

Have you ever had a key pal?

Lesson 1 Page 4 Page 3

Language focus Talking about the past; present perfect and past simple

Language (R) *Sally has received an email. It arrived this morning.*

New words receive, Jordan, Amman, visitor, parcel;
(R) *names of countries*

Teaching aids  1 Map of the world

Warm-up

- *How many countries?* Give each child a world map. Then write the letters of the alphabet on the board. Set a time limit. How many names of countries can the children find for each letter?
- Ask children to choose a country they have been to (or would like to visit). Each child gives a clue, e.g. **My country begins with 'A'**. Other children try to guess the country. Whoever guesses must ask the question, e.g. **Have you ever been to Australia?** The child answers **Yes** or **No**.

Introducing the Pupil's Book

- Pass out the books and allow some time for the children to look at them. Have they found any pages they like?
- Ask if they can find any characters they remember from Book 5. Write the names on the board.

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Pre-reading (1 Think about it.)

Children look at the maps. Quickly gather answers to the question.

Presentation

- Draw a computer on the board and name it. Ask the children if any of them have ever had an email: **Have you ever had an email?** If the answer is **Yes**, ask **Who was it from?** and write the name of the place they come from under the picture.
- If necessary, explain key pal: someone you email to exchange information and make friends, usually part of an organised school exchange.

Listening – reading (2 Listen and read.)

- Children look quickly at the strip story. Ask how many names they can find.
- Play Tape 1; children listen and follow in their books.



Tape 1

Narrator: Sally and Joe are in the school computer room. Sally has received an email from her key pal.
Joe: What's that?
Sally: It's an email from my key pal. It just arrived.
Narrator: Joe had a key pal in America, but now he doesn't have one.
Sally: Have you ever had a key pal?
Joe: I had a key pal in America, but he hasn't emailed for six months.
Narrator: Sally's key pal is from Jordan. Her name is Samia.
Joe: Where is your key pal from?
Sally: She lives in Amman. She's Jordanian.
Narrator: Sally has a picture of Samia and her brother, Ali.
Sally: Look! This is Samia and this is her brother. Why don't you email him?
Joe: What's his name?

- Go through the story again and check that they have understood.
- Play the tape again. Ask the children to close their eyes and try to remember the words and the pictures.

Speaking (3 Ask and answer.)

- Children look at the question and the pictures. They then take turns asking and answering the questions.
- You may wish to draw the pictures or write the words on the board and make a table or list of children's names and the places the people or items have come from. e.g. under **visitor** Carl, Saudi Arabia; under **postcard** Jane, London, etc.

Introducing the Workbook

- Pass out the new workbooks and give the children time to have a look.
- Children write their names on the front page. They may also wish to draw a picture of themselves and write one or two lines about themselves.

Verbs (1 Write the past participles ...)

Answers: had, written, seen, been, received, eaten

Verbs (2 Complete the sentences ...)

Answers: **Have** you ever **seen** a crocodile? ● Joe and Sally **have** never **been** to Australia. ● Joe's key pal **has** not **emailed** since last year. ● We **have** never **had** a visitor from another country. ● Sally **has** just **received** an email from her key pal. ● I **have** never **eaten** Indian food.

Matching (3 Match the towns with their countries.)

Answers: Amman/**Jordan**; London/**England**; Beijing/**China**; New York/**America**; Cairo/**Egypt**; Vancouver/**Canada**

Writing (4 Complete the sentences as in the example.)

Answers: She is Jordanian. They are American. He is English. She is Chinese. I'm Egyptian.

Lesson 2  Page 5  Page 4


Language focus Present perfect and past simple


New language Have you ever been there? We went last year.

New words Disneyland, aeroplane; (**R**) *thunder, roller coaster*

Teaching aid  1 Map of the world

Preparation Bring in a small, soft ball.

 2 Make full size copies of the grammar file cards.

 2-3 Copy the patterns and instructions for making the grammar file, enough for a set for each child.

Warm-up

- Ask children to think of a place to go or visit. Bring seven or eight children forward to stand in a circle.
- Give the ball to a child, who then asks a question, e.g. **Have you ever been to a zoo?** The child then throws the ball to someone in the circle, who answers **Yes, I have** or **No, I haven't**. (If the answer is **Yes**, the first child asks **When did you go there?** The second child answers.) The first child then sits down and the second child begins again, asking **Have you ever ...?**
- Continue until each child has answered a question, then repeat with another group of children.

Revising the language focus

- Write these verb forms on the board: **have been, went, flew, stayed, were, didn't like, loved** and teach any they don't know.
- Tell the children that the words are from an email they are going to read. Can they guess what the email is about?
- Write the word **Disneyland** on the board. Point to the verbs again. Ask children to make sentences they think might be in the email.

 Page 5**Reading (1 Read Sally's email from Samia.)**

- Children look at the email. Ask them to read it quickly and find as many proper names as they can. Write them on the board.
- Children read the email again, silently, in their own time.

Speaking (2 Look, ask and answer.)

- Ask children to cover the email and read the four questions. Can they answer them without looking?
- Set a time limit. How many other questions can children write down about the email? Children write their questions on the board; other children answer.

Grammar card (3 Look and write.)

- Hand out the grammar file instructions and pattern. Help the class to read and follow the instructions and to make their files.
- Hand out the grammar file cards. Children copy the first two sentences leaving a free line above each. Now elicit question forms for the two sentences. Children copy them above the answers. Encourage them to write the verbs in one colour and the time words in another.
- Look at the next two sentences and repeat as above.
- Encourage the children to draw a picture on the back of the card and write two example sentences about themselves.
- They can also start a new card for irregular verbs, to which they add as they go through their Pupil's Books.

Teaching note The card files should be made as personal as possible to each child. They should also be fun. Encourage the use of coloured pens or pencils to highlight structures, and they mustn't forget to include the 'tips'. You can also encourage children to add in cards with rhymes or songs or puzzles which may exemplify a particular structure in an extended context.

Writing (1 Make questions as in the example.)

Answers: Have you done your homework yet? Has Sally been to the shops yet? Has Joe found his key yet? Have your pen friends written to you yet? Have we had any letters yet?

Verbs (2 Complete the conversations ...)

Answers: *Have* you ever **been** to America? Yes, we **went** there last year. We **flew** from London to New York. Where **did** you **stay**? We **stayed** in a big hotel near Central Park.

I **have** never **been** to Australia but my cousins **went** there three years ago. What **did** they **see** there? They **saw** kangaroos and koala bears. **Did** they **like** Australia? Yes, they **liked** it very much. They **did** not **want** to leave.

Lesson 3 Page 6 Page 5

Language focus Talking about frequency of English usage; introducing topics (conversation)

New language How often do you read English? Have you seen this video?

New words sign (n.), met

Preparation Bring in a small box.

Warm-up

- Play a miming game. Write two example sentences, like this: **I have seen lions in the zoo. I have climbed a mountain.** Ask children to write similar sentences about themselves and put them in the box.
- Ask a child to come forward and draw out a sentence and mime it. The class tries to guess: **Have you seen an elephant** (... been on a ship, etc)?

Revising the language focus

- Remind the class of the frequency words. Write the words **video**, **cinema** and **computer games** on the board and put ticks and crosses under them (X = never ✓ = sometimes, ✓✓✓ = often). Make statements about yourself to match your ticks and crosses, e.g. **I often watch videos, I sometimes go to the cinema, I never play computer games.**
- Children come forward, write their own ✓s and Xs and make statements.

Reading (1 Read and circle.)

- Brainstorm quickly where children might see/hear English in their daily lives and write the words on the board.
- Children should be able to understand the questionnaire with the help of the pictures. Give them time to read through it and circle their answers.

Speaking (2 Talk about English and you.)

- Ask children to make sentences at random about their answers to the questionnaire.
- You may wish to collect the answers to the questionnaire on the board, writing the number of children under each column, e.g.

	Never	Sometimes	Often
read books	0	16	14
watch TV	28	2	0

Listening – speaking (3 Listen and speak.)

- These examples demonstrate how a topic can be introduced using the present perfect. Play Tape 2. Children listen and follow in their books.

Tape 2

A
Sally: Have you met the new boy?
Joe: No. What's his name?
Sally: His name is James. He's nice.

B
Joe: Have you seen this video?
Sally: You mean the *Lion King*? Yes, I have.
Joe: Did you like it?
Sally: I loved it.

- Play section **A** again and draw empty speech bubbles on the board. How much can they remember? Play the tape until they can complete the exchange. Repeat with **B**.

Completing a chart (1 Ask your friends. Write their names ...)

Children work in pairs, asking and answering to complete the chart.

Writing (2 Write about your friends.)

Children use the information they have collected on their charts to write about a friend.

Writing (3 What about you? Write about English and you.)

Children write three sentences about themselves.

Lesson 4 Page 7 Page 6

Language focus Listening as a skill: pronunciation; listening for gist

Language Verbs in past simple tense: /d/, /t/, /Id/ endings

Words (R) names of countries

Warm-up

Play a quick quiz game with regular and irregular verbs. Divide the class into two teams, **A** and **B**. Make three columns on the board (1, 2 and 3) and write **be**, **was** and **been** beneath. Then write **received** under **was** in column 2. Team **A** now has to fill in one of the other columns (**receive** or **received**) and Team **B** the remaining column. Write another verb form (e.g. **have** in column 1) and continue. Score 1 point for each correct answer.



Pronunciation (1 Listen and speak.)

- Focus attention on the three different sounds the **-ed** ending makes (d/, t/, /d/). Then play Tape 3.



Tape 3

Presenter: Listen!

climbed ... climbed

liked ... liked

needed ... needed.

Now, listen and repeat.

climbed ... climbed; called ... called; stayed ... stayed;

received ... received

liked ... liked; stopped ... stopped; asked ... asked;

looked ... looked

needed ... needed; wanted ... wanted; visited ... visited;

shouted ... shouted

- Play the tape again; children listen and repeat.
- Children close their books. Write the three key words on the board, numbered 1, 2 and 3; say one of the other words. Children say which column it goes in.

Listening (2 Listen and find.)

- Give children time to look at the pictures and read the information under each one.
- Play a quick word association game, first looking at their books and then with books closed, e.g. You say **Sami**, children say **Egypt**; **USA/Bill**, etc.
- Play Tape 4. Children listen and look at the pictures.



Tape 4

Mark: My key pal is a boy. He's thirteen and he has brown curly hair. He likes football and so do I. He is American. I've never been to the USA, but I would like to go there some day. Can you guess who it is?

Amy: My key pal is a girl. She's very tall with brown hair. She lives in a hot country and she likes to go to the beach. She's twelve years old. Do you know who it is?

- Play the tape again; children decide (or check) their answers.

Answers: Mark's key pal is Bill from the USA; Amy's key pal is Sami from Egypt.

Speaking – writing (3 Find, say and write.)

- Children choose a key pal and make notes. Each child then describes his/her key pal. Can the others guess who it is?
- Each child writes a short description of his/her key pal.



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Reading (1 Read and match the key pals.)

Children read the clues and draw lines from the children to their key pals (they should skim through all the clues first).

Answers: Mark/**Carlo**, Sue/**Molly**, Jenny/**Sam**, Ben/**Ellen**

Pronunciation (2 Say the verbs and put them in the right box.)

Remind children of the three sounds of the **-ed** verb ending: /t/, /d/, /d/ before they write the verbs in the boxes.

Answers: **stayed** received, climbed, loved, called; **asked** liked, stopped, walked, watched; **shouted** visited, wanted, needed, started

Unit 1: Additional pages



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7 Codes



RFP tape

Reading for pleasure

Messages and codes

Children should be familiar with scanning a text before reading it to help them predict what it is about. If you wish to revise prediction skills follow these steps

- 1 Give children a moment or two to read the title, look at the pictures and read the labels. (In this text the title and the labels give a lot of information.)
- 2 Ask what they expect to read about in the text. Write their ideas on the board.
- 3 Tell them to look at the text quickly for a moment, but not to read every word.
- 4 Ask if they have noticed any words that give them more accurate ideas of what they are going to read about. Write these up on the board

- Play the tape. Children listen and follow in their books. Explain any new or unfamiliar words.
- With the class, look at the ideas on the board and ask how well they match the text they heard.
- If the class needs practice in scanning, ask them to find particular parts of the text, e.g. say **Tell me about the pigeon post/ hieroglyphs/ smoke signals**, etc. Children

search for that part of the text and tell you one piece of information about the subject.

- Children take turns to read a part of the text. Alternatively, play the tape a second time before you read.
- Children use the photocopied sheet on Codes. If you don't have this, show children two or three simple codes on the board, e.g.:
a = 1, b = 2, etc.
z = 1, y = 2, etc.
a = z, b = y, etc.
- Brainstorm ideas for some secret messages. Let children choose one, write it in code and exchange with a friend, who must try to work out what code has been used and read the message.

Code for third message: a = 26, b = 1, c = 2, d = 3, etc.

Message reads: *The plane will take off at ten tonight.*



Pages 7

Study skills

- This page deals with the importance of children trying to correct their own written work and begins with spelling mistakes. Under 'word building' children make nouns into adjectives.

1 Children look at the spelling mistakes and try to correct them.

Answers: shopping, noisily, making, middle, wolves, ladies

2 Children try to identify the spelling mistakes and then correct them.

Answers: bottle, prettily, swimming, riding, babies, leaves

3 Children add 'ful' to the nouns in the box to make adjectives and then use them in the sentences.

Answers: powerful, useful, careful, colourful, beautiful



Page 8

Composition

1 Children read Meg's email

2 Children choose one of the three places and write an email to a friend, using Meg's email as a model, but changing the underlined words. (They may also wish to draw a 'photograph' to go with the email.)

Project notes

Our Class and English

- Use the questionnaire in Lesson 3.

- Children write two or three sentences about everything they sometimes or often see, hear or read in English:

1 They name their favourite book, film, TV programme or song in English and say what they like about it.

2 If they speak English outside the classroom, who do they talk to?

3 If they read newspapers in English, what are they? What did they read about recently?

4 Children list signs they see in English.

The children's work can be made into a book or displayed in the classroom. If there is time, they could each make one of the English signs and stick them onto a large poster.