



**American English**

# Primary Colors

**Teacher's Book 6**

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## Map of the Student's Book

### Welcome!

Review of language from American English *Primary Colors 5*

#### A The carpet

*Of course!*

*I have to clean it first.*

**Nouns** *attic, carpet, code, card, message*

**Verbs** *fail, press*

**Adjectives** *real, serious, strange*

#### 4–5 B Language time

6–7

*James sometimes goes to bed late.*

*I always play soccer at break time. What do you usually do?*

*It's made of wood.*

*Amy's dad is going to put up some shelves.*

**Nouns** *cardboard, cloth, glass, metal, paper, plastic, rubber, wood*

**Adjectives** *heavy, light, rectangular, round, square*

### 1 Laya's first clue

*must / mustn't, present conditional, ordinals, too*

#### 1A Danger!

8–9

*Let's do it!*

*We must decide now!*

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

**Nouns** *button, desert, rattlesnake, screen*

**Adjectives** *deep, huge*

**Verbs** *appear, decide*

**Prepositions** *above, below*

**Adverbs** *immediately, suddenly, together*

**Pronoun** *somewhere*

#### 1B Language time

10–11

*If you walk near a bird, it flies away.*

**Nouns** *coral, fossil, layer, tracks*

**Adjectives** *afraid, aggressive, first, second ... twelfth*

**Verbs** *hurt, sting*

**Adverb** *away*

#### 1C Snakes!

12–13

*What does she mean?*

*I know!*

*Alice was too frightened to move so she stood very still.*

**Nouns** *hole, map, stone*

**Adjectives** *expensive, frightened, high, loud, old, slow*

**Verbs** *climb, push, throw, touch*

**Adverb** *far away*

#### 1D Know it all! The Grand Canyon

14–15

**Nouns** *beauty, canyon, deer, goat, lizard, raft*

**Adjectives** *exciting, special*

**Verbs** *grow, keep,*

**Adverb** *ago*

### 2 A long way from home

*Past simple, past continuous, numbers over 100*

#### 2A Lost in the mist

16–17

*It's not a house!*

*Which way is it? It's that way!*

*They looked up the hill.*

*While they were talking, the carpet suddenly went straight up.*

**Nouns** *hill, left, mist, right, top*

**Adjectives** *dark, enormous, lost*

**Verbs** *add, control, point*

**Adverb** *perhaps*

#### 2B Language time

18–19

*Where did the children fly to?*

*How did ...? When did ...?*

*What did ...?*

*Did James and Gary point in the same direction?*

*We didn't know the way to the carpet.*

**Nouns** *distance, donkey*

**Verb** *cross*

#### 2C A night in a cave

20–21

*There it is!*

*Fantastic!*

**Nouns** *cave, light*

**Verbs** *hide, put, shout, smile, translate*

**Numbers** *(six) hundred (and), (seven) thousand (and)*

#### 2D Know it all! The Great Wall

22–23

**Nouns** *body, emperor, soldier, statue, temple*

**Adjectives** *beautiful, dead, hard*

**Verbs** *build, cry, marry*

### Review Units 1 and 2

24–25

### 3 On the mountain

*Future simple, first conditional*

#### 3A Crash!

26–27

*Of course we are!*

*Do something!*

*When will we get there?*

*I think we'll land in a few minutes.*

*You won't feel hot there.*

**Nouns** *ice, mountain, rock, savanna, snow, speed*

**Verbs** *grab, land, slide*

#### 3B Language time

28–29

*She'll take a tent because she can sleep in a tent.*

*I'll see / hear / feel ...*

*I won't see / hear / feel ...*

**Nouns** *batteries, coat, guide book, sleeping bag, stove, tent, flashlight*

**Verb** *stay*

#### 3C Don't move!

30–31

*Well?*

*Any brilliant ideas?*

*Got it!*

*It's our only chance.*

*If you move, you'll fall.*

**Nouns** *chance, clue, idea, rope, silence, tale*

**Adjectives** *brilliant, scary, wet*

**Verb** *break*

#### 3D Know it all! Mount Kenya

32–33

**Nouns** *bamboo, climate, countryside, eagle, forest, hyena, hyrax, leopard, level, lobelia*

## 4 Water, water everywhere

Present perfect + *ever*, location, directions, digital times

### 4A Where's the carpet?

34–35

*Lots of times!*

*Have you ever had pizza?*

**Nouns** *boot, canal, square*

**Adjectives** *amazing, excellent*

**Verbs** *float, pick up*

**Prepositions** *in front of, next to, on the left / right, opposite*

### 4B Language time

36–37

*Have you ever visited another country?*

*Yes, I have. No, I haven't.*

*Paul and I have never camped in the mountains.*

*Anneli has lived in another country but I haven't.*

*Go straight. Take the second road on the right. Turn left.*

*Turn right at the bank.*

*It's on the left.*

### 4C Follow the sea!

38–39

*You're a genius!*

*Excuse me!*

*Oh seven forty-five.*

*That's quarter to eight.*

**Nouns** *gondola, oar, sea, timetable*

**Adjectives** *bossy, difficult, few*

**Verb** *scream*

**Adverb** *everywhere*

### 4D Know it all!

Venice

40–41

**Nouns** *bridge, festival, gondolier, mask, motorboat, regatta, sand*

**Adjectives** *historical, impossible, normal, unusual*

**Adverb** *instead*

**Review** Units 3 and 4

42–43

## 5 There's something outside ...

Present perfect + *just*, future simple

### 5A Bears!

44–45

*No problem!*

*I've just read this paper.*

**Nouns** *cookie, campsite, cloud, ground, noise, path*

**Verbs** *hang, put up, reply, wake up, whisper*

**Adverbs** *aloud, outside, still*

### 5B Language time

46–47

*Max has just fallen off his skateboard.*

*They've just bought some ice-creams.*

*She hasn't just arrived.*

*I'll look for a campsite.*

**Nouns** *can, garbage*

**Adverbs** *back, forward*

### 5C Don't talk!

48–49

*Hey!*

*There's nothing there.*

*Stop it, you two!*

**Nouns** *ability, side, size, squirrel*

**Adjective** *safe*

**Verbs** *shine, turn off*

### 5D Know it all!

The Rocky Mountains

50–51

**Nouns** *canoeing, footprint, gold, landscape, mine, potato, silver, skiing, sugar, vegetable*

**Preposition** *across*

## 6 Laya's final message

*feel / look / sound like*, relative clauses, review of Units 1–5

### 6A Where is it?

52–53

*I feel sick!*

*It looks like a plane.*

**Nouns** *building, cockpit, crown, government, pilot, shape, tower, wing*

**Adjective** *windy*

**Adverbs** *finally, nearly*

**Preposition** *towards*

### 6B Language time

54–55

*feel / look / smell / sound / taste like*

**Nouns** *coffee, face*

**Adjective** *next*

**Verbs** *blow, knock*

**Adverb** *almost*

### 6C Goodbye!

56–57

*You'll see.*

*Congratulations!*

*He grabbed one of the shoes that James was wearing!*

**Noun** *string*

**Adjective** *last*

**Verbs** *change, return, tie*

**Adverb** *home*

### 6D Know it all!

Brasilia

58–59

**Nouns** *bus station, cathedral, hospital, hotel, road, stay, zone*

**Verb** *join*

**Preposition** *in the middle*

**Review** Units 5 and 6

60–61

**Songs**

62–63

## Introduction

*Primary Colors* is a course in English for students of elementary school age, who may be learning English in school alongside other school subjects or in a language institute. Level 1 is for absolute beginners who have not yet learned to read or write. *Primary Colors 2* can be used after *Primary Colors 1*, or with complete beginners who are familiar with print. This level, *Primary Colors 6*, is for students who have finished *Primary Colors 5* or who have completed approximately four years of English and who are now confident in all four skill areas in English: reading, writing, listening and speaking. The activities and content have been chosen to maintain student's fun in learning and to reflect the stage of their maturational development.

Each level of the course has these components:

- Student's Book
- Activity Book
- Teacher's Book
- CDs
- Songs and / or Stories CD for levels 1–4
- Vocabulary Cards for levels 1 and 2

### Student's Book

*Primary Colors 6* Student's Book contains the following work for classroom use:

- a *Welcome!* unit with two sections.
- six main units, each with four sections. Sections A and C center around a continuing story about three children who travel around the world on a magic carpet solving code puzzles set by Laya, who comes from another planet.
- Section B is called *Language time* and provides further practice of the grammar and vocabulary from the story in section A.
- Section D is called *Know it all!* In these sections the content of the unit is fleshed out with reading and listening activities which offer further information about the topic. They are followed by a related project activity.
- Units 2, 4 and 6 are followed by *Review* sections.

### Activity Book

The Activity Book contains:

- practice exercises for each unit, which the students can usually do at home if you prefer.
- six *Learning skills* sections featuring an English Control Panel as an on-going record of learning, and learning strategies for independent practice.
- three *Review* sections, which include self-evaluation.

### Teacher's Book

This Teacher's Book contains:

- a map of the course.
- teaching notes, which provide guidance on each exercise, extra ideas, answers and tapescripts.
- an *A–Z: teaching young learners* with many more ideas on teaching children.
- a *Games extra* section with additional games for practicing new language.
- an optional photocopiable *Extra practice* section for each unit.
- photocopiable *Tests* for all units.
- a photocopiable *Assessment sheet*.
- photocopiable *Cut-outs*.
- *Word lists* for each unit.
- a *Flyers word list*.

### Aims of the course

The main aims of *Primary Colors 6* are:

- to maintain the students' interest in and enjoyment of learning English.
- to broaden their lexical base.
- to develop grammatical competence.
- to increase confidence in communication.
- to improve reading, writing, listening and speaking skills.
- to develop awareness of effective learning strategies.
- to contribute to the students' education and understanding of the world around them.
- to encourage the transfer of thinking skills from first language to English.



## Key features of *Primary Colors 6*

The key features of this level of *Primary Colors* take into account the importance of maintaining student involvement after four years of learning English. There may be widening differences of motivation and proficiency in your classes by the start of the students' fifth year of learning English.

This level offers a range of activities and American English content designed to include and support all students. *Primary Colors 6* expands the **topic-based approach** of the previous four levels to allow students to bring areas of personal interest to the classroom through their own knowledge of the different topics and project work.

**Personalization** is a key factor in student motivation and throughout the book students are asked to keep their own English Control Panel. In this they record key words and sentences from each unit to help them remember what they have learned, as with the Time Travel Journal in *Primary Colors 5*.

Allowing students time, either at home or in class, to complete a record of learning provides an opportunity for them to choose aspects of the unit which are important for them, making the language and the content more memorable.

To help the students personalize other aspects of their learning, it is also important to encourage them to make decisions about what they will be doing and how they want to do it. This is particularly important in their project work.

### **Topic-based approach**

As with other levels, *Primary Colors 6* is divided into six topic-based units with grammar and vocabulary carefully chosen to allow students to communicate their own ideas and to draw on information and experiences from outside the language classroom. This interdisciplinary approach to language learning leads to the use of richer and more varied language in the classroom and allows for important links to be made to other areas of the curriculum. It also develops the students' inquiry skills and offers learning strategies which will be invaluable at secondary level.

### **Learning styles**

The topics and activities in *Primary Colors 6* recognize that every student is unique and that each student has different verbal, visual, aural, manipulative, musical and kinesthetic skills. *Primary Colors 6* offers a wide range of creative exercises which are designed to bring out the best in every student and to maintain involvement. The learning skills sections

in the Activity Book offer a wide range of strategies to help them develop their skills in speaking, listening, reading and writing. These activities can be introduced in the classroom and continued at home.

### **Making and doing**

Many language learning activities require the students to "do" something, for example, answer questions, fill in spaces or match two parts of a sentence. These activities provide the practice needed to help students absorb new vocabulary and grammar. In addition to these activities, many students respond well to an opportunity to "make" an exercise as well as "doing" one. The teaching notes indicate where it is appropriate to ask students to make their own puzzles, their own matching exercises, or to write their own comprehension and true / false questions for their friends to answer.

## **Primary Colors and Cambridge ESOL Young Learners English Tests**

Cambridge English for Speakers of Other Languages (ESOL) has developed an assessment for students of elementary school age who are learning English as a foreign language. They consist of three key levels of assessment: Starters, Movers and Flyers, with Starters being the first level.

If you are interested in having your students take the Young Learners English (YLE) Tests, the most appropriate level is to prepare for Flyers after studying *Primary Colors 6*. The photocopiable Tests offer practice in some of the activity types used in the YLE Tests. In addition, the Flyers vocabulary syllabus is given on pages 134–137 with an indication of where words are covered in *Primary Colors 5* and *6*.

## **Beyond *Primary Colors***

We trust that you and your students enjoy working with *Primary Colors* and that the course gives students the confidence to use English in a variety of situations. Above all, the aim is to give them motivation and strategies to continue learning English and other languages as they move higher through school.