

Pupils activate their existing knowledge by working in small groups, brainstorming words they already know.

Twelve items of vocabulary are introduced and practiced using photographic and picture flashcards.

Real-world photographic images provide pupils with a record of new vocabulary. The pupils point to each image and say the vocabulary chant.

Unit 6 Sports mad

Lesson 1 Vocabulary

- What water sports do you know? Make a list. What equipment do you need?
- Listen, point and say the vocabulary chant.
- Listen, look and sing *Fun in the sea*.

1 flippers 2 wetsuit
3 mask 4 kayak
5 snorkel 6 helmet
7 life jacket 8 swimsuit
9 paddle 10 water skis
11 surfboard 12 gloves

Under the water And on the waves. Let's have fun In the sea today!

I'm wearing a mask And flippers, too. I'm ready to kayak. What about you?
Chorus

I'm wearing a helmet And a life jacket, too. I'm ready to kayak. What about you?
Chorus

I'm wearing gloves And a wetsuit, too. I'm ready to water-ski. What about you?
Chorus

Talk Partners Play a guessing game.

I'm wearing a mask, flippers and a wetsuit. Are you ready to snorkel?
Yes. That's right!

Lesson 2 Grammar

- Listen and read. Listen and repeat. Act out.
- Read again. Which things does Lily need? Why?
- Listen and follow. Repeat.

Lily: Look, Dad. I'm ready to do some water sports.
Dad: Great! Are you going to go water-skiing?
Lily: No, I'm not. I'm going to go kayaking. Look, here's my paddle.
Dad: What are you going to do after that?
Lily: I'm going to go surfing. There are lots of surfboards over there.
Dad: Have fun, Lily! See you later.

going to

I	am / am not	play football	next week.
He / She	is / isn't	go swimming	tomorrow.
We / You / They	are / aren't	going to watch TV	after school.
		go water-skiing	at the weekend.
		go surfing	on Tuesday.

Grammar tip
We can ask questions with going to.
Are you going to go swimming tomorrow?
What are you going to do on Saturday?

Remember!
He is = He's
He is not = He isn't

Talk Partners Play a true or false game.

I'm going to play football after school.
No, it's false.
I think it's true.

Key learning outcomes: Use going to to talk about future plans
Grammar: I'm going to play football after school

A short dialogue places grammar in a familiar context.

Attractive artwork engages pupils and helps contextualise language.

The grammar table highlights and practices language patterns. The pupils listen to an audio clip and point to the different parts of the sentence in the table. They then work with a partner to create their own sentences.

A fun and easy to sing song builds fluency and makes language more memorable.

Pupils work in pairs to play a game using the new vocabulary items.

A selection of **thinking skills** such as problem solving and spatial thinking are developed in each unit.

Fun, game-like activities motivate pupils to write the new vocabulary items.

Pupils use a code-breaking activity to **review and recycle** an item of vocabulary from the previous unit at the bottom of each page.

Unit 6 Sports mud Lesson 1 Vocabulary Lesson 2 Grammar

Thinking skills Order the letters and write. Match.

1 hubacko surfboards
2 sarrk 7 hevakr
3 flo lachq 8 motha
4 dappedl 9 sunnestl
5 laarior 10 yakok
6 pibpils 11 xhwa-laks
12 lavng

2 Look and write.

1 He's wearing a wetsuit and a life jacket.
He's got a _____
He's ready to _____

2 She's _____

3 Grammar Complete the sentences in the grammar table.

in? aren? watch going to go am play tomorrow

1 I _____	going to _____	football	on Monday.
2 He _____	going to _____	go sailing	_____.
3 We _____	are _____	swimming	next week.
4 They _____	going to _____	_____	TV tomorrow.

4 What are the children going to do tomorrow? Look and write.

1 1 His going to play football.
2 They _____
3 _____
4 _____

Remember! We use going to when we talk about our plans.

5 Write about your plans. Ask and answer.

1 I'm going to _____
2 I'm not going to _____
3 _____
4 _____
5 _____
6 _____

6 Code-breaking 24-36-76-32 12-72-4-8

A range of activities give pupils practice in **manipulating the form** of the new grammar.

Pupils **practice writing** new vocabulary in a sentence using a recycled structure.

Teachers App! Teachers can teach lessons using the Teacher's App.
Pupil's App! Pupils can practise language on the Pupil's App.



The story reinforces language introduced in lessons 1 & 2 and previews language from lesson 4.

A pre-reading task helps prepare the pupils to read and listen to the story. These include a code-breaking task and predictions about the story content.

In each unit, the pupils enjoy an exciting adventure with Lilly, Josh and Ravi. A list of frame-by-frame comprehension questions for each story is provided in the detailed lesson plan in the TB.

Attractive and humorous pictures and audio recordings support pupils' understanding of the narrative.

The Values section encourages pupils to reflect on the story and relate a personal, social or civic value to their own lives.

6 Lesson 3 Story

Before you read

1 Use the code to read the message from Luke. I'm going to watch a windsurfing 72-4-12-20 this afternoon. What about you?
What activity do you think the children are going to do in the story?

2 Listen and read. Act out. **The raft race**

1 There are lots of things to do at the Water Sports Day. 2 It's three o'clock.

Look, there's a raft race. Are you going to enter it? Definitely!

What are you doing here, Dad? I'm going to enter the race, too.

3 The learners listen to the rules of the race. 4 The children begin to build their raft.

You must build your raft with these things. And you must paddle your raft around that flag.

Let's use these plastic bottles. OK, we can tie them to the wood with this rope. Good idea, Ravi!

Key learning outcomes: read, listen and understand a story about a raft race
Language: I'm going to enter the race. Paddle quickly!

62 sixty-two

6

5 Dad begins to build his raft, too. Why don't you use this rope, Dad? No, my raft is faster like this.

6 The rafts are ready. It's time for the race. Ready, steady... GO! Come on, everyone! Paddle quickly!

7 Dad is having problems. Oh no! My raft is sinking. We can help you. Hold that!

8 The children help Dad get back to the beach. Next time, I'm going to listen to your ideas, Josh. Thanks, Dad!

After you read

3 **Talk Partners** Ask and answer.

1 Do the children enter a kayak race? 3 Do the children listen to each other's ideas?
No, they don't. They enter a raft race. 4 Do the children use flippers to move the raft?

2 Do the children use rope to make their raft? 5 Do the children help Dad?

4 **Values** Read and discuss.

- Does Josh listen to Lily and Ravi's ideas in the story?
- Does Dad listen to Josh?
- Do you listen to other people's ideas?

Values: listening to other people's ideas

63 sixty-three

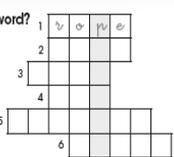
A range of activities check the pupils' understanding of the story.

6 Lesson 3 Story

After you read

1 Read and complete the puzzle. What's the mystery word?

- The children tie the plastic bottles to the wood with this.
- They must paddle the rafts around this object.
- Dad sits on this material.
- The children help this person.
- These plastic objects are under the raft.
- The race begins and finishes here.

The mystery word is _____.

2 Listen and circle the eight mistakes. Listen again. Write the correct words.

Our Adventure Blog *by Lily, Josh and Ravi*

In this adventure, we enter a bike race. Mum enters the race, too. We build a raft with some plastic bags and some wood. We tie the bottles to the wood with paper, but Dad doesn't use rope. We paddle slowly. Dad has problems because his raft is sinking. We help Dad get back to the lighthouse. At the end of the race, Dad is wet and angry and he wants to go swimming.

1 raft 2 _____ 3 _____ 4 _____
 5 _____ 6 _____ 7 _____ 8 _____

3 Thinking skills Read and complete. What do you think?

- The story is funny / boring / sad / interesting / exciting / scary.
- My favourite frame in the story is number _____ because _____.
- I give the story _____ stars. ☆☆☆☆☆

60 sixty 76-32-4-72-44

Comprehension is reinforced through a listening activity.

Pupils are encouraged to give a **personal response** to the story as well as an opportunity to practice thinking skills.

Six new items of vocabulary are introduced and practiced using pictures and photos.

The **Speak and Spell** section uses a humorous tongue twister to give pupils practice in producing **tricky sounds**. It also introduces pupils to alternative spellings patterns for these sounds.

A lively song, chant or rap give further practice.

6 Lesson 4 Vocabulary and Grammar

1 Listen, point and say.

1 swim quickly 2 swim slowly 3 ride well 4 ride badly 5 play quietly 6 play loudly

2 Listen and sing Warm up!

Warm up. Warm up your body. Warm up. Are you ready? Warm up. Warm up your body. One, two, One, two, three.

Let's move slowly. Stretch your arms. Slowly, slowly, slowly. Let's move slowly. Bend your knees. Slowly, slowly, slowly. Chorus

Let's move quickly. Wiggle your fingers. Quickly, quickly, quickly. Let's move quickly. Shake your body. Quickly, quickly, quickly. Chorus

3 Listen and follow. Repeat.

Adverbs of manner

I / You / We / They	swim rollerblade cycle	quietly, slowly, well.
He / She	dances plays chess	badly, quickly.

Grammar clue
When we say how we do an action, we usually use **-ly**.
bad - badly quiet - quietly

Remember!
good = well
fast = fast!

4 Talk Partners
Play a mime game.

Swim slowly! Feet That's right!

Key learning outcomes: Identify and say how you do different activities using adverbs of manner. Vocabulary: adverbs of manner. Grammar: I cycle quickly.

Grammar clues encourage the pupils to think analytically about new language.

Pupils play a **communicative game** in pairs. Each has different information providing pupils with a genuine reason for speaking. The Teacher's Notes give clear, precise instructions on how to set up and scaffold the communication game.

6 Lesson 5 Listening and Speaking

1 Listen, read and say.

Speak and spell

oh' says ki.

The black monkey kayaks quickly on the lake.

Now practise spelling on page 62 in your Activity Book.

2 Read the quiz. Then listen and identify four differences.

SPORTS QUESTIONNAIRE Name: *Anna Jones* Age: *9*

1 What's your favourite sport? *basketball*

2 How often do you do sport? *twice a week*

3 How do you: ride a bike? well badly
swim? fast slowly
play tennis? well badly
skate? quickly slowly

3 Talk Partners Ask and answer to complete the questionnaire. Tell a friend.

Do you sing loudly or quietly? I sing loudly.

Carmen sings loudly.

Pablo plays the piano well.

Teacher's Resource Bank: Unit 6

Key learning outcomes: listen for specific information; play a communication game using adverbs of manner. Phonics: alternative spelling for the 'k' sound.

NEW!
A listening activity prepares pupils for a communicative task. Pupils listen to children using the unit language to carry out a task.

Talk partners icons indicate when pupils have the opportunity to **practice speaking** in pairs.

NEW!
Further Activities to practice and consolidate can be found in the Teacher's Resource Bank in the **Teachers App on Navio**.

Activities encourage pupils to **recognise and practice** the Lesson 4 vocabulary.

Lesson 4 Vocabulary and Grammar 6

1 Look, read and circle.

1 He swims badly / slowly / well.

2 She rollerblades well / quickly / badly.

3 GOAL! He plays football loudly / quietly / slowly.

4 She cycles badly / quickly / slowly.

2 Order the words in the grammar table. Write the sentences.

1 loudly.	sing	I	1 _____
2 You	slowly.	walk.	2 _____
3 cycles	He	quickly.	3 _____
4 well.	They	dance	4 _____

3 Read and answer. Ask and answer. **Drill Partners**

1 What do you do well? _____

2 What do you do quickly? _____

3 What do you do quietly? _____

4 What do you do loudly? _____

5 What do you do slowly? _____

I swim very well. What about you?

sixty-one 60

Reading and writing activities are carefully staged to **build pupil's confidence and ensure success.**

Lesson 5 Speaking and Spelling 6

Speak and spell

1 Complete and say.

The bla__ mon__ ay__ oyo__
qu__ly on the la__e

2 Find and circle the words. Classify and write.

wh o c k e y e r o c k e j m b l a c k t e
a u g u s t
k e
s k
n e
c k
k s k s h a r k r k i t e e b a c k s n e k e

3 **Drill Partners** Test your friend. Ask and answer.

How do you spell snake?
S.N.A.K.E.
That's right. Well done!

sixty-two 62

Pupils enjoy a full page of activities to practice reading, writing and saying the **key grapheme** in each unit.

The activities use recycled words to **build pupils' confidence** and link new information to existing knowledge.

Pupils work with their **Drill Partners** to test and prompt each other on spelling of words that contain the key letter sound.

Pupils are introduced to a **wide range of reading text types**. These are selected to reflect the interests and experience of the age group and have an authentic appearance that will appeal to learners.

A variety of tasks help pupils to understand the purpose of a text, the intended audience or what is appropriate content. This helps to **develop literacy and reading skills**.

The **Before you read activities** help prepare the pupils to read. These include activating existing knowledge, exploiting visuals and asking questions to raise interest and make predictions.

All texts are supported by an **audio recording** and attractive visuals.

Pupils are directed to the **After you read activities** in the Activity Book.

Lesson 6 Reading Literacy Text type: a letter

Before you read

- Imagine you are going to go to a sports camp. Which activities would you like to do?
archery windsurfing rock climbing gymnastics
mountain biking volleyball baseball kayaking
- Read and listen. Which activities is Robert going to do?

Reading tip! Think about what you know. What things do people write in letters?

95 Sun Road
Newtown
NT1 8BN
15th March

Dear Grandma and Grandad,
How are you? I'm really happy because I'm going to go to a sports camp with my friends tomorrow. The camp is in the middle of a beautiful forest and I can do sport all day. There are lots of exciting sports to try. First, I'm going to play volleyball, because that's my favourite sport. Next, I'm going to go kayaking. The lessons are on a lake and I need to wear a life jacket and a helmet. Finally, I'm going to go mountain biking in the forest with my friends. I can't wait!
See you after the camp.
Love,
Robert 2022

Mr and Mrs Evans
21 High Street
Oxford
OX4 3FT

After you read

Go to page 63 in your Activity Book.

Lesson 7 Writing

Investigate a text

- Look at the leaflet. What can you do at the adventure camp?
- Read and listen. Which activity is Laura not going to do?

37 Silbury Street
London
NW4 8AP
18th March

Dear Grandma,
How are you? I'm very excited because I'm going to go to an adventure camp on Friday. It's in the mountains and there are lots of great activities for me to try. First, I'm going to go horse riding because I love horses and I can ride very well. Next, I'm going to do archery. It looks fun! Finally, I'm going to go windsurfing on the lake. I need to wear a wetsuit because the water is cold. I'm not going to go rock climbing because it's very scary.
See you soon.
Love,
Laura 2022

Writing tip! We can use **First**, **Next** and **Finally** to order a list of activities.
First, I'm going to do my homework.
Next, I'm going to watch TV.
Finally, I'm going to have dinner.

Discuss a text

- Think and discuss.
 - Where do you write your address in a letter?
 - Where do you write the date?
 - How do you begin a letter?
 - How do you end a letter to a friend or family member?

Plan and write a letter on page 64 in your Activity Book.

Key learning outcomes: read and understand an informal letter (sixty-six) Key learning outcomes: prepare and write an informal letter; use simple time sequencers (sixty-seven)

A shorter text provides a **writing model** for pupils to follow.

Guided questions help the pupils identify key text features such as titles, captions and layout.

The **Writing tip** section highlights a discrete **writing skill** such as using capital letters or connectors.

Pupils are directed to the Activity Book to prepare their piece of writing.

A range of **After you read activities** reinforce and check the pupils' understanding of the literacy text.

Reading skills such as skimming and scanning are actively developed.

Pupils work with **charts, graphs, and other graphic organisers** to categorise and order information.

Lesson 6 Reading

Literacy Text type: a letter

After you read

- Read and order the letter.**
 - These are lots of exciting sports to try. First, I'm going to play volleyball because that's my favourite sport.
 - How are you? I'm very happy because I'm going to go to a sports camp with my friends tomorrow. The camp is in the middle of a beautiful forest and I can do sports all day.
 - See you after the camp. Love, Robert xxx
 - Finally, I'm going to go mountain biking in the forest with my friends.
 - See Sam, Robert, Neve, and Nelly. See!
 - Dear Grandma and Grandad,
 - Next, I'm going to go kayaking. The lessons are on a lake and I need to wear a life jacket and a helmet.
- Read and write the answers.**
 - Who's Robert going to go to the sports camp?
He's going to go to the sports camp tomorrow.
 - Who's Robert going to go kayaking?
He's _____.
 - Who's Robert going to go mountain biking?
_____.
 - How many sports is Robert going to do?
_____.

Lesson 7 Writing

Literacy Text type: a letter

Plan your writing

Cooperatively Learning Work with a friend. Plan your letter. Make notes.

- What type of camp is it?
2. When are you going to go?
3. Who's it for?
4. What three activities are you going to do?

Use your notes to write a letter to a friend.

Dear _____,
I'm very happy because I'm going to go to _____.
These are lots of exciting sports to try. First, _____.
See you after the camp!
Love, _____.

Share and check

- Read your letter with a friend. Write a tick (✓) or a cross (X).**
 - The address is in the correct place.
 - The information is in the correct order.
 - The date is in the correct place.
 - I use First, Next and Finally to order my activities.

Pupils work with a partner to **plan, draft and revise** their writing.

Step-by-step instructions and a writing framework provide the pupils with plenty of support in the planning stage and scaffold learning as they write their text.

Pupils **share their work** with another student and use **self-assessment criteria** to check their work.

A variety of **enjoyable activities** allow the pupils to respond to the text in a personal and creative way.

6 Lesson 8 Culture around the world: New Zealand

1 Read Luke's questions. What do you think?

I'm in New Zealand now. It's got high mountains and fast rivers. You can do exciting sports here. Can you answer these questions?

- 1 Which sport can you do in the air in New Zealand?
- 2 Which sport can you do on a river?
- 3 Which sport can you do on a hill or on water?
- 4 Which sport can you do on a beach?

2 Read and listen. Answer Luke's questions.

EXTREME SPORTS
New Zealand has got some very exciting sports, but you must be very brave!

RAFTING
Do you like adventure? In this sport, you ride down a fast river on a raft. You need lots of energy and you get very wet, but it's good fun!

ZORBING
This is the newest extreme sport in New Zealand. In this sport, you get inside a big, plastic ball and you roll down a hill or on water. Some balls move at 50 km an hour. That's the same as a car!

SAND SURFING
If you like travelling fast, and surfing is the sport for you. You can sit, stand or lie down on a surfboard. It's fantastic!

BUNGEE JUMPING
In this sport, you put an elastic rope around your ankles. Then you jump from a very high bridge. You fall very quickly through the air and you bounce up and down. It's amazing!

Think about your culture What exciting sports can you do in your country?

Do the New Zealand web quest and the Unit Review on pages 65 and 66 in your Activity Book.

68 sixty-eight Key learning outcomes: read about three extreme sports in New Zealand; think about and research New Zealand

Josh and Lilly's brother, Luke introduces the new destination and sets an investigation task.

A web page showing children in different countries brings the culture to life. This helps foster a positive attitude towards English-speaking countries and English language learning.

Think about your culture encourage pupils to identify similarities and differences and begin to form their own cultural identity.

Pupils are introduced to age-appropriate cultural content from English-speaking countries around the world.

Pupils are directed to the Activity Book to do a web quest and the unit Review.

Understanding of the **cultural content** is consolidated through a listening activity.

An additional task is provided for **independent internet research**.

The pupils do a simple **web quest**.

Lesson 8 Culture around the world: New Zealand 6

1 Listen and write the equipment you need.

wetsuit helmet harness rope paddle surfboard life jacket

1 BUNGEE JUMPING	2 ZORBING	3 RAFTING
	4 SAND SURFING	

2 Explore the Internet with your teacher. Do the New Zealand web quest.

1 How many main islands has New Zealand got?
 2 What's the highest mountain in New Zealand called?
 3 What's the capital city of New Zealand?
 4 What colours are the New Zealand flag? Colour the flag.
 5 What's the weather like in New Zealand today?

3 Find out more. Investigate more outdoor activities that you can do in New Zealand. What's the most popular sport in New Zealand?

76-08-84-36-16

sixty-five

sixty-six

6 Review

Ready, Steady, Go!

Cooperative Learning Work with a friend to do the quiz.

1 Write the equipment you need to go water skiing.

2 Write the equipment you need to go snorkelling.

3 Remember the song in Pupil's Book Lesson 1. What are the children going to do. Ravi is going to _____
 Lily _____
 Josh _____

4 Read and answer.
 What are you going to do tomorrow?

 What's your friend going to do tomorrow?
 My friend _____

5 How do you do these activities?
 swim I swim quickly.
 sing _____
 rollerblade _____

6 Whose's Luke in this unit?

7 Back the code to find out where Luke goes next.
 code 4-84-76-80-72-4-48-36-4

Can you beat the clock?

Thinking Skills Think about your work in this unit. Read, circle and write.

My work in Unit 6 is excellent / good / OK.

Now I can _____

My favourite lesson in Unit 6 is _____ because _____

WELL DONE! YOU'VE DONE IT EVERYONE!

76-20-4-32-60-72-76-20

A full-page **Review** checks and reinforces all of the unit vocabulary and grammar.

The pupils **work cooperatively** to check their learning, complete the review and beat the clock.

Pupils do a **code-breaking activity** to find out where Luke travels to in the next unit.

Finally, pupils **reflect on and assess their learning** in the unit.

NEW! Video and 21st Century Skills 6

21 CHANNEL

Today's programme is about extreme sports. Are they safe or are they dangerous? What do you think?

1 Watch the video. Which of these objects do you see? Which sport uses them?

1 2 3 4 5

2 Watch the video again. Read and say *true* or *false*. Correct the false sentences.

1 The family are going to go rock climbing.
 2 There are five people in the raft.
 3 The rock climbers can see some snow.
 4 You need a torch in the cave.
 5 The man does a bungee jump from a bridge.

3 Read the safety instructions. Think of three different sports for each one.

Staying safe

It's important to stay safe when you do sport.

1 You must wear a helmet.

2 Don't do this on the road.

3 Always listen to the referee.

4 You mustn't wear shoes.

Key learning outcomes: watch and understand a video about extreme sports
 Living in the world: staying safe when doing sport

sixty-nine 69

Pupils watch an engaging content-rich video - Channel 21- as a way of introducing the lesson and raising interest in the theme relating to a 21st Century Skill.

Pupils are encouraged to review the video and answer questions to check understanding.

Pupils reflect on existing knowledge and think creatively about how it relates to their own lives.

Children of the same age present a question or problem for pupils to think about. This introduces the theme of the lesson and helps pupils foster a problem-solving and imaginative approach to learning.

Finding information online is a good way to practise 21st Century Digital Skills . Pupils are set a range of fascinating tasks to promote the skills needed in the modern world.

The 21st century skill is **clearly visible** to remind pupils of the 21st century skill being developed.

Meaningful language practice contributes to understanding and skill development.

A **listening activity** provides further practice and consolidation.

Video and 21st Century Skills 6

Staying safe

1 Look and write. Listen and check. Repeat.

warm up drink plenty of water wear knee pads
wear sun cream wear goggles follow the rules

1 wear sun cream

2 _____

3 _____

4 _____

5 _____

6 _____

2 Listen and complete the notes.

Safe skateboarding

1 You must always wear a helmet.

2 It's also a good idea to wear _____.

3 Pads protect your elbows and your _____.

4 You mustn't skate on the _____.

5 Never ride behind a _____.

21 CHANNEL Think about a sport that you do.
What do you do to stay safe?

3 Read and answer. Ask and answer. Talk Partners

1 What sports do you do? _____

2 What do you wear? _____

3 What do you do to stay safe? _____

sixty-seven 67

Pupils **cooperate** and **build on existing knowledge** to be able to develop the skill independently.

NEW!

Streamlined and manageable 2-page projects

Project aims are clear from the outset.

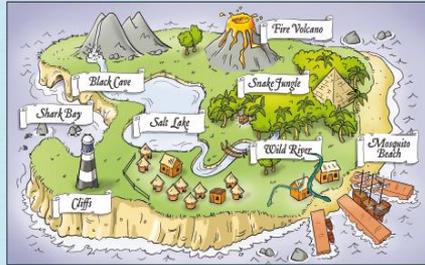
The lesson begins with a question to raise interest and activate and share existing knowledge about the topic.

Clear instructions guide pupils as they work together in groups.

My project 2 Lesson 1

Investigate

- 1 Are there any islands in your country? Where are they? How can you travel there?
- 2 Work in groups of three. Look at the map and make lists. Where's the treasure?
 - List five man-made things on the island.
 - List five natural things in the middle of the island.
 - List five natural things on the coast.



- 3 Listen and check your lists. Listen again and repeat the words.
- 4 Investigate an island. Make notes on page 68 in your Activity Book.



Digital tip!
Use the Internet to look at photos and maps of the island. What can you see?

70 seventy **Key learning outcomes:** remember and learn the names of natural and man-made things on an island; investigate an island Language: natural and man-made things on an island

NEW!

Digital tips encourage pupils to develop digital skills. Pupils are set a range of fascinating tasks to promote this skill needed in the modern world.

Plan and create your project

- 1 Discuss the questions. Write the information on page 69 in your Activity Book.

- 1 What's the name of your island?
- 2 What natural things are on the island? Choose eight.
- 3 What man-made things are on the island? Choose four.
- 4 Where are you going to hide the treasure?

Let's call the island Terror Island.

We can have a waterfall.

Let's have a cave.

We can hide it in the jungle.

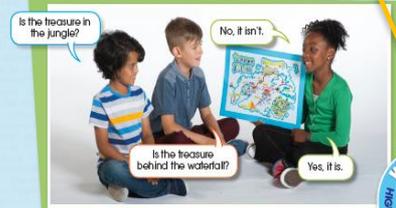
Teamwork tip!
Remember! Everyone contributes in a team.

Cooperative learning Listen to and respect everyone's opinion.

- 2 Draw your treasure map and hide your treasure.

Present your project

- 3 Present your treasure map to your classmates. Play the game.



Think about your project Go to page 69 in your Activity Book.

Key learning outcomes: remember and learn the names of natural and man-made things on an island; investigate an island Language: natural and man-made things on an island **71** seventy-one

Interpersonal and small-group skills are highlighted with **Teamwork tips**.

Pupils work in small groups and are encouraged to **talk meaningfully** about a task.

Language for interaction is taught and practised.

A final positive group outcome creates a sense of achievement.

Pupils have an opportunity to reflect on what they have learnt and their final piece of work.

Pupils are directed to the Activity Book to record their findings in the individual **investigation task**.

My project 2 Lesson 1

Treasure islands

Investigate

1 Make notes about your island.

Name of the island _____
 Where is it? _____

What natural things can you see on the island? Tick (✓).

cliffs a beach mountains a cave rocks
 a lake a rainforest a volcano a river a waterfall

Others: _____

What man-made things can you see on the island? Tick (✓).

a bridge a road a village a port a lighthouse

Others: _____

Would you like to live on the island? _____
 Why? _____

sixty-eight

Pupils go to the Activity Book to **record their decisions** for the group task.

My project 2 Lesson 2

1 Make notes about your treasure map.

Name of the island: _____
 Natural things on the island: _____

 Man-made things on the island: _____

 The treasure is _____

Think about your project

2 **Cooperative learning** Think about your project. Read and circle.

	★	★★	★★★
1 Now we know ...	a little information about islands.	some information about islands.	a lot of information about islands.
2 Our map ...	has some natural things.	has some natural and man-made things.	has some natural and man-made things and is exciting.
3 Our classmates ...	say the game is OK.	say the game is good.	say the game is fantastic.
4 We work together ...	badly.	well.	very well.

sixty-nine

Pupils reflect on their **cooperative skills** and how they have worked as a group.