils write sentences about the map in Activity 4. They should use the prepositions in the word box in Activity 7 in the Pupil's Book.

6 Draw a map showing how you get from home to school. Then write.

- Pupils draw a map to show their journey between home and school. Then they write sentences to give directions from their home to school.

For Activity Book audioscripts and answer keys see p. 253.

Pop quiz

- Draw a simple map on the board, with labels showing different places from Lesson 1 (e.g. *shopping centre, post office*) and street names (e.g. *Forest Road*). Put pupils into Team A and Team B. Ask a question to Team A, e.g. *How do I get from the shopping centre to the post office?* Team A should give directions, referring to the map. Then ask a question to Team B. Repeat a few times. The teams win points for correct directions. If their directions are incorrect, the other team gets an extra turn.
- Alternatively, do the **Poptropica English World digital activity**.

Island Adventure Game

Direct pupils' attention to the helicopter card. Invite pupils to go online to the Island Adventure Game and find the item. Once pupils click on it, they are taken to a supplementary language task.

Assign pupils two extra homework activities on **Poptropica English World**.

7 Look at the map and the questions. Write directions in your notebook.

- Pupils look at the map and write answers to the questions.
- When pupils have finished, put them into pairs. They should take turns to ask and answer the questions, referring to the map.

ANSWER KEY

2 Go straight ahead at Coronation Street and then turn right. At the end of Portobello Street there is the circus next to the cinema. 3 Go straight ahead at Coronation Street. The chemist is between the factory and the college. 4 Turn right at Coronation Street. The theatre is in front of the cinema.

8 Think about where you live. Ask for and give directions.

- Ask pupils to write in their notebooks the names of different places in their area. Then put pupils in pairs. They should take turns to ask and answer questions about directions to different places in their area. Make sure they decide on a starting point before they begin, e.g. *the school, the post office*, etc.

Lesson 3 Pupil's Book page 36 or Poptropica English World

Lesson objective

To identify more places in our town

Target language

university, airport, bookshop, fire station, police station, railway station, bus stop, guest house, stadium, underground

Receptive language

If you ..., visit ...
If you ..., you should ...

Materials

Audio; Flashcards and Wordcards – Places (1), Places (2); Learning adventure poster


Optional activity materials

Photocopiable 3.2

Warm-up


- Play *What's missing?* (see p. 237) with the flashcards for places (1).
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to talk about more places in our town.*

- Ask pupils to use words they already know to name different places, e.g. *theatre, college*.
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're moving along your learning adventure!*

Presentation

 **9** **Look and match. Then listen, check and repeat.**

- Put pupils into pairs. Give them time to try to match the photos with the words in the box.
- When pupils are ready, play the audio. Pause so that they can point to the photo. Check that they have identified the correct photo, then ask them to repeat the word.

Audioscript

CD1, Track 53

1 university 2 airport 3 bookshop 4 fire station
5 police station 6 railway station 7 bus stop
8 guest house 9 stadium 10 underground

- Play the audio again, pausing after each word so that pupils can repeat and point in their books.

Flashcards

- Present the target vocabulary using the flashcards and wordcards for places (2). Hold up each flashcard and corresponding wordcard in turn, and say the word for pupils to repeat. Then hold up the flashcards on their own, in varied order, for pupils to say the word.

Practice

 **10** **Read and complete. Then listen and check.**

- Explain to pupils that they are going to read about a town in Western Greece. They should read carefully and complete the gaps with the names of places in Activity 9.
- Give pupils time to write the missing words in their notebooks. Circulate, prompting and correcting as necessary.
- When pupils have finished, put them into pairs to compare their answers.
- Play the audio. Pupils listen, follow in their books and check their answers.
- Elicit the answers from the class. Invite pupils to say how they worked out each answer from the context.

ANSWER KEY

1 airport 2 bus 3 guest house 4 bookshop
5 stadiums 6 underground 7 university

Go to **Poptropica English World** to do an extra vocabulary activity here.

 **11** **Play a guessing game.**

- Ask pupils if their city or town has any of the places named in Activity 9 and write these on the board.
- Put pupils into pairs. Invite a pair to read out the example in the speech bubble. Write on the board: *It's a place where ... Is it ...? ...* Explain to pupils that they are going to follow the model to talk about the different places written on the board.
- When they are finished, invite different pairs to feed back to the class.

9  Look and match. Then listen, check and repeat.

VOCABULARY

guest house fire station airport stadium underground
railway station bookshop police station bus stop university

1  2  3  4  5 

6  7  8  9  10 

10  Read and complete. Then listen and check.

READING

Welcome back travel bloggers!
Let's discover the seaside town Patras, found in Western Greece

How to get here
You can get here by bus, train or plane. If you fly to the '...', you can take a regular bus to the historic centre. There's a '...' right outside the airport.

What you can see
Patras is a very busy town with lots to see and do. You can stay in a '...', if hotels are too expensive. If you are a bookworm, you should visit the '...' which has got books from all over the world! Many bookshops have got a study and coffee area, and free internet. For the athletic types, there are two Olympic-sized swimming pools and two large '...' near the centre. If you are interested in music and theatre, you can visit the ancient theatre above the town or Patras castle.

How to get around
There's no '...' but there is a railway station with regular trains. If you want to visit Patras, '...' parks and amazing technological facilities, you should take the local train or buses.

The best thing
The best thing about Patras? The mini grand prix kart racing in September has got karts from all over the world. Also, if you love dancing in the streets, you should visit Patras in February – carnival time!


11  Play a guessing game.

It's a place where you can learn something new.

Is it the university?


36 Lesson 3 Can identify more places in our town

Learning adventure

 Ask pupils, *How many names of places in our town do you know now?* Give pupils a minute to tell their partner the new words they know.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

 Play *Hangman* (see p. 239) with vocabulary words from Lesson 1 and Lesson 3. When pupils have spelled the word correctly, invite them to give a definition of the word.

- Alternatively, do the **Poptropica English World digital activity**.

Activity Book page 28

7 Put the letters in order to make words. Then match.

- Ask pupils to reorder the letters and write the words, and then match the words to the photos.
- When pupils have finished, put them into pairs to compare their answers.
- Elicit the answers from the class.

8 Read and match.

- Give pupils time to read the definitions and match them to the words.
- Elicit the answers from the class.

9 Listen and complete.

- Ask pupils to listen carefully so that they complete the dialogue with the names of places in the word box.
- Play the audio. Pupils listen, follow in their books and write the names of the places.
- Put pupils into pairs to compare their answers.
- Elicit the answers from the class.

For Activity Book audioscripts and answer keys see p. 253.

Lesson 4 Pupil's Book page 37 or Poptropica English World

Lesson objective

To use *if* sentences for giving directions and advice

Target language

If you want to buy a book, you should go to the bookshop.

If I get lost, I can go to the police station.


Materials

Audio; Flashcards and Wordcards – Places (1), Places (2)

Warm-up

- Distribute the flashcards of different places (1) and (2) to half the class. Give the corresponding wordcards to the other half of the class. Encourage the class to mingle. Ask pupils to sit down when they have found their partner (the pupil who has the matching card).
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to make if sentences for giving directions and advice.*

Presentation

Look!

- Ask pupils to read the *Look!* box. Play the audio as they read.
- Write on the board: *If ..., ... should/can ...* Explain that this is called the first conditional and we can use this structure both to give advice and to give directions. Point out that we use the present simple after *should* or *can*. Elicit examples with the class, e.g. *If you want to catch a train, you should go to the train station.*
- Elicit that we use *should* to give advice and we use *can* to show possibility. Make sure pupils understand the difference between these two modal verbs and elicit examples to demonstrate the difference, e.g. *If you are ill, you should stay in bed. If you get lost, you can ask for directions.*
- Ask pupils to copy the examples from the *Look!* box into their notebooks, changing the wording so that it is memorable for them.
- Encourage pupils to refer to the grammar reference on p. 115 as a useful resource to help them with their learning.

- Put pupils into pairs and ask them to look at the text in Activity 10 again. Ask them to find examples of the structures from the *Look!* box. Invite different pairs to read out the sentences.
- Alternatively, do the **Poptropica English World grammar presentation** activities.

Go to **Poptropica English World** to do an extra grammar activity here.

Practice

12 Listen and read. Then make sentences.

- Ask pupils to look at the table while they listen to sentences about the different people.
- Play the audio. Pupils listen and follow in their books.

Audioscript

CD1, Track 57

- 1 If Michael wants to go to the bookshop, he should catch a bus. It's very far!
- 2 If Katy wants to go to the airport, she can get a train.
- 3 If Anna wants to go to the stadium, she should walk. It's at the end of the street.
- 4 If William wants to go to the guest house, he should get a taxi. There aren't any buses.
- 5 If Maya wants to go to the university, she can ride a bicycle.
- 6 If Robert wants to go to the factory, he should drive a car.

- Then put pupils into pairs. Invite a pupil to read out the example in the speech bubble. Write on the board: *If ... wants to go to the ..., he/she should/can ...* Remind them about the difference in use between *should* and *can*.
 - Pupils should take turns to make the sentences. When they have finished, invite individual pupils to say their sentences to the class.
- 13 Using the table in Activity 12, think about the situations and write sentences in your notebook.**
- Invite individual pupils to read out the different situations and the example. Explain to pupils that they are going to use the model you wrote on the board in Activity 12 to write sentences about the different situations. Remind them to use the second person singular (*you*) in their sentences. For additional support, encourage pupils to look at the names of places in Activity 9 in the Pupil's Book.
 - When they have finished, put pupils into pairs. They should take turns to read out their sentences.

12 Listen and read. Then make sentences.

Who?	wants to go...	should / can...
1 Michael	bookshop	catch a bus
2 Katy	airport	get a train
3 Anna	stadium	walk
4 William	guest house	get a taxi
5 Maya	university	ride a bicycle
6 Robert	factory	drive a car

SKILLS

3

LOOK!

If you want to buy a book, you **should** go to the bookshop.

If I get lost, I **can** go to the police station.

GRAMMAR REFERENCE >
PAGE 115

If Michael wants to go to the bookshop, he should catch a bus.



13 Using the table in Activity 12, think about the situations and write sentences in your notebook.

Your friend...

- wants to buy a book
- wants to go to the college
- wants to go on holiday
- wants to see a football match

○	If you want to buy a book, you should catch a bus to the bookshop.
○	

14 Write three possible situations. Play a game.

If you fail a test, you should do more revision.

You should see a doctor if your stomach hurts.

fail a test
my stomach hurts
I'm tired

Lesson 4

Can use *if* sentences for giving directions and advice.

37

Activity Book page 29

10 Read and find the mistakes. Then write correct sentences.

- Explain to pupils that they are going to read sentences containing grammatical errors.
- Pupils take turns to read out their corrected sentences. Encourage pupils to correct each other, if necessary.

11 Complete the sentences with the correct form of the verbs. Use *should* and *can*.

- Review the use of *should* and *can*. Elicit that we use the present simple tense in the *if* clause and *should* or *can* in the other clause. Remind them that we can swap the order of the clauses but that we only use a comma if the sentence starts with the *if* clause.
- Invite individual pupils to read out their completed sentences to the class.

12 Complete the sentences with your own ideas.

- Put pupils into pairs. Ask them to read the gapped sentences and to discuss possible ideas. Encourage pupils to use their imagination.
- Invite individual pupils to read out their completed sentences to the class.

ANSWER KEY

If you want to go to the college, you can get a train. If you want to go on holiday, you should get a taxi to the airport. If you want to see a football match, you should walk to the stadium.

For Activity Book audioscripts and answer keys see p. 254.

Pop quiz

Put pupils into Team A and Team B. Write on the board: *see a film, post a letter, catch a bus, buy a newspaper, catch a plane, go shopping*. The teams should take turns to make *if* sentences using these phrases, e.g. *If you want to see a film, you should go to the cinema*. Award a point for each correct sentence.

- Alternatively, do the **Poptropica English World digital activity**.

Assign pupils two extra homework activities on **Poptropica English World**.

14 Write three possible situations. Play a game.

- Explain to pupils that they are going to write three possible everyday situations which they could find themselves in.
- Then invite different pupils to read out the examples in the speech bubbles. Elicit that we can swap the order of clauses in *if* sentences. Write on the board: *If you ..., you should ...* and *You should ... if ...*. Give an example, e.g. *If your stomach hurts, you should see a doctor. You should see a doctor if your stomach hurts*. Elicit that the only difference is that we use a comma to separate the clauses when we start a sentence with *If ...*
- Give pupils time to think and write about their three situations. Circulate, monitoring and prompting as necessary.
- Put pupils into pairs and ask them to swap books. Pupils should take turns to read their partner's situations and give advice.
- Invite different pairs to feed back to the class, saying their *if* sentences.

Lesson 5 Pupil's Book page 38 or Poptropica English World

Lesson objective

To understand and discuss a story

Target language

lost, rest, control centre, strangely, space-time, chip, model

Functional language

Not now. Quick, hide! Let's go!

Materials

Audio; props for role play


Optional activity materials

Photocopiable 3.3

Warm-up

- Put pupils into pairs. They should take turns to say what has happened in the story so far. Then encourage them to predict what they think might happen next.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Look at the story. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're reading a story about the Time Hole Detector.*

Story

BEFORE

15 Look at the pictures. Where do you think they are? Tell a partner.

- Keep pupils in their pairs from the warm-up. They should look at the pictures and discuss their ideas about where the characters have travelled to. Encourage them to make notes in their notebooks.
- Invite pairs to feed back their ideas to the class.

WHILE

16 Listen and read. Where does Matt want to go in Atlantis?

- Elicit that the characters are in Atlantis. Tell pupils that they should listen carefully to find out where Matt wants to go while he's there.
- Play the audio while pupils listen and follow in their books. Elicit the answer to the gist question, and ask pupils to give a reason for their answer. (*Matt wants to go to the control centre.*)


Practice

17 Why do you think Dot and Zeb Martin want the space-time chip? Tell a partner.

- Explain to pupils that they are going to work in pairs to talk about the question. Write on the board: *I think they want the space-time chip because ...* Encourage pupils to think creatively and to think of possible reasons for their answer.
- Put pupils into pairs. Circulate, prompting and correcting as necessary.
- Invite different pairs to choose one of their ideas and to write it on the board. Have a class discussion about the different ideas.

Go to **Poptropica English World** to do an extra story activity here.

Extension questions

 Write the following questions on the board: *Why is Atlantis a lost world? How does AL know the directions to the control centre? Why does Matt think Dot and Zeb Martin were looking for something? Why do you think Bella wants them to hide?*

- Put pupils into pairs. Give them a few minutes to think of their answers. They can write their ideas in their notebooks.
- Invite different pairs to share their ideas with the rest of the class.

Role play

- Put pupils into groups of three and ask them to take the roles of Matt, Bella and AL. Encourage them to use props to help them act out the story. They should read through the speech bubbles, using suitable intonation and emphasis, and practise acting out the story.
- When the pairs are ready, invite volunteers to perform their role play in front of the class.

Activity Book page 30

13 Read and tick (✓).

- Ask pupils to close their Pupil's Books and to look at the pictures. Explain that they should read the questions and tick the correct answers.
- When pupils have finished, put them into pairs to compare their answers. Allow them to look at the story in the Pupil's Book to check their answers.
- Elicit the answers from the class.

15 BEFORE Look at the pictures. Where do you think they are? Tell a partner.

16 WHILE Listen and read. Where does Matt want to go in Atlantis?

STORY

THE THD TAKES MATT, BELLA AND AL TO THE LOST WORLD OF ATLANTIS

1 Oh, I'm so tired. Can we stop and rest?

2 Not now. Those weird guys who took the THD were here. Come on, let's go to the control centre. You can rest there. Er, how do we get there?

3 We turn left at the corner, then take the first right.

4 What are they doing? They are acting strangely. I think they're looking for something.

5 They were here. They said their names are Zeb and Dot Martin. They wanted to buy a space-time chip, model 3PX40.

6 It's an important chip for a time-travel machine.

7 There are three in the THD. And I've got a spare 3PX40 in here.

8 The security guard is coming! Quick, hide!

9 A what?

10 Well, I'm hungry and tired now. Can we go to a restaurant?

11 Where are we going now?

12 And I think Zeb and Dot Martin are hungry, too. Let's go!

17 Why do you think Dot and Zeb Martin want the space-time chip? Tell a partner.

38 Lesson 5 Can understand and discuss a story

14 Read and circle.

- Ask pupils to close their Pupil's Books again. Explain that this activity checks pupils' understanding of specific details in the story.
- Give pupils time to read, think and circle. Then put them into pairs to compare their answers. Allow them to look at the story in the Pupil's Book to check their answers.
- Elicit the answers from the class.

15 Complete the summary.

- Ask pupils to close their Pupil's Books once more and to look at the paragraph. Explain that the paragraph tells the story from the Pupil's Book. Explain that a *summary* gives the main points. Ask pupils to complete it using the words from the box.
- Give pupils time to complete the paragraph. Then put them into pairs and ask them to take turns to read out their completed sentences. Allow them to look at the story in the Pupil's Book to check their answers.
- Invite individual pupils to read out their completed sentences to the class.

For Activity Book audioscripts and answer keys see p. 254.

Pop quiz

Put pupils into Team A and Team B. Say sentences spoken by the characters in the story, e.g. *What are they doing?* The teams take turns to guess the character's name, e.g. *Bella*. Award a point when they guess correctly.

- Alternatively, do the **Poptropica English World digital activity**.

Using stories

BEFORE Anticipate

- Ask questions to get pupils thinking about the story.
- Introduce new vocabulary or review previously learnt language.
- Encourage pupils to imagine and think creatively.

WHILE Read

- Play the audio while pupils read.
- Encourage pupils to read and listen carefully to find the answer to the gist question.

AFTER Check

- Ask comprehension questions about specific detail.
- Ask questions about language use in context.
- Ask personalisation and wider application questions to encourage critical thinking.

Role play

- Bring props to class, where possible.
- Allow pupils either to read or to recite from memory.
- Encourage pupils to collaborate effectively with one another.
- Remind pupils to use appropriate intonation and emphasis, and to act out the story with suitable movements.

Lesson 6 Pupil's Book page 39 or Poptropica English World

Lesson objective

To understand details of a story, talk about how flexible they are and use suffixes *-ful* and *-ly*

Value

Learn to be flexible and adapt to different situations.

Target language

friendly, strangely, careful, carefully, quickly, kindly, easily, colourful, peaceful, slowly, happily, beautiful, dangerously, warmly, thankful, forgetful

Materials

Audio; Phonics and Spelling poster


Optional activity materials

Photocopiable 3.4

Warm-up

- Review the story from Lesson 5. Ask, *Where did Matt, Bella and AL travel to? (The lost city of Atlantis.) What did they find out at the control centre? (That Zeb and Dot had been there too. They wanted to buy a space-time chip.) What is a space-time chip? (An important chip for a time-travel machine.) Where do the characters want to go next? (To a restaurant.)*
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to understand details of the story, talk about how flexible we are and use the suffixes -ful and -ly.*

Story

AFTER

18 Read the story again. Then answer the questions.

- Ask pupils to read the story silently. This could also be done as a role play activity.
- When they have read the story again, ask them to read the questions and discuss the answers.

ANSWER KEY

1 Matt wants to go to the control centre. 2 The mysterious couple wanted to buy a space-time chip. 3 Bella, Matt and AL hide from the security guard. 4 Bella feels tired. 5 Matt wants to go to a restaurant.

Values

19 Do a quiz with a partner. How adaptable are you? Read the key and rank yourself 1–3 in your notebook.

- Pre-teach *adaptable*. Ask pupils to look back at the story from Lesson 5. Ask, *In which frame of the story does a character talk about the importance of being adaptable? (frame 1) How do we know this? (Bella is tired and wants to stop and rest. Matt says they should go to the control centre to find out about what the mysterious couple were doing there. He says Bella can rest at the control centre. Bella accepts this.)*
- Draw pupils' attention to the Values box and read it out: *Learn to be flexible and adapt to different situations.* Ask pupils why they think it is important to adapt to different situations, e.g. *so that we can work well with other people / be more successful at school.*
- Ask pupils to look at the quiz. Elicit that it shows five different situations. Ask pupils to read each situation and decide how much they think they would be able to adapt to that situation, grading from 1 to 3.
- Elicit the answers from the class.
- Have a class discussion about whether or not pupils think it is important to be adaptable in each situation. Encourage pupils to give reasons where possible.

Phonics and Spelling

Presentation

- Show pupils the *Phonics and Spelling* poster. Read out the sentences: *It was a beautiful day. Suddenly I heard, 'Be careful!', but it was too late.* Write on the board *beautiful, suddenly, careful*. Ask pupils what they notice about the words. Underline *-ful* and *-ly*.
- Explain to pupils that *-ful* and *-ly* are suffixes. Suffixes are groups of letters which we add to the end of an adjective or noun to indicate a particular meaning: *-ful* indicates *full of*, *-ly* indicates *to do something in this way*.
- Explain that adding suffixes can result in spelling changes, depending on the final letters of the word. When a word ends in a consonant + *-y*, we change *-y* to *-i* + *-ly*/*-ful*: *happy* → *happily*; *beauty* → *beautiful*. When a word ends with *-fe*, we change *-fe* to *-ve* + *-ly*/*-ful*: *life* → *lively*.

18 **AFTER** Read the story again. Then answer the questions.

- 1 Where does Matt want to go first?
- 2 What did the mysterious couple want to buy?
- 3 Who do Bella, Matt and AL hide from?
- 4 How does Bella feel when they arrive in Atlantis?
- 5 What does Matt want to do next?

VALUES

Learn to be flexible and adapt to different situations.

19 Do a quiz with a partner. How adaptable are you? Read the key and rank yourself 1–3 in your notebook.

SITUATION	A	B	C	D	E
	You want to play computer games, but you have to do homework.	You want to go to a party, but you have to be home before 10 p.m.	You want to meet your friends, but you have to study for a test.	You want to stay up late, but you have to get up early.	You want to meet friends, but you have to take care of your little brother.
YOU	...	...	...	...	...
YOUR FRIEND	...	...	...	...	...
	1 I feel OK and can adapt	2 I feel quite frustrated	3 I feel very frustrated		

20 Listen, point and say.

friend → friend**ly** quick → quick**ly**
 strange → strang**ely** kind → kind**ly**
 care → care**ful** easy → eas**ily**
 careful → care**fully** colour → colour**ful**

21 Listen and read the sentences with your partner.

- 1 The city is very colour**ful**.
- 2 She drove very dangerou**sl**y in the neighbourhood.
- 3 They welcomed me so warm**ly** into their home.
- 4 She is very thank**ful** for the theatre tickets.
- 5 I learnt the recipe very eas**ily**.
- 6 I'm so forget**ful**! I need to go to the bookshop.

PHONICS & SPELLING

Suffixes *-ful* and *-ly*

• To form adjectives from nouns:

peace → peace**ful**
 friend → friend**ly**

• To form adverbs from adjectives:

quick → quick**ly**
 slow → slow**ly**

• Be careful! There are some irregular spellings:

happy → happ**ily**
 beauty → beaut**iful**

Lesson 6

Can understand details of a story, talk about how flexible I am and use suffixes *-ful* and *-ly*

39

- Invite individual pupils to read out the text in the Phonics box. Elicit more examples for nouns, e.g. *colourful*, and adjectives, e.g. *strangely*.

20 Listen, point and say.

- Explain to pupils that they are going to listen to different nouns and adjectives with the *-ful* and *-ly* suffixes.
- Play the audio, pausing for pupils to repeat.
- Play the audio again, inviting different pupils to repeat as accurately as possible.
- Elicit the words from the activity ending in *-ly*. Then elicit the words from the activity ending in *-ful*.

Practice

21 Listen and read the sentences with your partner.

- Explain to pupils that they are going to listen to the correct pronunciation of the sentences.
- Play the audio. Pupils listen and follow in their books.
- Then put pupils into pairs. They should take turns to read out the sentences containing suffixes.
- Invite different pupils to read out sentences.

16 Read these situations. Write how you could be flexible.

- Remind pupils of the Value: *Learn to be flexible and adapt to different situations*. Explain to pupils that they are going to read about five different situations. They should decide how they could adapt to each situation.
- Give pupils time to think and write sentences.
- Compare answers as a class. Invite pupils to give their reasons for their choices. For each of the situations, encourage discussion about why it's important to be adaptable.

17 Read and circle the words with suffixes.

- Explain to pupils that they should read the sentences and circle the words containing *-ly* and *-ful*.
- Then put pupils into pairs and ask them to take turns to read aloud the words, using the correct pronunciation.

18 Look, sort and write.

- Put pupils into pairs. Ask them to work together to decide which suffix (*-ly* or *-ful*) they can add to each word. Then they should decide if the word is a noun or an adjective. If pupils are not sure, encourage them to guess.
- When the pairs have finished, write the table on the board. Invite individual pupils to write words in each column on the board.

For Activity Book audioscripts and answer keys see p. 254.

Pop quiz

Ask pupils to close their Pupil's Books. Write on the board: *friend*, *slow*, *happy*, *beauty*, *colour*, *strange*, *warm*, *forget*. Put pupils into Team A and Team B. The teams should take turns to add the suffix *-ly* or *-ful* to one of the words on the board, e.g. *friendly*. If they add the correct suffix, they win a point and you should erase the word from the board.

- Alternatively, do the **Poptropica English World digital activity**.

Lesson 7 Pupil's Book page 40 or Poptropica English World

Lesson objective

To understand a text and graph, talk about urban and rural life and use *isn't/aren't as ... as* and *as much/many ... as*

Cross-curricular focus

Social Science (urban and rural life)

Target language

population, urban, rural, village, dirty, village
Towns aren't as big as cities.

There are as many parks in a city as in a town.
There isn't as much traffic in villages as in cities.

Materials

Audio; CLIL poster; Learning adventure poster


Optional activity materials

Photocopiable 3.5

Warm-up

- Show the CLIL poster and point out the photos and vocabulary for this lesson. Invite pupils to guess what they think will be the topic of this lesson.
- Ask pupils if they live in a town, a city or a village. Encourage discussion about the area they live in, e.g. how many people live there, if it is big or small, if it is clean or dirty and if it is noisy or quiet.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning about urban and rural life, and how to use isn't/aren't as ... as and as much/many ... as.*

22 What are the differences between towns or cities and villages? Tell a partner.

- Put pupils into pairs. They should take turns to talk about the differences. Invite different pupils to feed back to the class.
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're moving along your learning adventure!*

Presentation

23 Listen and read. Then answer.

- Explain to pupils that they are going to read a text about cities, towns and villages. Invite different pupils to read out the questions.

- Play the audio. Pupils listen and follow in their books.
- Put pupils into pairs. Ask them to work together to answer the questions.

ANSWER KEY

1 There are more people in cities. 2 Life is more noisy in cities. 3 No, cities are busier than towns.



Look!

- Ask pupils to read the *Look!* box. Play the audio as they read. Write on the board: *isn't/aren't as ... as*. Explain to pupils that we can use this structure when we are comparing two things which aren't equal to each other. Model an example, e.g. *A town isn't as quiet as a village. Towns aren't as quiet as villages.*
- Then write on the board: *as much/many ... as*. Explain to pupils that we can use this structure when we are making comparisons referring to quantity. Elicit that we use *much* with uncountable nouns, e.g. *noise*, and we use *many* with countable plural nouns, e.g. *cars*. Model an example, e.g. *There isn't as much noise in villages as there is in the city. There aren't as many cars in villages as there are in the city.*
- Ask pupils to copy the examples from the *Look!* box into their notebooks, changing the wording so that it is memorable for them.
- Encourage pupils to refer to the grammar reference on p. 115 as a useful resource to help them with their learning.
- In pairs, ask pupils to look at the text in Activity 23 and to find examples of *isn't/aren't as ... as*, e.g. *There isn't as much traffic in villages as there is in towns or cities*, and *as much/many ... as*, e.g. *... there are as many parks and green spaces as in smaller towns.*
- Alternatively, do the **Poptropica English World grammar presentation** activities.

Go to **Poptropica English World** to do an extra grammar activity here.

Practice

24 Match the definitions with the words in bold in Activity 23.

- Ask pupils to find the words in the text so that they can see them in context.

ANSWER KEY 1 urban 2 rural 3 dirty
4 population 5 village 6 traffic

25 Look at the graph. Read and say *True* or *False*.

- Ask pupils to read the four statements contrasting information between a village, a town and a city.

22 What are the differences between towns or cities and villages? Tell a partner.

23 Listen and read. Then answer.

- Are there more people in cities or in villages?
- Where is life more noisy?
- Are cities as busy as towns?

Urban and rural life

The number of people in a place is called the **population**. People who live in a town or a city are called the **urban** population and those living in a **village** are called the **rural** population. Towns are not as big as cities and there aren't as many people. There aren't as many shopping centres, universities and stadiums in towns and villages as in cities. Cities aren't usually as clean as towns, but sometimes towns can be as **dirty** as cities. There isn't as much **traffic** in villages as there is in towns or cities. In some big cities like London there are as many parks and green spaces as in smaller towns, if not more! Life in a village isn't as noisy as in a city, but village life isn't as busy as city life. Some towns are as quiet as villages and can be very interesting.

24 Match the definitions with the words in bold in Activity 23.

- to do with towns and cities
- to do with the countryside
- not clean
- the number of people in a place
- a small town, often in the countryside
- cars, buses and other vehicles on the road

25 Look at the graph. Read and say **True** or **False**.

- There are as many people in Sunny Village as in Blue City.
- There is as much traffic in Sunny Village as in Blue City.
- There aren't as many factories in Sunny Village as Green Town.
- Sunny Village isn't as noisy as Blue City.

26 Talk about the graph with your partner.

Sunny Village is as noisy as Green Town.

40 Lesson 7 Can understand a text and graph, talk about urban and rural life and use *isn't/aren't as ... as* and *as much/many ... as*.

Activity Book page 32

19 Complete the sentences.

- Ask pupils to complete the sentences, using the words in the box.
- Invite individual pupils to read aloud their completed sentences. Encourage the class to correct them, if necessary.

20 Read the information below and complete the chart.

- Explain to pupils that they are going to read information about two towns. They should use the information to complete these columns in the chart: *Noise, Busy, Colleges*.
- Draw the chart on the board and invite individual pupils to come to the board to complete it.

21 Write three sentences about your city, village or town. Use *as ... as*.

- Elicit different comparisons which can be made using *as ... as*, and write them on the board, e.g. *as noisy as, as quiet as, as busy as, as clean as, as many shops as, as many parks as*.
- Explain to pupils that they should describe their city, village or town using these and any other comparisons.

For Activity Book audioscripts and answer keys see p. 254.

- Put pupils into pairs. They should work together to decide if each statement is true or false.

ANSWER KEY 1 F 2 F 3 F 4 T

26 Talk about the graph with your partner.

- Explain to pupils that they should use the information in the graph to compare Sunny Village, Green Town and Blue City. Invite a pupil to read out the example in the speech bubble. Point out that pupils should use the structures *isn't/aren't as ... as* and *as much/many ... as*, as they make comparisons.
- Put pupils into pairs. They should take turns to make comparative sentences.

Extension questions

Write the following questions on the board: *What is the population where you live? Is it called an urban population or a rural population? Is your area clean or dirty? Why/Why not? Is there a lot of traffic? Why/Why not? Are there a lot of parks and green spaces? Why/Why not? Is it quiet or noisy? Why/Why not?*

Learning adventure

Ask pupils, *What do you know about urban and rural life now?* Give pupils a minute to think of ideas with their partner. Accept any ideas and encourage discussion.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

Write on the board: *factories, busy, shops, dirty, people, parks, traffic*. Put pupils into Team A and Team B. The teams take turns to compare their village, town or city with any other village, town or city, using the words on the board and the structures *isn't/aren't as ... as* and *as much/many ... as*. Teams win a point for each correct sentence. If a team can't make a sentence, the other team has an extra turn.

- Alternatively, do the **Poptropica English World digital activity**.

Lesson 8 Pupil's Book page 41 or Poptropica English World

Lesson objective

To understand texts and talk and write about homes in other countries

Cross-cultural focus

To find out about homes in different parts of the world

Project focus

To design an ideal town or city

Target language

cave house, castle, building, harbour

Materials

Audio; Learning adventure poster


Optional activity materials

Photocopiable 3.6

Warm-up

- Invite individual pupils to describe the buildings they live in, e.g. *I live in a flat. It is in a building with eight floors.* You could do a survey to find out how many pupils live in a flat, a semi-detached house, a detached house, etc.
- Then invite pupils to describe their favourite place in their town e.g. *My favourite place is the cinema.*
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're talking and writing about homes in other countries.*

27 What different buildings do you know?

- Pupils take turns to talk about different buildings they know, e.g. *shopping centre, museum.*
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're moving along your learning adventure!*

Presentation

28 Listen and read. Then match the texts with the photos.

- Explain to pupils that they are going to read blogs written by three young people about where they live.
- Put pupils into pairs and ask them to look at the photos. Ask them to predict which of the young people in the photos lives in which of the places.

- Play the audio. Pupils listen and follow in their books.
- Elicit the answers from the class. Ask pupils if their predictions were correct.

ANSWER KEY 1 b 2 c 3 a

Practice

29 Look at Activity 28. Read and choose.

- Explain to pupils that they are going to choose the correct words or phrases to complete the sentences.
- Give pupils time to write the answers in their notebooks.
- Ask them to say where in the text they found the information for each answer.

ANSWER KEY

1 cave house; beach 2 shopping centre
3 on an island; not good at


30 Ask and answer.

- Invite individual pupils to read out the questions.
- Give pupils time to write and then put them into pairs. They should take turns to ask and answer the questions, using their notes.
- Invite individual pupils to answer the questions in front of the class.

Project

31 Make a presentation about your ideal town or city.

- Read the project instructions and check understanding.
- Put pupils into groups of three or four. Pupils discuss the questions in their groups.
- They should choose one of their ideas to develop and create their project on. Pupils can decide how they want to divide up the work within their group, but they must put together a cohesive idea for their ideal town or city, and incorporate ideas from each pupil if possible. Pupils can either write in their notebooks or on pieces of paper. Explain that they can follow one of the texts in Activity 28 as a model.
- Each group presents their ideas to the class. Encourage pupils to be creative in their presentation, using technology as appropriate.

 Give pupils feedback about their project. Make sure that they have answered all the questions in sufficient depth, and have written clear descriptions. Praise good content, correct spelling and punctuation, and a creative presentation.

Wider World

Our homes

27 What different buildings do you know?

28 Listen and read. Then match the texts with the photos.



1 I'm from a small town in Andalucía, Spain. My house is very unusual. It's a cave house. Some people think caves are scary and dark, but I think they're great. They are very cool in the summer and warm in the winter. My town has got beautiful beaches near my home. I love playing volleyball on the sand. There are also many interesting castles. My favourite is Vélez Blanco.



3 I live on an island in Greece called Paros. I live with my family in a beautiful white house in a village. The island is quite small – just 13,000 people live here. There's a harbour near our house. My sister and I like sailing, and sometimes we go fishing with our father. My father loves fishing, but he's not very good at it!

Eleni, 12, Greece

29 Look at Activity 28. Read and choose.

- Alba lives in a (cave house / beach house) in Spain. She likes going to the (museum / beach) at the weekend.
- There's a (shopping centre / sports centre) near Chiu-Wai's home.
- Eleni lives (near a river / on an island). Eleni's father is (not good at / good at) fishing.

30 Ask and answer.

- Where do you want to live and why?
- What do/don't you like about where you live?



Describe the homes in the texts to your parents. Talk about your home, too.

Lesson 8

Can understand texts and talk and write about homes in other countries

41



23 Write a flyer about your city or town.

- Elicit the meaning of *flyer*, e.g. *a piece of paper to advertise something*, and invite pupils to describe what a flyer looks like.
- Invite different pupils to read out the questions. Put pupils into pairs and ask them to discuss the questions in relation to their own city or town.
- When pupils have finished, ask them to work on their own to write their flyers.
- Invite individual pupils to read out their flyers to the class.

For Activity Book audioscripts and answer keys see p. 254.

Learning adventure

Ask pupils, *What do you know about homes in other countries now?* Give pupils a minute to think of ideas with their partner. Accept any ideas and encourage discussion.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words and phrases they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

Ask pupils to close their Pupil's Books. Write on the board a table with these headings: *Place, Homes, Things to see/do, Interesting fact*. Explain to pupils that they are going to complete the table with information about Alba's, Chiu-Wai's and Eleni's homes. Put pupils into Team A and Team B. The teams take turns to write an item under one of the headings. They win a point for an item under the correct heading. If they can't think of any items, they lose a turn.

- Alternatively, do the **Poptropica English World digital activity**.

Assign pupils an extra homework activity on **Poptropica English World**.

Home–School link

- Read the instruction with the class: *Describe the homes in the texts to your parents*. Talk about your own home too. Ask pupils to discuss with their families about different kinds of homes. Explain that you will be asking them for feedback at the start of the next lesson.

Activity Book page 33

22 Read and sort.

- Invite a pupil to read out the headings in the table. Explain to pupils that they should read each text and write the relevant information under each heading. For additional support, you can complete the first line of the table with the class (*Place: Santorini, Greece; Homes: cave house; Things to see/do: shops, cafes; Interesting fact: on top of a volcano*).
- Write the table on the board and invite individual pupils to come to the board to complete the different pieces of information.

Lesson 9 Pupil's Book page 42 or Poptropica English World

Lesson objective

To write a friendly email about a place

Writing focus

To use paragraphs appropriately


Materials

Audio; Learning adventure poster

Warm-up

- Ask pupils for feedback on their homework task of talking with their families about different kinds of homes. Invite pupils to tell the class what they said at home.
- Elicit the meaning of e-pal. Ask pupils if they have got an e-pal or if they know someone who has got one. Elicit ideas about what e-pals could write to each other about. Ask pupils if they would like to have an e-pal in another country, giving reasons why or why not.
- Alternatively, do the **Poptropica English World digital activity**.


Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to write a friendly email about a place.*

- Ask, *Do you write emails? When do you write them? Who do you write them to?* Elicit responses. If pupils don't write emails, ask them why not. Elicit if they think it is a good idea to write emails, giving reasons why or why not.
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're already moving along your learning adventure!*

Presentation

READ

 **32** Read and complete. Then listen and check.

- Explain to pupils that they should read the email and complete it with the missing words from the box.
- Give pupils time to write the missing words in their notebooks. Then put them into pairs to compare their answers.
- Play the audio. Pupils listen, follow in their books and check their answers.
- Elicit the answers from the class.

ANSWER KEY

1 online 2 island 3 school 4 beaches 5 airport
6 places

Practice

THINK

33 Look at the email again. Talk about the questions.

- Explain to pupils that they are going to look in detail at how information has been organised in the email.
- Put pupils into pairs. For each question, they should read the corresponding section in the email again and then discuss the answer. Circulate, prompting and correcting as necessary.
- Invite different pairs to feed back their ideas to the class.

ANSWER KEY

1 Because he wants to have an online friend in a big city.
2 He talks about his village, Sark.
3 He describes the things to see and do in Sark.
4 Because he wants to know about life in a big city.
5 'Please email me soon', 'Alex'.

PLAN

34 Imagine you live in an unusual place. Ask and answer about it.

- Ask pupils for their ideas about why the island of Sark, mentioned in the email in Activity 32, is an unusual place, e.g. *only 600 people live there, there is only one school on the island, there aren't any shopping centres.* Explain to pupils that they should imagine they live somewhere unusual. Invite different pupils to read out the questions.
- Put pupils into pairs. They should discuss the questions and make notes in their notebooks.
- Invite different pairs to share their ideas with the class.

Writing Tip!

- Invite individual pupils to read out the sentences in the *Writing Tip!* box. Elicit or model other examples.

Go to **Poptropica English World** to do an extra writing activity here.

32  **READ** Read and complete. Then listen and check.

airport beaches island online places school

From: alex@yooohoo.com
To: sun_kwan@mail.com

Hi Sun-kwan,
I'm writing to you because I want to have an ¹... friend in a big city! I love sending emails to friends.

I live in a village on Sark. Sark is a very small British ²... near France. Only six hundred people live on Sark. I'm happy here because my family and friends are here. I love school, too. There's only one ³... on Sark, and we sometimes play sports, but often there aren't many people to make teams.

The ⁴... here are very clean, and they're very quiet. There is a post office and a newsagent, but there aren't any shopping centres on the island. If we want to go to the big shops, we have to go by boat for an hour to another island next to Sark! On Sark, there isn't an ⁵... and there aren't any cars, railway stations or even bus stations! We ride our bikes everywhere. It's really quiet here.

I want to make new friends from different ⁶... Do you like living in Seoul? Please email me soon. I want to know about your life in a big city!
Alex

WRITING



33 **THINK** Look at the email again. Talk about the questions.

- 1 Why does Alex say he is writing to Sun-kwan in the first paragraph?
- 2 What does Alex talk about in the second paragraph?
- 3 What does Alex describe in the third paragraph?
- 4 Why does Alex ask Sun-kwan if he likes living in Seoul?
- 5 How does Alex finish the email?

34 **PLAN** Imagine you live in an unusual place. Ask and answer about it.

- 1 Where is your unusual place?
- 2 What things can you do there?
- 3 What do you like about it?

35 **WRITE** Write an email to an online friend. Use your notes from Activity 34 to help.

WRITING TIP!

We use *and* to join two similar or related ideas, e.g.
There is a post office and a newsagent.


We use *but* to join a positive and a negative idea, e.g.
We play sports, but sometimes there aren't enough people.

We use *because* to give a reason, e.g.
I'm happy because my family and friends are here.

42 Lesson 9

Can write a friendly email about a place

- Put pupils into pairs to compare their answers. Play the audio again so that pupils can check.
- Elicit the answers from the class.

25  **Circle.** Then listen again and check your answers.

- Explain to pupils that they should circle the correct words to make true sentences about the dialogue they listened to in Activity 24.
- When they are ready, play the audio. Pupils listen and check their answers.
- Elicit the answers from the class.

26 **Complete the sentences with *and*, *but* or *because*.**

- Review the use of *and* to join two equal ideas, *but* to join two contrasting ideas and *because* to give a reason.
- Invite individual pupils to read out their completed sentences to the class.

27 **Write about where you live.**

- Put pupils into pairs. Ask them to talk about things they like about where they live. They should make notes in their notebooks.
- Then ask pupils to work on their own to write their paragraphs. Give them a time limit.
- Put pupils into groups of four and ask them to take turns to read aloud their paragraphs.
- Invite individual pupils to read aloud their paragraphs to the class.

WRITE

35 **Write an email to an online friend. Use your notes from Activity 34 to help.**

- Explain to pupils that they are going to write an email to a real or imaginary e-pal. Pupils should follow the email in Activity 32 as a model. Point out that they should use their notes from Activity 34 as well as their answers from Activity 33 to help them organise the information in their email.
- When they have finished, put them into pairs and ask them to swap books. Pupils should read their partner's email, checking that they have organised it clearly and correcting spelling and grammar, if necessary. Encourage pupils to give each other positive feedback, e.g. *Great description!*
- Invite individual pupils to read out their emails to the class.


Activity Book page 34

24  **Listen and number the sentences in order.**

- Explain to pupils that they are going to listen to a phone call between Alex and his e-pal Sun-kwan. They should listen carefully to find out the order in which Sun-kwan talks about different things.
- Play the audio. Pupils listen, follow in their books and number the sentences from 1 to 7.

For Activity Book audioscripts and answer keys see p. 254.

Pop quiz

 Put pupils into Team A and Team B, and give each team a piece of paper. Write on the board, on separate lines: *Hi ...; I'm writing to you because ...; I live in ...; There is a ...; I want to ...; Please email me soon. I want to know about ...* Ask the teams to copy and complete the first line at the top of their piece of paper, e.g. *Hi John*. Then ask them to fold the paper so that the line is hidden, and to swap papers with the other team. Do the same with the rest of the lines, with teams folding and swapping papers each time. When they have finished, ask the teams to open up the papers and read out the emails.

- Alternatively, do the **Poptropica English World digital activity**.

Lesson 10 Pupil's Book page 43 or Poptropica English World

Lesson objective

To assess what they have learnt in Unit 3


Materials

Audio; Learning adventure poster; Test Booklet pp. 16–19 (Unit 3), pp. 40–43 (End of term 1 test)

Warm-up

- This is a self-assessment lesson. Tell pupils that the activities in this lesson will show what they have learnt in this unit.
- Play *Spelling bee* (see p. 239) with the unit vocabulary. Pupils listen to the words you say and, in turn, they try to spell them correctly.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're thinking about our learning adventure.*

- Ask, *How many names of places can you remember?* Write pupils' answers on the board.
- In pairs, pupils discuss how they feel about their learning adventure. Individual pupils say where they are on their learning adventure and what they think their difficulties are.
- Invite pupils to use this lesson's activities as an opportunity to reflect on whether or not they need additional practice in any of the learning objectives.

Practice

36 Listen and match.

- Pupils listen to identify the different places on the map.

Audioscript

CD2, Track 07

- Where's the library?
The library is next to the cinema, opposite the post office.
- Where's the police station?
The police station is next to the cinema opposite the supermarket.
- How do you get to the bookshop?
Go straight at the circus tent. Then turn left at the end of the street. Turn left at the chemist. It's opposite the cinema.
- How do you get to the newsagent's?
Turn right at the train station. It's behind the shopping centre.

ANSWER KEY a 2 b 3 c 4 d 1

37 Look at the map in Activity 36 and complete in your notebook.

- Pupils complete the sentences with prepositions and names of places, referring to the map in Activity 36.

ANSWER KEY 1 front, cinema 2 next to, shopping centre 3 between, supermarket, chemist 4 opposite, post office

38 Look at the map in Activity 36. Ask for directions with your partner.

- Pupils work in pairs to ask for and give directions, using the map in Activity 36.

39 Look at the chart. Make five sentences using *as ... as*.

- Ask pupils to look at the chart. Pupils write five sentences to compare Old Town, New City and Sun Town. They should use *isn't/aren't as ... as* and *as much/many ... as* in their sentences.

ANSWER KEY

Suggested answers: There aren't as many colleges in New City as in Sun Town. There are as many guest houses in Old Town as in New City. Old Town isn't as busy as New City. There aren't as many stadiums in Sun Town as in Old Town.

40 Complete the *If* sentences, using *should* or *can* as necessary.

- Pupils complete the sentences using *should* or *can* and the words in brackets.

ANSWER KEY 1 you should go to the cinema 2 If you like animals 3 you can go by train 4 you should go to bed

Activity Book page 35

28 Read and circle.

- Pupils read the sentences and circle the correct word.

29 Answer the questions for you.

- Pupils write their answers to the questions. Then they take turns to ask and answer with a partner.

36 Listen and match.

1 **2** **3** **4**

a police station b bookshop c newsagent d library

37 Look at the map in Activity 36 and complete in your notebook.

1 The police station is in ... of the ... **2** The newsagent is ... the ...
3 The bookshop is ... the ... and the ... **4** The library is ... the ...

38 Look at the map in Activity 36. Ask for directions with your partner.

39 Look at the chart. Make five sentences using *as ... as*.

There are as many theatres in Old Town as in Sun Town. There isn't as much noise in Sun Town as in New City.

40 Complete the *If* sentences in your notebook using *should* or *can* as necessary.

1 If you want to see a film, ... (go / cinema).
2 ... (like / animals), you can go to a zoo.
3 If it is too far to walk, ... (go by / train).
4 If you feel tired, ... (go / bed).

I CAN
 I can say where places are and give directions.
 I can use *if* sentences to give directions and advice.
 I can write a friendly email about a place.

Lesson 10 Can assess what I have learnt in Unit 3 **43**

4 Write the correct words.

- Pupils match the definitions with the words in the box.

For Activity Book audioscripts and answer keys see p. 254.

Learning adventure

- Ask pupils how they feel about their learning. Pupils say what they have found easy or difficult. Encourage pupils to feel positively about their learning.
- Pupils say the *I can* statements in the Pupil's Book and point at the faces to represent how confident they feel about each learning objective. Then, for each statement, they tick below the appropriate face in the Activity Book.
- Refer pupils to the learning adventure poster and ask them, *Where are you now in your learning adventure?* Encourage pupils to discuss their progress, and say, *Well done!* to give them positive reinforcement.

Pop quiz

- Put pupils into groups of four. Write these questions on the board: *Which is your favourite activity in the unit? Why? Which activity don't you like? Why? What is your favourite new word? Which word is the most difficult for you?*
- Alternatively, do the **Poptropica English World digital activity**.

Go to **Poptropica English World** to do an extra self-assessment activity here.

Assign pupils an extra homework activity on **Poptropica English World**.

30 Look at the map and answer the questions.

- Pupils look at the map and write the answers in their notebooks. Then they take turns to ask and answer with a partner.
- 31** Your friend has got some questions. What do you say? Answer using *If* and *can* or *should*.
- Review that we can swap the order of clauses in *if* sentences, e.g. *If ..., ...* (point out that we use a comma to separate the clauses) or *... if ...*.
 - Pupils read the situations and write *if* sentences to give advice.

Activity Book page 97 (Extra practice)

1 Write the correct words.

- Pupils use the words in the box to complete the directions.

2 Read and match.

- Pupils match the sentence beginnings and the sentence endings.

3 Complete the sentences using *as ... as*.

- Pupils complete the sentences using *as many ... as* or *as much ... as*.