

8 Back in time

Lesson 1 Vocabulary

Pupil's Book pages 96–97



Lesson 1

Vocabulary

- 8.1 Listen, point and say.
- 8.2 Listen and play the game. What's next?

museum

history

fire

tool

sculpture

necklace

bowl

knife

coin

musical instrument

- Write the new words in your notebook.

Things I have in my house	Things I don't have in my house
bowl	museum

- Look at the picture. Ask and answer.
 - Did people in prehistory have tools? Yes, they did.
 - Did they have a TV? No, they didn't.
- 8.3 Sing the song. **Be a star!**

Prehistory

Let's talk about prehistory. It really isn't a mystery! Go to a museum and have a look. Or read about it in a book!

Chorus
Did they have coins in prehistory? Yes, they did. Of course they did! And bowls and sculptures, too!

Chorus
Did they have tools in prehistory? Yes, they did. Of course they did! And fire and necklaces, too!

Which things from prehistory are in the song?

Unit 8 Sing a song WB: page 82 **97**

Learning objectives: Identify and use new words: objects in a history museum; Sing a song

Vocabulary: bowl, coin, fire, history, knife, museum, musical instrument, necklace, sculpture, tool

Resources: Flashcards; Vocabulary 1 worksheet

Warm-up: Past simple revision

- Write these two headings on the board in large circles: *Regular, Irregular*.
- Call out different verbs from Units 5, 6 and 7. Have volunteers raise their hands to come to the board and write each verb in the correct circle. Have them write the verb and past simple form.

1 8.1 Listen, point and say.

- The children look at page 96. Ask *Are there objects from today or the past? (the past) Do the children like history? (yes) Do you agree with Ella that this object was for cooking? (Children's own answers.)*
- The children look at page 97. They listen and point.
- Play the audio again. The children repeat each item.

2 8.2 Listen and play the game. What's next?

- Have the children listen to the first example on the audio and show them that it follows the order shown in Activity 1.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio.
- For the last part of the audio, when the narrator says *Now you*, pause for the children to call out the answer.

Audioscript

Teacher: museum, history

Child: fire

Teacher: fire, tool

Child: sculpture

Teacher: Now you. 1 sculpture, necklace 2 bowl, knife 3 knife, coin 4 musical instrument, museum 5 history, fire

Answers: 1 bowl 2 coin 3 musical instrument 4 history 5 tool

Extension

- Use the flashcards to support the audio. You can download the flashcards, print them and stick them on the board or show them on the screen. Ask two volunteers to stand in front of the flashcards. Play the audio from Activity 1 and have the volunteers take turns to point to the correct picture and say the word.

3 Write the new words in your notebook.

- Have the children copy and fill in the table into their notebooks. Ask the class for feedback and discuss what the children have in their houses.

Answers: Children's own answers.

4 Look at the picture. Ask and answer.

- Write *prehistory* on the board. Explain *Prehistory is the time before people wrote things down.*
- Read out the example questions and answers, and ask the class to point to the tools in the picture on page 96. The children work in pairs and take turns asking and answering questions about the picture.

5 8.3 Sing the song.

Be a star!

- Ask children to cover the words of the song. Tell them to listen for things from prehistory in the song.
- Play the audio. Then ask for answers.
- Now the children look at the song lyrics. Play the audio again and stop after each line for the children to repeat (singing). Then play the full song.

Answers: tools, fire, necklaces, coins, bowls, sculptures

Workbook page 82

8 Back in time

Lesson 1 Vocabulary

1 Listen and tick (✓) the box.

1 What did Will see at the museum?



2 Where is the necklace?



3 Which sculpture is in town?



4 How many coins are there?



5 What doesn't Fred wash up?



2 Complete the sentences. Use the words in the box.

coins history instrument necklace tools

- My favourite school subject is history.
- I haven't got a lot of money. I've only got some _____.
- My mother's wearing a beautiful _____.
- I play the piano. Everyone in my family plays a musical _____.
- My dad likes to make things. He's got a lot of _____ in the garage.

82 Unit 8 A1 Movers: Listening Part 4

1 8.1 Listen and tick (✓) the box.

This activity helps the children prepare for Part 4 of the Listening in the Cambridge English: A1 Movers test.

- Children listen and tick the correct answers.
- Ask for feedback. Write answers on the board.

Audioscript

Speaker: Look at the pictures. Listen and look. There is one example.

- 1 Speaker:** What did Will see at the museum?
Girl: Where did you go yesterday, Will?
Boy: I went to the museum.

- Girl:** I love history and I love museums. Did you see any old coins?
Boy: No, I didn't. But I saw lots of tools.
Speaker: Can you see the tick? Now you listen and tick the box.
2 Speaker: Where is the necklace?
Girl: Where's my necklace, Mum?
Woman: Hmm. Is it on the table? I saw it next to the bowl.
Girl: Oh yes - it's here - it's in the bowl.
3 Speaker: Which sculpture is in town?
Girl: I love that sculpture in town.
Woman: Which sculpture? The man with the big hat?
Girl: No, not that sculpture. The beautiful lion.
Woman: Oh yes! Is it sitting down?
Girl: No, it's standing up.
4 Speaker: How many coins are there?
Boy: Let's look in this room. There aren't many people in here.
Girl: Good idea. Look at these old coins!
Boy: Wow! There are lots of them. I've only got one coin!
5 Speaker: What doesn't Fred wash up?
Man: Can you wash up please, Fred?
Boy: OK, Dad. Can you give me your bowl?
Man: Sure. Don't wash up my plate and knife - I'm using them.
Boy: OK.

Answers: 1 A 2 C 3 B 4 B 5 C

2 Complete the sentences. Use words in the box.

Answers: 1 history 2 coins 3 necklace 4 instrument 5 tools

Lesson 2 Reading

1 Look at the photos and the title. Circle the correct answers.

1 The text is ... a true. b not true.
 2 It's about ... a the past. b the past and the present.

2 Scan the text. Underline the new words from Lesson 1.

3 Read the text. Find five Inca things we can see today.

The Incas

Prehistory was before writing and was many thousands of years ago. Some people didn't have writing, but they had lots of other things! Let's learn about the Incas of South America.

Where did they live? What did they wear, and what did they do?

The Incas lived in the Andes mountains. They wore clothes made from the wool of llamas and alpacas. You can see llamas and alpacas in the Andes today! Llamas are bigger than alpacas. They've got longer faces and ears like bananas!

Rich people wore clothes with lots of colours. Women wore long dresses. Did you know the Inca emperor wore a new shirt every day?

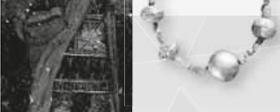
The Incas made beautiful gold necklaces. They made gold coins and sculptures, too.



llama



alpaca



emperor



Vocabulary

gold grass metal stone wood wool

The Incas lived in groups of families. They lived and worked together. Farming in the Andes was difficult, but the Incas were very clever. They made big green steps in the mountains and used lots of different metal tools to grow food. You can see those steps today!



They had some musical instruments. They had drums and *pinkillos*. *Pinkillos* were made of wood and were like a flute. People play *pinkillos* today, too.

The Incas didn't have writing, but they made *quipus* made of strings. They used *quipus* to count numbers. They used *quipus* for numbers of people, numbers of animals and dates. The Incas used *quipus* to tell stories, too. You can see some Inca *quipus* in museums, and people in the Andes use them today, too!



pinkillos



quipus

The Incas made stone buildings. You can visit a small Inca city called Machu Picchu (old mountain). It's at the top of a mountain, and it's really beautiful!



Machu Picchu



They made bridges, too! This Inca bridge is made of grass, but it's very strong. The Incas made a new bridge every year, and now people make a new bridge every year. You can cross it ... but don't look down!

Learning to learn

Self-motivation

- 1 Review the way to spell new words on page 25.
- 2 Do a time challenge. How many words you can practise in five minutes?

Practise the new words on this page and in Lesson 1 for five minutes. Test a friend.

98 Unit 8 Read a factual text WB: page 83

Unit 8 Identify new words: materials WB: page 83 99

Learning objectives: Learning objectives: Read a factual text; Identify new words: materials

Vocabulary: gold, grass, metal, stone, wood, wool

Review vocabulary: objects in a history museum

Resources: Flashcards

Warm-up: What's this?

- Draw a picture for one of the words from Lesson 1 on the board (e.g. *tool*). Ask the children *What's this?* and elicit answers.
- Have volunteers draw pictures of the other words and ask the class *What's this?*

Vocabulary

- Teach *gold, grass, metal, stone, wood, wool*. Write the words in a row on the board and say *These words are all things in prehistory.*
- Draw a simple picture under each word. Say each word and add details to aid understanding:
 - This necklace is made from gold, a valuable yellow metal.*
 - The garden is covered in green grass.*
 - This fork is metal. It isn't plastic.*
 - A sculpture is often made of stone, the hard substance that rocks are made of.*
 - The table is wood. Trees give us wood.*
 - This jumper is wool.*
- Read out the words again and have the children repeat.

1 Look at the photos and the title. Circle the correct answers.

- Refer the children to the texts on pages 98–99. Tell them to look at the photos and the title. Read out the instructions and questions.
- Have the children answer the questions in pairs.
- Ask the children to report back to the class. Children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 a – true 2 b – the past and the present.

2 Scan the text. Underline the new words from Lesson 1.

- Remind the children what *scan* is and tell them they have one minute to find all the new words.
- Children raise their hands to suggest answers. Ask for class agreement.

Answers: (pre)history, necklaces, coins, sculptures, tools, musical instruments, museum

Teaching star!

Reading

- As an alternative or addition to drawing on the board to teach new vocabulary, use the flashcards. Play the *What's this?* flashcard game with the flashcards for this lesson. See the Games bank (pages 14–17) for how to play this game.

3 8.4 **Read the text. Find five Inca things we can see today.**

- Play the audio and have the children follow in their books.
- Allow the children time to re-read the texts quietly.
- Ask the children *Would you like to visit the small Inca city called Machu Picchu? Discuss as a class. Follow-up with Would you want to walk across an Inca bridge?* Choose a few children to respond.

Answers: llamas and alpacas, big green steps, Pinkillos, quipus, stone buildings (Inca city), grass bridges

Learning to learn

- Read out the Learning to learn box to the children. Tell the children to look back at page 25 and review the way to spell new words.
- Have the children practise spelling the new words for five minutes.
- Then they work in pairs and test each other on the new words. Ask for class feedback and see how the children managed and which words they found more challenging.

Cooler: True or False

- Have the children place their Pupil's Books face down. Read out some sentences from the text. Change some information so it is false and read other sentences as they are so they are true.
- The children call out *True* or *False*. For false sentences, ask them to give the true information.

Lesson 2 Reading

1 Complete the sentences with the words in the box. Look at Pupil's Book pages 98–99 to check.

gold grass metal stone wood wool

The Incas made many things. They made musical instruments out of ¹ wood. They were called *pinkillos*, and they were like flutes. They made clothes from the ² _____ of alpacas and llamas, and beautiful ³ _____ necklaces! They made ⁴ _____ buildings and steps in the mountains, and used ⁵ _____ tools to grow food. They even made bridges out of ⁶ _____.



2 What have you got in your home made of ...

1 wood? _____ 2 stone? _____
3 wool? _____ 4 metal? _____

Learning to learn

Write new words in groups to help you remember them.

places → hospital, library, museum verbs → cook, eat, play

3 **Write the words in the correct groups.**

coin history pot science sculpture stone wood maths

Group	Words
Objects from prehistory	coin
Materials	
School subjects	

Unit 8 83

1 Complete the sentences with words in the box. Look at Pupil's Book pages 98–99 to check.

Answers: 1 wood 2 wool 3 gold 4 stone
5 metal 6 grass

2 What have you got in your home made of ...

Answers: Children's own answers.

3 **Write these words in the correct groups.**

Answers: Objects from prehistory: coin, pot, sculpture

Materials: stone, wood

School subjects: history, maths, science

Lesson 3 Reading comprehension



What can we learn from history?

1 Answer the questions with full sentences.

1 What did the Incas use to make clothes?

They used wool from llamas and alpacas.

2 What did the Incas make in the mountains to grow food?

3 What musical instruments did they have?

4 What did they use to count numbers?

5 What did they make from stone, and from grass?

2 Look at the photos and read the text again. Match. **Be a star!**

- | | | | |
|----------------|---------------------------|-------|------------------------------------------|
| 1 Machu Picchu | is an animal. | _____ | was for counting numbers. |
| 2 A pinkillo | which is made of strings, | _____ | the Incas made at the top of a mountain. |
| 3 A quipu, | is a small city | _____ | Incas used its wool to make clothes. |
| 4 An alpaca | is like a flute. | _____ | It was an Inca musical instrument. |

Sounds and spelling

3 8.5 Listen and say the chant. Look at the spelling.

'Oh, what a voice!' said the boy to Joy.
But 'Oi! What a noise!' thought Roy.



4 8.6 Write the missing letters oi or oy. Listen and check.

1 t_oy 2 n__se 3 c__n 4 b__ 5 v__ce 6 J__

100

Unit 8 Reading comprehension: use labels in a text to aid comprehension Sounds and spelling: oi or oy (/oi/)
WB: page 84

Learning objectives: Reading comprehension: use labels in a text to aid comprehension; Sounds and spelling: oi or oy (/oi/)

Vocabulary: boy, coin, noise, toy, voice

Review vocabulary: objects in a history museum

Resources: Sounds and spelling worksheet

Materials: (optional) green and yellow coloured pens or pencils

Warm-up: Song

- Have the children sing the song from Lesson 1 (track 8.3).
- Ask the children to raise their hands and say words from prehistory that are in the song.

1 Answer the questions with full sentences.

- Before the children open their books, ask them to recall details about the Incas.
- Read out the first question and have a volunteer read out the answer. Point out that the answers for 2-5 need the correct form of the past simple.
- Have the children finish the activity individually. Write the answers on the board.

Answers: 1 They used wool from llamas and alpacas. 2 They made big green steps in the mountains and used lots of different metal tools to grow food. 3 They had drums and pinkillos. 4 They used quipus to count numbers. 5 They made buildings from stone and bridges from grass.

Teaching star!

Group work

- You can have the children write their own questions for reading texts in order to practise different tense forms.
- Divide the children into groups of four. Assign a paragraph from the reading text on pages 98-99 to each group. The groups write one question in the past simple for their paragraph. Have a volunteer from each group write their question on the board. The other groups answer each other's questions. During feedback, make sure the grammar forms are correct as well as the answers.

2 Look at the photos and read the text again. Match. **Be a star!**

- Ask the children to look at the photos and text again.
- The children match a line from each column to form a complete sentence.
- The children do this individually and then compare answers with a friend.

Answers: 1 Machu Picchu is a small city the Incas made at the top of a mountain. 2 A pinkillo is like a flute. It was an Inca musical instrument. 3 A quipu, which is made of strings, was for counting numbers. 4 An alpaca is an animal. Incas used its wool to make clothes.

3 8.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image and say what they can see (*a king and a boy listening to a girl making a terrible noise on a drum and singing badly*).
- Play the first part of the audio and have the children listen and follow in their books.
- Play the first part again and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters? (/oi/)*.
- Play the second part of the audio and explain that the children have to say the missing words.

Lesson 4 Grammar

1 Look and read.

Graphic Grammar
there was / were

There	was	a	mammoth	in	the	cave	!
There	was	a	mammoth.				
	wasn't (was not)						
	were	(some)	mammoths.				
	weren't (were not)	any	mammoths.				

2 Look and complete the sentences with *was*, *wasn't*, *were* or *weren't*.

1 There were some tools. (✓) 5 There _____ some bowls. (✓)
 2 There _____ an instrument. (✓) 6 There _____ any coins. (x)
 3 There _____ any clocks. (x) 7 There _____ a necklace. (✓)
 4 There _____ an armchair. (x) 8 There _____ a knife. (x)

3 Work in pairs and do a picture dictation. **Be a star!**

- A Look at page 150. B Look at page 159.
- Draw four things. Choose from the items on the page.
- Describe your classroom. Listen and draw your friend's classroom.

There was a fire. There weren't any sculptures.

Go to Grammar booster: page 141. Unit 8 Understand there was / were WB: page 85 101

- Ask the children which colour block the word *There* is in (*purple*) and which colour block the word *was* is in (*blue*). Ask the children to look at the board and say which form of the verb *to be* is for two or more things and elicit *were*.
- Read out the sentence again and have the children repeat.

- If you have access to the class video, present *there was* and *there were* as above. Then tell the children to watch the video and think about what word we add before *was* to talk about things that existed in the past.
- Play the video. Ask the children for feedback and elicit *There*.
- Play the video again, and have the children repeat the sentence.
- Ask the children which colour block the word *There* is in (*purple*) and which colour block the word *was* is in (*blue*). Ask the children to look at the board and say which form of *to be* is for two or more things and elicit *were*.

2 Look and complete the sentences with *was*, *wasn't*, *were* or *weren't*.

- Read out the sentences on the board again. Then change the information to *There wasn't a musical instrument* and *There weren't stone buildings*. Underline *wasn't* and *weren't* and ask the children *What did I add? Why?* Elicit *n't* and *because it is negative / for things that are not true*.
- The children look at the picture and complete the sentences. Then ask volunteers to read out their sentences.

Answers: 1 were 2 was 3 weren't 4 wasn't
 5 were 6 weren't 7 was 8 wasn't

Learning objectives: Understand *There was / were*

Grammar: *there was / were*

Review vocabulary: objects in a history museum

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Words with *oy* or *oi*

- Write *oy* on the left side of the board and *oi* on the right side.
- Point to one side or the other of the board and ask volunteers to raise their hands to say a word that has that spelling and the /oi/ sound.

1 Look and read.

- If you don't have access to the class video, write these two sentences on the board: *There was _____ musical instrument made of wood. There were _____ buildings*. Ask the children to fill in the missing words (*a, stone*). Then read out the sentences and ask *Are these sentences about now or the past?* and elicit *the past*.
- Have the children look at the picture in Activity 1 and ask what they can see.
- Read out the sentence. Ask the children *Which word is a form of the verb 'to be'?* Elicit *was*. *What word do we add before 'was'?* Elicit *There*.

3 Work in pairs and do a picture dictation.

Be a star!

- Organise the children into pairs and then into Student A and Student B.
- Read out the instructions. Ask a volunteer pair to read out the example dialogue so the children have an understanding of how to play the game. Then have Student A turn to page 150 and have Student B turn to page 159.
- The children choose and draw four items from the list on their page. Then they take turns to describe their classroom and draw their friend's classroom.
- Allow time for the children to complete the game.

Communicating

- Extend an activity so the children can use the grammar point to talk about another aspect of their lives.
- Write on the board *When I was five years old ...*
- Tell the children to work alone and make a list of four things about their house or family that existed or didn't exist when they were five. They then work in pairs and tell each other their ideas using *There was / wasn't* and *There were / weren't*.

★ ★ **Grammar booster**

Ask the children to turn to page 141 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 was 2 weren't 3 was 4 were
5 was 6 were

Cooler: Do you agree?

- Say sentences using *There was / were*. The children raise their hands if they agree, e.g. *There was a lot of snow last week. There was a good film on TV yesterday. There were lots children at school yesterday. There was a black cloud in the sky this morning.*



Workbook page 85

Lesson 4 Grammar

1 8.2 Listen and tick (✓) or cross (×).

1

2

3

4

5

6

7

2 Complete the sentences with *There was / wasn't* or *There were / weren't*.

- ✓ *There were* _____ stone tables and chairs in Inca houses.
- × _____ any books in Inca houses.
- ✓ _____ a fireplace in an Inca house.
- × _____ a computer in an Inca house.

3 Look at the list of things. Write about what *There was / were* and *There wasn't / weren't* in your classroom last year.

<input checked="" type="checkbox"/> pens and pencils	1 <i>There were some pens and pencils.</i>
<input type="checkbox"/> tools	2 _____
<input type="checkbox"/> a fireplace	3 _____
<input type="checkbox"/> musical instruments	4 _____
<input type="checkbox"/> books	5 _____

Unit 8 Go to Vocabulary and grammar reference on page 125 **85**

Grammar reference:

Remind the children that they can refer to the grammar reference on page 125 while completing these Workbook activities.

1 8.2 Listen and tick (✓) or cross (×).

Audioscript

Girl: *What did you do yesterday?*
Boy: *I went to the history museum in town.*
Girl: *Really? What did you see?*
Boy: *There were some tools and some coins. There was a bedroom with old things in it. There was a musical instrument and an old armchair next to a fire. But there wasn't a clock and there weren't any books!*
Girl: *I'd like to go, too!*

Answers: 1 tools ✓, 2 coins ✓, 3 musical instrument ✓, 4 armchair ✓, 5 fire ✓, 6 clock ✗, 7 books ✗

2 Complete the sentences with *There was / wasn't* or *There were / weren't*.

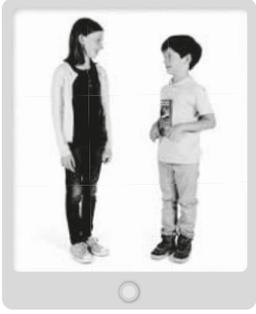
Answers: 1 There were 2 There weren't
3 There was 4 There wasn't

3 Look at the list of things. Write about what *There was / were* and *There wasn't / weren't* in your classroom last year.

Answers: Children's own answers.

Lesson 5 Language in use

1 8.7 Listen and say.



2 Read the answers about the zoo. Write the questions.

1 Was there a café at the zoo? No, there wasn't a café.

2 _____ Yes, there were five kangaroos.

3 _____ Yes, there were lots of gorillas.

4 _____ Yes, there was a shop.

5 _____ No, there weren't any dolphins.

3 Work in pairs. Now make a new dialogue. **Be a star!**



Were there any butterflies at the zoo?



Yes, there were.



Was there a lion?



No, there wasn't.

Vocabulary

butterfly gorilla meerkat
parrot show

What did you do yesterday?
 I went to the zoo.
 Oh, lucky you! **Were there** any parrots?
No, there weren't.
 Were there any meerkats?
Yes, there were.
Was there a dolphin show?
Yes, there was.
 Were there any gorillas?
 No, there weren't.

102 Unit 8 Use Yes / No questions with there was / were
Use new words: zoo words WB: page 86

Go to Grammar booster: page 141.

Learning objectives: Use Yes / No questions with there was / were; Use new words: zoo words

Vocabulary: butterfly, gorilla, meerkat, parrot, show

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

Warm-up: Stand up for yes!

- Ask questions about the past. The children stand up if the sentences are true for them and say Yes! e.g. *Did you do maths homework yesterday? Did you play with your friends last weekend? Did you go to the zoo last week?*

1 8.7 Listen and say.

- If you don't have access to the class video, teach the zoo animals first. Repeat *Did you go to the zoo last week?* Then ask the children *When did you last go to the zoo?* and elicit answers.
- Draw the zoo animals on the board and say the names. The drawings don't have to be good, and you can have the children guess what the animals are. Confirm their correct guesses and say the English words a few times for the children to repeat.
- Play the audio and have the children listen and raise their hands every time they hear one of the words from the box. Ask them to work out what *show* means from the context in the dialogue (*a performance*).

- Play the audio again and have the children listen, follow and repeat each line of the dialogue. Repeat the sentences with the questions and answers using *there was / were*.
- Ask *What word do we need with was and were?* and elicit *there*.
- Divide the class into two, and have the children act out the dialogue with each half taking one role. Then change roles.

- If you have access to the class video, follow the above procedure with the video.
- Play the video one more time and have the children repeat, copying all intonation and body language as closely as possible.

2 Read the answers about the zoo. Write the questions.

- Have a pair read out the example question and answer. Ask the children to think about question 2. Ask *Do you need 'was' or 'were'?* *Do you need 'a' or 'any'?* and elicit *were* and *any*.
- Have the children complete the sentences individually. Then choose pairs to read out the questions and answers.

Answers: 1 Was there a café at the zoo? 2 Were there any kangaroos at the zoo? 3 Were there any gorillas at the zoo? 4 Was there a shop at the zoo? 5 Were there any dolphins at the zoo?

★ Teaching star! ★

Mixed ability

- Assign a small task for early finishers before the children do a writing task so you don't distract the other children while they work.
- Before the children start writing answers in their books for Activity 2, tell them that if they finish earlier than their friends they can quietly think up their own question and answer about a zoo and write it in their notebooks. After checking Activity 2, ask the early finishers to read out their answers and have volunteers from the rest of the class suggest the question.

3 Work in pairs. Now make a new dialogue.

Be a star!

- Have two volunteers read out the dialogue.
- Elicit some possibilities for a new dialogue from the whole class and build a complete new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example one done with the whole class.
- Invite some pairs to perform their new dialogue for the class.

Grammar booster

Ask the children to turn to page 141 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete these activities at home.

Answers: 1 Were 2 Was 3 Were 4 Were
5 Was 6 Were
3 1 Were, were 2 Was, wasn't 3 Were, weren't
4 Were, were 5 Was, wasn't 6 Were, were

Cooler: Your last party

- Ask different children about the last party they went to. Ask questions with *Was / Were there ...?*
e.g. *Were there candles / balloons / games / presents / mums and dads / brothers and sisters?*
Was there a cake / pizza / music / dancing?
- Children can then mingle and ask each other questions about the last party they went to.

Workbook page 86

Lesson 5 Language in use

1 **8.3 Listen and write one or two words.**

- 1 She went to the museum with her family.
- 2 They had _____ in the café.
- 3 There were some _____.
- 4 There _____ enormous mammoths.
- 5 She had a _____.

2 Write questions and answers.

- 1 any Where at the zoo there dinosaurs ? weren't there No .
Were there any dinosaurs at the zoo?
- 2 bird show there Was a ? there No, wasn't .
- 3 any there Were kangaroos ? were Yes, there .

3 Your friend went to a shopping centre yesterday. Write questions to ask him / her.

- 1 Were there any _____?
- 2 Was there a _____?
- 3 _____
- 4 _____



4 Imagine you went to the shopping centre with your friend. Answer the questions you wrote in Activity 3.

- 1 _____ 2 _____
- 3 _____ 4 _____

86 Unit 8 Go to Vocabulary and grammar reference on page 125

Grammar reference:

Remind the children that they can refer to the grammar reference on page 125 while completing these Workbook activities.

1 8.3 Listen and write one or two words.

Audioscript

Boy: *What did you do yesterday?*

Girl: *I went to the museum with my family.*

Boy: *Was there a café at the museum?*

Girl: *Yes, we had lunch there.*

Boy: *Were there any dinosaurs? I love dinosaurs!*

Girl: *Yes, there were some dinosaurs.*

Boy: *What else was there?*

Girl: *There were some enormous mammoths.*

Boy: *Did you have a good day?*

Girl: *I had a great day, thank you.*

Answers: 1 family 2 lunch 3 dinosaurs 4 were some 5 great day

2 Write questions and answers.

Answers: 1 Were there any dinosaurs at the zoo? No, there weren't. 2 Was there a bird show? No, there wasn't. 3 Were there any kangaroos? Yes, there were.

3 Your friend went to a shopping centre yesterday. Write questions to ask him / her.

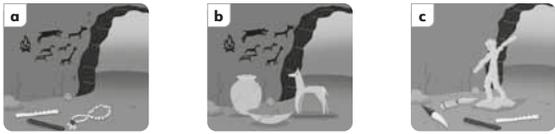
Answers: Children's own answers.

4 Imagine you went to the shopping centre with your friends. Answer the questions you wrote in Activity 3.

Answers: Children's own answers.

Lesson 6 Listening and speaking

1 Look at the pictures. What can you see in the caves?



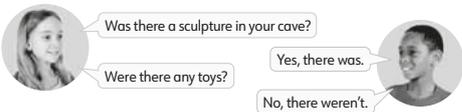
2 **8.8 Listen.** Tick (✓) what was in each cave.

	A fire	Bowls	A necklace	Tools	Musical instruments	A sculpture
Ella's cave	✓					
Flo's cave						
Luke's cave						

3 Look at Activities 1 and 2. Which was their favourite cave? Write a, b or c.

Ella Flo Luke

4 Work in pairs. Imagine you visited one of the caves in Activity 1. Ask and answer. **Be a star!**



Unit 8 Listening: analyse information Speaking: describe a picture WB: page 87 **103**

Learning objectives: Listening: analyse information; Speaking: describe a picture

Resources: Flashcards

Warm-up: Pictures

- Say the following words from Lesson 1 one at a time. Ask volunteers to draw pictures of them on the board: *fire, bowl, necklace, tools, musical instrument, sculpture.*

1 Look at the pictures. What can you see in the caves?

- Tell the children to look at the pictures and think about what they can see. Have volunteers say what they can see in the pictures. Prompt if necessary: *What can you see in picture a / b / c?* Ask for a raise of hands for some pictures / paintings, musical instruments and some sculptures.

Answers: Picture a: some paintings, a necklace, some musical instruments **Picture b:** a ceramic pot and bowl, a sculpture, some paintings **Picture c:** some tools, some musical instruments, a sculpture

2 **8.8 Listen.** Tick (✓) what was in each cave.

- Have the children listen to Ella, Flo and Luke and fill in the table.
- Play the audio. The children can compare tables with a friend.
- Play the audio again. Ask for feedback and confirm answers. Encourage the children to give full sentence answers using *There was / were.*

Audioscript

Narrator: Ella

Aunt Daisy: Ella, did you enjoy your visit to the prehistoric caves?

Ella: Yes! Very much, Aunt Daisy!

Aunt Daisy: Good! Tell me about your favourite cave. Was there a fire?

Ella: Yes, there was. There was a painting of a fire on the wall, and some prehistoric animals, too.

Aunt Daisy: Wonderful! And were there any bowls?

Ella: Yes, there were. And there was a sculpture, too.

Aunt Daisy: Wow! That does sound interesting!

Narrator: Flo

Aunt Daisy: How about you, Flo? What was there in your favourite cave?

Flo: Well, there were some amazing musical instruments!

Aunt Daisy: Were there?

Charlie: Musical instruments. Wow!

Aunt Daisy: And was there a cave painting of a fire?

Flo: No, there wasn't. There wasn't a fire.

Aunt Daisy: How about tools?

Charlie: Yes, were there any tools?

Flo: Yes, there were some knives. And there was a sculpture made of stone.

Narrator: Luke

Luke: Can I tell you about my favourite cave, Aunt Daisy?

Aunt Daisy: OK, Luke. Was there a sculpture in your favourite cave?

Luke: No, there wasn't. There wasn't a sculpture, but there was a necklace!

Aunt Daisy: A necklace? Amazing!

Charlie: Were there any musical instruments, Luke?

Luke: Yes, there were. There were musical instruments. And there was a painting of a fire and prehistoric animals!

Charlie: Wow!

Answers: Ella's cave: fire, bowls, sculpture
Flo's cave: tools, musical instruments, sculpture
Luke's cave: fire, necklace, musical instruments

Answers: Ella: b **Flo:** c **Luke:** a

★ ★ **Teaching star!**

Game

- Repeat flashcard games so that language is frequently recycled and reinforced and assign a child to play the role of teacher to add variety. Play the *What's this?* flashcard game. See the Games bank (pages 14–17) for how to play this game. Have a child be in charge of the game.

3  **Look at Activities 1 and 2. Which was their favourite cave? Write a, b or c.**

- The children look at the pictures and table and work out which cave was each character's favourite.
- Have the children raise hands to offer answers. Ask for class agreement.

4  **Work in pairs. Imagine you visited one of the caves in Activity 1. Ask and answer.**

Be a star! ★ ★

- Have volunteers read out the example questions and answers.
- The children work in pairs and talk about the caves. They work out which cave their friend visited.

Cooler: Memory game

- Have the children look again at the pictures in Activity 1. Then have them place their Pupil's Books face down and try to remember what there was in each cave. They can write their ideas down and then open their books to check.



Workbook page 87

Lesson 6 Language builder

1 Look at Activity 2 on Pupil's Book page 103. Complete the sentences about the three caves.

- In Ella's cave, there was a painting of a fire and some prehistoric animals, some bowls and a _____.
- In Flo's cave, _____.
- In Luke's cave, _____.

2 Imagine you visited a prehistoric cave. Draw the cave and the prehistoric objects you saw in it.

3 Answer questions about your cave.

- Were there any paintings in your cave? _____
- Was there a sculpture? _____
- Were there any musical instruments? _____
- Were there any bowls and pots? _____

4 Now write about your cave.

I visited a prehistoric cave. In it, there _____

Unit 8 **87**

1 Look at Activity 2 on Pupil's Book page 103. Complete the sentences about the three caves.

Answers: 1 sculpture **2** there were some musical instruments, some knives and a sculpture. **3** there was a necklace, some musical instruments and some paintings.

2 Imagine you visited a prehistoric cave. Draw the cave and the prehistoric objects you saw in it.

Answers: Children's own answers and drawings.

3 Answer questions about your cave.

Answers: Children's own answers.

4 Now write about your cave.

Answers: Children's own answers.

Lesson 7 Writing

1 These two sentences are from the text on pages 98–99. They are called topic sentences.

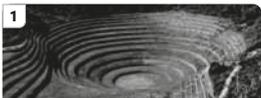
The Incas lived in the Andes mountains. The Incas lived in groups of families.

2 Circle the correct answers.

- 1 Where are they in their paragraphs?
 - a at the beginning
 - b at the end
- 2 What do the sentences do?
 - a They give all the information.
 - b They say what the paragraph is about.

3 Choose a topic sentence for each picture. Then write three more sentences using the words in the box. **Be a star!**

There were animals in the Andes mountains. _____
The Incas had tools. _____



made green steps mountains metal food

They made ...



llamas wore wool Incas clothes alpacas

104 Unit 8 Write a description using topic sentences WB: pages 88–89

2 Circle the correct answers.

- Ask the children to read the questions and answers, look at the topic sentences in the text and circle the correct answers.
- The children do the activity individually. Then ask volunteers to read out their answers.

Answers: 1 a – at the beginning 2 b – They say what the paragraph is about.

3 Choose a topic sentence for each picture. Then write three more sentences using the words in the box. **Be a star!**

- Have the children look at the pictures and choose the correct topic sentences. They number the sentences.

Answers: There were animals in the Andes mountains: 2 The Incas had tools: 1

- Read through the words in the boxes. Ask the children to suggest verbs and other forms they can use for their sentences. Elicit *There were* and *They made* and write these on the board.
- The children do the rest of the activity individually. Monitor and help as necessary. Then have volunteers read out their sentences. Write an agreed version on the board.

Learning objectives: Write a description using topic sentences

Warm-up: Missing vowels

- Write the following words with the vowels missing. Have volunteers complete the words. You can give clues to help, e.g. *I walk up two of these to enter my house.*
st _ ps, m _ t _ l, gr _ _ n, m _ _ nt _ _ ns,
f _ _ d, ll _ m _ s, w _ _ l, cl _ th _ s, w _ r _ ,
_ nc _ s, _ lp _ c _ s.
(steps, metal, green, mountains, food, llamas, wool, clothes, wore, Incas, alpacas)

Suggested answers: 1 The Incas had tools. There were tools they made from metal. They made big green steps in the mountains. They used lots of different tools to grow food. 2 There were animals in the Andes mountains. There were llamas and alpacas. The Incas wore clothes made from the wool of llamas and alpacas.

Teaching star!

TPR game

- Kinaesthetic learners might find it difficult to sit down for a long time for reading and writing activities. So try to include a TPR activity somewhere in the lesson to cater for them. See the Games bank (pages 14–17) for how to do TPR.
- Tell the children that you are going to read out the agreed version of Activity 3 from the board. Assign a word to each child. This can be any word (e.g. *tools, made, animal, there were*, etc.). When they hear their word they stand up and then sit down again.

Cooler: Stickman

- Divide the class into groups of four. They play *Stickman* with the words from the warm-up. See the Games bank (pages 14–17) for how to play this game. One pair chooses a word and the other pair tries to guess what it is. They can do this in their notebooks.



- Give the children a few minutes to do this. They then compare their answers in pairs.
- Have volunteers read out their answers.

Lesson 8 Think about it! **Are you a good ARCHAEOLOGIST?**

1 Look at the objects. Complete the table. Be a star!

	Objects from prehistory	Objects from after prehistory
1 Colour	sculpture flute brown	bowl coin
2 Description big / small, long / short, square / round ...		
3 Material stone, gold, wood, wool		

2 Work in pairs. Choose one of the objects from Activity 1 for your friend to guess.

It's yellow. It's small and round.
It's made from gold.

It's a coin.

Unit 8 Analyse information
WB: pages 90-91 **105**

Answers: Flute: brown, small and long with round holes, bone **Sculpture:** grey, small and the shape of a cow, stone **Bowl:** brown, big and round, metal **Coin:** yellow, small and round, gold

2 Work in pairs. Choose one of the objects from Activity 1 for your friend to guess.

- Organise the children in pairs and have volunteers read out the example dialogue.
- Have the children take turns describing one of the objects from Activity 1 to their friend and their friend tries to guess what it is.

Teaching star!

Communicating

- Encourage class discussion about a subject so that the children connect English to other subjects on their curriculum. This will help them to place language in context and to develop skills and confidence across the curriculum.
- Ask the children these questions (and your own) about the theme of this unit. Encourage the children to raise their hands to answer and allow the discussion to lead to other questions, too. Involve less confident children with prompts, e.g. *Do you agree? How about you? What do you think? Do you want to be an archaeologist? Why? / Why not? Are there any places of prehistory in your country? Are there any places of history in your country? Do you visit history museums? Why? / Why not? Do you like history and history museums? Why? / Why not?*

Learning objectives: Analyse information

Additional vocabulary: archaeologist

Resources: Unit 8 test

Materials: a piece of paper for each pair of children

Warm-up: Quick memory game

- Divide the children into pairs. Hand a piece of paper to each pair. Give them one minute to remember and write down as many new words from Lesson 1 as they can.
- Call out the words (*bowl, coin, fire, history, knife, museum, musical instrument, necklace, sculpture, tool*) and the children tick the ones they found. Ask the children how many they remembered.

Cooler: What did you learn?

- Ask the children to tell their friend one interesting thing they learnt in this unit.
- Ask the children to report back to the class and say what their friend told them.
- Write the thing that the most children liked on the board and turn back to it in the unit to look at it again together.

1 Look at the objects. Complete the table.

Be a star!

- Read the title of the page and explain *An archaeologist is a person who looks for objects from the past in the ground. Archaeologists work in lots of different places and know a lot about history.*
- Tell the children to look at the table and the objects. Have them raise their hands to say what the objects are (*a flute, a sculpture, a tool and a coin*). They then work individually to complete the table with their ideas.

Check-up challenge

1 **CE:YL** Look and read. Choose the correct words and write them on the lines. There is one example.



a fire



a coin



a knife



a musical instrument



a museum



history



a bowl



a necklace

Example You use it to make music. a musical instrument

- 1 You visit it to learn about the past. _____
- 2 It is a form of money. _____
- 3 You wear it to look good. _____
- 4 Be careful! It's hot. _____
- 5 We study it to learn about the past. _____

2 **Unscramble the letters to make words.**

- 1 s g r s a grass 4 t m a e l _____
- 2 o s n e t _____ 5 p a f e c i r e l _____
- 3 o w o d _____ 6 l p s u c u r e t _____

3 **Complete the text with the words in the box.**

any pot some there was weren't

What was ¹ there in my favourite cave?
Well, there were ² _____ paintings of
prehistoric animals. There was a ³ _____ and
there was a bowl. There ⁴ _____ any toys.
There ⁵ _____ a sculpture. There weren't
⁶ _____ tools.



4 **Look at Activity 3. Write questions and answers about the text.**

- 1 Was there a sculpture? 2 Were there _____
Yes, there was. _____
- 3 _____ 4 _____
_____ _____

What I can do!

Put a tick (✓) or a cross (✗).

- talk about life in the past use *there was / wasn't* and *there were / weren't*
- sing the song *Prehistory* describe a picture
- say and write words with *oy* and *oi* write paragraphs with topic sentences

In this unit, I loved _____
_____ was fun.
_____ was easy.

1 **CE:YL** Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps prepare the children for Part 1 of the Reading and Writing paper of the Cambridge English: A1 Movers test.

- The children look at the pictures, read the definitions and write the correct word.
- If done in class, read out the example and tell the children to point to the correct picture.
- Have the children complete the activity individually. They can then compare answers with a friend.

Answers: 1 a museum 2 a coin 3 a necklace
4 a fire 5 history

2 **Unscramble the letters to make words.**

Answers: 1 grass 2 stone 3 wood 4 metal
5 fireplace 6 sculpture

3 **Complete the text with the words in the box.**

Answers: 1 there 2 some 3 pot 4 weren't
5 was 6 any

4 **Look at Activity 3. Write questions and answers about the text.**

Suggested answers: 1 Was there a sculpture?
Yes, there was. 2 Were there any toys / tools?
No, there weren't. 3 Was there a pot? Yes, there was.
4 Was there a bowl? Yes, there was.

Review 4

1 8.9 Listen and write the verbs in the table. Then complete it.

	1	2	3	4	5
present	stand				
past					
	6	7	8	9	10
present					
past					

2 Work in pairs. Take turns to guess the objects and spell the words.



- 1 Number 7.
- 2 It's a museum.
- 3 How do you spell 'museum'?
- 4 M-U-S-E-U-M.

3 What did Aunt Daisy do yesterday? Read and correct the sentences.



Aunt Daisy went to the cinema.
She wore a yellow hat.
She had an umbrella.
She drank tea.

- 1 She didn't go to the cinema. She went to the zoo.
- 2 _____
- 3 _____
- 4 _____

Learning objectives: Review Units 7 and 8, A1 Movers: Listening Part 2; Speaking Part 4

Resources: Speaking exam practice video

Warm-up: We've got talent!

- Divide the class into two groups. Group 1 will sing the song from Unit 7 (page 83), and Group 2 the song from Unit 8 (page 97). Tell them to perform to the other group.
- Have Group 1 stand up. Play the audio (track 7.3) and have the children sing along. When they finish Group 2 should clap.
- Repeat for Group 2. Play the audio (track 8.3).

1 8.9 Listen and write the verbs in the table. Then complete it.

- Tell the children they will hear the verbs in the present and that they should write them in the table. Play the audio.
- Have volunteers write the verbs in the present on the board. Then give the children two minutes to write the verbs in the past. They do this individually and then compare answers with a friend.
- Have volunteers write the verbs in the past on the board. Read out all the verbs and have the children repeat.

Audioscript

1 stand 2 say 3 have 4 make 5 wear 6 come
7 go 8 see 9 read 10 think

Answers: 1 stand, stood 2 say, said 3 have, had
4 make, made 5 wear, wore 6 come, came 7 go, went
8 see, saw 9 read, read 10 think, thought

Teaching star!

Extension

- You can extend an activity to add context. This will consolidate the meaning of the vocabulary.
- Divide the class into five groups. Assign two verbs from the table to each group.
- The groups work together to write an example sentence for each verb; one in the present and one in the past. Then the groups read out their sentences to the class.

2 **Work in pairs. Take turns to guess the objects and spell the words.**

- Have two volunteers read out the example dialogue.
- In pairs, the children take turns to choose an object. Monitor pairwork and make sure spelling is correct.
- Have volunteers spell out the words and other volunteers can write the words on the board.

Answers: 1 coin 2 bowl 3 knife 4 sculpture
5 fire 6 necklace 7 museum 8 tool 9 history
10 musical instrument

3 **What did Aunt Daisy do yesterday? Read and correct the sentences.**

- Tell the children to look at the picture. Have volunteers read out the sentences. Then read out the example correct sentence and ask *What is the past simple negative of 'went'?* and elicit *didn't go*.
- Tell the children to correct the other sentences individually. Then ask children to read out their correct sentences.
- Volunteers write the correct sentences on the board.

Answers: 1 She didn't go to the cinema. She went to the zoo. 2 She didn't wear a yellow hat. She wore a pink hat. 3 She didn't have an umbrella. She had a camera. 4 She didn't drink tea. She drank water.

