UNIT 1 WORDS, WORDS, WORDS
GETTING STARTED – INTRODUCTORY LESSON

SUGGESTED TEACHING TIME: 1 lesson
LEARNING OUTCOMES: 1: 2, 5, 8, 10, 14

GRAMMAR
• Revision: Present simple, past simple and other grammar structures from grade 5
• Talking about the present and the past, describing past events, talking about the textbook

FUNCTIONS
• Talking about the present and the past, describing past events, talking about the textbook

VOCABULARY
• Revision of vocabulary from grade 5

SKILLS
READING
• A short paragraph about the textbook

LISTENING
• Doing a quiz

SPEAKING
• Discussing holidays, answering questions
• Questions to given answers, a short composition about holidays

INTRODUCTION
• The first class in the new school year is a great opportunity to set the mood of the pupils by tuning them into English. Motivated pupils who are interested in learning are an essential part of a good teaching process, so start your class by encouraging pupils to show what they know by expressing themselves in English. Do not insist on a perfect choice of grammar or vocabulary, because it is important that pupils understand how much they have already learnt. You can start by asking them questions: How are you? Are you happy to be at school again? Were you bored during the summer? Where did you stay there? What did you do? You can describe your own holidays first and then have pupils describe theirs. Allow all pupils to participate and share a whole anecdote, a simple sentence or just a word to answer your question.
• To start talking about the textbook and new school year ask: Do you remember the characters from BB5? Where did they spend their summer holidays? Who were they with? How long did you stay there? What did you do? You can describe your own holidays first and then have pupils describe theirs. Allow all pupils to participate and share a whole anecdote, a simple sentence or just a word to answer your question.
• In order to check general vocabulary you can revise words that are not strictly related to the book using a game of VOCABULARY TENNIS and/or the DEFINITION GAME.

RESOURCE BANK GAMES – Vocabulary Tennis, Definition Game
Ask pupils to look at their new textbooks and workbooks. Discuss the difference in covers and ask pupils if they like them. Ask them to “browse” through the book and find differences between the new book and NBB5. Ask them to find examples of stories, grammar explanations or games. Ask them if they can find the dictionary. The aim of this activity is to get them acquainted with the book. Finish the activity with an individual task. Pupils have five minutes to look through the book and write:

My English book is called ___________. I like the page ___________ best because there I can learn about ___________. I also like pages ___________ and ___________ because ___________

• Ask pupils to read their answers out loud and compare them.
• Set homework, according to the activity (game) you have done in class, such as: Write a paragraph or a short text about your summer holidays.

RESOURCE BANK – 1. Quiz Questions
Choose about 10-15 of the questions depending on the time you want to spend doing this quiz (the second set is for those who have already played the quiz). After the quiz, give pupils some of the answers and ask them to reconstruct the questions.
In this unit you will...

- meet Ana’s friends from the Club again, and a new pupil, Russell.
- learn about Australia, its people, schools and animals.
- read and talk about school subjects.
- discuss what you have to do, and don’t have to do, at school and at home.
- learn why dictionaries are useful, and learn how to make your own vocabulary book.
- discuss why people learn English, and name a few words in English that came from other languages.
1.1 NICE TO SEE YOU AGAIN

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: 1, 36b, 36c, (II), 1, 5, 6, 7

- Grammar: Revision: Present simple of the verbs BE and HAVE
- Functions: Introducing yourself, describing the first day of school, expressing feelings, talking about school
- Vocabulary: Months of the year, days of the week, adjectives to express feelings, phrases of conversational register, school objects

SKILLS

- Reading: Short paragraphs about the first day of school, short dialogues
- Listening: Short dialogues
- Speaking: Talking about the first day of school

LESSON 1

INTRODUCTION
- Read homework and briefly revise what you did last time.

TASK A, p. 8
- Ask pupils to do the task in pairs as a warm up.
- Ask them to compare their answers with the possible answers about their school, i.e. When does school start at Anna's school and when does it start in your school?

Answer key:
Suggested answers:
1. It's ten to nine.
2. The children are in front of the school building.
3. They are talking.
4. They are wearing school uniforms.

TASK B, p. 8
- Ask pupils if they recognise any of the characters from BB5.
- If they can't remember the characters, give short descriptions and ask pupils to guess their names.
- Ask if they can see any new character(s) and if they can, to try to guess who he or she is and where he or she is from.

TASK C, p. 8
- Pupils fill in the text with the provided words. Check if they remember the months of the year.

Answer key:
first, New, beginning, starts, start, January
A  It’s the first day of school. Look at the picture and answer the questions.
1. What’s the time?
2. Where are the children?
3. What are they doing?
4. What are they wearing?

B  What do you remember about Ana and her friends from last year?

C  Copy the text in your notebook and complete with the words below.

It’s school time again! The . . . day back at school isn’t just another day. It is special, a bit like . . . Year’s Day. It is the . . . of the new year – school year, not calendar year. For pupils and teachers, each year . . . in September and ends in June. But not everywhere. Australian children . . . the school year in late . . . or early February. They finish in mid-December.
READING

TASK D, p. 9
- Before doing this task, make sure all pupils understand the given adjectives.
- Check their answers.
- Elicit answers to question the Why?

Answer key:
Suggested answers:
Roy is happy because he can see his old friends.
Chen is scared because he might oversleep and be late.
Amy is sad because the holidays are over. She is also worried about studying and tests.
Roger is nervous because he is new at school.
Pamela is excited because she can buy new school things.
Stella is calm.

READING

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Task D
TRACK 1
ROY
I love the first day back at school. I'm happy because I see my old friends after a long time. We talk about our summer holidays. We haven't got any real lessons. That's cool.

AMY
The first day of school makes me a little sad. It means that the holidays are over. We aren't free anymore. We can't play all day. I'm worried when I think about studying, homework and tests!

PAMELA
I'm always excited about the beginning of the school year. I look at the pictures in my new books. I buy new pens, notebooks and other school stuff. This year I have a new backpack. I always wear something new on the first day – a new T-shirt, trainers or a new bracelet.

CHEN
When I'm on holiday I can go to bed when I like and sleep late in the morning. When school starts, I have to wake up early and get ready for school. The night before school starts, I'm scared that I might oversleep and be late.

ROGER
I'm new at this school. It's my first day. I'm very nervous. I haven't got any friends here. I hope the teachers are nice. I hope these kids like me. I have to go to the headteacher's office.

STELLA
The first day back at school?! So what? It's just like any other day. I'm totally calm.

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SPEAKING

TASK F, p. 9
- Pupils search for answers.
- This is a speaking exercise so tell them to remember their answers and not to write them down.
- To check answers, different pupils are to read the questions out loud one by one and ask their classmates to answer them.

Answer key:
1 seven units 2 five lessons 3 in the wordlist at the back of the book 4 list of irregular verbs 5 unit seven 6 students' answers

Task E, p. 9
- This task asks pupils to express and explain their feelings about the first day of school. Encourage them to use phrases and expressions from Task D.
Read what some pupils say about their first day back at school. Which of the kids feels like this:

<table>
<thead>
<tr>
<th>Name</th>
<th>Feeling</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROY</td>
<td>I love the first day back at school. I’m happy because I see my old friends after a long time. We talk about our summer holidays. We haven’t got any real lessons. That’s cool.</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>PAMELA</td>
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<td></td>
</tr>
<tr>
<td>CHEN</td>
<td>When I’m on holiday, I can go to bed when I like and sleep late in the morning. When school starts, I have to wake up early and get ready for school. The night before school starts, I’m scared that I might oversleep and be late.</td>
<td></td>
</tr>
<tr>
<td>ROGER</td>
<td>I’m new at this school. It’s my first day. I’m very nervous. I haven’t got any friends here. I hope the teachers are nice. I hope these kids like me. I have to go to the headteacher’s office.</td>
<td></td>
</tr>
<tr>
<td>STELLA</td>
<td>The first day back at school? So what? It’s just like any other day. I’m totally calm.</td>
<td></td>
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</tbody>
</table>

Do you agree with any of the kids? Which ones? How do you feel on the first day back at school?

Work with a partner. Look at your new English book. Find the answers to these questions as quickly as possible.

1. How many units are there?
2. How many lessons has each unit got?
3. Where can you find what the new words mean?
4. What is on page 163?
5. Which unit is about the future?
6. Which page has interesting pictures?
READING AND LISTENING

TASK G, p. 10

- Ask pupils to cover the bottom part of the page, leaving only the questions visible.
- Play the recording of the four dialogues. Pupils listen and answer the questions.
- Now ask pupils to practise reading the dialogues in pairs.
- Ask volunteers to act out or read their favourite dialogue.
- Assign homework.

Workbook, pp. 6 and 7, Tasks A, B, C, D.

TEACHING TIP
Encourage them to act out the dialogue by pointing out that it does not have to be an exact replica of the conversation in the book, but that they should try to use as many expressions and phrases as they remember and add some of their own.

Task G
TRACK 2

1
Zack: I haven’t got my school stuff.
Carlos: So what? You don’t need it. It’s the first day.
Zack: Have you got an extra pen?
Carlos: No, I haven’t. Ask Elliot. He’s got his backpack.
He’s prepared, as usual.
Zack: What have you got in the paper bag? There’s something moving inside.
Carlos: Oh, never mind that. Let’s go and talk to Sam and Elliot.

2
Elliot: What’s the time?
Sam: Ten to nine. School starts in ten minutes. Don’t be nervous.
Elliot: I’m not nervous. How many lessons have we got today?
Sam: Not many, I hope. I’m sorry the holidays are over.
Elliot: Pete looks very excited. I wonder why.
Sam: It isn’t because of school. He isn’t mad about school.
Elliot: It seems he’s got a new friend.

3
Ana: Do you know that boy over there?
Cindy: No, I don’t. He’s new.
Ana: He looks a bit like Russell Rogers.
Cindy: You mean the famous child actor?
Ana: Is he American?
Cindy: No, he isn’t. I think he’s Australian.
Ana: We’ve got a film star in our school!
Cindy: Are you sure?

4
Pete: Hello. I’m Pete. You’re new, aren’t you? What’s your name?
Russell: Russell. Nice to meet you.
Pete: Nice to meet you, too. Aren’t you the famous Australian actor?
Russell: Yes, I am. But, shush, please. By the way, can you help me? Where is the headteacher’s office?
Pete: Oh, I know that very well. Follow me.
Russell: Thanks.
Pete: Have you got lots of sharks in Australia?
Russell: Sharks?
G

Read the dialogues. Are these sentences true (T) or false (F)? Correct the false ones.

1. Zack and Carlos have got all their school stuff.
2. Sam is glad that school is starting.
3. Ana and Cindy are interested in the new boy.
4. Pete has got an interesting question for the new pupil.

   Carlos: So what? You don’t need it. It’s the first day.
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   Carlos: No, I haven’t. Ask Elliot. He’s got his backpack. He’s prepared, as usual.
   Zack: What have you got in the paper bag? There’s something moving inside.
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2. Elliot: What’s the time?
   Sam: Ten to nine. School starts in ten minutes. Don’t be nervous.
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3. Pete: Hello. I’m Pete. You’re new, aren’t you? What’s your name?
   Russell: Russell. Nice to meet you.
   Pete: Nice to meet you, too. Aren’t you the famous Australian actor?
   Russell: Yes, I am. But shush, please. By the way, can you help me? Where is the headteacher’s office?
   Pete: Oh, I know that very well. Follow me.
   Russell: Thanks.
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H

Choose one of the dialogues and act it out.