



Primary Colours

Teacher's Book 5

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Map of Pupil's Book 5

Welcome!

Revision of language from *Primary Colours 4*

A The carpet

Of course!
I have to tidy 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 football 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, zero 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

REVISION 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, savannah, 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, torch
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 on. 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

REVISION 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 biscuit, 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, rubbish

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, revision of Units 1–5

6A Where is it? 52–53

I feel ill!

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

REVISION Units 5 and 6

60–61

Songs

62–63

Introduction

Primary Colours is a course in English for pupils of primary school age, who may be learning English in school alongside other school subjects or in a language institute. The course includes a *Starter* level, for complete beginners who have not yet learned to read or write. *Primary Colours 1* can be used after *Primary Colours Starter*, or with complete beginners who are familiar with print. This level, *Primary Colours 5*, is for pupils who have finished *Primary Colours 4* 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 pupils' fun in learning and to reflect the stage of their maturational development.

Each level of the course has these components:

- Pupil's Book
- Activity Book
- Teacher's Book
- Class cassettes / CDs
- Songs and / or Stories Cassette / CD for *Starter* and levels 1–3
- Vocabulary Cards for *Starter* and level 1

Pupil's Book

Primary Colours 5 Pupil'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 centre 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 *Revision* sections.

Activity Book

The Activity Book contains:

- practice exercises for each unit, which the pupils 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 *Revision* 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 practising 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 Colours 5* are:

- to maintain the pupils' 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 pupils' education and understanding of the world around them.
- to encourage the transfer of thinking skills from first language to English.

Key features of *Primary Colours 5*

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

This level offers a range of activities and content designed to include and support all pupils. *Primary Colours 5* expands the **topic-based approach** of the previous four levels to allow pupils to bring areas of personal interest to the classroom through their own knowledge of the different topics and project work.

Personalisation is a key factor in pupil motivation and throughout the book pupils 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 Colours 4*.

Allowing pupils 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 pupils personalise 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 Colours 5* is divided into six topic-based units with grammar and vocabulary carefully chosen to allow pupils 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 pupils' enquiry skills and offers learning strategies which will be invaluable at secondary level.

Learning styles

The topics and activities in *Primary Colours 5* recognise that every pupil is unique and that each pupil has different verbal, visual, aural, manipulative, musical and kinaesthetic skills. *Primary Colours 5* offers a wide range of creative exercises which are designed to bring out the best in every pupil 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 pupils 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 pupils absorb new vocabulary and grammar. In addition to these activities, many pupils respond well to an opportunity to 'make' an exercise as well as 'doing' one. The teaching notes indicate where it is appropriate to ask pupils 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 Colours and Cambridge ESOL Young Learners English Tests

Cambridge English for Speakers of Other Languages (ESOL) has developed an assessment for pupils of primary 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 putting forward your pupils for the Young Learners English (YLE) Tests, the most appropriate level is to prepare for Flyers after studying *Primary Colours 5*. 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 Colours 4* and *5*.

Beyond Primary Colours

We trust that you and your pupils enjoy working with *Primary Colours* and that the course gives pupils 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.