

3rd EDITION

INCREDIBLE ENGLISH KIT

Class Book

4

5	The Incredible Club	2
1	At the adventure camp	3
2	Art	11
3	Feeling great	19
	Me and my world & Revision 1	27
4	At school	29
5	At the aquarium	37
6	The new computer	45
	Me and my world & Revision 2	53
7	On the farm	55
8	Favourite animals	63
9	At the bike track	71
	Me and my world & Revision 3	79
	Festivals	81
	Syllabus	84
	Wordlist	86

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Syllabus

Unit	Structures	Vocabulary	'Learning through English' topic and language	Writing
1	<p>Collocations with go / play go climbing / rollerblading / fishing / rowing / sailing / skateboarding / swimming / water skiing play tennis / football / basketball / hide and seek /</p> <p>Present Simple (want to + verb) I want to (play basketball). I don't want to (go swimming).</p> <p>Let's + verb Let's (go sailing).</p> <p>can (for ability) Can you (swim)? Yes, I can. / No, I can't.</p> <p>You can ... (for possibility) You can (go swimming) on Monday.</p>	<p>Outdoor activities climb, fish, play basketball, play football, play hide and seek, play tennis, rollerblade, row, sail, skateboard, swim, waterski</p>	<p><i>Geography: The water cycle and the weather</i></p> <p>Weather sunny, cloudy, windy, raining, snowing, foggy, stormy, (10) degrees, minus (5)</p>	<p>Writing task: An email</p> <p>Writing tip: Adverbs of frequency</p>
2	<p>Present Simple (for daily routine) She gets up (at six o'clock). I go to bed (at eight o'clock). We have dinner (at seven o'clock) What time do you get up? What time does he get up?</p> <p>Prepositions Where's (Finn)? He's behind (the doctor). behind / next to / in front of / under / on</p>	<p>Jobs actor, artist, astronaut, dancer, doctor, firefighter, footballer, pilot, pirate, policeman, scientist, teacher</p>	<p><i>Art: Draw with a grid</i></p> <p>Numbers and dates one hundred five hundred and thirty-one one thousand 1975 2019</p>	<p>Writing task: An interview</p> <p>Writing tip: like, love + gerund</p>
3	<p>should You should (sit down). You shouldn't (eat sweets).</p> <p>Object pronouns Can (you) help me? I can help (you). us / them / him / her / you / me</p> <p>I've got (+illnesses) What's the matter? I've got (a headache).</p>	<p>Health I feel ... dizzy / sick. I've got ... a cold / a cough / an earache / a headache / a sore throat / a stomach ache / a toothache.</p>	<p><i>Science: Pulse rates</i></p> <p>Hand and heart blood, fingers, heart, thumb, wrist, pulse</p>	<p>Writing task: A poster</p> <p>Writing tip: Starting and ending sentences and use of commas</p>
4	<p>Past simple (was / wasn't) I was (good at History). She wasn't (good at Maths).</p> <p>Past simple questions and short answers (was / wasn't) Were you (good at History)? Was he (good at Science)? Were they (good at art)? Yes, I was. / No, he wasn't. / No, they weren't.</p> <p>Questions with Which Which do you prefer, (Maths or Music)?</p>	<p>School Art, English, Geography, History, Maths, Music, P.E., Science, Spanish, classroom, poster</p>	<p><i>History: Ancient Egypt</i></p> <p>Ancient Egypt god, goddess, headdress, mummy, pharaoh, pyramid</p>	<p>Writing task: A description</p> <p>Writing tip: Expressing quantities</p>

Unit	Structures	Vocabulary	'Learning through English' topic and language	Writing
5	<p>Past simple (irregular verbs) I saw (an octopus). He didn't see (a shark).</p> <p>Past simple questions and short answers Did you go (to the beach)? Yes, I did. No I didn't.</p> <p>Questions about quantity How many (fish are there)? There are lots of (fish).</p>	<p>Sea life boat, crab, dolphin, fish, jellyfish, octopus, sand, seahorse, shark, shell, starfish, water</p>	<p><i>Science: Fish</i> Aquatic life bottom, deep, lake, river, sea, shallow, surface</p>	<p>Writing task: A leaflet</p> <p>Writing tip: Useful language for giving information</p>
6	<p>Past simple (regular verbs) He wanted (the computer). He didn't want (the phone). What did you do (on Tuesday)? What did they do (at five o'clock)?</p> <p>Present simple Does she need a mouse? Yes, she does. / No, she doesn't</p>	<p>Electrical items camera, computer, keyboard, laptop, memory stick, mobile phone, mouse, radio, screen, text message, TV</p>	<p><i>History: Sending messages</i> Messages flags, horse, mirror, Morse code, pigeon, smoke, drums</p>	<p>Writing task: A blog post</p> <p>Writing tip: Time phrases</p>
7	<p>some/any There's some (water). There isn't any (cheese). There are some (tomatoes). There aren't any (beans).</p> <p>Present continuous What's (she) doing? She's (watering the tomatoes).</p>	<p>Farming beans, cauliflower, goat, grass, milk, onions, peppers, potatoes, strawberries, tomatoes, water, weeds</p>	<p><i>Science: How plants grow</i> Habitats hot, sunny, dry, wet, cold, shady</p>	<p>Writing task: A magazine article</p> <p>Writing tip: Speech marks</p>
8	<p>Comparatives (Billy's) faster than (Coco). The elephant is bigger than the hippo.</p> <p>Superlatives (Billy's) the biggest. The lion is the hungriest.</p> <p>Present simple It's white. It can fly. It's got wings.</p>	<p>Animals elephant, frog, hippo, polar bear, kangaroo, panda, tortoise, camel, swan, mouse, bee, spider</p>	<p><i>Science: Bees</i> Bees beehive, comb, honey, queen, worker, drone</p>	<p>Writing task: Quiz questions</p> <p>Writing tip: Question words and question phrases</p>
9	<p>must / mustn't You must (wear a helmet). You mustn't (cross the road).</p> <p>Can (for permission) Can I (go and play)? Can I (have a biscuit)?</p> <p>Directions Go left / right at (the stop sign). Stop at the (traffic lights).</p>	<p>Road safety bike, car, gloves, go left, go right, helmet, road, sign, stop, traffic lights, zebra crossing</p>	<p><i>Maths: Speed</i> Large numbers one thousand three thousand, seven hundred twenty-five thousand</p>	<p>Writing task: An information sign</p> <p>Writing tip: An overview of the most common types of punctuation</p>

Incredible English 4
1st Trimester Objectives
Official Exam preparation: 1st year for Trinity GESE 4 (2 years total)

You must finish units 1, 2, and 3.

You are also expected to do some Christmas activities in class.

As with all classes there is a lot of information, skip anything that isn't necessary, as long as the students are preparing for Trinity GESE 4 & their trimester exams.

<p>Trinity things to work on throughout the trimester (some covered in detail in the mini starter unit):</p> <ul style="list-style-type: none"> - General greetings: Hello, Goodbye, Ages, Birthdays, asking for names - Dates and the weather, including temperature - Days of the week, months of the year, and ordinal numbers up to 31st - Work on comparatives and superlatives as warm up activities every day before class - Work on using 'going to' future tense to talk about plans

You will want to practice these specific things from each unit, students need to practice all areas of language: reading, writing, understanding (listening), and speaking.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Trinity specific things</i>
<i>Unit 1</i>	<p>Outdoor Activities On page 3</p> <p>Sport locations On page 7</p>	<p>Let's + activity On page 4-5</p> <p>Want to/Don't want to On page 6</p> <p>You can (play football) – for possibility On page 7</p>	<p>Focus on discussion, questions, statements about hobbies & sports</p> <p>Review weather vocabulary</p>

Extra notes from Unit 1:

Students have already studied can/can't, but it might be a good idea to revise this at the start of the unit. While the CLIL content (Geography), for example on page 8-9 is not something that you will have time to focus on, the weather vocabulary and the temperatures on page 9 are good to revise.

The writing tasks are useful in this unit, there are some awesome activities on Activity book page 9 to use adverbs of frequency.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Trinity specific things</i>
<i>Unit 2</i>	Jobs On page 11	Present simple (daily routine) On page 14 Prepositions of location On page 11	Focus on discussion, questions, statements about school & work

Extra notes from Unit 2:

Students will have studied time in the previous course, however it is difficult and will probably need a quick revision at the beginning of the unit. Students should know o'clock, half past and quarter past/to on an analog clock, so where possible try to teach the students the increments of 5 on the clock, ie 5 past, 10 past, 5 to, 10 to, etc.

Dates are important, and years especially can be tricky. Have them practice saying the years (and their year of birth) on pages 16 and 17, however doing the art activity (CLIL) is not recommended. Make sure they know the difference between one thousand eight hundred and fifty when giving numbers, and eighteen fifty, when giving years.

The writing in this unit is also very helpful, there is a good activity on Activity book page 19 that works with like/love and gerund that are wonderful Trinity GESE 4 practice.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Trinity specific things</i>
<i>Unit 3</i>	Health problems On page 19 Healthy lifestyles On page 23	Should/Shouldn't (recommendations) On page 22 I've got (+illnesses) On page 22	Focus on discussion, questions, statements about food (and general healthy and unhealthy habits) You can work with should and shouldn't and asking answering questions: How much fruit should you eat in a day/week? How often should you do exercise?

Extra notes from Unit 3:

Students should be revising body parts in this unit, and should know all the basics, as well as shoulder, knee, elbow etc.

As in the other units, you can skip the science activities (pulse rates) on pages 24 and 25 but it would be good to practice extra body parts as mentioned above.

The writing tasks in this unit focus on punctuation, for example, capital letters, commas, etc. They might be useful if you have time but are not particularly good for Trinity practice.

Incredible English 4
2nd Trimester Objectives
Official Exam preparation: 1st year for Trinity GESE 4 (2 years total)

You must finish units 4, 5 and 6.

If time allows, you can do some Easter activities in class.

As with all classes there is a lot of information, skip anything that isn't necessary, as long as the students are preparing for Trinity GESE 4 & their trimester exams.

Trinity things to work on throughout the trimester:

- Question formation using question words
- Start challenging students to use the linking word 'but' on a regular basis
- Focus on discussion, questions, statements about **shopping** (throughout the entire trimester)

You will want to practice these specific things from each unit, students need to practice all areas of language: reading, writing, understanding (listening), and speaking.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Trinity specific things</i>
<i>Unit 4</i>	School subjects page 29 Classroom objects page 33	Simple past of 'to be' and 'to be good at' page 32 Simple past questions and answers using was/were. page 39 (activity book) Questions with which page 29	Focus on like + gerund/infinitive and discussion, questions, statements about school & work

Extra notes from Unit 4:

- Pay attention to the question on class book page 29 at bottom of page: Which do you prefer, maths or music? Have students practice this using other activities, such as sports, as well as school subjects.
- Practicing how to describe a photo is important for later Cambridge exams, so if time allows, practice using page 33 of the class book as a guide using other pictures you can find.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Trinity specific things</i>

<i>Unit 5</i>	Life in the ocean page 37	Simple past of irregular verbs, negative and positive page 40 Past simple questions and Yes/No answers. page 49-50 (activity book)	Focus on adverbs of manner & frequency (not super related to what you are studying but start trying to practice these things throughout this unit)
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Extra notes from Unit 5:

- Students should already know most Wh- question words, but it would be great practice again in this unit.
- Class book page 41 has a good example of reading for comprehension using some Wh- question words if you have time to practice this!
- There are many irregular past simple in English. Students at this level don't have to know all, but they should know at least 15 common verbs in the simple past.
- Include some irregular daily routine verbs, such as get up, eat breakfast, go to school, etc. Here you can practice with adverbs of frequency as well – 'I often get up at 8 o'clock but yesterday I got up at half past seven.'

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Trinity specific things</i>
Unit 6	Technology page 45 Leisure time activities page 49	Past simple of regular verbs - positive and negative. page 48 Past simple of regular verbs with 'What?' pages 59-61 (activity book)	Focus on discussion, questions, statements weekend & seasonal activities

Extra notes from Unit 6:

- By the end of the unit, students should be able to describe their weekend or the previous day in a simple manner and in the past tense. They should know basic daily routines in the past, and especially the verb 'went'.
- Remember to contrast talking about these things in the past while also talking about these things in the present.
- Activity book page 60 is a great page to practice creating questions and asking/answering them and page 62 has some great exercises that are supposed to be writing exercises but could easily be turned into speaking activities and games!

Incredible English 4

3rd Trimester Objectives

Official Exam preparation: 1st year for Trinity GESE 4 (2 years total)

You must finish units 7 and 8. *If time allows, practice grammar (must/mustn't) from Unit 9.*

As with all classes there is a lot of information, skip anything that isn't necessary, as long as the students are preparing for Trinity GESE 4 & their trimester exams.

Trinity things to work on throughout the trimester: <ul style="list-style-type: none"> - Question formation using question words - Keep using 'but' as well as other linking words in games and activities – and, too, but, also - Keep using adverbs of manner and frequency

You will want to practice these specific things from each unit, students need to practice all areas of language: reading, writing, understanding (listening), and speaking.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Trinity specific things</i>
<i>Unit 7</i>	Life on the farm page 55 Life on a Spanish farm page 59	Quantifiers - some, any (positive and negative) page 58 Present continuous - revision page 55	Focus on adverbs of manner & frequency (not super related to what you are studying but start trying to practice these things throughout this unit)

Extra notes for Unit 7:

- You will need to make sure that students know more than just **some** and **any**, and teach them **many (countables)**, **much (uncountables)** and **none** as well.
- You should use the pictures from the books to revise the present continuous.
- You can skip the writing tip, activity book page 75 for now. It would be better to continue focusing on Trinity questions and speaking activities than to teach speech marks.
- To add in adverbs of frequency you can challenge students to make sentences, for example, 'I always eat some toast in the morning but I never eat tomatoes on my toast.' 'I never eat any vegetables because I don't like vegetables.' This way you are reviewing: countable/uncountable, adverbs of frequency, and more food vocabulary.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Trinity specific things</i>
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<i>Unit 8</i>	Animals page 63 Parts of an animal page 67	Comparative adjectives page 66 Superlative adjectives page 83 (activity book)	Focus on comparatives & superlatives and discussion, questions, statements about holidays
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Extra notes for Unit 8:

- Students should already know how to describe animals, however it is still an important tactic to learn. As a task, have the students choose an individual animal, have them pair up and describe their animal to another student, and then they both compare the animals. This could also scale up to groups of three to practice superlative adjectives as well.
- The activity book is full of good activities to practice comparatives and superlatives. You can also add in more animal vocabulary, as the students should know lots of different animals, to review and describe other animals as well.
- To work on holidays, you can practice saying 'Name two things you are going to do this summer.' 1 student names two things and then the class/the teams must create comparatives with these ideas. 'I like going to the beach more than riding my bike.' 'Playing with my cousins is the best' 'Traveling is better than going to camp.' Etc.