



# The lost treasure



## Main language children use

Where do they speak (French)?

They speak (French) in (France).

I'm from (England).

I speak (Arabic).

What does it mean?

It means there's a (map in a temple).

It means there are (two boxes).

## Main vocabulary

Countries: *Egypt, Morocco, Spain, Australia, the USA, Peru, Mexico, England, the UK*

Languages: *English, Spanish, Arabic, Rumanian, Danish, Swedish, German, Italian*

Traveller's kit: *ticket, compass, knife, water bottle, camera, boots, hat, map, photo, temple, museum*

Sounds: Initial and final sounds: /j/, /æŋ/

Fact file: Traveller's guide

Project: Make a country poster

## Multi-disciplinary link

Geography: finding out about other countries in the world

## Cross-curricular theme

Peace education: awareness of other cultures, languages and countries

## Checkpoints for assessment

Lesson 3: languages and countries

Lesson 5: vocabulary (items in a traveller's kit)

Lesson 6: *There's a ... and There are (two/lots of) ...*

See also the Teacher's assessment sheet.



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*Are there any...?*

## TEACHING TIP

In this unit we are introducing the pupils to the use of *any* in the question form for plurals only: *Are there any crocodiles?* Explain to the pupils that we use *any* when we ask questions about plural objects. Don't attempt to explain the concept of countable and uncountable nouns yet.



## PICTURE CLUES

See Introduction page 15.



Answers

**PB** p.5 Find five stars. Frame 8, page 7.

**PB** p.8 Find a red boat. Frame 6, page 7.

**PB** p.9 Find a green hat. Activity 4, page 8.

# Lesson 1

Activity	Objective
<b>PB</b> 1 Sing the Traveller's Song.	Presentation of the countries and languages
<b>PB</b> 2 Ask your friend.	Production of new language
<b>AB</b> 1 Match the countries and the languages. Complete the sentences.	Reading recognition of new language
<b>AB</b> 2 Draw yourself. Complete the sentences.	Personalization of new language
 <b>CROSS-CURRICULAR THEME</b>	
 <b>EXTRA GAME</b>	

MATERIALS
<ul style="list-style-type: none"> <li>• Pupil's Book (PB) page 5</li> <li>• Activity Book (AB) page 6</li> <li>• Cassette 1 Side 1 • CD 1 track 4</li> </ul>

- Read the questions at the bottom of the activity. Pupils answer.
- Ask more questions following the model of the second question. T: *Do they speak Spanish in Egypt?*

## **PB** 1 Sing the Traveller's Song.

- Point to yourself and say: *I'm from (...). I speak (...)* and *English*.
- Use famous people for examples. Say: *Marion Jones is a very good runner. She's from the USA. She speaks English.*
- Continue giving examples using the new languages. Say: *English, Spanish and Arabic are languages.*
- Say: *Open your Pupil's Book at page 5.*
- Hold up your book and point to the suitcase. Say: *This is Ali's suitcase. Look at all these places, the USA, Morocco, etc. The USA is a country. Morocco is a country. Spain is a country.*
- Say: *Let's sing a song about the countries and the languages.* Play the cassette as pupils follow in their books.
- Stop the cassette and say: *Tell me two countries where they speak (Arabic).*
- Divide the class into three groups, one for each language: English, Spanish and Arabic.
- Play the cassette again. Pupils raise their hands when they hear their language mentioned.
- Play the cassette again. Encourage pupils to join in.
- Stop the cassette just before the name of the countries. Pupils supply the missing word.

### Tapescript

North, South, East and West,  
I travel to the countries I like best.

They speak Arabic in Egypt and Morocco.

They speak English in England, Australia and the USA.

They speak Spanish in Mexico, Spain and Peru.

I speak all these languages.

What about you?

North, South, East and West,  
I travel to the countries I like best.



### CROSS-CURRICULAR THEME

Peace education: awareness of other cultures, languages and countries

- Take this opportunity to talk to the pupils about minority groups living in their country and the languages they speak. Point out to the pupils that these children often speak two or three different languages.
- Ask pupils about what languages they speak at home. Ask them about their neighbours and friends.
- Point out to them that lots of people speak different languages at home and at school and that this is very lucky for them.

- If you have pupils in your class who have a different L1 to the majority of the class members, ask them to make a list of five words/expressions in their L1: *Hello; Goodbye; Thank you; What's your name?; My name's ...* The pupils could then try and teach them to the rest of the class. You could also include the language from PB5 in the Introductory Unit.

### **PB 2** Ask your friend.

- Say: *Now let's look at Activity 2.*
- Read the first speech bubble. Ask a pupil to answer.
- Say: *Look at the song again.* Read the lyrics emphasizing the languages and countries.
- Ask a question following the model in PB2. T: *Where do they speak (Spanish)?*
- Divide the class into pairs. Pupils continue asking each other questions following the model in the Pupil's Book.

### **AB 1** Match the countries and the languages. Complete the sentences.

- Say: *Open your Activity Book at page 6. Look at Activity 1.*
- Hold up your book, point to the activity and say: *Look for three languages.* PP: *English, Arabic and Spanish.*
- Point to the columns with the names of the countries. Say: *Now match the countries to the languages.*
- When they finish the matching stage say: *Now complete these sentences.* Pupils write in the Activity Book.
- Write the sentences on the board with the gaps. Point to a pupil at random and ask them to come to the board and fill in the missing word.
- Pupils correct their work.
- **Answers:** 1 Australia, the USA, England  
2 Egypt, Morocco 3 Spain, Peru, Mexico

### **AB 2** Draw yourself. Complete the sentences.


- Point to yourself and say: *I'm (...) I'm from (...). I speak (...) and (English).*
- Say: *Now look at Activity 2 in your Activity Book.*
- Hold up your book and point to the picture of Ali. Ask: *Who's this?* PP: *Ali.* T: *That's right. Now read his sentences.*
- When they have finished reading the sentences about Ali, point to the outline to draw in and say: *Now, draw yourself here and complete the sentences.*
- Walk around checking and monitoring.
- Point to pupils at random and ask them to read their sentences out loud.



### **EXTRA GAME** Language quiz

- Brainstorm other languages and countries with the pupils.
- Write them up on the board and ask questions about languages spoken in different countries and by different members of the class.
- Divide the class into four groups. Tell each group to write down the names of five countries and the language spoken in each country.
- Walk around the class checking and helping.
- The groups take it in turns to question the members of another group. G1: *I'm from (Argentina).* G2: *You speak (Spanish).*
- The group with the most correct answers is the winner.

# Lesson 2

Activity	Objective
<b>Story cards</b> Listen to the story.	Global comprehension
<b>PB</b> 3 Read the story.	Global reading comprehension
<b>AB</b> 3 Match the sentences and the pictures.	Recognition of key text lines in the story
<b>AB</b> 4 Read and circle True or False.	Comprehension of main concept in the story
 <b>EXTRA GAME</b>	

- MATERIALS**
- Story cards 1–10
  - Text cards 1–10
  - Pupil's Book (PB) pages 6 and 7
  - Activity Book (AB) pages 7 and 61
  - Scissors
  - Glue
  - Cassette 1 Side 1 • CD 1 track 5

**Story cards** Listen to the story.

- Hold up the cards one by one, in the correct order, so that all the pupils can see them.
- Use the cards to review language and as an observation activity by asking the revision questions on the back of each card.
- Once you have reviewed known language, hold the cards up again one by one in the correct order. This time ask pupils to speculate about what is happening in the story card. Ask the pre-listening questions from the back of the card as you show each one.
- As you finish looking at the cards, place them on the board in order so that the pupils can look at them while they listen to the story.
- When all the cards are on the board ask pupils to speculate about what happens in the story.
- Say: *Let's listen to the story.* Play the cassette and point to the story cards as the pupils are listening.
- When they have listened, ask pupils to say what they think happened in the story. Compare this with any ideas they had before they listened.

**Tapescript**

**The lost treasure**

Narrator: The Little Detectives are in the museum. They are learning about ancient Egypt.

**Card 1**

Narrator: The pictures tell a story about treasure in a temple.

Archaeologist: It means there's a box of treasure in a temple.

**Card 2**

Narrator: One picture is missing and the treasure is lost.

Beth: Where's the temple?

Archaeologist: It's a mystery.

**Card 3**

Narrator: Later, the Little Detectives find a photo.

Dan: Look at this old photo.

Beth: It's my grandad in Egypt.

**Card 4**

Narrator: There's a clue to the mystery in the photo.

Ali: Look! They're the pictures from the museum.

Beth: Yes! And that's the missing picture!

**Card 5**

Narrator: The Little Detectives take the photo to the museum.

Mel: What does it mean?

Archaeologist: It means the treasure is in the Crocodile Temple.

Ali: Let's go to Egypt!

**Card 6**

Narrator: Now the Little Detectives are in Egypt. They see a temple on an island.

Beth: Look! There's a temple.

Ali: And there are lots of crocodiles in the river.

Dan: So that's the Crocodile Temple!

### Card 7

Narrator: There's a map on the floor of the temple.

Ali: What's that?

Dan: It's an old map of the temple.

### Card 8

Narrator: There's another clue in the map.

Mel: Is there a Sun Room in the temple?

Beth: Yes, look! That's the Sun Room.

### Card 9

Narrator: They find the treasure in the Sun Room.

Beth: Are there any boxes of treasure?

Ali: Yes! There are two boxes full of treasure!

### Card 10

Narrator: The Little Detectives solve the mystery of the lost treasure.

## PB 3 Read the story.

- Say: *Open your Pupil's Book at pages 6 and 7.*
- Give the pupils a few moments to look at the story pictures. Say: *Now read the story in your books.*
- Play the cassette again while pupils read the story in their books.
- Give pupils a few minutes to read it again in silence.
- Point to individual cards on the board and ask questions about the dialogue, e.g. *Who says: 'It means there's a box of treasure in a temple.'* / *'Look at this old photo.'*? Ask pupils to come to the board and point to the characters.

Tapescript: see above

## AB 3 Match the sentences and the pictures.

- Say: *Close your Pupil's Book.* Hand out the story cards among the pupils.
- Read the first text card. Ask the pupil with the matching story card to stick it on the board.

- Give the text card to the pupil to stick above the story card. If necessary, use the tapescript in this book to check that the text card and story card have been matched correctly.
- Repeat with the rest of the text cards.
- Say: *Open your Activity Book at page 7. Look at Activity 3.* Tell pupils that these are six of the ten cards from the story in jumbled order.
- Ask questions about the pictures. T: *Who's that? Where is she? What river is that?*
- Say: *Now look at the Unit 1 cut-out on page 61.* Read the narration lines out loud.
- Pupils cut out the narration lines.
- Say: *Now match these sentences to the pictures on page 7.*
- Pupils can come to the front and check their work against the cards on the board if they are having difficulty.
- Correct the activity by pointing to the pictures in the Activity Book and asking pupils to read the narrative line for each one. T: *What's the sentence for the (first) picture?*
- Answers: see story pages

## AB 4 Read and circle True or False.

- Take the text cards down from the board and hand them out among the pupils.
- Play the cassette again stopping after each frame.
- The pupil with the correct text card sticks it on the board above the story card.
- Continue with the other frames.
- Check comprehension by making false statements based on the narrative lines in the text cards. Change one key word only.
- Point to story card 1. Say: *The pictures tell a story about treasure in a museum.*
- Ask for volunteers to correct the statement. Pupils can use their Pupil's Books to help them. P1: *The pictures tell a story about treasure in a temple.*

- Say: *Now open your Activity Book at page 7. Look at Activity 4.*
- Pupils read the text in silence and circle *True* or *False*.
- Read the text cards out loud to the class so that pupils can check their work.
- **Answers:** 1 False 2 False 3 True 4 False 5 True 6 True

Tapescript: see above




#### EXTRA GAME

##### Chinese whispers

- Say: *Where's the treasure?*
- Make up an answer to the question and write it down on a slip of paper: *The treasure is under a rock, in a temple, on an island.*
- Sit the pupils in a circle and whisper the answer to the pupil nearest to you.
- Pupils whisper the answer to the pupil next to them until the answer has gone all round the class.
- The last pupil calls out the answer.
- Check this against the answer you wrote down.
- Repeat with a different answer.



# Lesson 3

Activity	Objective
<b>Story cards</b> Working with the story <b>PB</b> 4 Listen and say which suitcase. <b>AB</b> 5 Do the crossword.  CHECKPOINT FOR ASSESSMENT 1	Building the dialogue Presentation and oral practice of new vocabulary Reading and writing practice of new vocabulary

MATERIALS
<ul style="list-style-type: none"> <li>• Story cards 1–3</li> <li>• Pupil's Book (PB) page 8</li> <li>• Activity Book (AB) page 8</li> <li>• Cassette 1 Side 1 • CD 1 tracks 6 and 7</li> </ul>

Card 3
Narrator: Later, the Little Detectives find a photo. Dan: Look at this old photo. Beth: It's my grandad in Egypt.

## ... Story cards Working with the story

- Hold up story cards 1–3. Play the cassette. Point to each character as they speak.
- Ask the comprehension questions from the back of the cards.
- Divide the class into groups, one for each character in the story.
- Hold up the story cards one by one and read the dialogue, stopping after each line. Pupils repeat their lines.
- Divide the class into groups with a pupil for each character and one for the narrator. In their groups they read the dialogue from their Pupil's Book.
- Go around the class checking intonation and pronunciation.
- **Optional:** Decide on some mime actions for each of the characters.

## ... PB 4 Listen and say which suitcase.

- Put story card 3 up on the board. Say: *Look at all the things in the suitcase.*
- Point to the map and say: *This is a map.* Point to the water bottle and say: *This is a water bottle* (clarify meaning though mime). Point to the camera and say: *This is a camera.*
- Say: *Now open your Pupil's Book at page 8. Look at Activity 4.*
- Point to the things in the list and name them.
- Ask pupils at random: *Have you got a (compass)?*
- Point to the suitcases under the list and ask pupils: *What's in (Beth's) suitcase?* P1: *Maps.* P2: *Hats.*
- Say: *Now listen to the cassette. Is it Ali's suitcase or Beth's suitcase?*
- Play the first part of the tapescript.
- When the pupils have listened say: *Put your hand up if you think it is Ali's suitcase. Now put your hand up if you think it is Beth's suitcase.*
- Repeat with the second part of the tapescript.
- Play the cassette again, pausing after the question, and ask the pupils to call out the correct answer.
- **Extension:** Pair work. P1: *Three maps.* P2: *Beth's suitcase.*
- **Answers:** 1 Ali's 2 Beth's

Tapescript
Narrator: The Little Detectives are in the museum. They are learning about ancient Egypt.
<b>Card 1</b> Narrator: The pictures tell a story about treasure in a temple. Archaeologist: It means there's a box of treasure in a temple.
<b>Card 2</b> Narrator: One picture is missing and the treasure is lost. Beth: Where's the temple? Archaeologist: It's a mystery.

### Tapescript

#### Part 1

Narrator 1: Number 1

Narrator 2: Look at all these things! There are two old maps and a compass. There's a water bottle and a camera. And look at these boots and this hat.

Narrator 1: Whose suitcase is it?

#### Part 2

Narrator 1: Number 2

Narrator 2: And look at these things! There are three old maps. There's a compass and a knife. There are two hats in here and four old boots and four tickets.

Narrator 1: Whose suitcase is it?



### CHECKPOINT FOR ASSESSMENT 1 Languages and countries

- Write the names of the countries on slips of paper: *Egypt, Morocco, England, Australia, Spain, Mexico, Peru* and *the USA*.
- Add any other countries that you have worked with in your classroom.
- Make sure that there is a slip of paper for each pupil.
- Hand out the slips of paper.
- Pupils walk around the classroom looking for their language groups. P1: *Do you speak English?* P2: *Yes, I'm from the USA.*
- Walk around the class monitoring the exchanges.

### **AB** 5 Do the crossword.


- Say: *Open your Activity Book at page 8. Look at Activity 5.*
- Hold up your book and point at the crossword. Say: *Now write these words (point at the pictures) in the crossword.*
- Pupils work individually at first. If they are having problems they can ask their partners.
- Once the pupils have found all the words tell them to make their own list for their traveller's kit in their notebooks. They can use the words in the crossword or add their own ideas.
- Point to pupils at random and ask them to read their list out loud.
- If they have chosen something that is not from the list ask them to say why.
- **Answers:** Down 1 compass 3 camera 4 hat 7 ticket Across 2 boots 5 map 6 water bottle 8 knife

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# Lesson 4

Activity	Objective
<b>Story cards</b> <b>Text cards</b> Working with the story <b>PB</b> 5 Make picture messages. Then ask and answer questions. <b>AB</b> 6 Complete the sentences.  EXTRA GAME	Building the dialogue Review of <i>There's a .../There are (two/lots of) ...</i> Practice of <i>What does it mean? It means ...</i> Writing practice of <i>There is/are ...</i>

## MATERIALS

- Story cards 1–6
- Text cards 1–3
- Pupil's Book (PB) page 8
- Activity Book (AB) pages 8 and 65
- Scissors
- Crayons
- Cassette Side 1 • CD 1 tracks 8 and 9

- Divide the class into groups with a pupil for each character and one for the narrator. In their groups they read the dialogue from their Pupil's Book.
- Go around the class checking intonation and pronunciation.
- **Optional:** Decide on some mime actions for each of the characters.
- Encourage pupils to recite the dialogue and to include the mime actions for their characters.

## ... Story cards Text cards

### Working with the story

- Revise the story by sticking the story cards for the frames 1–3 in a random order on the board.
- Hand out the text cards for the same frames.
- Play the first section of the tapescript pausing after each line.
- The pupil with the correct text card for the frame finds the corresponding story card and sticks the text card above the story card on the board.

#### Tapescript

The pictures tell a story about treasure in a temple. One picture is missing and the treasure is lost. Later, the Little Detectives find a photo.

- Hold up story cards 4–6. Play the second section of the tapescript. Point to each character as they speak.
- Ask the comprehension questions from the back of the cards.
- Divide the class into groups, one for each character in the story.
- Hold up the story cards one by one and read the dialogue, stopping after each line. Pupils repeat their lines.

#### Tapescript

##### Card 4

Narrator: There's a clue to the mystery in the photo.  
 Ali: Look! They're the pictures from the museum  
 Beth: Yes! And that's the missing picture!

##### Card 5

Narrator: The Little Detectives take the photo to the museum.

Mel: What does it mean?

Archaeologist: It means the treasure is in the Crocodile Temple.

Ali: Let's go to Egypt!

##### Card 6

Narrator: Now the Little Detectives are in Egypt. They see a temple on an island.

Beth: Look! There's a temple.

Ali: And there are lots of crocodiles in the river.

Dan: So that's the Crocodile Temple!

- **PB** 5 Make picture messages. Then ask and answer questions.

- Write a word on the board, for example: *picture*. Ask: *What does it mean in (L1)?* Pupils answer in L1.
- Continue with other words from the story, e.g. *island, temple, museum, treasure*, etc.

- Put story cards 1 and 2 up on the board.
- Point to the pictures and say: *This is writing from Ancient Egypt. There are pictures not letters here. These pictures are messages.*
- Say: *These pictures mean there's a box of treasure in a temple.*
- Say: *Look at page 8 in your Pupil's Book. Now open your Activity Book at page 65. Let's make picture messages.*
- Hand out the materials. Pupils cut out their pictures and put them together to make different messages.
- Demonstrate the activity with a pupil. Place a picture of a crocodile on the picture of the river and ask: *What does it mean?*  
P1: *It means there's a crocodile in a river.*
- Place two crocodiles in the river. Say: *Now ask me.* P1: *What does it mean?* T: *It means there are two crocodiles in the river.*
- Divide the class into pairs. Pupils practise the model dialogue. Go around helping where necessary and correcting the use of the singular and plural verb.

**AB 6** Complete the sentences.

- Say: *Now open your Activity Book at page 8. Look at Activity 6.*
- Ask the pupils to say what the pictures mean. T: *(Jack) look at picture number 5. What does it mean?* P1: *It means there's a knife in a temple.*
- Continue with the other pictures. Make sure you correct the singular and plural use of the verb.
- If necessary stop and point out the difference by focusing on the completed examples. T: *Look. In picture 1 there's one map in the temple and in picture 2 there are two boots in the river.*
- Say: *Now complete the sentences.*
- Pair work. Pupils swap books and correct each other's work.
- Write the correct answers on the board.
- **Answers:** 1 map, temple 2 two boots, river 3 are three water bottles in a river 4 are two cameras in a temple 5 It means there's a knife in a temple. 6 It means there's a crocodile in a river.



**EXTRA GAME**


**Classroom True or False?**

- Divide the class into two groups.
- Each group writes out ten true/false sentences about the classroom using *There's a/There are*. For example: *There are twenty chairs in the classroom.*
- The groups take it in turns to read out their sentences and one member of the opposite group answers *True* or *False*.
- At the end the group with the highest score is the winner.

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# Lesson 5

Activity	Objective
<b>Story cards</b> <b>Text cards</b> Working with the story <b>PB</b> 6 Sing the Ancient Egypt Song. <b>AB</b> 7 Language clue  CHECKPOINT FOR ASSESSMENT 2	Building the dialogue Oral practice of <i>Is there a ...?/Are there any ...?</i> Working with singulars and plurals: <i>There's a .../ There are (two/lots of) ...</i>

MATERIALS
<ul style="list-style-type: none"> <li>• Story cards 1–10</li> <li>• Text cards 1–6</li> <li>• Pupil's Book (PB) page 9</li> <li>• Activity Book (AB) page 9</li> <li>• Cassette 1 Side 1 • CD tracks 10, 11 and 12</li> </ul>

## Story cards Text cards

### Working with the story

- Revise the story by sticking the story cards for the frames 1–6 in a random order on the board.
- Hand out the text cards for the same frames.
- Play the first section of the tapescript pausing after each line.
- The pupil with the correct text card for the frame finds the corresponding story card and sticks the text card above the story card on the board.

**Tapescript**  
 The pictures tell a story about treasure in a temple. One picture is missing and the treasure is lost. Later, the Little Detectives find a photo. There's a clue to the mystery in the photo. The Little Detectives take the photo to the museum. Now the Little Detectives are in Egypt. They see a temple on an island.

- Hold up story cards 7–10. Play the second section of the tapescript. Point to each character as they speak.
- Ask the comprehension questions from the back of the story cards.

- Divide the class into groups, one for each character in the story.
- Hold up the story cards one by one and read the dialogue, stopping after each line. Pupils repeat their lines.
- Divide the class into groups with a pupil for each character and one for the narrator. In their groups they read the dialogue from their Pupil's Book.
- Go around the class checking intonation and pronunciation.
- **Optional:** Decide on some mime actions for each of the characters.
- Encourage pupils to recite the dialogue and to include the mime actions for their characters

### Tapescript

#### Card 7

Narrator: There's a map on the floor of the temple.

Ali: What's that?

Dan: It's an old map of the temple.

#### Card 8

Narrator: There's another clue in the map.

Mel: Is there a Sun Room in the temple?

Beth: Yes, look! That's the Sun Room.

#### Card 9

Narrator: They find the treasure in the Sun Room.

Beth: Are there any boxes of treasure?

Ali: Yes! There are two boxes full of treasure!

#### Card 10

Narrator: The Little Detectives solve the mystery of the lost treasure.

## **...** PB 6 Sing the Ancient Egypt Song.

- Tell the pupils to look at the story pages in their Pupil's Books and ask them a few general questions about the pictures using *Is there/Are there ...?* questions. T: *Look at picture 6. Is there a boat? Are there any crocodiles?*
- Say: *Let's sing a song about Ancient Egypt. Open your Pupil's Book at page 9.*
- Play the cassette as pupils follow in their books.
- Stop the cassette and ask the first four questions in the song. T: *Is there mystery in Ancient Egypt?* PP: *Yes!*
- Play the cassette again. Encourage pupils to join in.
- Ask pupils to look at the words of the song. Ask: *Are there any crocodiles?* PP: *Yes.* T: *Yes, there are lots of crocodiles.* Check that pupils are clear on the meaning of *lots of*.
- Divide the class into two groups. Group 1 sings the first four lines (the questions) and Group 2 the last four lines (the answers).
- Read the questions at the bottom of the activity. Pupils answer.
- Ask more questions following the model of the second question. T: *Are there any crocodiles in the river?*

### **Tapescript**

Is there a mystery in ancient Egypt?  
Is there a river called the Nile?  
Is there a temple on an island?  
Are there any crocodiles?  
Yes! There's a temple on an island.  
There are lots of crocodiles!  
And the pictures tell a story,  
Of the treasure by the Nile.

## **AB** 7 Language clue

- Say: *Now open your Activity Book at page 9. Look at the Language clue.*
- Read the first sentence at the top of the page. Say: *Find this sentence in the story. What picture is it?* (picture 7)


- Repeat with the other sentence. (picture 9)
- Say: *Look at the sentences in your Activity Book.* Ask pupils to think about the highlighted words.
- Point to Exercise 1 (*Use the clue.*) and say: *Now match the words.*
- Pupils draw lines from the singular form of the verb to the singular noun.
- Check their work. Say: *There's ... PP: a temple/a camera.*
- Repeat with the plural nouns.
- Check comprehension of the language point. Ask: *Do we use 'There's' for two or more than two things? Do we use 'There are' for two or more than two things?*
- Pupils complete Exercise 2 individually.
- Correct the activity with the whole class.
- **Answers:** 1 There's 2 There's 3 There are 4 There's 5 There are 6 There are

### **CHECKPOINT FOR ASSESSMENT 2**

Vocabulary (items in a traveller's kit)

- Write a 'shopping list' of items from the traveller's kit, e.g. *3 maps, 6 water bottles, four knives, etc.*
- Photocopy the list. Pin the copies up at various points around the classroom.
- Divide the class into groups of three or four.
- One pupil from each group runs to a photocopy and memorizes the first item.
- They return to the group and relate the item to the rest of the team who write it down.
- Another pupil runs to the list to memorize the second item, and so on, until the group has reconstructed the shopping list.
- The first group to reconstruct the list is the winner.

# Lesson 6

Activity	Objective
<b>PB</b> 3 Listen and read the story. <b>AB</b> 8 Put the sentences in order. <b>AB</b> 9 Write a story review.  CHECKPOINT FOR ASSESSMENT 3	Re-read the whole story Sequencing key text lines from the story Written summary using key language

## MATERIALS

- Story cards 1–10
- Text cards 1–10
- Pupil's Book (PB) pages 6 and 7
- Activity Book (AB) pages 9 and 10
- Cassette 1 Side 1 • CD 1 track 5

### **PB** 3 Listen and read the story.

- Say: *Open your Pupil's Book at page 6. Let's listen to the story again.*
- Play the cassette. Pupils read the story in their books.
- Hand out the text cards among the pupils.
- Show the story cards, one by one. The pupil with the matching text card stands and reads it out loud.
- Hold up the story cards one by one. Point to a character in the frame. Ask: *What's he/she saying?* Let pupils use their books to give the correct answer.
- Repeat with all the frames.

Tapescript: see Lesson 2

### **AB** 8 Put the sentences in order.

- Stick the story cards in a random order on one half of the board.
- Hand out the text cards among the pupils.
- Play the cassette pausing after each frame. Pupils come to the front and stand in order when they hear their narrative line.
- Ask the pupil with the first text card to read the narrative line out loud.
- Point to the story cards on the board. Ask P1 to find the story card that matches their text card.
- P1 sticks the story card and text together on the empty half of the board.

- Repeat with all the text cards until the correct sequence of story cards with matching text cards is on the board.
  - Say: *Open your Activity Book at page 9. Look at Activity 8.*
  - Pupils read the text and put the sentences in order by writing a number next to each sentence.
  - Pupils can come to the front and check their work against the cards on the board if they are having difficulty.
  - Check the activity by asking pupils to read the text lines out loud and say the number.
- Answers: 1 One picture is missing and the treasure is lost. 2 Later, the Little Detectives find a photo. 3 The Little Detectives take the photo to the museum. 4 Now the Little Detectives are in Egypt. 5 There's a map on the floor of the temple. 6 They find the treasure in the Sun Room.

Tapescript: see Lesson 2

### **AB** 9 Write a story review.

- Say: *Let's write a story review.* Let pupils look at the activity in the Activity Book for a few moments.
- Ask: *What's the name of this story? Who are the main characters?*
- Point to the first story card on the board. Ask: *What happens first?* Let pupils answer in their own words.
- Continue with the other frames. Reinforce the sequencing words/phrases that appear in the narrative text by including them in the question. T: *What happens at the museum?/later?/after that?*
- Pupils complete the story review in their books.

- Go around the class helping and correcting where necessary.
- Ask for volunteers to read their reviews out loud.



**CHECKPOINT FOR ASSESSMENT 3**  
*There's a/There are (two/lots of) ...*

- Put all the story cards up on the board.
- Walk around the class touching each pupil on the shoulder and saying: *You're number 1. You're number 2*, etc.
- Give each pupil a slip of paper and tell them to write their name on the top and a description of their story card using *There's a ...* and *There are (two/lots of) ...*



- Collect the descriptions and hand them out at random.
- Ask pupils to read their description in silence and guess which story card is being described.
- Point to pupils at random and ask them to read the descriptions out loud and say which story card it is.
- Collect the descriptions and correct them.

**Act out the story (Optional)**

- Divide the class into four groups. In groups pupils choose their roles (including the narrator).
- Pupils act out the story.



# Lesson 7

Activity	Objective
<b>PB</b> 7 Reading rhyme. Listen and say the rhyme. <b>AB</b> 10 Reading rhyme. Complete the words with <i>sh</i> or <i>an</i> . Write the letter.	Sound discrimination: listening, speaking and reading Sound discrimination: reading and writing
<b>PB</b> 8 Fact File. Read and answer the questions.	Reading for information
 MULTI-DISCIPLINARY LINK	
 EXTRA GAME	

## MATERIALS

- Pupil's Book (PB) pages 9 and 10
- Activity Book (AB) page 10
- Cassette 1 Side 1 • CD 1 track 13

## ••• PB Reading rhyme

### 7 Listen and say the rhyme.

- Say: *Open your Pupil's Book at page 9. Look at the Reading rhyme.*
- Play the cassette. Pupils follow in their books.
- Stop the cassette after the rhyme.

- Read another key word from the rhyme. Ask: *Does this word have the /æɪn/ or the /ʃ/ sound?* Read the words on the board putting emphasis on the key sound.
- Continue with the rest of the key words in the rhyme.
- Divide the class into pairs. Ask pupils to read the words under the book to their partner.
- Play the rest of the cassette pausing after each word. Pupils check if they read them correctly or not.
- Ask for a volunteer to read the rhyme out loud.

## Tapescript

I speak Italian.  
 You speak German.  
 I speak Spanish.  
 You speak English.  
 Different languages,  
 All around the world.

Sample marketing text © Macmillan Publishers LTD

## Tapescript

Catalan  
 Danish  
 Swedish  
 Rumanian

- Write on the board *Italian, English*. Say the words as you write.
- Repeat one of the words. Then say the sound made by the letters in red. T: *Italian*. /æɪn/. Show the pupils how to form the open /æɪn/ sound.
- Pupils repeat the word and play around with the key sound.
- Repeat with the other word on the board, *English*.
- The /ʃ/ sound is difficult for them. Focus on the formation of the sound by getting them to say *Shhhhh*.

## AB Reading rhyme

### 10 Complete the words with *sh* or *an*. Write the letter.

- Say: *Now open your Activity Book at page 10. Look at the Reading rhyme activity.*
- Hold up your book and point to the pictures one by one. Ask: *What's this?*
- Write the words on the board as the pupils say them.
- Point to one of the words (*animals*), say the word and ask: *Can you hear the /æɪn/ or the /ʃ/ sound?*
- Underline the letters making the sound.
- Continue with the other words.

- Clean the board and say: *Now make the words in your Activity Book.*
- Walk around the class checking and monitoring the pupils' work.
- Pupils swap books and correct each other's work.
- **Answers:** a animals b American c fish d man e shoes f brush g Italian h shelf



**MULTI-DISCIPLINARY LINK**  
Geography: finding out about other countries in the world

### **PB** Fact file

#### 8 Read and answer the questions.

- Say: *Open your Pupil's Book at page 10. Let's look at the Fact file for this unit.*
- Ask questions about the illustrations.  
T: *What can you see?*
- Read the title of the Fact file. T: *Traveller's guide.*
- Give pupils information about the general theme of the Fact file. Use L1 if necessary.  
T: *These mountains are in (Spain). What's the capital of Australia? Where is the River Ebro?*
- Focus on the languages and ask pupils if they can name some of the countries where these languages are spoken.
- Give pupils a few minutes to read the information in the Fact file in silence. Answer any questions pupils might have about meaning.
- Divide the class into four groups. Give each group a name, e.g. of a colour. Write the names of the groups on the board.
- Explain that you are going to ask questions about the Fact file. Groups will take turns to answer and will get a point for each correct answer. If a group is unable to answer, or answers incorrectly, then the first group to answer correctly gets a point.
- Read one of the questions in the margin.  
T: *What is the capital of (the UK)?* Repeat, substituting another country for the word in brackets.

- Continue the pattern with the other questions. Ask: *Where is (Canberra)?* Repeat, substituting the word in brackets.
- Ask: *Where are the (Atlas Mountains)?* Repeat, substituting the word in brackets.
- Say: *Name a river in (Egypt).* Repeat substituting the word in brackets.
- Continue the pattern with the other questions.
- The team with the most correct answers is the winner.

#### **Be detectives! (Optional)**

- Brainstorm information about the countries from the Fact file, e.g. *The capital of Morocco is Rabat. They speak Arabic in Morocco and the Atlas mountains are in Morocco.*
- Let each group choose a country and give as much information about that country, both from the Fact file and from other sources. Pupils report back in the next lesson.





**EXTRA GAME**  
Word brainstorm

- Divide the class into four groups. Give each group a sound/spelling pattern.  
Group 1 /s/ at the beginning of a word,  
Group 2 /sh/ at the end of a word, Group 3 /an/ at the beginning of a word and Group 4 /an/ at the end of a word.
- Set a time limit. Tell the groups to brainstorm as many words as they can for their group. They can use their memory or written material around the classroom.
- When the time is up ask each group to read out their list. Award one point for every correct word.
- The group with the most points is the winner.



# Lesson 8

Activity	Objective
<b>PB</b> 9 Project. Make a country poster. <b>AB</b> I can do it!  UNIT ASSESSMENT  BILINGUAL DICTIONARY	Personalization: free writing practice based on the Fact file Self and teacher assessment

- MATERIALS**
- Pupil's Book (PB) page 10
  - Activity Book (AB) pages 11 and 59
  - A sheet of A3 paper for each pupil
  - Rulers
  - Felt-tip pens
  - Cassette 1 Side 1 • CD 1 track 14

## **PB** Project

### 9 Make a country poster.

- Say: *Open your Pupil's Book at page 10. Let's do the project.*
- Explain that the project is about the Fact file. Review the key concepts in the Fact file by reading the questions in the margin of the Fact file.
- Ask for volunteers to make up their own questions.
- Say: *Now let's make a poster.*
- Point to the model in the Pupil's Book. Ask for volunteers to read the text out loud.
- Ask comprehension questions. T: *What language do they speak in Morocco? What is the capital of Morocco?*
- Hand out the materials to the pupils: a large sheet of paper (A3 size), felt-tip pens and rulers.
- Ask pupils to choose a country.
- Pupils make a poster about their country following the model in the Pupil's Book.
- Collect the finished work and display it around the classroom.

### **Be detectives! (Optional)**

- Pupils give the results of their search from the previous lesson.

## **...** **AB** I can do it!

- Say: *Open your Activity Book at page 11.*
  - Explain to pupils that this is the end of the unit and they are going to work alone to see what they can do.
  - Walk around offering individual help where necessary.
  - **Activity 1:** Pupils listen and circle the things that they hear mentioned on the cassette.
  - **Answers:** see tapescript
- Tapescript**  
 Beth: In my traveller's kit there are two knives and two water bottles. There's a map of Peru and a hat ... and there are three tickets.
- **Activity 2:** Pupils interpret the picture clues and complete the sentences.
  - **Answers:** 1 It means there are two elephants in a river. 2 It means there's a bird in a temple. 3 It means there's a box of treasure in a museum.
  - **Activity 3:** Pupils find the names of five countries and three languages in the word search.
  - **Answers:** Australia, Mexico, Morocco, Egypt, Peru, Spanish, English, Arabic



## UNIT ASSESSMENT

My work is ...

- While pupils are working, go around the class looking through the work in the Activity Book for this unit.
- Pupils tick one of the boxes for their own assessment of their work. Discuss this with them individually as you walk around the class.
- Collect all the Activity Books and check their work. Write a comment. See Introduction page 15.



## BILINGUAL DICTIONARY

- Say: *Now look at the dictionary pages of your Activity Book.*
- Ask: *Do you remember these words from the unit?*
- Divide the class into pairs and ask them to find examples of these words in the pages of the unit.
- Ask for volunteers to read the sentences containing the key words out loud.
- Pupils complete the dictionary by writing the meaning in their own language.
- Go around the class checking as pupils work.

