

Welcome!

A • The carpet

Topic

James, Alice and Gary help to clear out an attic in James' new house. They find an old carpet with a special screen and control panel. When they sit on the carpet, Laya appears and tells them that she is from Planet Zoon. She explains that the carpet can take them to her planet if they read six messages in code and find six special control cards but that they cannot return home if they fail to find the cards. James, Alice and Gary have ten seconds to decide if they want to go on this adventure.

Aims

- To review language from *Primary Colors 5*.
- To introduce the characters: James, Alice, Gary and Laya.

Language

Review

I have to clean it first.

New language

attic, carpet, code, card, fail, message, press, real, serious, strange

What you need

- CD and player.

Note: Please take some time to read the Introduction and the sections at the back of this Teacher's Book before you start using the teaching notes so that both you and your students can get the most out of the course.

Times: The times suggested are very approximate. Do not worry if your class takes more or less time for each activity.

Before you begin

The *Welcome!* sections review some of the key structures from *Primary Colors 5*: present simple with adverbs of frequency, the infinitive of purpose, and *going to*. If you used *Primary Colors 5*, ask the students if they can remember the names of the characters, where they went and some of the adventures they had. You could also sing one of the songs from *Primary Colors 5* before continuing with the activity below.

If some of the students haven't used *Primary Colors 5*, you can go straight into the following activity.

Allow some time for the students to look through the book so that they can see what they will be doing.

Some ideas:

- Ask them to choose a picture which they particularly like or a story which looks particularly interesting.
- Divide the class into six groups and assign each group a main unit. Ask the students to tell the class four things about their unit, for example the title of the song in the A section, where the story takes place in either the A section or the C section, the title of the D section and the topic of the project in the D section.

Answer key and your notes

STUDENT'S BOOK pages 4 and 5

- 1 Meet some people from *Primary Colors 6*.
 What can you say about each person? 6 minutes

PURPOSE To introduce students to the characters and to stimulate the use of previously learned vocabulary.

First, as a class, ask students to look at the picture of James. Encourage students to talk about him. They may say sentences such as *He is smiling. / He likes soccer.*

PAIR WORK Then ask students to work in pairs or threes and talk about the pictures of the other characters. Go around and help and then collect some of the sentences on the board.

Further practice: Activity Book Exercises 1 and 2.

A • The carpet

2 Think. Say the names. 5 minutes

PURPOSE For students to find out more about the characters before reading the story and to practice the present simple and past simple. Students work alone or in pairs to read and identify the characters.

3 What's new in your life? Tell the class. 7 minutes

PAIR WORK Give the students some time to think about what they can say about themselves and their family. They can first then work in pairs to tell each other their news. They then work in fours and tell the class. If you have a large class, it may be more useful to continue in groups.

Further practice: Activity Book Exercise 3.

4 Read and listen. What do the children have to decide? 15 minutes

PURPOSE To introduce students to the beginning of the story.

LISTENING TO THE STORY Allow time for students to look at the pictures and to read the text silently. Play the recording all the way through once and then again pausing between each frame. Ask the class to point to James, Gary, Laya and Alice.

Ask students to tell you the answer to the question *What do the children have to decide?* (If they want to press the "Start" button and go on the adventure.)

Ask students whether they think it is a good idea to press the button.

New vocabulary: If students are not certain of a word, ask the class to make suggestions first before you provide the answer.

Further practice: Activity Book Exercise 4.

Extra ideas: We have suggested extra ideas in each section. Some of these are whole class activities and some are designed for students who have finished a task before the others in order to give time for the slower students to "catch up". They are often suitable for inclusion in each student's **portfolio**. See **A-Z: Portfolios** on page 89.

EXTRA IDEA Ask students to design their own magic carpet. They can draw it on paper or on a computer and then add different controls.

5 What can you see in James' attic? Look at the pictures for one minute. Close your book and write a list. 10 minutes

This activity may work better in a large class if you do it in groups. Allow one minute for each group to look at the pictures and then to close their books and write down as many words as they can.

Further practice: Activity Book Exercises 5 and 6.

6 Sing a song. I have a room in my house ... 10 minutes

The words for all the songs are on Student's Book pages 62–63. The songs in *Primary Colors 6* occur twice on the recording: once with the words sung and once as a karaoke version.

Answers

2 Laya 3 James 4 Alice 5 James 6 Gary
 7 Alice 8 Laya 9 Alice 10 James 11 Laya
 12 Gary

Answers

carpet a bike a book tables a lamp
 clothes hats a sofa a computer boxes

A • The carpet

Answers

P	L	R	D	B	I	K	R
W	A	E	A	M	W	E	E
E	Y	O	E	N	E	K	N
L	L	U	S	L	K	T	O
C	H	O	T	A	P	U	W

2 talk 3 bike 4 new 5 house
 6 know ... well 7 read

Answer

computer

Answers

Sam: 2, 4, 7, 11
 Lucy: 3, 6, 8, 10
 Jack: 1, 5, 9, 12

Answers

2 Gary 3 James' parents 4 Alice and Gary
 5 James 6 Alice 7 Laya
 8 the children / Alice, James and Gary

Answers

2 = d 3 = a 4 = c 5 = b

Play the recording once or twice so the students familiarize themselves with the tune while they read the words. In previous levels, students have been encouraged to do some actions with the words, but at this age, many students may feel too old for TPR. Encourage students to join in with the recording. You could divide the class into two groups to sing alternate verses. Then exchange verses so that everyone practices the different length lines as the song builds up.

The students can then work with the karaoke version, either with the same words as before or building up their own list of three items.

EXTRA IDEA The students could record their new version on tape or their MP3 players and put this in their **portfolio**. Students who play a musical instrument such as the piano or guitar could add an accompaniment.

See also **A-Z: Songs** on page 91.

ACTIVITY BOOK pages 4 and 5

Note: If the children use the Activity Book at home, it is important to look at the exercises with them in class first.

- 1a** Find the words. The letters can go down, up and across. **10 minutes**

Students find the words in the puzzle.

- 1b** Look at the other letters. Make a word. It's something that you can see on page 4 of your Student's Book. **3 minutes**

Students make a word from the other letters.

- 2** Read the sentences. Four of them are about Sam, four are about Lucy and four are about Jack. Match them with the right picture. **10 minutes**

Students read and match four sentences with each picture.

- 3** What's new in your life? Write sentences. **10 minutes**

Students write short sentences about what is new in their life.

- 4** Look at page 5 in your Student's Book. Answer the questions. **10 minutes**

Students read the story again and answer the questions.

- 5** Match the questions and the answers. **7 minutes**

Students match the questions with the answers.

- 6** Imagine you are in the attic. Are you going to press the *Start* button? Answer the questions. **10 minutes**

Students answer the questionnaire. Their answers are personal and the purpose of the questionnaire is to generate interest in the story.

B • Language time

Aims

- To practice the grammar and vocabulary from section A.
- To review / introduce adverbs of frequency with the present simple.
- To review / introduce *going to*.

Language

Review
 Adverbs of frequency with the present simple
 going to
New language
 made of ... cardboard, cloth, glass, metal, paper,
 plastic, rubber, wood
 heavy, light, rectangular, round, square

What you need

- CD and player.
- Copies of Cut-outs 1 and 2 (pages 127 and 128) for the Activity Book English Control Panel.

English Control Panel: At the end of this B section in the Activity Book, we suggest that the students make an English Control Panel, which they will use throughout the course. The purpose of this is for the students to make a record of their learning in which they write some important sentences showing the new words and new grammar from each unit. They can use this to help them review, and they can also look back at it when they reflect on their learning in the evaluation section in each Review Unit (see page 28). You can check that each student has included the key structures but also allow them the freedom to add their own words and sentences so that they feel that their English Control Panel is unique and personal. You may want to leave some time for the students to make their booklet in class, so that you can check that everyone has done it.

If anyone in the class didn't use Primary Colors 5 (or if the class didn't make a Time Travel Journal), you can also take the opportunity to explain that this will help them understand the new vocabulary and grammar from each unit. You may also like to make an English Control Panel first so that the students can see what it looks like. See **A–Z: English Control Panel** on page 82.

STUDENT'S BOOK pages 6 and 7

- 1a** Read about James and Alice. What are their answers to the questions? Write "always", "usually", "sometimes" or "never". 12 minutes

PURPOSE To practice adverbs of frequency.

Allow time for the students to read the text and to complete the questionnaire.

PAIR WORK They can then ask and answer the questions in pairs – one answering as James and one answering as Alice. If you prefer, encourage them to use full sentences: *Yes, I (often) ... or No, I (never) ...*

- 1b** Work with a friend. Ask and answer. 8 minutes

PURPOSE To practice speaking with adverbs of frequency.

PAIR WORK Students work in pairs and ask and answer the questions.

Further practice: Activity Book Exercises 3 and 4.

Answer key, tapescript and your notes

Answers

James: 2 always 3 never 4 sometimes

5 never 6 usually

Alice: 1 usually 2 never 3 always 4 never

5 always 6 never

B • Language time

Answers

Amy's mom is going to paint the walls. = c
 Amy's aunt is going to give them a sofa. = d
 Amy's brother is going to make some curtains. = a
 Amy is going to clean the floor and the walls. = b

2



Listen. Amy is talking to Max about her family's living room. Match the people and the things. What are they going to do?

8 minutes

PURPOSE To practice listening intensively and to practice *going to*.

Allow time for students to look at the pictures first. Ask them to say what they can see. Then play the recording. Students match the people with the pictures, either by drawing lines in their books or by writing the correct names and letters in their exercise books.

Go through as a class afterwards eliciting sentences with *going to* as in the model.

Tapescript

Amy: Hi, Max. Come in. Look at this!

Max: What! What's happening here?

Amy: We're going to change the living room. My mom's going to paint the walls. Then my dad's going to put up some new shelves. He's going to put the TV on the shelf. You can see the wood there.

Max: Oh yes, I see.

Amy: Then my mom and dad are going to get a new sofa.

Max: Wow! That's a lot of money.

Amy: No, not really. It's not really new. My aunt is going to give us her old one!

Max: OK. What about the curtains? You don't have any curtains.

Amy: My brother is going to make some curtains. That's what he **says!**

Max: Well, that's a big job.

Amy: Yes, I think so, too.

Max: Amy, what are **you** going to do?

Amy: Well ... I'm going to watch them and then I'm going to sit on the sofa and watch TV!

Max: Ha, ha! Amy, you're lazy!

Amy: Ha ha! No, I'm going to clean the floor and the walls before my mom paints them. Look, those are **my** things there. Do you want to help?

Max: Uh. What time is it? Oh no, I've got to go!

Further practice: Activity Book Exercise 1.

3a

Work with a friend. Look at the picture of James' attic. Take turns describing things for your friend to find.

8 minutes

PURPOSE To practice speaking and to practice shape, color and materials vocabulary.

PAIR WORK Students work in pairs and take turns choosing an item in the attic. They describe the item using words from the box for their partner to guess what it is.

Answers

1 a sofa 2 a door 3 a fridge 4 a book

3b

Match the descriptions with things in James' attic.

5 minutes

Students work individually and find things which match the descriptions.

3c

Write more descriptions for your friend to guess.

10–15 minutes

PURPOSE To practice writing and to practice shape, color and materials vocabulary.

Students choose other items and write similar descriptions.

PAIR WORK They exchange their descriptions with a partner and find the items in the picture.

Further practice: Activity Book Exercise 2.

B • Language time

ACTIVITY BOOK pages 6 and 7

- 1** Fred is going on vacation next week.
 What is he going to do? Write sentences. **20 minutes**

Students write what Fred is going to do on his vacation.

- 2** Look at James' attic. Find the things and
 number the clues. **10 minutes**

Students read the sentences and number the boxes.

EXTRA IDEA Students can choose other items and write similar sentences like this for their partner to guess the words.

Learning skills: A new start

- 3** Answer the questions. **10 minutes**

Students complete the questionnaire and work out their score. They read what this shows them about their learning habits.

- 4** Choose four questions from Exercise 3
 and give a reason for your answer. **10–15 minutes**

Students write sentences about their learning habits as in the model, using adverbs of frequency.

Make your English Control Panel

Note: See the note on making an English Control Panel (page 5). If you made a model, show this to the students before they begin. Make sure they have all the materials they need, including Cut-outs 1 and 2 (pages 127 and 128).

Each student needs four pieces of paper (preferably A4 size) and copies of Cut-outs 1 and 2. They can share scissors, glue and a stapler in groups.

Students fold the four pieces of paper in half and staple them together. They number the pages 1–16 and then stick the cut-outs on pages 1 and 16.

They prepare the booklet for use at the end of each unit by writing the following headings first at the top of pages 2 and 3, and then throughout the booklet on pages 4–13:

Place: Important words to remember
 and
 Important sentences to remember

They write the title *Extra ideas* at the top of pages 14–15.

Explain that they will complete their English Control Panel at the end of each unit in the Activity Book and that this will help them understand the new vocabulary and grammar from each unit. Point out that they can also use it to help them review. Ask the students to keep it safely and then, at the end of the year, it can be included in their **portfolio**.

See **A–Z: English Control Panel** on page 82.

Suggested answers

- 2 He's going to go to the beach.
 3 He's going to eat / have lunch / dinner in a / the restaurant.
 4 He's going to take (lots of) photos.
 5 He's going to see the sea from his room.
 6 He's going to watch TV.
 7 He's going to go shopping.
 8 He's going to swim / go swimming in the (swimming) pool.

Answers

- 12 a lamp 1 a fish tank / an aquarium
 8 a table 10 a cap / hat 7 an umbrella
 5 a book 6 a sofa 2 a coat 11 a bike
 9 a box 3 a window

1 Laya's first clue

1A • Danger!

Topic

Gary presses the button on the carpet control panel without waiting for the others. Laya appears and shows them a message in code. Gary guesses the place and touches the map on the screen. The carpet flies out of the window and they eventually land in the Grand Canyon. Alice sees the control card in a hole and jumps in to get it, but three rattlesnakes appear.

Aims

- To review *must* / *mustn't*.
- To review the infinitive of purpose.

Language

Review

We must decide now!

Why did Gary press the *Start* button? To see the first message.

New language

above, appear, below, button, decide, deep, desert, huge, immediately, rattlesnake, screen, somewhere, suddenly, together

What you need

- CD and player.

The story: Continuing from the introductory episode, a continuous story runs through the book with episodes in sections A and C of each unit. The story centers around three characters who fly on a magic carpet which has a special control panel and screen. The children have to solve six coded messages, identifying the next place that they will visit, and then find a control card in each place. As Laya explained in the introductory episode, the children cannot return home until they have found all six cards.

Each place they visit is a world heritage site, which allows for the development of cross-curricular themes in each unit (see page vii). You can find out about world heritage sites on www.worldheritagesite.org.

New language: There are new words in each episode of the story. You may prefer to extract these words from the text and pre-teach them through mime or translation before the students read or hear them in the story. However, students of this age are developing a greater ability to work out the meaning from the context together with the support of the pictures. As it is a continuous story, the students will be eager to know what happens in the next episode so it may be more productive to check their understanding of new vocabulary **after** they have read and listened to the story rather than before. Similarly, new structures are presented through the story, where the context supports the meaning, and structures from previous levels are also recycled. Students have further exposure to the new or recycled language in the follow-up comprehension exercises and more specifically in Section B: Language time.

Before you begin

Sing the song from the *Welcome!* unit, section A.

Ask students what they remember of the story and the characters in the *Welcome!* unit.

Answer key and your notes

STUDENT'S BOOK pages 8 and 9

1  Read and listen. Why mustn't Alice move? 20 minutes

PURPOSE To find out more about the carpet and the code and to practice listening, speaking and reading.

LISTENING TO THE STORY Allow time for the students to look at the pictures. Ask them what they can see and what they know about the Grand Canyon. Ask them to try and read the story before playing the recording. This will help with their listening comprehension.

Play the recording and ask students to find the answer to the question *Why mustn't Alice move?* (Snakes are dangerous and if she moves, they can bite her.)

1A • Danger!

Ask students to compare their ideas about how James and Gary can help her.

Further practice: Activity Book Exercise 1.

2 Read the story again. Say "True", "False" or "We don't know". **15 minutes**

PURPOSE To help students look more closely at the story.

Students can work alone or in pairs for this exercise.

Further practice: Activity Book Exercise 2.

3 Match the questions and the answers. Complete the missing answers. **8 minutes**

PURPOSE To practice the infinitive of purpose.

Students match the questions and answers, complete the last two answers and then compare with a partner.

Further practice: Activity Book Exercises 3 and 4.

4 What must or mustn't you do if you see these animals? Tell the class. **12 minutes**

PURPOSE To practice the present conditional and *must / mustn't*.

Allow time for students to look at the pictures and to read the phrases in the box. Check that everyone remembers *must / mustn't*.

5  Sing a song. *Flying high, flying low* **10 minutes**

See Student's Book page 62 for the words. Show the students where they can find the words before playing the recording.

See **A-Z: Songs** on page 91.

ACTIVITY BOOK pages 8 and 9

1 Complete the puzzle. **15 minutes**

Students complete the crossword.

Answers
 2 False 3 True 4 False 5 We don't know
 6 True 7 We don't know
 8 We don't know

Answers
 2 = a 3 = d To tell her about the snakes.
 4 = e To get the first card. 5 = b

Possible answers
 If you see snakes / bees / big angry dogs,
 ... you mustn't go near them.
 ... you mustn't make them angry.
 ... you mustn't throw things at them.
 ... you must stay calm.
 ... you mustn't touch them.
 If you see snakes, you mustn't move or run away.
 If you see big dogs, you must walk slowly.

Answers

		2					5			7	8
		B					B			S	D
		U	3				B	E		N	E
		T	I	I	L					A	S
		T	M	T	O				6	K	E
1		S	O	M	E	W	H	E	R	E	
		C	N	E						U	T
		R		D						G	I
		E		I						E	
		E		A							D
		N		T							E
				E							
				L							
				Y							
										12	
										11	S
										A	U
									10	C	P
										D	U
										O	M
										D	E
										E	P
										E	A
										R	N
											E
											R
											L
											D
											Y

1A • Danger!

Suggested answers

- 3 Gary touched the map
 5 It flew very fast over the sea, mountains and forests until they came to a desert.
 7 The carpet landed next to a big hole.
 9 Suddenly three rattlesnakes appeared.

Answers

- 2 = b 3 = d 4 = c 5 = e 6 = f 7 = h
 8 = a 9 = g

Answers

- 2 = e 3 = f 4 = c 5 = b 6 = a

- 2 Look at page 8 in your Student's Book. Write sentences to complete the story. 15 minutes

Students write sentences to complete the story.

- 3 Read about rattlesnakes. Look at the pictures and write the correct letter in each box. 20 minutes

Students look at the pictures and write the correct letter in each box.

- 4 Match the questions and the answers. 12 minutes

Students match the *Why?* questions with the infinitive of purpose answers.

1B • Language time

Aim

- To practice the grammar and vocabulary from section 1A.

Language

Review

Present conditional
 Ordinals

New language

afraid, aggressive, away, coral, fossil, hurt, layer, sting, tracks
 first, second ... twelfth

What you need

- CD and player.

Language time: The B sections provide an opportunity for the students to practice the grammar and vocabulary from the A sections.

Before you begin

Sing the song from section 1A.

STUDENT'S BOOK pages 10 and 11

- 1a** Read about nature. Can you give some examples of what different animals do? **10 minutes**

PURPOSE To practice reading and speaking and the present conditional.

Allow time for students to read the text and then either as a whole class, in pairs or groups, to think of specific examples of animal behavior. They can think about documentaries they have seen on television, things they have seen in the countryside or about their own pets, for example:

If I move suddenly, my guinea pigs run away. If I move slowly and quietly, they don't feel so frightened.

- 1b** Complete the sentences. **10 minutes**

PURPOSE To practice writing and the present conditional.

Allow students time to write the answers and they can then compare in pairs.

Further practice: Activity Book Exercise 1.

- 2** Test your science! Complete the sentences. **10 minutes**

PURPOSE To practice the present conditional.

This activity can be done orally or in writing depending on how well the students managed the previous exercise. Encourage them to use any language they know.

Further practice: Activity Book Exercise 2.

- 3** Look at the layers of rock in the Grand Canyon. Answer the questions. **10 minutes**

PURPOSE To introduce or review ordinal numbers.

Answer key, tapescript and your notes

Answers

1 it flies away 2 it jumps
 3 it becomes aggressive 4 it hides
 5 it swims away 6 it stings you

Suggested answers

1 it falls / breaks 2 it burns 3 it rises
 4 it freezes / becomes ice
 5 you get cold 6 it goes out

Answers

1 The seventh layer is the thinnest.
 2 The first layer is the newest.
 3 The eleventh layer is the thickest.
 4 The twelfth layer is the oldest.