

Jessica Finnis

# Starlight



## Teacher's Toolkit

- ★ Step-by-step lesson notes
- ★ 21st Century Learning
- ★ Optional activities

## Teachers Resource Materials

(available as a secure download)

- ★ Worksheets
- ★ Unit Tests, Term Tests and End-of-year Test

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Teacher's Toolkit

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Jessica Finnis

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Teacher's Book

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# Syllabus

|  | Vocabulary   | Structures  | Phonics   |
|--|--|---|---|
| <b>Starter:<br/>A New School<br/>Year</b>    | <b>Core</b><br><b>Numbers:</b> <i>twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty, thirty-one, thirty-two, thirty-three, thirty-four, thirty-five, thirty-six, thirty-seven, thirty-eight, thirty-nine, forty, forty-one, forty-two, forty-three, forty-four, forty-five, forty-six, forty-seven, forty-eight, forty-nine, fifty</i><br><b>Days of the Week:</b> <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i> | <i>Where do you come from? I come from Mexico.</i><br><i>Do you have a brother or a sister?</i><br><i>Yes, I have a (brother) / No, I don't have a brother or a sister.</i><br><i>His / Her name is ...</i> |   |
| <b>Unit 1:<br/>Monty the<br/>Park Ranger</b> | <b>Core</b><br><b>Months:</b> <i>January, February, March, April, May, June, July, August, September, October, November, December</i><br><b>Seasons:</b> <i>spring, summer, fall, winter</i><br><b>CLIL</b><br><b>Seasons:</b> <i>planet, space, tilted, north, south</i>  | <i>When's your birthday?</i><br><i>It's in (March).</i><br><i>It's (sunny) in (summer).</i><br><i>The (US) is in the (north). In (December) it's (cold). It's (winter).</i>                                 | <b>Phoneme:</b><br>/dʒ/<br>January,<br>June, July,<br>jacket, jump,<br>juice    |
| <b>Unit 2:<br/>Lola the<br/>Drummer</b>      | <b>Core</b><br><b>People:</b> <i>man, men, woman, women, boy, girl, baby, babies, person, people</i><br><b>Describing People:</b> <i>young, old, tall, handsome, pretty, strong</i><br><b>CLIL</b><br><b>Block Graphs:</b> <i>block graph, blocks, title, label</i>  | <i>How many (people) are there?</i><br><i>There's (one) man.</i><br><i>There are (three) women.</i><br><i>He's (handsome).</i><br><i>She's (pretty).</i>  | <b>Phoneme:</b><br>/w/<br>woman,<br>women,<br>white,<br>winner, wolf,<br>winter |
| <b>Game:<br/>The Four Seasons</b>            | Review of months, seasons, people, physical descriptions, <i>When's your birthday? It's in (March). It's (sunny) in (summer). There is (one) man. There are (three) women. He's handsome. She's pretty.</i>  |   |   |
| <b>Culture: China</b>                        | Review of months, seasons, <i>It's in April.</i>   |   |   |
| <b>Unit 3:<br/>Monty the Knight</b>          | <b>Core</b><br><b>Parts of a House:</b> <i>roof, flag, bedroom, bathroom, kitchen, dining room, door, hall, living room, garden</i><br><b>Things in a Garden:</b> <i>flower, wall, bush, leaf, pond, bee</i><br><b>CLIL</b><br><b>Materials for Houses:</b> <i>wood, wet, dry, stone, mud, thick, cool, snow, warm</i>   | <i>There isn't a (dining room). There aren't any (flags).</i><br><i>There's a (frog) in the (pond).</i><br><i>There's a (bird) on a (wall).</i><br><i>It's made of wood.</i>                                | <b>Phoneme:</b><br>/ɔ:l/<br>ball, fall, hall,<br>small, tall,<br>wall           |
| <b>Review Story</b>                          | <b>Review:</b> seasons and weather words; months; people; homes<br><b>Extra:</b> <i>kangaroo, koala, Australia</i>   |   |   |
| <b>Unit 4:<br/>Lola the Explorer</b>         | <b>Core</b><br><b>Feelings:</b> <i>happy, sad, excited, bored, hungry, thirsty, angry, tired, scared, dizzy</i><br><b>Clothes:</b> <i>gloves, cap, sunglasses, shorts, boots, sandals</i><br><b>CLIL</b><br><b>Materials for Clothes:</b> <i>wool, cotton, feathers, soft, light, heat</i>   | <i>Are you (bored)?</i><br><i>Yes, I am. / No, I'm not.</i><br><i>He's wearing (sandals).</i><br><i>She's wearing a (cap).</i><br><i>Wool comes from sheep.</i><br><i>T-shirts are made of cotton.</i>      | <b>Phoneme:</b><br>/ɜ:l/<br>thirsty, skirt,<br>shirt, girl,<br>bird, circle     |
| <b>Game:<br/>Expedition Ludo</b>             | Review of parts of a house, things in a garden, feelings, clothes, <i>There is / isn't a (dining room). There are / aren't any (flags). There's a (bee) on a (flower). Are you (bored)? Yes, I am. / No, I'm not. He / She's wearing a (cap).</i>  |   |   |
| <b>Culture: Spain</b>                        | Review of parts of a house, seasons, <i>There are (kitchens). There aren't many windows, there isn't a roof.</i>   |   |   |



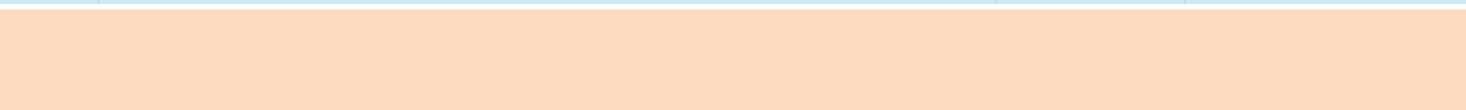
| Skills  | CLIL   | Projects / Values  |
|---|--|--|
| <p><b>Reading:</b> reading and understanding a story about numbers</p> <p><b>Listening:</b> listening for specific information (numbers and days of the week)</p> <p><b>Speaking:</b> asking and answering questions about personal information, e.g. brothers, sisters</p> <p><b>Writing:</b> writing core language at word and sentence level</p>   |  |  |
| <p><b>Reading:</b> reading and understanding a story about birthdays; reading texts for comprehension and specific information (months, seasons and weather)</p> <p><b>Listening:</b> listening to dialogues and songs for specific information (months, seasons, weather, target phoneme)</p> <p><b>Speaking:</b> asking and answering questions about birthdays; describing weather conditions</p> <p><b>Writing:</b> writing sentences about the weather; writing core language at word and sentence level</p>   | <p><b>Geography:</b><br/>Seasons</p>             | <p>A World Celebrations Calendar / Learning about other cultures</p> |
| <p><b>Reading:</b> reading and understanding a story about a carnival; reading texts for comprehension and specific information (describing people, why we have seasons)</p> <p><b>Listening:</b> listening to dialogues and songs for specific information (describing people, graphs, target phoneme)</p> <p><b>Speaking:</b> describing people; talking about a graph; describing a carnival picture</p> <p><b>Writing:</b> writing sentences about people; writing core language at word and sentence level</p>   | <p><b>Math:</b><br/>Block graphs</p>             | <p>A Group Survey / Making time for family members</p>               |
|   |  |  |
|   |  |  |
| <p><b>Reading:</b> reading and understanding a story about a prince; reading texts for comprehension and specific information (rooms, things in a garden, different types of houses)</p> <p><b>Listening:</b> listening to dialogues and songs for specific information (castles, gardens, materials, target phoneme)</p> <p><b>Speaking:</b> talking about rooms; describing a house; describing things in a garden; asking and answering questions about what materials houses are made of</p> <p><b>Writing:</b> writing sentences about gardens; writing core language at word and sentence level</p> | <p><b>Science:</b><br/>Materials for Houses</p>  | <p>A Natural Shelter / Helping take care of your house</p>           |
|   |  |  |
| <p><b>Reading:</b> reading and understanding a story about the Arctic; reading texts for comprehension and specific information (feelings, clothes, materials)</p> <p><b>Listening:</b> listening to dialogues and songs for specific information (feelings, clothes, target phoneme)</p> <p><b>Speaking:</b> asking and answering questions about feelings; describing what people are wearing; asking and answering questions about what clothes are made of</p> <p><b>Writing:</b> writing sentences about clothes; writing core language at word and sentence level</p>                               | <p><b>Science:</b><br/>Materials for Clothes</p> | <p>Clothes Design / Looking neat and tidy for school</p>             |
|   |  |  |
|   |  |  |



|   | Vocabulary  | Structures  | Phonics   |
|---|---|---|---|
| <b>Unit 5:<br/>Monty the<br/>Conductor</b>    | <p><b>Core</b><br/>Musical instruments: <i>cello, clarinet, drum, flute, guitar, piano, recorder, triangle, violin, xylophone</i><br/>Objects in a town: <i>trash can, path, statue, sign, fence</i></p> <p><b>CLIL</b><br/>Musical Groups: <i>wind instruments, air, blow, string instrument, pluck, strings, percussion instrument, deep note, high note</i></p>  | <p><i>Can you play the (violin)? Yes, I can. / No, I can't.</i><br/><i>Can he / she play the (flute)? Yes, he / she can. / No, he / she can't.</i><br/><i>Is there a (statue)? Yes, there is. / No, there isn't.</i><br/><i>Are there any (paths)? Yes, there are. / No, there aren't.</i><br/><i>It's a (string) instrument.</i></p> | <p>Phoneme:<br/>/eɪ/<br/>birthday,<br/>today, play,<br/>holiday,<br/>Friday, May</p>              |
| <b>Unit 6:<br/>Lola the Giant</b>             | <p><b>Core</b><br/>Household Objects: <i>armchair, bathtub, bed, cabinet, lamp, mat, mirror, painting, shelf, sofa</i><br/>Possessions: <i>watch, camera, glasses, radio, phone, keys</i></p> <p><b>CLIL</b><br/>Maps: <i>map, symbols, key, coordinates, town, lake, forest</i></p>  | <p><i>Is he / she on the (sofa)? Yes, he / she is. No, he / she isn't.</i><br/><i>Where's the (camera)? Where are the (keys)?</i><br/><i>It's in / on the ...</i><br/><i>It's under / next to the (phone).</i><br/><i>They're between the (camera) and the (radio).</i></p>   | <p>Phoneme:<br/>/f/<br/>phone,<br/>dolphin,<br/>graph,<br/>photo,<br/>elephant,<br/>xylophone</p> |
| <b>Game:<br/>Spot the<br/>Differences</b>     | Review of instruments, objects in a town, household objects, possessions, <i>Can he / she play the (violin)? Yes, he / she can. No, he / she can't. Are there any (paths)? Yes, there are. / No, there aren't. Is he / she on the (sofa)? Yes, he / she is. No, he / she isn't. Where's the (camera)? It's (next to) the lamp.</i>  |   |   |
| <b>Culture: Ghana</b>                         | Review of musical instruments, <i>It has strings. It's made of bamboo.</i>  |   |   |
| <b>Review Story</b>                           | Review: feelings; musical instruments; clothes; prepositions; <i>Can you / he / she play the (cello)? Yes, I / he / she can. / No, I / he / she can't.</i>  |   |   |
| <b>Unit 7:<br/>Monty the<br/>Photographer</b> | <p><b>Core</b><br/>Activities: <i>cooking, drawing, drinking, eating, painting, reading, sleeping, watching TV, playing a game, playing on the computer</i><br/>Toys: <i>skateboard, scooter, jump rope, trampoline, fishing net, wading pool</i><br/>Possessive Pronouns: <i>mine, yours, his, hers</i></p> <p><b>CLIL</b><br/>Venn Diagrams: <i>Venn diagram, organize, similarities, sets, indoor, outdoor</i></p> | <p><i>What are you doing?</i><br/><i>I'm (painting).</i><br/><i>Whose (scooter) is this? It's mine / yours / hers / his.</i></p>  | <p>Phoneme:<br/>/ɪ/<br/>long, playing,<br/>spring,<br/>strong,<br/>swing,<br/>young</p>           |
| <b>Unit 8:<br/>Lola the Animal<br/>Helper</b> | <p><b>Core</b><br/>Pets: <i>cat, dog, donkey, hamster, lizard, parrot, rabbit, snake, stick bug, tortoise</i><br/>Animal Body Parts: <i>beak, claws, feathers, fur, whiskers, wings</i></p> <p><b>CLIL</b><br/>Animal Groups: <i>classify, bird, mammal, reptile</i></p>  | <p><i>Does he / she have a pet?</i><br/><i>Yes, he / she has. / No, he / she doesn't.</i><br/><i>Do they have (whiskers)?</i><br/><i>Yes, they do. / No, they don't.</i><br/><i>They have (four legs).</i></p>  | <p>Phoneme:<br/>/h/<br/>hamster,<br/>happy, hat,<br/>hot, house,<br/>hungry</p>                   |
| <b>Game: Snakes<br/>and Ladders</b>           | Review of activities, toys, pets, animal body parts, <i>What are you doing? I'm (painting). Whose (scooter) is this? It's mine / yours / his / hers. Do he / she have a pet? Yes, he / she does. / No, he / she doesn't. Do they have (whiskers)? Yes, they do. / No, they don't.</i>   |   |   |
| <b>Culture: Brazil</b>                        | Review of activities, <i>What are you doing? I'm (dancing).</i>   |   |   |
| <b>Unit 9:<br/>Monty the Cook</b>             | <p><b>Core</b><br/>Food and Drink: <i>bread, cake, cheese, chicken, ham, ice cream, milk, rice,</i><br/>Cutlery and Utensils: <i>fork, knife, spoon, plate, bowl, cup</i></p> <p><b>CLIL</b><br/>Still Life Paintings: <i>still life painting, match, contrast</i></p>  | <p><i>There's some (rice).</i><br/><i>There isn't any (bread).</i><br/><i>Can I have a (cup)?</i><br/><i>Yes, you can. / No, you can't.</i><br/><i>Can I have some (cheese)? Yes, you can. / No, you can't.</i><br/><i>The (parrot) is at the back / front.</i><br/><i>The (parrot) is on the left / right.</i></p>                   | <p>Phoneme:<br/>/r/<br/>rabbit, radio,<br/>raining, red,<br/>rice, rock</p>                       |
| <b>Review Story</b>                           | Review: bird, mammal, reptile; activities; pets; tableware; <i>Does he / she have a (dog)? Yes, he / she does. / No, he / she doesn't.</i><br>Extra: <i>hedgehog, spine</i>   |   |   |



| Skills  | CLIL   | Projects / Values   |
|---|--|---|
| <p><b>Reading:</b> reading and understanding a story about the piper of Hamelin; reading texts for comprehension and specific information (musical instruments)</p> <p><b>Listening:</b> listening to dialogues and songs for specific information (musical instruments, objects in a town, target phoneme)</p> <p><b>Speaking:</b> describing musical instruments; asking and answering questions about musical instruments; asking and answering questions about objects in a town</p> <p><b>Writing:</b> writing sentences about musical instruments; writing core language at word and sentence level</p> | <p><b>Music:</b><br/>Musical Groups</p>      | <p>Tissue Box Guitar / Playing together and including everyone</p>  |
| <p><b>Reading:</b> reading and understanding a story about a giant; reading texts for comprehension and specific information (maps)</p> <p><b>Listening:</b> listening to dialogues and songs for specific information (household objects, possessions, map coordinates, target phoneme)</p> <p><b>Speaking:</b> asking and answering questions about where people / objects are; asking and answering questions about places on a map</p> <p><b>Writing:</b> writing sentences about a day out; writing core language at word and sentence level</p>   | <p><b>Geography:</b><br/>Maps</p>            | <p>My Bedroom Plan / Being patient and waiting your turn</p>        |
|   |  |   |
|   |  |   |
|   |  |   |
| <p><b>Reading:</b> reading and understanding a story about visitors from space; reading texts for comprehension and specific information</p> <p><b>Listening:</b> listening to dialogues and songs for specific information (activities, toys, target phoneme)</p> <p><b>Speaking:</b> asking and answering questions about abilities; describing activities; asking and answering questions about toys</p> <p><b>Writing:</b> writing sentences about activities writing core language at word and sentence level</p>  | <p><b>Math:</b><br/>Venn Diagrams</p>        | <p>Our Favorite Hobbies / Finding things in common with friends</p> |
| <p><b>Reading:</b> reading and understanding a story about pets; reading texts for comprehension and specific information (people's pets)</p> <p><b>Listening:</b> listening to dialogues and songs for specific information (pets, animal groups, target phoneme)</p> <p><b>Speaking:</b> asking and answering questions about pets; describing pets</p> <p><b>Writing:</b> writing sentences about pets; writing core language at word and sentence level</p>   | <p><b>Science:</b><br/>Animal Groups</p>     | <p>A Class Pet Poster / Looking after animals and pets</p>          |
|   |  |   |
|   |  |   |
| <p><b>Reading:</b> reading and understanding a story about a picnic; reading various texts for comprehension and specific information (food, a painting)</p> <p><b>Listening:</b> listening to dialogues and songs for specific information (identifying food items and tableware, positions in a painting, target phoneme)</p> <p><b>Speaking:</b> describing picnics; asking for things at the table; describing a painting</p> <p><b>Writing:</b> writing sentences about food and drink; writing core language at word and sentence level</p>   | <p><b>Art:</b><br/>A Still Life Painting</p> | <p>A Still Life Painting / Eating a healthy lunch</p>               |



# Introduction

## About Starlight

*Starlight* is a six-level course for children learning English.

The course combines a rich grammar and vocabulary syllabus with fresh, modern visual appeal and all the rich, imaginative context of a true story-based course.

The context for the *Starlight* course is The Starlight School and the *Starlight* characters are all school students. In each cycle we experience the daily life and learning of a different age group of student characters. And just as they are given a chance to shine, students learning English with *Starlight* are also inspired to flourish.

## Starlight 2

In *Starlight 2*, we follow the adventures of the characters Monty and Lola, who are both students at The Starlight School.

In *Starlight 1*, Monty and Lola discover that the library in their classroom is magic. They have only to enter *Our Library* and open a book to find themselves transported into a fascinating, fictional world. Each unit that follows begins with either Monty or Lola in a different fictional location. The location is determined by the book they open, and they are always dressed accordingly. For example, Monty becomes a park ranger in Unit 1 and Lola a drummer in Unit 2. This concept can be brought to life in the classroom with the use of the flashcard pocket. The flashcard of Monty or Lola in their everyday clothes is placed into the flashcard pocket on the library side, and a flashcard of Monty or Lola in costume, is pulled out of the magic library side.

The story book Monty and Lola open in the library is then presented as the illustrated story of the unit and sets the theme for the subsequent lessons, before one of them re-enters the library and a whole new unit of adventures begins. The unit stories represent the different story books Monty and Lola find and open in *Our Library*. The stories have a rich and varied range of contexts, characters and genres to appeal to the interests of every child in the class.

## Engage—Practice—Communicate

The underlying approach to *Starlight* is about motivating students with interesting topics and relevant language, systematically developing their language abilities and skills, and providing lots of opportunities to communicate. Every lesson follows the **Engage—Practice—Communicate** approach with clear stages, highlighted in the teaching notes.

### Engage

It is important to motivate students, to activate their existing knowledge and to create an environment in which they want to learn. This is done in *Starlight* through the visual vocabulary presentation, imaginative stories with story cards and activities that encourage creativity and critical thinking.

### Practice

Students need plenty of opportunities to practice new language using a variety of contexts and activities. Familiar grammar structures are used to help students explore new vocabulary and familiar words to provide support for students practicing new structures.

### Communicate

The main aim of learning a language is being able to communicate, and *Starlight* provides lots of opportunities (both guided and open) for students to communicate in a collaborative fashion, through role-plays, information gap activities and personalised speaking in groups and pairs.

### Stories

As a story-based course, *Starlight* has storytelling at the very core of its methodology. The value of stories is widely recognized in Primary English Language Teaching. Children come to the primary classroom already equipped with an understanding of stories and the way they work. This familiarity with narrative conventions, as well as an expectation of the pleasure and enjoyment that stories bring, empowers them with confidence and motivation from the outset — an ideal starting point for students learning English at this level.

In addition, stories are the perfect vehicle for the presentation of new language structures, due to the meaningful, visually supportive and very immediate context they naturally provide.

The emphasis on stories is also invaluable in the development of children's literacy skills, as it furthers familiarity and understanding of the functions of text, as well as promoting a positive attitude to books and reading, which is key to academic success.

Stories are a way of immersing children in the target culture, which is a significant part of learning a foreign language and of considerable benefit to children preparing to sit external exams. They are also a useful framework for developing 21st Century Skills, particularly raising awareness with regard to the target culture, as well as inter-curricular themes and citizenship.

### Vocabulary and grammar

*Starlight* incorporates a greater amount of vocabulary and a wider range of grammatical structures than would be expected in a mainstream English language course. The language syllabus for *Starlight 1* to *Starlight 6* has been designed in line with the syllabus of the Cambridge English: Young Learners and the Cambridge English: Key (KET for schools) examinations. At the same time, equal emphasis has been placed on the importance of teaching a practical, well-balanced, high frequency language syllabus, which is appropriate for all children learning English at this level.

## Skills

*Starlight* has an integrated approach to language and skills development. Through a variety of enjoyable tasks with a very systematic approach, the children progress from listening practice to speaking practice, from speaking practice to reading practice and from reading practice to writing practice.

Over the *Starlight* series as a whole, care has also been taken to ensure that children preparing for Cambridge English examinations develop the required level of skills competency, as well as familiarity with examination task types.

## Listening

*Starlight 2* recognises the particular importance of listening in the early years of language learning. All new language is presented with clear models on the Audio CD for aural recognition. Listening to songs, chants, stories, and texts also helps the children internalize the language and expose them to native speaker pronunciation.

## Speaking

In *Starlight 2* speaking practice builds carefully and effectively from simple word-level production to sentence-level production and above. Attention is also paid to the development of both accuracy and fluency. Spoken accuracy is developed through activities which encourage repetition following a model provided on the Audio CDs, as well as through songs and chants, the retelling of stories and controlled practice games. The controlled practice games afford children plenty of opportunity for repetition of core language within a clearly defined framework.

## Reading and writing

In *Starlight 2* new language is always practiced aurally and orally before the children are asked to read and write. Students begin by reading at word level.

Only once they have practiced reading new words, do they progress to writing them. They then read these new words within sentences, and gradually progress from reading at sentence level to writing at sentence level. This process occurs throughout each unit, with new vocabulary and grammar presented and practiced. As the unit progresses, the amount of guidance and scaffolding for writing steadily decreases, for example from gap fill completion exercises to whole sentence writing. In this way the children grow in confidence and independence with regard to their writing.

## External examinations for young learners

At this level of English language learning, many young learners in Primary 1 to Primary 6 are entered for external examinations: The *Starlight* series aims to prepare students to sit Starters by the end of *Starlight 2*, Movers by the end of *Starlight 4* and Key for schools examination (KET) by the end of *Starlight 6*.

## Culture

The Culture lessons throughout the *Starlight* series raise the children's awareness of being part of a global community by helping them to develop an awareness of the people around them, as well as a stronger understanding of their own culture.

## Phonics

*Starlight* has developed a system which employs aspects of phonics teaching which are of benefit to primary children learning English, making sure that they are fully adapted to the children's needs. Like the UK and USA phonics system for native speakers, the Phonics lessons in *Starlight* teach children skills to help them to read better in English.

## Songs and chants

Songs are an invaluable way of practicing new language, as they naturally include plenty of repetition and greatly aid memory through their use of rhythm. These cover a wide variety of musical genres, specifically designed to encompass the diverse range of musical styles children enjoy in the real world.

## Cross-curricular focus

The *Starlight* course embraces the opportunity to transfer useful, practical English language to a range of different areas of the curriculum including art, music, science, geography, history and math. The areas chosen reflect and build on the kind of subject matter that the students are working with in other classes.

## Values and citizenship

Learning about values is a key feature of the *Starlight* series as a whole. In *Starlight 2*, the values integrate socio-cultural aspects of learning and helps to promote self-esteem, as well as positive attitudes, tolerance and respect towards others. Students experience the benefit of the unit value through the development of the project.

## Review

Systematic recycling of all core language takes place in every unit. In *Starlight 2*, all the core vocabulary and grammar of the unit is revised in the Review lesson. Monty and Lola present the review material in an entertaining way with a maze activity and fun activities, designed to elicit all the unit language from the children.



# Component Overview

## Student Book

The Student Book contains 9 units. Each unit presents a story with a focus on vocabulary, grammar and all four skills. Culture and Project pages encourage children to think creatively and critically and Review pages help children think about what they have learned.



## Workbook

The Workbook is designed to give students extra practice of the language and structures taught in class. There is one cut-out per unit for pairwork activities.



## For the Student



## Recommended Readers

*Oxford Read and Imagine* and *Oxford Read and Discover* Readers are designed to encourage children to read for pleasure. They match the language levels of *Starlight* and provide extra exposure to the language in a new context.



## Online Play

Online Play (Student's Website) is the place for children to explore the language they are learning through fun games and activities. It includes the story animations, audio, games, and downloadable craft activities to do at home.



## Recommended Dictionaries

Levels 1–4 *Oxford Basic American Dictionary*  
Levels 5–6 *Oxford American Dictionary*



### Teacher's Toolkit

The Teacher's Book is a clear guide for the teacher in all aspects of the course. It contains the *Starlight* Story and Cross-Curricular DVD.



### Teacher's Resource Materials

All the worksheets, tests and test audio can be easily accessed via the access code printed in the inside cover of the Teacher's Toolkit.

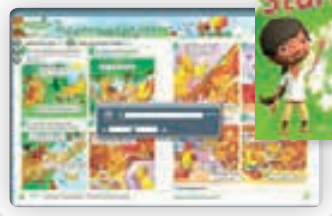
### Story and Cross-Curricular DVD

The DVD contains the animation of each story and one cross-curricular video clip per unit. This provides opportunities for students to revise the unit topic in a new context and to hear pronunciation and intonation of the language by a native speaker.



### Classroom Presentation Tool

The *Starlight* Classroom Presentation Tool contains digital class resources. All the Classroom Presentation Tool resources can be used either on an Interactive Whiteboard or on a projector.



## For the Teacher



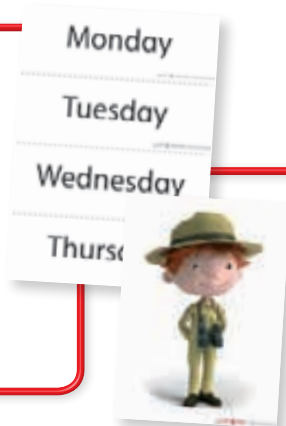
### Teacher's Resource Pack

The Teacher's Resource Pack contains large, full-color storycards depicting the nine stories from the course and a classroom language poster. It also includes the unit flashcards and a flashcard pocket to help present the vocabulary.



### Teacher's Website

Extra flashcards and wordcards can be downloaded from the *Starlight* Teacher's web site. These provide even more visual stimulus for students learning new vocabulary.



### Audio CD

The Class Audio CDs support teaching in class and contain recordings of all the listening texts, reading texts, songs, and speaking dialogues.



# Tour of a Unit



## Vocabulary

The Vocabulary Lesson teaches and practices the first key vocabulary set of ten words. It shows Monty or Lola, the course characters, in a story world setting. They enter this world through the magic library, where they pick up a story book related to the unit topic. Students learn about the magic library in the Starter Unit story.

-  = Engage
-  = Practice
-  = Communicate

Students answer questions to activate knowledge around the key vocabulary.

Student Book presentation of the key vocabulary.

Recognition of the key vocabulary.



Student Book 2



Practice of the key vocabulary through a song.

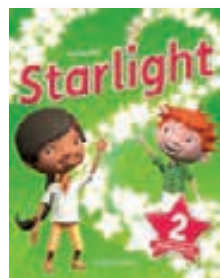
Practice of the key vocabulary through an activity.

Active production of the key vocabulary.

Flashcards and wordcards for presentation and practice.



Magic Library flashcard pocket and flashcards



Starlight CPT level 2



Writing activity practicing the key vocabulary.

Activity suggestions for fast finishers.



Workbook 2



### Flashcards

- Use the library flashcard pocket for the flashcard presentation.
- Alternatively, use the digital flashcards on the iTools for presentation via an interactive whiteboard.

### Student Book

- Students listen to the recording, point to the corresponding item in the picture and then repeat the vocabulary in chorus.
- Students practice reading and recognizing the key vocabulary through a simple activity.

### Workbook

- In the first activity, students practice recognizing the vocabulary by reading and writing the correct number next to each item.
- In the second activity, students practice actively recognizing and writing the vocabulary.
- An activity suggestion for fast finishers keeps all students engaged. This feature is present in all lessons.

### iTools

- The Starlight iTools includes all the presentation and practice material you need to make the most of the new technology in the classroom. Use it on your interactive whiteboard or data projector to deliver key aspects of the language presentation and engage the attention of the whole class.



## Reading

The Reading Lesson teaches and practices the vocabulary presented in the Vocabulary Lesson through a story, and introduces the grammar point presented in Language Focus 1. The story corresponds to the book that Monty or Lola have taken from the library. Students also practice the language by acting out the story.

Questions to introduce students to key aspects of the story

Key structure and vocabulary contextualized in Monty and Lola's story from the library.

Active production of the key vocabulary.

**Student Book 2** E P C

Students review the story in the Book Club feature.

**Workbook 2** P

Extra story worksheet for literacy development.

**Story worksheet** P

Storycards for story presentation.

**Storycards** E C

mini page to come

Animated story

**Story and Cross-Curricular DVD** E C

### Storycards

- Use the storycards and audio to present the story the first time.
- Alternatively, use the Story Video for presentation of the story.

### Student Book

- Students listen to the story and read along.
- Students do a simple comprehension activity to focus on general understanding of the story or of key vocabulary used throughout the story.
- Students act out the story, either as a whole class or in small groups.

### Workbook

- In the first activity, students consolidate their comprehension of the story.
- There are two Book Club review activities to develop literacy skills. In the first one, students choose and circle their favorite character. In the second activity, they indicate how much they enjoyed the story by coloring one, two or three of the stars.

### Teacher's Resource Materials




- The optional Story worksheet offers reinforcement of the story to focus on developing literacy skills and awareness of narrative.

### Story and Cross-Curricular DVD

- Students watch and listen to the animated story on the video.

## Language Focus 1

Language Focus 1 teaches and practices the grammar structure which was introduced in the story in The Reading Lesson. Students practice the structure in a One word game.

-  = Engage
-  = Practice
-  = Communicate

Listening activity to recognize the key vocabulary within the new structure.

Active practice of the key structure.

Communication activity to further practice the key structure.



Student Book 2

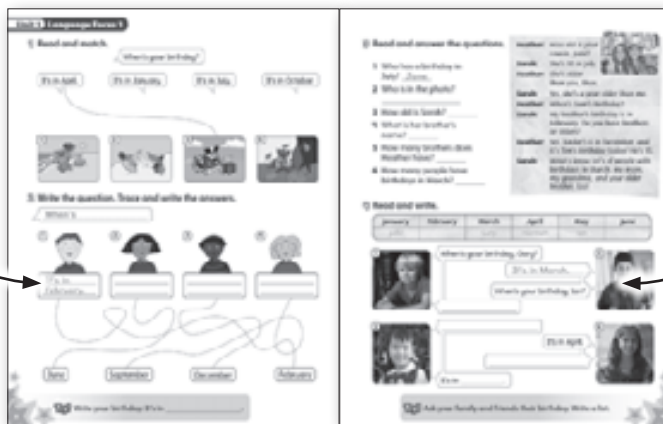


Another listening activity to check understanding of the key structure.

Production of the key structure.

Active production of the key structure in a communication pairwork game.

Word-level reading and writing practice of the key structure and vocabulary.



Workbook 2



Sentence-level reading and writing practice of the key structure and vocabulary.

Extra grammar practice worksheet.



Language Focus 1 worksheet



### Student Book

- A listening activity teaches the new structure. Students listen to sentences containing the key vocabulary within the key structure and complete the activity.
- Students then practice producing the key structure by looking at the sentences, pointing at the picture and repeating them.
- Then they actively produce the key language by playing a communication game in pairs, using a picture prompt.

### Workbook

- In the first activity, students practice reading and recognizing the new grammar structure through a marking, coloring or matching activity.
- In the following activities, they practice writing the new structure, moving from word to sentence-level production.

### Teacher's Resource Materials

- Extra grammar practice can be found in the Language Focus 1 worksheet on the Teacher's Resource CD or can be downloaded using the access code provided in the front cover of the Teacher's Toolkit.

## Language Focus 2

Language Focus 2 Lesson teaches and practices the second set of six new words. It also involves students in singing a song that includes the new words and a new grammar structure, which will be further practiced in The CLIL Lesson.

**Introduction of secondary vocabulary.**

**Secondary vocabulary and grammar structure contextualized in a song.**

**Active production of the key vocabulary.**

**Activity to check understanding of new grammar structure.**

**Further practice of the key vocabulary and grammar structure.**

**Active production of the key vocabulary through a pairwork activity.**

**Student Book 2**

**E P C**

Word-level reading and writing practice of the secondary vocabulary set.

**Workbook 2**

**P**

Word-level reading and writing practice of the secondary vocabulary set.

Key speaking practice via a communicative pair work game using the cut-out.

**Communicative practice and cut-out**

**P C**

Extra grammar practice worksheet

**Language Focus 2 worksheet**

**P**

### Flashcards

- Present the new vocabulary using the flashcards. These can be downloaded from the Starlight Teacher's Website
- Alternatively, use the digital flashcards on the iTools for presentation via an interactive whiteboard.

### Student Book

- Students listen to the recording and point to the pictures on the page.
- Students complete recognition activities with the new vocabulary and grammar.

### Workbook

- All activities provide extra practice of the key language, moving students from recognition to production.
- At the back of the Workbook a communicative cut-out activity provides support for students to produce the key language in an engaging way.


### Teacher's Resource Materials


- Extra grammar practice can be found in the Language Focus 2 worksheet on the Teacher's Resource CD or can be downloaded using the access code provided in the front cover of the Teacher's Toolkit.

## CLIL

The CLIL Lesson presents cross-curricular content from key areas of the curriculum, and new vocabulary. The story world is now left behind and Monty and Lola are back in their classroom, in a science, art, music, P.E. or math class. The cross-curricular content and the new vocabulary are presented first in a passive listening/reading activity. Then students do some consolidation activities in the Student Book lesson.

 = Engage  
 = Practice  
 = Communicate





**Student Book 2** 

*Introduction to key vocabulary.*  
*Introduction to key concepts through a reading and listening text.*  
*Practice of the key vocabulary.*  
*Controlled listening and writing practice of the new vocabulary.*

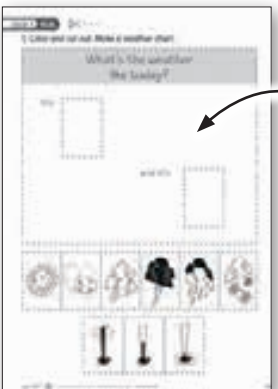
*Practice of the key concepts through a personalization activity.*



  
**Story and Cross-Curricular DVD** 
  
*CLIL video*




**Workbook 2** 


*Writing activities practicing the key concepts and vocabulary.*  
*Personalization activity.*



**CLIL worksheet** 

*Cognitive cut out activity that helps students understand the CLIL topic.*  
*Further practice of the CLIL topic relating to the video content on the DVD*



**CLIL Video worksheet** 

### Student Book

- First, students look at the pictures in the activity to guess what the recording will be about. The teacher elicits as many relevant words as possible.
- Students discuss the question in the first activity with monitoring and help from the teacher. Then students listen to the recording and point to the pictures in their books. The teacher asks some comprehension questions.
- Then they listen to the recording and repeat the vocabulary in chorus.
- Students also do a personalized activity to practice the concepts and vocabulary on the page and prepare to speak.
- After a clearly modeled example, students do a freer speaking activity in pairs or as a class.

### Workbook

- In the first activity, students practice reading the new concepts and vocabulary they have learned.
- In the second activity, they practice writing the new vocabulary.

### Teacher's Resource Materials

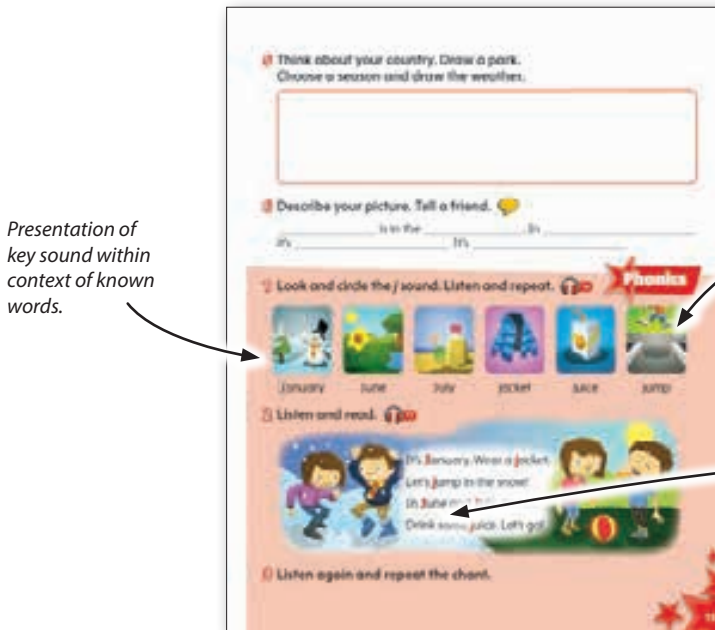
- The CLIL worksheet and video worksheet offer further exploitation of the content CLIL topic through tasks and comprehension activities.

### Story and Cross-Curricular DVD

- Students watch a short video that explores the CLIL topic further.

## Phonics

The Phonics Lesson presents and practices a particular sound and its letter. Students listen to and practice saying known words which contain this sound, and practice recognizing and making the connection between its phonetic and written form.

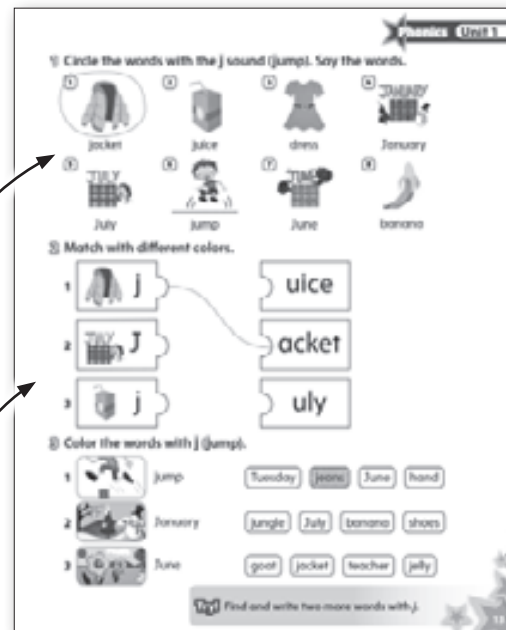


Presentation of key sound within context of known words.

Innovative phonics education system devised to combine synthetic phonics with the pronunciation needs of EFL young learners.

Practice recognizing the sound within a chant.

Student Book 2



Practice identifying the sound via a circling activity.

Active practice of blending sounds to make words.

Workbook 2



### Student Book

- Students listen and repeat six known words containing the target sound / letter.
- The teacher explains that the highlighted letter in the words is making a particular sound.
- Students listen and repeat the words several times, before moving on to listen and read a chant with examples of the target sound / letter.
- Students listen and repeat the chant line by line, then listen and repeat the chant with the recording.


### Workbook

- In the first activity, students read words related to pictures and identify specific phonics sounds by circling them in the words.
- In the second activity, they match parts of words to make a full word, before matching to the pictures. This practices blending the target sound with others to make full words. They finish by actively producing the blended sounds.



## Project and Value

The Project and Value Lesson is an active, hands-on, long-form task in which students develop an item or skills that will be useful in real life. The lesson also introduces a civic value that connects to the unit topics. The project has tie-ins to the civic value, the CLIL lesson, the unit grammar structures, and/or the unit vocabulary.

-  = Engage
-  = Practice
-  = Communicate

The page lists any extra materials required for the project.

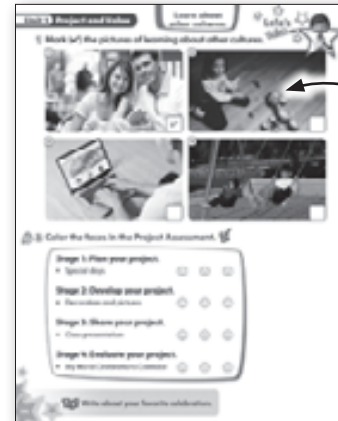


The project is broken down in stages which can be completed all at once or extended over multiple classes.

Student Book 2



Students learn a value that reinforces respect, teamwork, or good citizenship.



Workbook 2



Evaluation and self-reflection on the project and skills.



Value Stickers



Fun stickers to help students focus on the appropriate value for the unit.

### Student Book

- Students are introduced to the civic value for the unit. This value ties in to the unit concepts and promotes respect and citizenship. Students place the matching sticker onto the page.
- The project is broken down into four stages both for modular lesson planning and to help students understand its development. The project development makes it easy to practice the 21st century skills of Critical Thinking, Collaboration, Communication, and Creativity in the classroom.
- Stage 1 is where students discuss ideas from the unit related to the project and test and plan their ideas and project goals.

- Stage 2 is where students carry out their plan and develop/create the project.
- Stage 3 is where students share and discuss their projects.
- Stage 4 is where students reflect on and evaluate their projects and progress.
- After a clearly modeled example, students do a freer speaking activity in pairs or as a class.

### Workbook

- In the first activity, students recognize and choose pictures that correspond to the civic value of the unit.
- Students also reflect on and rate their feelings about their projects in a simple assessment form.

## Review

The Review Lesson provides a comprehensive review of all the vocabulary and grammar structures from the unit. This lesson reviews all four skills of listening, speaking, reading and writing, and provides an opportunity for self-evaluation.

*Listening maze reviews main vocabulary and grammar in spoken form.*

*Writing activity reviews main vocabulary and grammar.*

*Cognitive activity reviews production of main language.*

The page is titled 'Review Unit 1'. It features a listening maze with months of the year (February, July, August, November, January, May, March, June, September, April, December, October) and corresponding illustrations. Below the maze are two writing activities: 'Look at Activity 1 and write sentences.' and 'Look and write sentences.' with weather-related words (cold, hot, sunny, windy) and illustrations.

Student Book 2



*Speaking activity reviews production of main language.*

*Monty or Lola go into the magic library to enter the story world of the next unit.*

*Review and written production of secondary vocabulary and grammar.*

The page is titled 'Review Unit 1'. It features a writing activity 'Write' with a 'What's your birthday?' prompt and a grid for students to write their birthdates. Below this is a 'Look and write' activity with weather-related words (summer, winter, fall, spring) and illustrations.

Workbook 2



### Student Book

- Students look at the listening maze game and answer questions about the items to reactivate the main vocabulary and grammar.
- Students listen to the recording and follow the route with their finger until they reach the star at the bottom. They say the number of the star.
- In the second activity, students read the directions and follow the route in the maze until they reach the star at the bottom. They write the number of the star.

### Workbook

- Activities on this page are designed to give students extra practice with the main vocabulary and grammar concepts of the unit. They can be used at school or at home.

### Teacher's Resource Materials

- Give children an end-of-unit test which focuses on the grammar, vocabulary and skills studied throughout the unit.

## Review Game

Every two units, there is a lesson that reviews both previous units in a fun board game format.

Full page, colorful, inviting game designs.

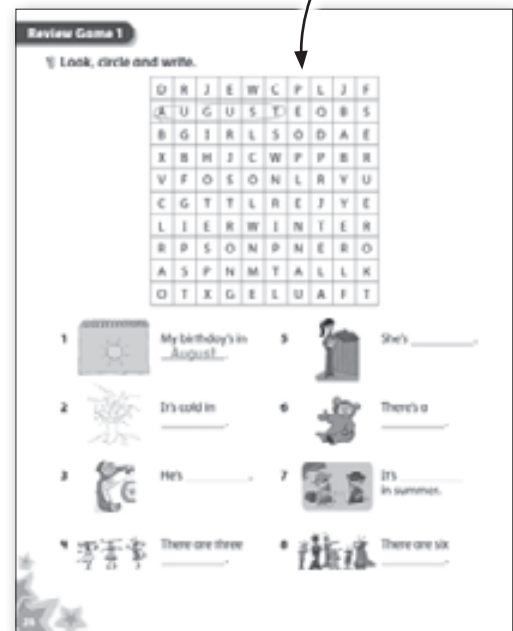


Hints that will help students reproduce grammar structures.

Student Book 2



Word puzzle games to challenge students.



Workbook 2



Students can stick the appropriate unit number next to their favorite activity in the unit.



Achievement Stickers



### Student Book

- Students compete or cooperate to complete the game by recalling vocabulary and grammar structures from the units.
- The games are designed to be fun for students, layering vocabulary and grammar in for improved learning and recall.

### Workbook

- Word puzzle games give students a fun challenge while helping their vocabulary recall.
- Vocabulary activities combine lists from two previous units, providing a new kind of mixed challenge.

## Culture

Every two units, a Culture Lesson provides key cultural input, focusing on a particular cultural aspect of children living in a selected country. Students practice reading an extended text and learn new vocabulary items.

-  = Engage
-  = Practice
-  = Communicate

Pre-reading activity to familiarize children with the cultural topic and the reading task.

Carefully supported extended reading.



Student Book 2



Real photos of different aspects of world culture to increase children's intercultural awareness.

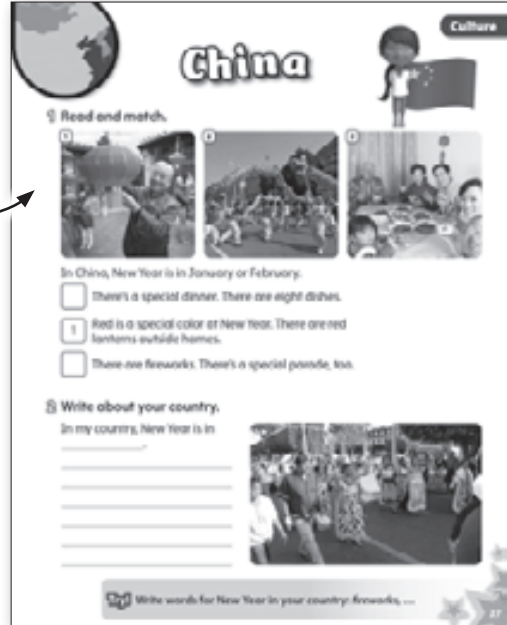
Full cultural teaching support via notes in the Teacher's Book.



Teacher's Book 2



Practice of new vocabulary and consolidation of the cultural information.



Workbook 2



### Student Book

- Students use known words to anticipate the meaning of the text and guess what it is likely to be about. They find the words in the pictures or text before reading it.
- Students listen to the text and follow it on the Student Book page.

### Workbook

- This lesson gives students extra practice with the new vocabulary and cultural information from the Student Book lesson.



## Using Graded Readers with *Starlight*

Using Graded Readers in the Primary Classroom is an effective way to engage children of all abilities and learning needs. By motivating children to read for pleasure in your English class, you give them the opportunity to learn without the fear of failure. Each child can choose a reader they are interested in and at a level that is appropriate for them. Graded Readers are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each child will be able to find a book suitable for them.

A full correlation of graded readers to accompany *Starlight* is available online.

[www.oup.com/elt/recommendedreaders](http://www.oup.com/elt/recommendedreaders)

## What are the benefits of using graded readers?

- When they use graded readers, students can see the grammar and vocabulary they have used in their English lessons in new and interesting contexts, which will help them to learn and remember the language.
- Using graded readers increases students' contact time with English, especially if students read regularly in class and at home. This will help to develop their reading and comprehension skills, allowing them to read more quickly and fluently.
- Audio is available with many graded readers, and this can help to improve listening and pronunciation skills.
- Graded readers can provide a starting point for many different activities and projects.
- Reading for pleasure, finishing a book, or choosing their own book to read can give students a great deal of satisfaction. Reading all the books in a series or, as their reading improves, moving to a higher level in the series can provide students with a great sense of progress and achievement.

### Graded readers and extensive reading

Graded readers are most often used for extensive reading. Numerous studies have reported that extensive reading can help students improve not only reading skills but also vocabulary, spelling, grammar, listening, and writing. When students read extensively, they read over a period of time; they should know almost all the words on the page and should not need to use a dictionary. Extensive reading can be contrasted with intensive reading, which involves close reading of shorter texts, with specific language aims and tasks. In extensive reading, students read primarily in order to enjoy the experience of reading itself; they may not know all the vocabulary and grammar, but they can understand the text without too much effort, and enjoy what they are reading.

To get the most from extensive reading, it is important to establish a reading routine: best results come when students read frequently and regularly, even if only for short periods of time.

## OXFORD LEARNER'S BOOKSHELF

### Teach English with Oxford e-books

Oxford Graded readers are available as e-books on the Oxford Learner's Bookshelf.

- Students can use e-books in class or at home with parents.
- Students study online or on a tablet. Their work is safely saved in the Cloud.
- Video and audio plays straight from the page. Use for whole class teaching, as homework, and for students to watch and listen at their own pace.
- Students can type their answers, make notes and draw.

For more information visit:

[www.oxfordlearnersbookshelf.com](http://www.oxfordlearnersbookshelf.com)



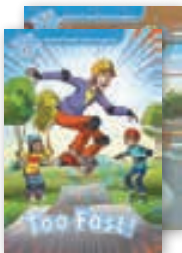


## Oxford Read and Imagine

Oxford Read and Imagine graded readers offer great stories to read and enjoy at nine levels for students aged 4 and over.

Each Oxford Read and Imagine book contains:

- Activities which students can complete during or after reading. Some readers provide preparation activities for Cambridge Young Learner Exams.
- Picture dictionary and glossaries to help with unknown words.
- Audio Packs are available for every reader.
- At Levels 1 to 6, every storybook reader links to an Oxford Read and Discover non-fiction reader.



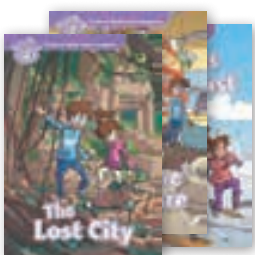
Level 1



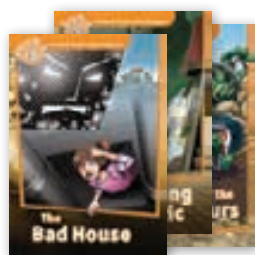
Level 2



Level 3



Level 4



Level 5



## Oxford Read and Discover

Oxford Read and Discover provides support for CLIL lessons which can be thematically linked to the Student Book CLIL lessons or other cross-curricular subjects. Each book contains photos to spark children's interest in the topic and bring the subject matter to life. In addition, there are interesting diagrams, maps and charts which encourage critical thinking and support new CLIL vocabulary.

Through a partnership with the fiction series Oxford Read and Imagine, students can explore the same topic through fact and fiction. Read an adventure set in Africa's Serengeti, Can You see Lions? and then find out more about how animals use camouflage in Oxford Read and Discover Camouflage.

Each Oxford Read and Discover book contains:

- Full audio of the text
- Language reinforcement activities
- Activities for developing critical thinking skills
- A project activity to complete in class

### Arts and Social Studies



### Science and Technology



### The Natural World



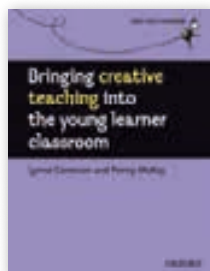
# Professional Development

There is a range of professional development titles available to accompany *Starlight*.

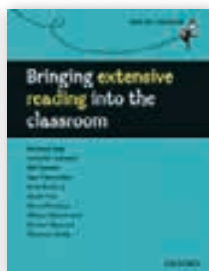
For other titles in the series go to [www.oup.com/elt](http://www.oup.com/elt)

## Into the Classroom

Short, practical guides to understanding and implementing new developments in teaching. Each guide focuses on a new development in teaching with ideas to help you introduce it into your classroom.



**Bringing creative teaching into the young learner classroom**



**Bringing extensive reading into the classroom**



**Bringing technology into the classroom**



**Bringing online video into the classroom**



**Bringing SEN into the classroom**



**Bringing Mixed Ability into the classroom**

## Oxford Handbooks for Language Teachers

The highly regarded series that covers the topics language teachers want to know more about.



**Putting CLIL into Practice**



**Technology Enhanced Language Learning**



**Teaching Young Language Learners**

## Oxford Teacher's Academy

The Oxford Teacher's Academy provides online professional development courses including:

- Teaching English to Young Learners
- Teaching with Technology
- Teaching Learners with Special Educational Needs



For a full list of courses visit:

[www.oup.com/elt/oxfordteachersacademy](http://www.oup.com/elt/oxfordteachersacademy)



# Teaching English to Young Learners

Online professional development

## Who is it for?

*Teaching English to Young Learners* is a course suitable for teachers with an initial teaching qualification and some teaching experience. Non-native speakers are recommended to have a minimum B2 level on the CEFR.

The course aims to enhance the knowledge and skills needed to teach English to young learners. It takes approximately 30 hours to complete and includes input on key concepts and approaches, video, animation and audio clips, discussions, practical tasks, opportunities for reflection, suggestions for further study, and ideas to try out in the classroom.



[www.oup.com/elt/oxfordteachersacademy](http://www.oup.com/elt/oxfordteachersacademy)

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# Session topics and aims

## Session 1: How children learn

- To review key learning theories and their application.
- To compare how children of different ages learn.
- To analyse classroom activities and lesson plans in relation to the theories and principles covered in the session.

## Session 2: Learning to learn: 21st century skills

- To examine the skills children need to be able to learn effectively.
- To identify what the key 21st century skills are.
- To explore tools and activities that prepare children for lifelong learning in the 21st century.

## Session 3: Classroom management

- To explore ways of managing interaction in the classroom.
- To examine strategies and practical ideas for working with large, or mixed-ability classes.
- To identify ways of using the learners' first language (L1) as a resource.

## Session 4: Developing listening and speaking skills

- To explore the principles of teaching and learning listening and speaking skills.
- To analyse the sub-skills involved in listening and speaking.
- To evaluate a range of activities, including storytelling, for teaching listening and speaking.

## Session 5: Literacy

- To examine the nature and use of literacy in the 21st century.
- To explore how literacy can be taught to younger and older young learners.
- To evaluate a range of practical activities and assess their suitability in helping children to become literate.

## Session 6: Grammar and vocabulary

- To review current theories on teaching and learning grammar and vocabulary.
- To identify the aims of a range of grammar and vocabulary activities.
- To examine a range of practical activities and assess their suitability for young learners.

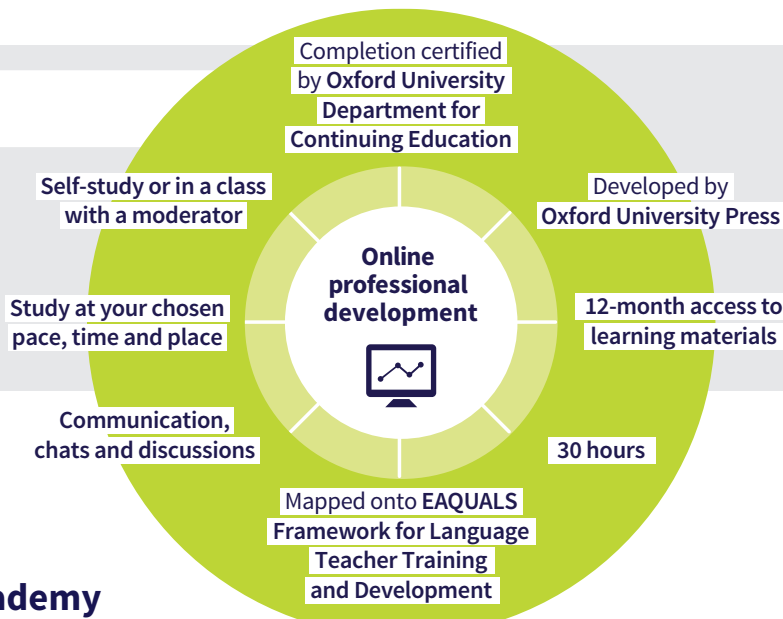
## Session 7: Resources evaluation and lesson planning

- To evaluate the suitability of different resources in a specific teaching context.
- To examine the benefits of good practice in lesson planning.
- To consider the range of resources available for a 'teacher's toolbox'.

## Session 8: Feedback, evaluation, and assessment

- To examine the importance of assessment in learning.
- To compare different assessment methods.
- To understand how to use appropriate classroom assessment tasks.

## Key facts



Inspiration online today.  
Ideas for class tomorrow.

[www.oup.com/elt/oxfordteachersacademy](http://www.oup.com/elt/oxfordteachersacademy)

The suggestions below provide useful ideas for starting and finishing lessons. They can be used at an appropriate point during the lesson to energize the class or re-focus their attention.

## Flashcard and Wordcard games

These games may be played with either the flashcards or the wordcards.

### Missing card

- Display the vocabulary cards on the board. Point to each one in turn for the children to say the words. Give the class a few seconds to look at them.
- Tell the children to put their heads down on the desk so they cannot see. Remove a card.
- Ask the children *What's missing?*
- The child who identifies the missing card correctly takes your place and the game continues.

### Can you remember?

- Display the vocabulary cards on the board in a row.
- The children name each one in chorus.
- Turn the last card in the row face down on the board.
- The children name each card again, including the last one from memory.
- Repeat the procedure, so that finally the children are naming each card from memory.

### Whispers

- Organise the class into teams. In each team the children form a line.
- In secret, show the first child in each team a vocabulary card.
- Say *Go!* The first child in each team whispers the word to the child in front of him / her.
- The children continue whispering the word to the child next to them until the word reaches the last child in the line.
- The last child says the word aloud, and the first child holds up the card so the team can check whether the word and the card are the same.

### Pass the card

- Give the vocabulary cards to individual children in the class.
- Play one of the songs from the course. The children pass the cards around the class.
- Stop the music suddenly. The children who are holding the cards stand up.
- Each child names their card.
- Repeat the procedure.

### Mime it!

- Put the vocabulary cards face down on your table.
- Invite a child to the front. In secret, he / she chooses a card.

- The child mimes the vocabulary item. The children guess what it is.
- The child who guesses correctly comes to the front and the game continues.

### Stand up! Sit down!

- Divide the class into small groups and give each group a vocabulary card.
- Give a series of commands, e.g. *Stand up* (+ name of the vocabulary item)! The group with the corresponding card respond.
- Continue to tell the groups to stand up or sit down. They respond accordingly.

### Where is it?

- Divide the class into two teams, A and B.
- Put the vocabulary cards on the board.
- Give the children five seconds to look at the cards and try to remember where each item is.
- Turn all the cards over so that they are face down on the board.
- Ask *Where's the* (+ name of the vocabulary item)? Choose a child from team A to come to the front and point to a card and name the item.
- If the child remembers and identifies the word correctly, they win a point for their team.
- Continue the game in this way.

### Finger writing

- Organize the children into pairs, A and B. The As face the front of the class, the Bs face the back of the class.
- Put the vocabulary cards face down on your table.
- Choose a card and show it to the children who are As.
- The As turn around and write the word with their finger on the back of their partner.
- The Bs say what they think the word is. Tell the Bs to face the front and show them the card so they can check if they were right.
- Continue in this way with the Bs facing the front and the As facing the back of the class.

### Jumbled letters

- Divide the class into two teams, A and B.
- Show the class a flashcard and elicit the word. Put the flashcard on the board.
- Write the jumbled-up letters of that word on the board, followed by the correct number of lines for the number of letters.
- Tell the children to write the word correctly in their exercise books or on a piece of paper.
- Choose a child from team A to come to the board and write the word.
- Hold up the corresponding card for the children to check. If it is correct, team A get a point.
- Repeat with team B and continue the game in this way.

## Bingo

- Put the vocabulary cards on the board.
- Show the children how to draw a grid of three by two squares on a piece of paper.
- Ask the children to choose six of the vocabulary items, and either draw or write the words in the six squares.
- Show the children how to make six counters out of small pieces of paper.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them.
- The children put a counter on their drawings or words as they hear them. The first child to complete a line of three shouts Bingo!
- The game can be played again if the children draw another grid and choose six different items.

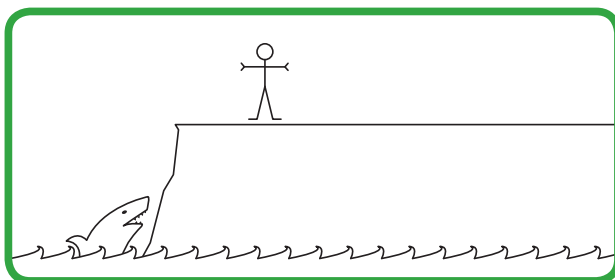
## Other classroom games

### Feely bag

- Bring a cloth bag to class.
- Collect some objects representing the vocabulary from the unit, e.g. real fruit, plastic toy animals, or classroom objects.
- Play a song from the unit. The children pass the bag around the class.
- Stop the music suddenly. The child holding the bag puts his / her hand into the bag and feels an object.
- He / she guesses what the object is, then takes it out of the bag and shows the class to check.
- Continue the game in this way.

### The Shark Game

- Think of a word and draw the corresponding number of dashes on the board. Draw a cliff edge, with a shark in the water below. Draw a man approaching the cliff edge.
- Invite a volunteer to come to the board and write a letter above the dash. If their suggestion is correct, leave the letter written on the board. If their letter does not belong in the word, erase it, then rub out the man and move him a step nearer to the cliff edge.
- Hopefully, the class will be able to guess the word before the man reaches the cliff edge and falls into the sea.



### Words words words!

- Divide the board into two halves and write the name of a vocabulary set in each half, e.g. Parts of the body and Fruit.

- Divide the class into two teams. They stand in a line facing the board in front of one of the vocabulary sets..
- Give the first child in each team a marker pen / piece of chalk.
- Say *Go!* The first child in each team runs to the board and writes a word in their vocabulary set. Then they run back and give the pen / chalk to the next child. He / she runs to the board and writes another word.
- After a while, say *Stop!* The team with the most words spelt correctly is the winner.

### Numbers chain

- Make sure the children are in rows so that they can count around the class. Show the children the order that they are going to count, e.g. along the front row, then along the second row until they reach the last person in the back row.
- Ask the first child in the front row to start counting from one to 20, with each child saying the next number.
- Before they get to 20, say *Change!* The next child has to start counting backwards from that number.
- Say *Change!* again. The next child has to continue to count forwards from that number.
- Continue the game in this way.

### Circle game

- Organise the children into a circle.
- Give one child an object from the core vocabulary of the unit, e.g. a classroom object, a plastic toy animal, a piece of fruit, an item of clothing.
- The child must say a sentence, e.g. *It's a pencil*, and pass the object on.
- As the children are passing around the pencil, introduce another object.
- Keep on introducing objects until several items are being passed around at the same time.
- Encourage the children to pass the objects and say the sentences faster and faster.

### Drawing dictation

- Tell the children to draw and colour the instructions you will give.
- Speak slowly and clearly, repeating if necessary. Say, e.g. *Draw five green apples! Draw six yellow and blue balls.*
- Keep a record of your instructions. Walk around the class and check how the children are doing.

### Using the *Starlight Classroom Language* poster

- Display the poster in your classroom. If you prefer you can cut up the poster and distribute individual sections across the room.
- Point to the poster to reinforce instructions and mime these so the children become used to them.
- Praise children when they use classroom language.

# Starter Unit A New School Year

Vocabulary pages 2–3

## Lesson objectives

- Review numbers 1–20.
- Present numbers 21–50 and days of the week.
- Ask people where they come from.

## Language

**Numbers:** 20–50

**Days of the week:** Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

## Materials

- Tracks 01–05; classroom objects;
- Flashcards of Monty and Lola;
- Workbook pages 2–3

## Warm up

Say *I can count to 20*. Start counting and have the class join in. Count to 20 two or three times. Ask the students to count around the class one by one. When they reach 20, start again. Hold up different numbers of classroom objects (such as pencils and books). Ask *How many pencils/books are there?*

### 1 Listen, point and say. 01

Hold up the flashcards of Monty and Lola and ask *Who's this? It's Monty/Lola*. Stick the flashcards on the board and say *Hello Monty/Lola*. Encourage the class to say *Hello*.

Ask students to open their Student Books to page 2 and look at the picture. Point to Monty and Lola and ask *Who is this? Where are they? (In the classroom / At school.)* Point to the teacher and ask *Who is this?* Point to the speech bubbles and tell the students to listen and follow in their books. Play the recording, holding up your book and following the dialogue with your finger. Play the recording again, pausing for the students to repeat. Ask a few volunteers *Where are you from?*

### Optional activity

Start a question chain. Ask the student at the end of the first row *Where are you from?* He / She answers and asks the next student the same question. The question chain continues around the class until it reaches the last student in the last row.

### 2 Listen and repeat. 02

On the board write the numbers 20–50 in numerical form. Point to each number and try to elicit the word. If the students don't know, circle the number and say the word. Ask two volunteers to come to the board.

Play the recording and ask them to point to the numbers as they hear them.

Play the recording again for the students to listen and point to the numbers in their books. Play the recording one more time, pausing after each number, for the students to repeat the words in chorus and individually. Pay particular attention to the *f* and *th* sounds in *thirty* and *forty* and *fifty*. Help the students form the sounds by example.

### 3 Listen and chant. 03

Tell the students to look at the numbers in the picture in Activity 1. Play the chant for the students to listen and point to the numbers as they hear them in the chant. Play the chant again for students to follow in their books, joining in when they can. Ask the students to click their fingers or clap their hands. Tell them to stand up and say the chant as they click or clap.

### 4 Ask and answer with a friend. 04

Divide the class into pairs. Model the dialogue for students to repeat chorally

and individually. Have the students ask and answer with their partner.

On the board write the dialogue *Hello. What's your name? I'm ... How old are you? I'm ... Where do you come from?* Ask the class to stand up and ask and answer the questions with each other. For any students who find the questions difficult, tell them to only ask *Where are you from?*


### 5 Listen, point and repeat. Trace the capital letters. 04

Ask the students *What's the day today?* If they don't understand show them a calendar and point to the day and say *It's (Tuesday)*. Say *Tuesday* and encourage the students to say the other days of the week or say the days yourself as you write them on the board.

Focus the students' attention on the timetable. Play the recording for students to listen and point to the days of the week. Play it again, pausing for the students to repeat chorally and individually. On the board write the capital letters M, T, W, T, F, S, S. Write the letters slowly, showing the

5 Listen, point and repeat. Trace the capital letters. 

|   |   |   |   |   |           |
|---|---|---|---|---|-----------|
| M onday   | T uesday  | W ednesday  | T hursday   | F riday   | S aturday |
|  |  |  |  |  |           |
|  |  |  |  |  | S unday   |

6 Listen and circle your favorite day. Listen again and sing. 

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

The days of the week go round and round again,  
Get to the end and then you start again,  
The days of the week go round and round again,  
It's Monday again!

Monday, Tuesday, Wednesday ...

7 Play *Days of the Week* with a friend. 



students where to start and finish and how to form the letters. Tell the students to work individually to trace the capital letters in their books. Monitor and help with the formation by example.

### 6 Listen and circle your favorite day. Listen again and sing. 05

Tell the students *My favorite day is Friday* and demonstrate circling *Friday* in the song. Ask a few volunteers *What's your favorite day?*

Play the song for students to listen and circle their favorite day. Play the song again for students to listen and join in with the days of the week.

Play the line *The days of the week go round and round again* and turn around a few times as you sing it. Tell the students to stand up, play the song for students to join in with the days of the week and go round and round for the chorus.

### 7 Play *Days of the Week* with a friend.

Tell the students to look at the two children and tell them they are playing a game. Demonstrate the game with a volunteer. Tell them to say a day of the week. You then say the day after. Then you say a day and the volunteer says the next day. Divide the class into pairs to play the game.

Monitor and help with pronunciation of the days.

#### WORKBOOK ANSWERS

1 Left to right: 50; 39; 21; 26; 23; 27; 20; 42; 37; 34; 43; 40; 30; 48; 45; 36

2 Where do you come from? I come from the USA. Where do you come from? I come from Mexico.

Try! 20 (twenty); 21 (twenty-one); 22 (twenty-two); 23 (twenty-three); 24 (twenty-four); 25 (twenty-five); 26 (twenty-six); 27 (twenty-seven); (twenty-eight); 29 (twenty-nine); 30 (thirty); 31 (thirty-one); 32 (thirty-two); 33 (thirty-three); 34 (thirty-four);

35 (thirty-five); 36 (thirty-six); 37 (thirty-seven); 38 (thirty-eight); 39 (thirty-nine); 40 (forty); 41 (forty-one); 42 (forty-two); 43 (forty-three); 44 (forty-four); 45 (forty-five); 46 (forty-six); 47 (forty-seven); 48 (forty-eight); 49 (forty-nine); 50 (fifty)

1 Monday; Tuesday; Wednesday; Thursday; Friday; Saturday; Sunday

2 Monday; Tuesday; Wednesday; Thursday; Friday; Saturday; Sunday

Try! Answers will vary.

#### Further practice / Homework

Workbook pages 2 and 3

# Starter Unit Our Library

Reading page 4

## Lesson objectives

Understand and act out a story.  
Practice questions about where people come from and how many brothers and sisters they have.

## Language

Simple present *be* + noun: *It's a (door).*  
*How many are there?*  
*Sea, aliens, run*

## Materials

Track 06; Workbook page 4

## Warm up

Dictate six numbers: 24, 27, 33, 43, 46, 50.  
Ask the students to listen and write the numbers in their notebook. Repeat each number twice. Ask different volunteers to write the numbers on the board for the class to check.

## 1 Listen and read along. 06

Tell the students they are going to read and listen to a story called *Our Library*. Write the title on the board and ask *What's in a library? (Books.) What are your favorite books? What kinds of animals, people, places do you see in stories? (Monsters, princesses, castles, mermaids and so on.)*

Tell the students to look at the story pictures. Point to frame 1 and ask *Where are Lola and Monty? (In the classroom.) How many books does Mr. Sonic want? (25.)* Point to frame 2 and ask *Where are they? (In the library.)* Point to frame 4 and ask *Where are they? (In the sea.)* Point to the mermaids in frame 4 and ask *What are they? (Mermaids.)* Say *Count the mermaids.* Point to the octopus in frame 5 and ask *What is it? (An octopus.)*

Play the recording and have students read along. Ask the students to read the story again silently on their own. Ask *Where does Caspian come from? (The sea.) How many brothers does he have? (None.) How many brothers and sisters does the octopus have? (25.)*

## 2 Act out the story.

Divide the class into five groups and assign a role from the story to each group: Lola, Monty, Mr. Sonic, Caspian, the octopus. Tell the groups to look at the story and make up some actions for their character.

Tell the story, frame by frame, and invite the groups to do the actions: *Mr. Sonic wants Monty and Lola to bring him 25 books. Monty and Lola go through the magic door. They meet Caspian in the sea. Caspian has two sisters. Monty and Lola meet the octopus*

**1 Listen and read along.**

1 Monty and Lola, please bring 25 books.  
Yes, Mr. Sonic.

2 ... 23, 24, 25. There! 25 books.  
Look, Monty! The magic door. Let's go!

3 Ooh! We're in the sea.  
Look! Hello.  
Hello. I'm Caspian. I come from the sea.  
I have 25 brothers and sisters.

4 Do you have a brother or a sister?  
Yes. I have two sisters. I don't have a brother.

5 25! Lola! The books!  
Oh yes! Goodbye.

6 Here are 25 books, Mr. Sonic.  
Oh! Er, thank you, Lola ...

**2 Act out the story.**

and his 25 brothers and sister. They give the 25 books to Mr. Sonic.

Divide the class into groups of five. Tell the students to read the story aloud in their groups taking turns to be different characters. Monitor and help with pronunciation and encourage the students to be expressive.

Assign each student in each group a role: Lola, Monty, Mr. Sonic, Caspian, the octopus. Tell them to close their books and act out the story, using the actions from the first activity and the dialogue. Choose a couple of groups to act out in front of the class, asking two students to be the mermaids.

Personalize the story by pointing to a door in the classroom and say *Imagine you are in the sea. What do you see? Who do you meet?* Give the students a couple of minutes to think. Ask a few volunteers to share their ideas with the class.

## WORKBOOK ANSWERS

1 Top down: Mr. Sonic; the octopus; Monty; Caspian; Lola; Monty  
2 a 5 b 2 c 3 d 6 e 4 f 1  
Try! Answers will vary.

**Further practice / Homework**  
Workbook page 4; Starter Unit Story Worksheet

1 Read and number the pictures.

2 I have two sisters and a brother.

1 I have a brother. I don't have a sister.

3 I don't have a brother or a sister.



2 Look and complete.



1 I have three brothers

3 I have a sister

I don't have a brother

2 I don't have a brother or a sister

3 Ask and answer in groups.



Starter Unit Language Focus page 5

Lesson objectives

Ask and answer about brothers and sisters.

Review numbers.

Language

Simple present *I have three brothers. I don't have a brother or sister.*

Materials

Photos of teacher's brothers and sisters or pictures of people; Workbook page 5

Warm up

Tell the students you are going to dictate some numbers and they have to listen and write the numbers. Do the first one as an example: say *Five* and ask a volunteer to write the number on the board. Choose

ten numbers from 1 to 20 to dictate to the students. To check as a class, repeat the numbers and ask volunteers to come to the board and write them.

1 Read and number the pictures.

Stick the photos of your brothers or sisters or pictures of men or women on the board and tell the students about your family. Point to the pictures and say *This is my sister/brother. Her/His name is ... She/He is ... years old. I don't have a brother/sister.* Ask a few volunteers *How many brothers/sisters do you have?* Write a couple of the answers on the board, for example *I have two sisters. I have a brother. I don't have a sister.* Circle the number and the plural *s* and the *a* with the singular. Explain *The "s" is for more than one brother or sister.* Model the sentences for the students to repeat chorally and individually.

Read the instruction aloud. Have a volunteer read the example sentence and ask the students to point to the corresponding photo. Have the students work with a partner to look at the

photos and number the sentences. Ask a volunteer to say the sentences for another volunteer to say the number of the photo to check as a class.

2 Look and complete.

Hold up your book and point to the photos. Ask different volunteers *How many brothers and sisters in photo 1? (Three brothers.) How many brothers and sisters in photo 2? (None.) How many brothers and sisters in photo 3? (One sister.)*

Ask the students to look at picture 1 and the example sentence. Ask *Does he have any sisters? (No.)* Ask a volunteer to make a sentence. *I don't have a sister.* Write the sentence on the board for the students to copy. Have the students work individually to look at the photos and write the sentences.

Monitor and check that the students remember the article *a*, the plural *s* and the contraction *don't*. Ask the students to compare their sentences with their partner. Ask volunteers to write the sentences on the board to check the answers as a class.

3 Ask and answer in groups.

Ask a volunteer pair to read aloud the dialogue in the book. Model the exchange for students to repeat chorally and individually.

Divide the class into groups of six and tell them to take turns to ask and answer questions about their brothers and sisters. Monitor but don't interrupt. Listen for any pronunciation or grammar errors in the target language to go through at the end of the class.

Optional activity

Have the students draw pictures of their brothers and sisters and write sentences about them. Write the sentences about your family from Activity 1 on the board *This is my sister/brother. Her/His name is ... She/He is ... years old. I don't have a brother/sister.* Tell the students to use your sentences as a model for their writing.

WORKBOOK ANSWERS

3 Left to right: Yes, I have two brothers and a sister. Yes, I have a brother. Yes, I have a sister. I don't have a brother.

4 Do you have a brother or a sister? Yes, I have a brother and a sister. Yes, I have a brother. Yes, I have two sisters. I don't have a brother.

Try! Answers will vary.

Further practice / Homework

Workbook page 5; Starter Unit Language Focus Worksheet

# Unit 1 Vocabulary

pages 6–7

## Lesson objectives

Identify the months of the year.  
Practice the months of the year through a song and follow-up activities.

## Language

**Core:** *January, February, March, April, May, June, July, August, September, October, November, December*

## Materials

Tracks 07–08; Unit 1 Flashcards Set 1 (months); Monty the Park Ranger Flashcard; Flashcard Pocket; Workbook page 6

## Warm up

Divide the class into teams of three. Tell the teams that they have to make the letters you tell them in their groups. Demonstrate by saying the letter Y and stand up with your arms in the air to demonstrate the letter Y. Say *Make the letter H*. The teams work together to make the letter H. Tell them that all three students in the group need to be involved. The first team to finish wins a point. Continue with different letters. The team with the most points wins.

### 1 Answer with a friend.

Prepare the library Flashcard Pocket by placing the Monty the Park Ranger flashcard inside it.

Hold up the flashcard of Monty in his normal clothes. Ask the students *Who's this? (Monty.)* Say *Hello Monty* and encourage the students to say *Hello* to Monty. Hold up the Flashcard Pocket. Say *Here's the library*. Put the Monty flashcard in the Flashcard Pocket and say *Now Monty's in the library*. Turn the Flashcard Pocket around to show the magic door. Take the flashcard of Monty the Park Ranger out and say *Look! Who is this? Monty is a ...?* Try to elicit *park ranger*. If the students don't know the word, say *park ranger*.

Show students the months flashcards, one by one, and elicit or give the name of the month.

Divide the class into pairs. Ask students to open their Student Books to page 6 and look at the picture. Point to Monty and ask *Who is this? What is he? (A park ranger.)* *Where is he? (Outside / In the park.)* Point to the picture and ask *What is it? (A calendar.)* Point to the individual pictures and ask *What can you see? (A rabbit, mouse, bird, flower, duck, nut, deer leaf.)* *What month do you think it is? Why?*

# 1 Monty the Park Ranger

## Vocabulary

**1 Answer with a friend.**

- 1 How many months are there?
- 2 What month is it now?

**2 Listen, point and repeat.**

**3 Read and trace.**

|            |          |             |
|------------|----------|-------------|
| 1 January  | 5 May    | 9 September |
| 2 February | 6 June   | 10 October  |
| 3 March    | 7 July   | 11 November |
| 4 April    | 8 August | 12 December |

Read questions 1 and 2 aloud. Give the pairs time to answer the questions before checking as a class.

### 2 Listen, point and repeat.

Focus students' attention on the picture. Point to the number 1 and ask *What month is this? (January.)* Give individual students a number for them to say the corresponding month.

Play the recording and encourage students to point to the pictures of the months as they hear them. Play the recording again, stopping after each word, for the students to repeat the words. Pay particular attention to the four syllables in January and February, the *j* sound in January, June and July, and the */b/* sound in August.

### 3 Read and trace.

On the board write *January* in dots and invite a volunteer to the board to trace the word. Tell the students to work individually to trace the months.

Monitor the students and help them with forming the letters showing them where to start and finish.

### 4 Write the months in the calendar.

Hold up your book and point to the months in the calendar, one by one but not in order, to elicit the month. Point to the word pool and ask the students *What words are in the box? (The months.)* Point to the example *April* in number 4.

Tell the students to work individually to write the months in the calendar. Ask the students to swap their books with their partner to check their answers and spelling.



**4 Write the months in the calendar.**

April August December February January July  
June March May November October September

**Calendar**

|                |               |                |                |
|----------------|---------------|----------------|----------------|
| 1<br>January   | 2<br>February | 3<br>March     | 4<br>April     |
| 5<br>May       | 6<br>June     | 7<br>July      | 8<br>August    |
| 9<br>September | 10<br>October | 11<br>November | 12<br>December |

**5 Read and number the verses. Listen and sing along.**

Twelve months in the year,  
Twelve months in the year.

3 July, August, September,  
Twelve months in the year!

Twelve months in the year, ...

4 October, November, December,  
Twelve months in the year!

Twelve months in the year, ...

2 April, May and June,  
Twelve months in the year!

Twelve months in the year, ...

1 January, February, March,  
Twelve months in the year!

**6 Play Draw and Guess with a friend.**



**Optional activity**

Stick the months' flashcards on the walls around the classroom. Tell the students to stand up. Say a month and the students stand next to the correct flashcard. The last students to get there sit down. Repeat the activity but vary it by asking questions, such as *What month is Christmas / Mother's Day?* Use other cultural special days.

**Additional resources**

Unit 1 Wordcards

**5 Read and number the verses.**

**Listen and sing along.** 08

Divide the class into twelve groups and give each group a month flashcard. Play the song and ask the groups to stand up when they hear their month.

Direct students' attention to the song lyrics and point out the number 1 in the last verse. Ask the students to work with a partner to see if they can order the verses from 1 to 4 before they hear the recording.

Play the song for the students to check their answers.

Say *My birthday is in September.* Ask a few volunteers *What month is your birthday?* Play the song again for the students to sing along and stand up when they hear their birthday month.

**6 Play Draw and Guess with a friend.**

On the board draw a picture to represent a month of the year, for example Father Christmas and a snowman. Ask the students to guess the month. (*December.*)

Give the students a plain piece of paper and ask them to divide it into four sections. Demonstrate with your own piece of paper. Ask the students to draw four pictures to represent four different months.

Focus the students' attention on the speech bubbles and read out the dialogue for the students to repeat.

Pair yourself up with a volunteer and ask them to show you their pictures. Point to

one of the pictures and ask the student *Is it August?* Encourage the student to reply *Yes, it is* or *No, it isn't* until you guess correctly.

Divide the students into pairs and tell them to take turns to show each other their pictures and ask and answer to guess the months. Monitor the pairs and note down any pronunciation errors to go through after the activity.

**WORKBOOK ANSWERS**

- 1 January 1 June 6 December 12  
May 5 September 9 October 10  
March 3 November 11 April 4  
February 2 August 8 July 7  
2 1 January 2 February 3 March  
4 April 5 May 6 June 7 July  
8 August 9 September  
10 October 11 November  
12 December

Try! Answers will vary.

**Further practice / Homework**

Workbook page 6

## Unit 1 Reading pages 8–9

### Lesson objectives

Understand and act out a story.  
Review months by asking and answering about birthdays.

### Language

Simple present Wh question: *When's your birthday? It's in November.*

### Materials

Track 09; Unit 1 Storycards; DVD  
Unit 1 Story; Workbook page 7

### Warm up

Stand at one end of the room against the wall and ask the students to line up next to you. Tell the students to march in time with you.

Call out the months in order for the students to repeat. Start marching across the classroom at a slow pace, saying the months for the students to repeat. Shout *Stop* for all the students to stop and be exactly in line with you. If a student is out of line order them back in line and then continue marching where you left off. Repeat the activity marching faster and encouraging the students to say the months without you or assign different volunteers to say the months for the rest of the class to repeat.

### 1 Look at the pictures and answer with a friend. 🗣️

Draw a mouse and a bird on the board and ask *What do you think the name of the story is?*

Hold up the first storycard. Ask the students questions about the picture.  
*Where are the mouse and the bird? (In the garden.) What does the mouse have? (A bag of strawberries.)*

Show the storycards, one by one very quickly, and ask the students to tell you what they think the story is about and what they saw in the pictures. Take all their ideas but don't give the story away. Tell the students to look at the pictures on page 8 in their book. Say *Point to the mouse and the bird. Point to the strawberries, nuts and apples.*

Divide the class into pairs and read the first question aloud. Have students work together to say what the weather is like in frames 1 to 4. Ask volunteer pairs to share their answers.

Ask the students *Do Mr. Bird and Mrs. Mouse look the same? (No, they're different.) Why? (Mr. Bird has wings. Mrs. Mouse has four legs.) Do they like the same fruit? (Yes.) What? (Strawberries.)* Tell the students to work in pairs to look at the story and find differences or similarities between each character.

# Unit 1 Reading The Mouse and the Bird

**1 Look at the pictures and answer with a friend. 🗣️**

1 What is the weather like?      2 Are the characters similar or different?

**2 Listen and read. Circle the months in the story. 🎧 09**

April August July June November October September

**1** It's June. Mrs. Mouse and Mr. Bird are in the garden. Mrs. Mouse has a bag.



Look! Strawberries! I like strawberries.

Mmm, I like strawberries, too.

**2** It's August. Mrs. Mouse and Mr. Bird are in the forest.



Look! I have ten nuts.

I can sing a song. Listen!

**3** It's October. Mrs. Mouse and Mr. Bird are in the apple orchard.



It's windy. Look at me! Whee!

I have four apples. Please help me, Mr. Bird.

**4** It's November. Mrs. Mouse is at home. She's on the phone.



Hello, Mr. Bird. I have lots of food for my birthday party.

### Optional activity 🎧 09

The storycard questions can be integrated here, or at any point further in the lesson to check comprehension. Play the recording, holding up the storycards one at a time. Point to key items in the pictures as they are mentioned in the recording. Hold up the storycards one at a time and ask the questions on the back of each card to check comprehension. Ask eight students to come to the front of the class, give each one a storycard, and tell them to hold it up facing the class. The class help them to stand in the correct order of the story. You may want to develop students' insight with further questions. Ask *Why doesn't Mr. Bird have any food in the winter? (He doesn't collect any.) How does Mr. Bird feel in frame 7? (Sad.) How does he feel in frame 8? (Happy.) Which character is kind? (Mrs. Mouse.) Why? (Because she gives Mr. Mouse food and a present.)*

### 2 Listen and read. Circle the months in the story. 🎧 09

Tell the students to close their books, play the recording and tell the students to shout out the months when they hear them in the story.

Read the instructions aloud. Have seven volunteers read the months in the word pool aloud. Point out *June* circled in the box and then ask students to find June in the story and underline it (in frame 1).

Give students time to read through the story on their own to find the months mentioned, underline them in the text and circle the months in the box.

To check their work, play the recording again while students follow. Pause after each month is mentioned to make sure students have it circled.

**WORKBOOK ANSWERS**

- 1 1 June 2 August 3 October  
4 November
- 2 Answers will vary.
- 3 Answers will vary.  
Try! November

**Further practice / Homework**

Workbook page 7; Unit 1 Reading Worksheet;  
Unit 1 Story Worksheet



8 Act out the story.

**Optional activity**

Divide the class into eight groups and give each group a storycard. Play the whole video and when the groups see their storycard frame they stand up. Play the video again. Pause the video before each month is said and encourage the students to say the month.

**3 Act out the story.**

Divide the class into pairs and assign a role from the story to each student in the pairs: Mr. Bird and Mrs. Mouse. As a class, ask the pairs to think of some actions for their characters in the story and to find props to use for the food and bags.

Play the part of the narrator yourself and encourage the pairs to act out their roles as you read the captions, saying their lines from the story and doing appropriate actions. Then divide the class into groups of four and assign the roles: Mr. Bird, Mrs. Mouse and two narrators. One narrator reads frames 1–3 and

one narrator reads frames 4, 7 and 8. Tell the students to act out the story by themselves. Monitor the groups and help where necessary. For any groups who are having a problem with the dialogue, make sure they are using the key vocabulary (months of the year) correctly. For groups who finish quickly and do the activity easily, tell them to close their books and act out the story from memory.

Bring one or two groups to the front of the class to act out the story for the rest of the class.

Personalize the story by asking *How kind are you? What do you do that is kind? Why is it important to be kind to other people?*

**Optional activity**

Ask the students to complete the story activities on page 7 of the Workbook for homework. The students color the stars depending on how much they enjoyed the story.

# Unit 1 Language

## Focus 1 pages 10–11

### Lesson objectives

Ask and answer about when birthdays are.  
Review personal questions.

### Language

Simple present Wh personal questions

### Materials

🎧 Tracks 10–11; Unit 1 Flashcards Set 1 (months); Workbook pages 8–9

### Warm up

Give out the months flashcards to twelve volunteers and invite them to the front of the class.

Ask the students to arrange themselves in order of the months of the year. Encourage the class to help them.

Once they are in the correct order, tell them to hide their flashcards. Point to a student and ask the class *What month is she / he?* Tell the twelve volunteers to change the order and see if the class can remember what month they are by asking *What month is she / he?*

### 1 Listen and number. Listen again and repeat. 🎧 10

Tell the students to close their books. Stick the twelve months flashcards around the walls. Play the recording for the students to point to the months as they hear them. Ask students to open their Student Books to page 10. Point to the pictures one by one and ask *What can you see?* (*Snow, rain, trees, a beach, sea, sun.*)

Tell students they will hear people talking about their birthdays and they have to number the months in the order they hear them. Play the recording, pause after the example and ask *What month is his / her birthday?* (*January.*) Point to the number 1 next to January. Check that students understand what they have to do. Play the rest of the recording for students to number the pictures. Check answers with the class by asking volunteers to say the number and the month.

Ask the students *What question do the people in the recording ask?* (*When's your birthday?*) Play the recording, pausing after each exchange for the students to repeat chorally. Ask a volunteer *When's your birthday?* Encourage the volunteer to ask another student and repeat the question a few times with different volunteers.

### 2 Listen and answer the questions. 🎧 11

Hold up your book and point to the picture and ask *Who are the people?*

## Unit 1 Language Focus 1

### 1 Listen and number. Listen again and repeat. 🎧 10



### 2 Listen and answer the questions. 🎧 11



- How old is James?
- How many sisters does James have?
- What is his sister's name?
- Who has a birthday in May?
- How many people have birthdays in July?
- When is Lucy's birthday?

|          |
|----------|
| 8        |
| 1        |
| Anna     |
| Grandpa  |
| 4        |
| February |

(*Friends / brother and sister.*) How old are they? (*Eight / Nine.*) What are they looking at? (*A calendar.*) Play the recording and ask the students *Which months do you hear?* (*September, June, May, July, February.*)

Go through the questions with the class and ask *Are you listening for a name, month or number? Can you remember the answer?*

Play the recording again for students to listen and answer the questions. Tell them to compare their answers with the partner. Ask *Are they the same or different? Which ones are different?* Tell them to listen again and check their answers.

Check answers as a class by stopping after each exchange to ask volunteers for the answer to each question.

### Optional activity

Divide the class into pairs and ask them to take turns to ask and answer the questions in Activity 2.

### Project connection

You can choose to do Stage 1 of the project on page 16 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before tackling the project.

### 3 Look and write the answers.

Ask a volunteer *When's your birthday?* Write the question and answer *When's your birthday? It's in September.* on the board. Circle *in* and the month and join them with a line to highlight the preposition. Explain to the students *We use in with months.* Circle *birthday* and *it* and join them by a line and explain to the students *It refers to birthday.*

Divide the class into pairs to complete the sentences with the correct months. Ask different volunteers to read out their sentences to check as a class.

**3 Look and write the answers.**



- When's your birthday?
- 1 It's in October.
- 2 It's in January.
- 3 It's in August.
- 4 It's in March.

**4 Look and complete the questions and answers.**



- 1 When's your birthday, Grace?  
It's in May.
- 2 When's your birthday, Lucy?  
It's in December.
- 3 When's your birthday, Diego?  
It's in April.
- 4 When's your birthday, Nick?  
It's in November.

**5 Ask five friends. Complete the chart.**



**Grammar**

When's your birthday?  
It's in March.

| Name | Month |
|------|-------|
|      |       |
|      |       |
|      |       |
|      |       |
|      |       |

**4 Look and complete the questions and answers.**

Focus the students' attention on the calendar. Ask a few volunteers *Who has a birthday in November / June / March?* Ask a volunteer to read out the example question and answer. Ask the students to work with their partner to complete the rest of the questions and answers. Monitor their work and check their spelling, word order, punctuation and the preposition *in*. Ask different volunteers to come to the board and write the questions and answers for numbers 2 to 4. Tell the class to check and correct their own work.

**5 Ask five friends. Complete the chart.**

Focus the students' attention on the speech bubbles and model the exchange for the students to repeat. Ask different pairs of students to model the exchange together for the class.

Point to the chart in your book, ask a few volunteers *When's your birthday?* and demonstrate writing the students names and their birthday month in the chart in your book.

Tell the students to stand up and ask the question to five people in the class and write their answers in the chart in their Student Book.

Monitor the class but don't interrupt. Note down any common errors in the target language to go over after the activity.

**Optional activity**

Divide the class into groups of six and ask them to compare their charts. Ask *How many people have birthdays in each month?* Write the starter sentence on the board *(Nine) people have a birthday in (March)*. Tell the students to write a sentence about the findings from their chart. The groups take turns to read out their sentences.

**WORKBOOK ANSWERS**

- 1 1 It's in July. 2 It's in January. 3 It's in April. 4 It's in October.
- 2 When's your birthday?  
From left: It's in February. It's in June. It's in December. It's in September.
- Try! Answers will vary.
- 3 1 Heather and Sarah 2 nine  
3 Sam 4 two 5 three
- 4 When's your birthday, Gary? It's in March.  
When's your birthday, Ian? It's in May.  
When's your birthday, Heather? It's in April.  
When's your birthday, Julie? It's in January.
- Try! Answers will vary.

**Further practice / Homework**

Workbook pages 8–9; Unit 1 Language Focus 1 Worksheet

# Unit 1 Language Focus 2

pages 12–13

## Lesson objectives

Identify the four seasons.

Practice talking about the weather in different seasons through a song and follow-up activities.

## Language

**Seasons:** fall, spring, summer, winter

**Adjectives:** cold, hot, sunny, windy, very, a little bit

Present simple to describe seasons: *It's (sunny) in (spring).*

## Materials

🎧 Tracks 12–13; Unit 1 Flashcards Set 1 (months); colored pencils; Workbook pages 10–11, 127

## Warm up

Give the students a topic (such as *weather, colors, clothes, parts of the body, food*) and an object to pass around. The student who has the object has to say a word in that topic (such as *cold, hot, windy*) and pass the object on to another student. They cannot repeat any words. If the student holding the object loses, you begin again with another topic.

### 1 Listen, point and repeat. 🎧 12

On the board write *The four seasons*. Draw a picture of a snowman and ask *What's the weather like? (It's snowing / It's cold.)* When is it colder here? (*In the winter / November to February.*) If the students don't know winter give them the word and write it on the board. Try to elicit the other seasons by asking *When is it hot? (In the summer.)* When do the leaves fall? (*In the fall.*) When do the flowers grow? (*In the spring.*)

Focus the students' attention on the pictures of the four seasons and ask *What's the season? (Spring, summer, fall, winter.)* Play the recording for students to listen to and point at the pictures. Play the recording again for students to repeat chorally and individually. Pay attention to the pronunciation of the consonant cluster *spr* in *spring*.

### 2 Listen again and circle.

Have the students work in pairs. Point to picture number 1 and the word *spring* circled. Ask the students to look at the other pictures and circle the correct season.

Play the recording for the students to check their answers.

Check answers as a class by asking volunteers to point to the pictures and say the season.

**Unit 1 Language Focus 2**

1 Listen, point and repeat. 🎧 12

2 Listen again and circle.

spring / winter

spring / summer

winter / fall

winter / summer

3 Listen and number the pictures. Listen again and sing along. 🎧 13

2

1

4

3

*Spring, summer, fall and winter, Wind, sun, rain and snow.*  
*Spring, summer, fall and winter, Round and round we go!*  
*It's windy in spring. It's a little bit windy.*  
*It's windy in spring. It's a little bit cold.*  
*It's sunny in summer. It's very, very sunny.*  
*It's sunny in summer. It's very, very hot.*

*Spring, summer, fall and winter, ...*  
*It's windy in fall. It's very, very windy.*  
*It's windy in fall. It's a little bit cold.*  
*It's cold in winter. It's very, very cold.*  
*It's cold in winter. And here comes the snow!*  
*Spring, summer, fall and winter, ...*

4 Write the seasons for the months.

|          |        |        |           |
|----------|--------|--------|-----------|
| December | March  | June   | September |
| January  | April  | July   | October   |
| February | May    | August | November  |
| Winter   | Spring | Summer | Fall      |

## Additional resources

The Unit 1 Flashcards Set 2 and Unit 1 Wordcards can be integrated at any point from here on.

### 3 Listen and number the pictures. Listen again and sing along. 🎧 13

Focus students on each picture in turn and ask *What can you see? What's the season? (Summer, spring, winter, fall.)*

Tell the students to listen to the song and number the pictures as they hear the season in the song. Have the students compare their answers with their partner before you play the song again to check.

Check comprehension by asking *What is the weather like in spring? (A little bit windy and cold.)* *Is it very windy and cold? (No, a little bit.)* *Is it a little bit hot and sunny in summer? (No, it's very hot and sunny.)* *What's the weather like in winter and fall?*

Play the recording again for the students to sing along. Repeat as necessary.

### 4 Write the seasons for the months.

Write the months of the year on the board. Ask different volunteers to come to the board. Say a season such as *spring* and ask the volunteer to circle all the months for spring. Repeat the activity with different seasons and students. Divide the class into pairs and ask them to write the correct season under the months. Monitor their work and help if necessary, making sure to check their spelling of the seasons.

### 5 Read and complete.

On the board write the questions *What's the weather like in summer?* To elicit the answer *It's hot in summer* and write the sentence. Circle the *in* and explain *We use in with seasons and months.* Point to the Grammar box and model the sentence for the students to repeat chorally.

Hold up a month flashcard and say *It's December. It's winter. It's cold in winter.* Give out the months flashcards to different volunteers and ask them to tell you about their month, following your example.

**Grammar**

It's hot in summer.

**5 Read and complete.**

cold hot sunny windy fall spring summer winter

**Seasons in my Country**

|   |   |               |              |
|---|---|---------------|--------------|
| <p>1 Max</p> <p>1 It's hot in summer.</p> <p>2 It's cold in winter.</p> | <p>2 Lucy</p> <p>3 It's sunny in spring.</p> <p>4 It's windy in fall.</p> | <p>3 Ella</p> | <p>4 Sam</p> |
|---|---|---------------|--------------|

**6 Choose two seasons. Draw and write about your country.**



It's \_\_\_\_\_

**7 Make the game. Play with a friend.**

It's sunny in fall. It's cold in winter.



It's cold in winter. It's windy in spring.

Look at the photographs with the students and ask *What's the season? What can you see? Where are the children?* Look at the example together and then tell the students to work individually to complete the activity. Monitor and help if necessary. Check answers as a class.

**6 Choose two seasons. Draw and write about your country.**

Point to the pictures and ask *Where is it? (In the park.)* Ask the students *What's the weather like in your country in spring / summer / winter?* Tell students to work individually and choose two seasons and draw pictures to illustrate the season and complete the sentences. Monitor their work. If students need help, refer them to the example, the previous activity or the Grammar box.

Divide the students into pairs and tell them to take turns to show their pictures and read out the sentences.

**Additional resources**

The Unit 1 Language Focus 2 Worksheet can be integrated at any point from here on.

**7 Make the game. Play with a friend. Workbook page 127**

Tell the students to open to page 127 in their Workbooks.

Ask them to point to the top row of pictures and encourage them to say sentences, for example: *It's windy in spring. It's hot in summer.* Ask the students to cut out the ten cards and color them in quickly, using colors appropriate to the different seasons.

Divide the class into pairs. Demonstrate the game with a volunteer. Shuffle the ten cards and put them into a central pile. Take five cards from the pile and tell the volunteer to do the same. Take one of the cards from the pile and place it face up in the middle of the table. Choose one of your five cards to place next to the card in the middle. Both the season and the weather must match one of the sides of the first card, like dominoes.

As you place the card, say the weather, for example *It's windy in spring. It's hot in summer.* Encourage the volunteer to place a card that matches one of the ends of the chain, horizontally or at right angles to the previous card. If you don't have a card to match, pick up a card from the pile. The game continues until all the cards are placed. The winner is the student with no more cards.

Point to the children at the bottom and model the sentences for the students to repeat chorally.

Monitor the students as they play and make sure they are using the target language correctly.

**Optional activity**

Ask the students to work in pairs and place their ten domino cards face up on the desk in front of them. Say a pair of weather sentences as they appear on one of the cards, for example: *It's cold in winter. It's sunny in summer.* The pairs find and hold up the corresponding card.

**WORKBOOK ANSWERS**

1 1 fall 2 spring 3 summer  
4 winter

Students to color pictures.

2 1 summer 2 winter 3 fall  
4 summer

Try! Answers will vary.

3 1 It's windy in fall. 2 Its hot in summer. 3 It's cold in winter. 4 It's sunny in spring.

4 1 It's sunny in spring. 2 Its hot in summer. 3 It's windy in fall. 4 It's cold in winter.

Try! Answers will vary.

**Further practice / Homework**

Workbook pages 10–11; Unit 1 Language Focus 2 Worksheet

**Lesson objectives**

Understand the concept of seasons in different parts of the world.  
Review the points of a compass, months and seasons.

**Language**

World seasons  
*earth, planet, space, sun, tilted*

**Materials**

Tracks 14–15; a globe; Workbook page 12

**Warm up**

Divide the class into two teams and invite one volunteer from each team to come to the board. Write three words on the board and the first students to circle the odd-one-out wins a point for their team. Use the words *north, spring, summer / hot, cold, big / south, windy, snowing / June, August, Tuesday / US, Argentina, fall*. To challenge the teams and for an extra point ask the students to explain why the word is the odd one out.

**1 Answer with a friend.**

Ask a volunteer to read aloud the two questions. Divide the class into pairs and tell them to answer the questions with their partner. Ask a couple of volunteers to share their answers with the class.

**2 Listen and read along. Label summer and winter.**

If you have a globe, hold it up for the children to see. Ask a volunteer to point to the US and Argentina on the globe. Ask *Which country is north and which is south? (US is north, Argentina is south.)* If you don't have a globe draw a basic one on the board and ask the volunteer to point to north and south.

Play the recording and ask the students *What months do you hear? (June, July and August.)* Tell the students to open their books to page 14, play the recording again for students to follow along in their books and check their answers. Point to the picture and say *Point to the earth, the sun, the north and the south.*

Divide the students into pairs and tell them to read the text again and label summer and winter. Check answers as a class.

Then check comprehension by asking *When is summer in the US? (June, July and August.) When is winter in Argentina? (July and August.) Why? (Because in the north the earth is closer to the sun than in the south.) What is the opposite of summer? (Winter.)*

If you have the globe, show the earth tilted and shine a flashlight on it to

**Unit 1 CLIL Geography**

**1 Answer with a friend.**

1 How many months are in one year? 2 How many seasons are there?

**2 Listen and read along. Label summer and winter.**

# Seasons

Our planet, Earth, takes one year to travel around the Sun.

The Earth isn't straight in space. It's tilted to one side. That's why we have seasons.

The US is in the north. Summer is in June, July and August. In these months, it's close to the Sun. In the US, it's hot in summer.

Argentina is in the south. In June, July and August, it isn't close to the Sun. It's winter.

Countries in the north and south have opposite seasons.

**3 Look, read and circle.**

1 The countries in the south / north are close to the sun. It's summer / winter in the south.

2 The countries in the south / north are close to the sun. It's summer / winter in the north.

**4 Listen and match.**

The UK is in the north. In December and January, it's cold. It's winter.

Australia is in the south. In December and January, it's hot. It's summer.

demonstrate how the sun hits the north and is closer to the earth.

**3 Look, read and circle.**

Hold up your Student Book and point to the pictures. Ask *What can you see? (The earth and the sun.)* Say *Point to the north and south.* Read out the first sentence and ask the students to point to the countries in the north. Ask *What season is it in the south? (Winter.) Why? (Because the sun is closer to the north.)*

Have students work in pairs to look at the pictures, read the sentences and circle the correct words. Monitor students' work and help if necessary, pointing to the diagrams of north and south to support them.

Check answers as a class by asking different volunteers to read out their sentences.

**4 Listen and match.**

Ask two volunteers to read the speech bubbles aloud. Then, point to Lola and elicit her name. Focus students on her picture and ask *What country is it? (The*

*UK.) What is the weather like—look at the symbols? (Windy and cold.)* Then point to Monty and ask *What's his name? What country is it? (Australia.) What's the weather like? (Sunny.)*

Students work with a partner to match the speech bubble to Lola or Monty. Play the recording for the students to check and see if they are correct.

**5 Think about your country. Draw a park. Choose a season and draw the weather.**

On the board or on a piece of poster paper draw a picture of a local park in your favorite season. Ask *What season is it? What month is it?* Tell students to draw a picture of their local park in their favorite season and a picture of themselves doing an activity in the park.

**6 Describe your picture. Tell a friend.**

Direct students' attention to Monty and Lola's speech bubbles in Activity 4 and use them as a model to describe your picture



5 Think about your country. Draw a park.  
Choose a season and draw the weather.

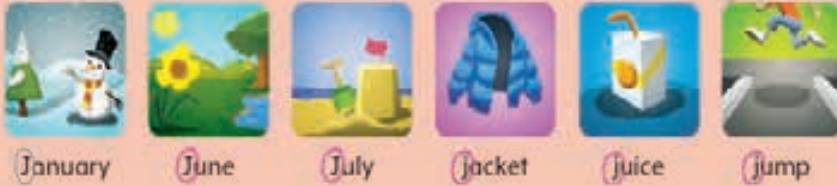


6 Describe your picture. Tell a friend.

\_\_\_\_\_ is in the \_\_\_\_\_. In \_\_\_\_\_  
it's \_\_\_\_\_. It's \_\_\_\_\_.

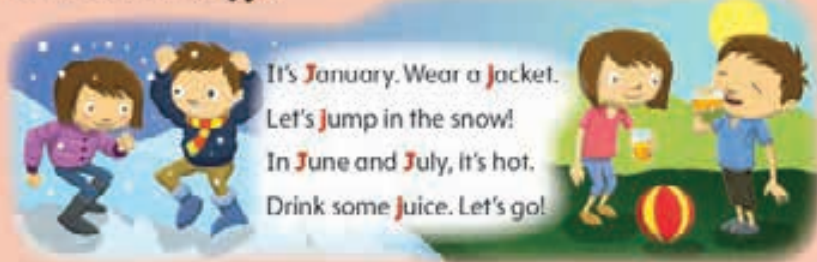
1 Look and circle the *j* sound. Listen and repeat.

**Phonics**



January June July jacket juice jump

2 Listen and read.



3 Listen again and repeat the chant.

from Activity 5. (Mexico) is in the (north).  
In (November) and (December) it's cold. It's winter.

Have students work on their own to write sentences to describe the picture they drew in Activity 5. Tell them to use the exchange in Activity 4 to help them. Monitor and help if necessary. When students have finished writing their descriptions, divide the class into pairs. Have students take turns presenting their pictures to their partners, reading out their sentences. Encourage some volunteers to describe their pictures for the rest of the class.

**WORKBOOK ANSWERS**

- 1 1 the USA; north; winter: December, January, February; cold 2 Argentina; south; summer: December, January, February; hot
  - 2 3 Britain; north; summer: June, July, August; hot 4 Australia; south; winter: June, July, August; cold
- Try! Answers will vary.

**Further practice / Homework**

Workbook page 12; Unit 1 CLIL Worksheet;  
Unit 1 CLIL Video Worksheet

**Phonics**

**Lesson objectives**

Practice pronunciation of the sound /dʒ/.

Practice listening to, reading and saying words with the sound /dʒ/.

**Materials**

Tracks 16–17; Workbook page 13

**Warm up**

On the board write a big *j*. Ask the students to shout out as many words as they can beginning with the letter *j*. Write the words around the *j* on the board. If they say a word that doesn't begin with *j*, write it on another part of the board. After a couple of minutes stop them, circle the

*j* and model the sound for the students to repeat chorally.

**1 Look and circle the *j* sound.**

Listen and repeat. 16

Play the recording and ask the students to shout out any of the words they hear that are written on the board.

Tell the students to open their books to page 15 and point to the pictures, one by one, and ask *What can you see?*

Ask the students to work individually to circle the *j* sound in each word.

Play the recording for the students to listen and repeat the words. Repeat as necessary.

Ask the students *Why do January, June and July have capital Js at the beginning? (Because they are names.)*

**2 Listen and read.** 17

Focus the students' attention on the pictures and ask *What are the children wearing? (Coats and scarves, T-shirts and shorts.) What season is it in each picture? (Winter and summer.)* Tell the students they are going to listen to a chant. Tell them to follow it in their books and play the recording.

**3 Listen again and repeat the chant.**

Play the recording again, pausing after each line (or section of text), encouraging the students to repeat. Play the recording one more time, this time encouraging the students to join in, saying the chant with the recording.

**Optional activity**

Write the chant on the board, leaving gaps for all the words that begin with *j*. Ask the students to close their Student Books. Play the chant again and encourage the students to join in. They follow the chant on the board, remembering the words that begin with *j*. Ask different volunteers to come and write the missing words on the board.

**WORKBOOK ANSWERS**

- 1 1, 2, 4, 5, 6, 7
- 2 1 jacket 2 July 3 juice
- 3 1 jeans, June 2 jungle, July 3 jacket, jelly

Try! Answers will vary.

**Further practice / Homework**

Workbook page 13

# Unit 1 Project and Value

page 16

## Lesson objectives

Learn about festivals in different countries.

Present factual information about festivals.

## Value

Learn about other cultures

## Materials

Poster paper; colored pens and pencils; magazines, leaflets and newspapers; scissors; glue stick; Unit 1 Stickers; information about festivals in different countries; Workbook page 14

## Warm up

Play *The Shark Game* (see page 27) to review vocabulary. Focus on vocabulary from the unit. Tell the students that the word they have to guess is a weather word, a season, or one of the months.

## Value: Read and stick

Ask students to open their Student Books to page 16 and find *Lola's Value* at the top. Read the value aloud while students follow along. Ask students *Why is it important to learn about other cultures? (To understand each other better, we may live in or meet people from other countries.)*

Have students open their Student Books on the stickers page and point to the sticker that shows the value. Have them stick it into the space under *Lola's Value*.

## A World Celebrations Calendar

### Stage 1: Plan your project.

On the board write *Mother's Day*. Ask *What month is Mother's Day in? Why is it important? What do you do for Mother's Day?*

Divide the class into pairs. Read the first question aloud and have students make a list of special days for each month of the year. Help with special days in other countries, for example, Easter, Independence day, Diwali. If possible, take the students to the library or computer room and give them some time to research the festivals.

Ask a few pairs to share their ideas and create a list of festivals on the board.

### Stage 2: Develop your project.

Give out the poster paper and tell the students to divide it into 12 squares. Demonstrate with your own poster paper. Tell the students to write the months at the bottom of each square and the name

**Unit 1 Project and Value**

## A World Celebrations Calendar

Materials

- ★ Poster paper
- ★ Colored pens and pencils
- ★ Magazines, brochures and newspapers
- ★ Scissors
- ★ Glue stick

Read and stick.

Learn about other cultures.





Lola's Value

**Stage 1: Plan your project.**

- 1 Work in pairs. Make a list of festivals. What month are they in? Find at least one special day for each month.
- 2 Research: What is important about each festival?

**Stage 2: Develop your project.**

- 1 Draw a grid with twelve squares.
- 2 Write the months in order. Decorate your calendar.
- 3 Write the festivals in each month. Write the dates.
- 4 Draw or stick pictures to show something about them.



**Stage 3: Share your project.**

- 1 Present your World Celebrations Calendar to your classmates.
- 2 Compare festivals.

**Stage 4: Evaluate your project.**

Save your World Celebrations Calendar.

of the festival at the top, leaving room for pictures. Give out the magazines, glue and scissors and tell the students to cut out pictures that represent the festivals and stick them in the squares. The students can draw pictures if they prefer. Tell them to decorate the border and write the title to create a bright, interesting calendar.

### Stage 3: Share your project.

Join four pairs together to make groups of eight. Ask the pairs to take turns to present their calendar to the group. Demonstrate with your own calendar. Write your presentation on the board for students to use as a model text, for example, *In the UK, people celebrate the Queen's birthday in June. It's in spring and people have parties in their gardens. They wear red, white and blue and sing Happy Birthday to the Queen.*

Stick the calendars on the wall. The pairs stand up and look at the calendars and discuss which festival they would like to celebrate.

### Stage 4: Evaluate your project.

This stage can be done after each stage is completed. Ask students to open their Workbooks to page 14 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect on their project and color the face that describes how they feel. Repeat for the other stages.

#### WORKBOOK ANSWERS

1 1 ✓ 2 ✓ 3 ✓ 4 X

2 Answers will vary.

Try! Answers will vary.

#### Further practice / Homework

Workbook page 14

1 Listen, follow and color the number.



2 Look at Activity 1 and write sentences.

- 1 It's in February. It's in July.  
 It's in November. It's in January.  
 It's in September. It's in December.

3 Look and write sentences.

cold hot sunny windy



It's hot in summer.



It's sunny in spring.



It's windy in fall.



It's cold in winter.



2 Look at Activity 1 and write sentences.

Point to star 3. Elicit the path students need to take to get here. Encourage them to tell you *It's in February. It's in November. It's in September.* Have students write these answers. Monitor and help if necessary, making sure the students are using capital letters for the months and not forgetting *in*. Check the activity by asking a volunteer to read the sentences aloud and write them on the board. Repeat the process for the path to star 6.

3 Look and write sentences.

Say one of the words from the word pool and ask the students to say which picture it describes, for example: *cold*. (Picture 4.) Point to the pictures, one by one, and ask *What's the season?* Have the students work individually to write sentences for each picture.

Monitor and refer students back to Activity 5 in the Language Focus 2 Lesson for support.

Ask the students to swap their books with their partner. Ask a volunteer to write the sentences on the board for students to check each other's work and circle any mistakes. Students return books to correct their own work.

Evaluation

Keep notes as you monitor students' progress through this lesson to flag areas where they have problems using target vocabulary and grammar structures. These notes can be valuable in deciding whether and how to implement remedial practice activities.

Ask students to take out their sticker sheets and find this unit's star sticker. Have them place the sticker next to their favorite activity in the unit.

Unit 1 Review page 17

Lesson objectives

Review the vocabulary and language learned in the unit.  
 Provide an opportunity for self-evaluation.

Language

Months, seasons  
 Preposition of time *in* with months and seasons: *It's in (spring / April).*

Materials

Track 18; foam ball; Workbook page 15

Warm up

Write a letter of the alphabet on the blackboard. Throw the foam ball to a student for them to say a word beginning with that letter and then throw the ball back to you, or to another student. Start

with the letter j, then choose another letter and repeat the activity.

1 Listen and follow and colour the number.

Ask the students to look at the maze in Activity 1. Ask *Who's this? (Monty.) What can you see in the pictures? Which numbers can you see?* Ask students to identify the two months in the top row. (*February and July.*) Play the recording, pause after the first question and answer, and elicit the month. (*July.*) Have students identify the next two months in the maze. (*January and May.*) Resume the recording and pause after the next question and answer, and elicit the month. (*January.*) Repeat for the last question and answer so that students have identified the path from July to January to April. Ask *What number is it? (Five.)* Play the recording for the students to follow the maze, pausing after each section for the students to color the correct number. Ask the students to compare their answers before you play the recording again for them to check.

Additional resources

The Unit 1 Test can be given now.

WORKBOOK ANSWERS

- 1 Left to right: My birthday's in February. My birthday's in December. My birthday's in October. My birthday's in September. My birthday's in August. My birthday's in March. My birthday's in April. My birthday's in May.  
 2 1 It's hot in summer. 2 It's windy in fall. 3 It's cold in winter. 4 It's sunny in spring.  
 Try! Answers will vary.

Further practice / Homework

Workbook page 15

## Unit 2 Vocabulary

pages 18–19

### Lesson objectives

Introduce words for people.

Irregular plurals.

Practice the use of irregular plurals in spoken, written, and aural forms.

### Language

**People:** *baby, babies, boy, girl, man, men, person, people, woman, women, drum, drummer*

### Materials

🎧 Tracks 19–20; Unit 1 Flashcards Set 1 (months); Unit 2 Flashcards Set 1 (people); Workbook page 16

### Warm up

Show the months flashcards, one by one, for the students to say the month. Ask the students to stand at their desks. Hold up one of the month flashcards and say a month. If the month you say is the same as the month on the flashcard, the students jump. If the month you say and the flashcard are not the same they keep still. Play the game getting faster and faster.

### 1 Answer with a friend. 🗣️

Hold up the flashcard of Lola as a drummer. Ask the students *Who's this? (Lola.)* Point to the drum and ask *What instrument is she playing? (A drum.)* Ask *Is Lola a boy or a girl? (A girl.)* What about Monty? (A boy.)

Hold up the flashcards of the baby, the boy, the girl, the man, the person and the woman, one at a time, saying *This is a (boy)* and asking *How many?* Next hold up the flashcards of the babies, men, people and women, and say *These are (men)* and ask *How many (men) are there?*

Divide the class into pairs. Ask students to open their Student Books to page 18 and look at the picture. Read question 1 aloud *How many people are there?* Tell the students to work with their partner to count the people. Ask volunteer pairs to tell you the number. Encourage them to answer in full *There are 22 people.* Read question 2 aloud and ask the students to answer the question with their partner. Ask a few pairs to share their ideas.

### 2 Listen, point and repeat. 🎧 19

Focus students' attention on the picture. Point to number 1 and say *This is a man.* Point to number 3 and say *These are men.* Play the recording for students to point to the people as they hear them. Play the recording again, stopping after each word, checking the students are pointing to the appropriate people in the picture.

# 2

## Lola the Drummer

### Vocabulary

🗣️ **Answer with a friend.**

- 1 How many people are there?
- 2 When can you see a festival in your town?

🎧 **Listen, point and repeat.**

🗣️ **Look and complete. Listen again and check.**

baby babies boy girl man men people person woman women

|                   |                   |                    |
|-------------------|-------------------|--------------------|
| 1 m <u>a</u> n    | 5 b <u>a</u> by   | 9 b <u>o</u> y     |
| 2 w <u>o</u> man  | 6 b <u>a</u> bies | 10 p <u>e</u> rson |
| 3 m <u>e</u> n    | 7 w <u>o</u> men  |                    |
| 4 p <u>e</u> ople | 8 g <u>i</u> rl   |                    |

Play the recording again for the students to repeat the words in chorus and individually. Pay particular attention to the *ee* sound in *people* and the ending *ple*, and the *man* sound for *man* and *woman*, helping the students to form the sounds. Make sure the students are pronouncing the final letters for all the vocabulary.

### 3 Look and complete. Listen again and check.

On the board stick the flashcards of the man and the men. Elicit the words from the students and ask a volunteer to write them on the board. Point to the man and ask *How many men are there? (One.)* Point to the men and ask *How many are there?* Circle the *a* in *man* and *e* in *men* and explain "*Man*" is for one and "*men*" for more than one. Repeat the process with *baby / babies, woman / women, person / people.* Point out that *person / people* can be for men or women.

Focus the students' attention on the word pool and then have students work individually to look at the numbered

people in the picture in Activity 1 and complete the words. Monitor and encourage the students to check their own spelling with the word pool. Play the recording again for the students to check their answers.

### Optional activity

Hold up the people flashcards one at a time, saying the word. The students listen carefully and say *Yes* if you say the right word, or *No* if you say the wrong one.

### 4 Look and match.

Point to various people in the picture to elicit the people words.

Tell the students to work with their partner, taking turns to point to the people for their partner to say the word. Make sure they are not writing anything at this point. Then the students draw lines to match the words and the pictures.

**1 Look and match.**



**2 Read and number the pictures. Listen and sing along.**



Carnival! Carnival!  
It's carnival today.  
Men and women, girls and boys,  
Let's have lots of fun!  
  
Dance to the music, move your feet!  
Happy people in the street!  
Every person bring a friend,  
Let's have lots of fun!

Carnival! Carnival!  
It's carnival today.  
A man, a woman, a baby, too,  
Let's have lots of fun!  
  
Dance to the music, move your feet!  
Happy people in the street!  
Every person bring a friend,  
Let's have lots of fun!

**3 Look at the picture in Activity 1. Play This Person with a friend.**



**5 Read and number the pictures. Listen and sing along.**

Direct students' attention to the song. Ask them to circle all the people words. Point to *men* as an example. Point to the picture of the men and the number 1 in the box. Have students work with a partner to number the pictures in the order they appear in the text. To check understanding ask *Which picture is number 2?* (*The women.*) Check answers as a class by pointing to different pictures and asking volunteers to say the number and the word, for example: *men—one*. Ask the students to stand up and choose a dance move, for example, wiggle their hips, march, twist. Play the song for the students to listen and dance. Divide the class into groups of seven and tell them to stand up and hold hands and smile. Play the song again for the students to dance and shout out the people words when they hear them in the song. Play the recording again for students to follow in their books and sing along to.

Check understanding by asking *What's a carnival?* (*A festival / special day.*) *What do the people do at the carnival?* (*Dance, listen to music and have fun.*)

**6 Look at the picture in Activity 1. Play This Person with a friend.**

Point out the speech bubbles and read them aloud for students to follow along. Model the dialogue, with expression and appropriate intonation, for the students to repeat chorally and individually. Pair yourself up with a student and ask them to look at the picture in Activity 2. Describe someone, for example: *They are men and women. There are seven. The men have short hair and the women have long hair.* Encourage the volunteer to point to the correct picture and say *These people*. Divide the class into pairs and tell them to take turns to describe people for their partner to guess and point to the person in the picture as in your demonstration. Monitor and encourage the students to use the target vocabulary and descriptive language.

**Optional activity**

Bring in some pictures of people from magazines and give each pair a few pictures. The students take turns to say what they can see in the picture, for example *There is a man and there are four women.* Their partner has to guess which picture they are talking about.

**WORKBOOK ANSWERS**

- 1 6 babies 10 baby 9 boy 8 girl  
4 man 1 men 2 people 3 person  
7 woman 5 women  
2 1 person 2 people 3 woman  
4 women 5 boy 6 men 7 baby  
8 babies 9 boy 10 girl

Try! Answers will vary.

**Further practice / Homework**

Workbook page 16

## Unit 2 Reading

pages 20–21

### Lesson objectives

Understand and act out a story.

Identify people and numbers of people.

### Language

Man, men, woman, women, boy, girl, baby, babies, person, people

There's a (picture). There are (two) boys.

### Materials

Track 21; Unit 2 Flashcards Set 1 (people); Unit 2 Storycards; DVD Unit 2 Story; Workbook page 17

### Warm up

Play the game *Slap the Board* with the people flashcards. Show the flashcards, one by one, to elicit the words. After the students answer correctly stick each of the ten flashcards on the board. Ask two volunteers to come to the board and have them stand facing the board. Say one of the people words and ask the student to slap the corresponding picture on the board. Repeat the activity with different students and words.

### 1 Look at the pictures and answer with a friend.

Write the title of the story on the board, *Uncle Joe Can't Draw*. Ask a few volunteers *Can you draw? What can you draw?*

Tell the students to look at the story on page 20 in their book. Look at frame 1 and ask *Where is the family? (In the kitchen.) What do the children like? (The carnival.) When is it? (Today.) Is Uncle Joe in the kitchen? (No.) Where do you think he is?*

Read the two questions aloud. Divide the class into pairs and ask the students to look at the pictures in the story and answer the questions. Check the answers with the class by asking a couple of volunteer pairs to share their answers.

### Optional activity

Before you read the story as a class, copy the picture of Uncle Joe's boat and show it to the students. Ask them to tell you what the picture is and take all guesses and write them on the board. When the students read the story they can check their answers to see if anyone was correct.

# Unit 2 Reading Uncle Joe Can't Draw

- Look at the pictures and answer with a friend.
  - Who can you see at the carnival?      2 What is Uncle Joe's picture?
- Listen and read. Find the costumes and circle the words.
  - two lions: babies / boys      3 a horse: two girls / two boys
  - four clowns: men / people      4 a pirate: Polly / Uncle Joe

### Optional activity

Stick the eight storycards on the board in the wrong order. Have students work in pairs to discuss the order of the story.

Ask a volunteer pair to come to the board and stick the storycards in the correct order. Encourage volunteers to tell the story as the cards are put in the correct order. If the students get the order wrong, don't correct them, point to the wrong storycard and ask the class *Is this correct? Can you correct it?* Play the story to check as a class that the order is correct.

Point to storycard 2, point to the picture and ask *What is this picture? Can Uncle Joe draw? (No.)* Point to storycards 4, 5 and 6 and ask *Can you see Uncle Joe? (No.) What can you see?* Point to storycard 8 and ask *Can you see Uncle Joe? Does Uncle Joe think his picture is good? (Yes.)*

Tell students to look at the storycards and listen and enjoy the story.

### 2 Listen and read. Find the costumes and circle the words.

21

Play the recording for the students to listen and follow in their books. Focus their attention on the story. Say *Point to the lions and Who are the lions? (Babies.)*

Read the instructions aloud and show *babies* circled in the example sentence. Read out the other phrases and explain that the students have to choose the correct word and circle it. Ask the students to read the sentences and circle the word before they read the text. Then ask the students to find the key words (*clowns, horse, pirate*) in the story and underline them. Finally, the students re-read the sentences and check their answers with the story.

Check comprehension by asking *What does Uncle Joe draw a picture of? (A pirate ship.) Where is the ship? (At the carnival.) How do they find Uncle Joe? (They see him on the pirate ship.) Does the picture help them find him? (No.)*

**WORKBOOK ANSWERS**

- 1 3
  - 2 Answers will vary.
  - 3 Answers will vary.
- Try! Answers will vary.

**Further practice / Homework**

Workbook page 17; Unit 2 Reading Worksheet;  
Unit 2 Story Worksheet



Act out the story.

**Optional activity**

Play the video. Pause the video before the girl says *There are two babies*, before Jake says *There are four people*, before the girl says *There's a horse*, before the narrator says *There are two boys*, and before Uncle Joe says *There's a picture in the message*. Each time you pause encourage the students to say the sentence and then continue the video for the students to check.

**3 Act out the story.**

Divide the class into eight groups and give each group one of the storycards.

Ask the groups to look at their storycard and think of some actions for each of the characters and to find some props to use if necessary. Give the groups time to prepare their scene from the story, practicing the actions and dialogue.

Play the part of the narrator yourself and encourage the groups to act out their storycard in turn. Make sure you tell the

groups who is next to follow the order of the story. If any groups are having a problem with the dialogue, say the dialogue for them to repeat. For more confident groups, tell them to turn over their storycard and act out their scene from memory.

Personalize the story by asking *Does your town have a carnival? What do you do? What do you wear?*

**Optional activity**

Ask the students to complete the story activities on page 17 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 1.

# Unit 2 Language Focus 1

pages 22–23

## Lesson objectives

Identify and talk about numbers with people.  
Review people words.

## Language

There is / are (three girls).

## Materials

Track 22; Unit 2 Storycards; Unit 2 Flashcards Set 1 (people); coloring pencils; Workbook pages 18–19

### Warm up

Hold up the people flashcards, one by one, and encourage the students to say the words with you. As the activity continues, stop saying the words and see if the students can say them without your help. Repeat the activity a few times with all the flashcards but getting faster and faster and with the flashcards in a different order.

### 1 Look and read. Write yes or no.

Hold up the babies flashcard. Ask *How many babies are there?* Model the answer *There are (two) babies* for the students to repeat. Hold up the baby flashcard and ask *How many babies are there?* Model the answer *There's one baby* for the students to repeat. Continue with the other flashcard pairs: women / woman, men / man, people / person. Encourage the students to answer with full sentences *There's* or *There are*.

Focus the students' attention on the picture and ask *How many people are there?* (*Fifteen.*) Ask a volunteer to read out the first sentence and ask *Is it true?* (*No.*) *Why not?* (*There are two women.*) Divide the class into pairs and ask them to read the sentences together and look at the picture and write *yes* if the sentence is true and *no* if it's false.

To check answers as a class, ask volunteers to read the sentences and different volunteers to respond *yes* or *no*.

### 2 Listen and color the correct number of people.

Ask the students to look at the groups of pictures and tell you what they see for each number. Do the first one yourself as an example and say *There are two women and four babies in number one.* Ensure the students have coloring pencils. Read out the instructions and play the first question and answer of the recording. Ask *What do you hear?* (*There's one woman. There are two babies.*) Tell students to color in one woman and two babies.

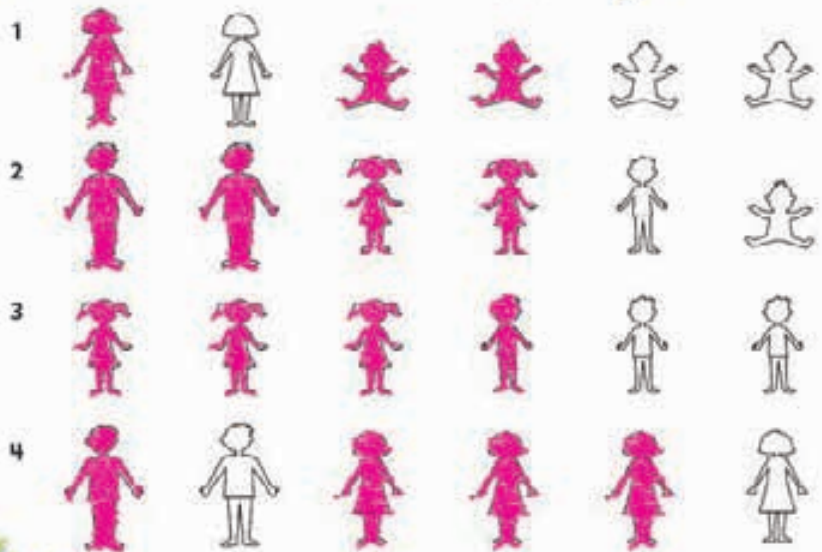
## Unit 2 Language Focus 1

Look and read. Write yes or no.



- |   |                                     |            |
|---|-------------------------------------|------------|
| 1 | There are seven women.              | <u>no</u>  |
| 2 | There's a baby.                     | <u>yes</u> |
| 3 | There are fifteen people.           | <u>yes</u> |
| 4 | There's a dog.                      | <u>no</u>  |
| 5 | There are three boys and two girls. | <u>no</u>  |
| 6 | There are four men.                 | <u>yes</u> |

### 2 Listen and color the correct number of people.



Check that the students know what they have to do. Play the rest of the recording, pausing after each question and answer to give students time to color the pictures.

Ask the students to check their answers with their partner and ask *Are your answers the same or different?* Play the recording one more time for students to check. Check answers with the class by asking volunteers to make sentences about the pictures they colored in, for example *There are two babies.* When they say their sentences, pay attention to their use of *there is* and *there are* and the plurals.

### 3 Look, read and circle.

Hold up your book and point to the photograph and ask *How many people are there?* (*There are seven people.*) *How many men are there?* (*There are three men.*) *How many women are there?* (*There are two women.*) *How many girls / boys are there?* (*There is one girl and one boy.*) Make sure the students say the plural *s* where necessary. Tell the students to look at the

sentences and show *There are* circled in the example.

The students work individually, circling the correct sentence starter. Ask the students to compare their answers with their partner before checking as a class.

### Project connection

You can choose to do Stage 1 of the project on page 28 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before developing the project.

### 4 Use the prompts to write sentences.

On the board stick the girl flashcard and underneath write *girl*. Ask the students to make a sentence and have a volunteer write *There's one girl*. Next to the flashcard draw a picture of three girls. Elicit the sentence *There are (three) girls*. Write it under the picture. Circle the *is* and *are* and the plural *s* in *girls*. Explain *We use "s" with*



**4 Look, read and circle.**

- 1 There's / There are three men.
- 2 There's / There are a boy.
- 3 There's / There are a girl.
- 4 There's / There are two women.



**5 Use the prompts to write sentences.**



- 1 (girl) There's one girl.
- 2 (women) There are two women.
- 3 (boy) There's a boy.
- 4 (men) There are two men.
- 5 (people) There are six people.

**Grammar**

There's one man.  
There are three women.

**5 Play Spot the Differences with a friend.**



There are three boys.

Picture 1!



one and "are" with more than one and the plural "s" for more than one.

Tell the students to look at the Grammar box and ask a volunteer to read out the sentences.

Look at the picture and sentence number 1 as a class. Ask the students to point to the girl. Have the students work individually to complete the sentences.

Monitor and help where necessary, referring the students to the Grammar box, Activity 3 and the sentences on the board for support. Check as a class by asking different students to write the sentences on the board.

**Optional activity**

Stick the *Uncle Joe Can't Draw* storycards on the board. Describe one of the storycards, for example: *There are two babies.* Ask the students to tell you which storycard you are describing. (Storycard 3.)

Divide the class into eight groups. Give each group one of the storycards. Give each student a small piece of paper and ask them to write a sentence about their storycard, beginning *There's a* or *There are*. Collect in the sentences and shuffle them. Stick the storycards on the board again. Read out the sentences, one by one, and ask the students to tell you the number of the storycard by asking *Which picture is it?*

**5 Play Spot the Differences with a friend.**

Focus the students' attention on the two pictures and ask *Are they the same or different?* (Different.) Point out the speech

bubbles and model the dialogue, with expression and appropriate intonation, for the students to repeat chorally and individually.

Demonstrate the game by pairing yourself up with a student. Say a sentence *There is a baby* and encourage your partner to look at both pictures and say *Picture 1*.

Divide the class into pairs and tell them to play the game, taking turns to say a sentence for their partner to identify the picture. Monitor and help where necessary, making sure they are using the target language correctly. Listen for pronunciation errors to work on after the activity.

**WORKBOOK ANSWERS**

- 1 baby, boy, girl, man, woman, person
- 2 1 yes 2 yes 3 no 4 no 5 yes 6 no

**Try!** Answers will vary.

- 3 1 There are three women. 2 There's one man. 3 There are six people. 4 There's one baby.
- 4 There are four women. There are three men. There are two boys. There's one girl.

**Try!** Answers will vary.

**Further practice / Homework**

Workbook pages 18–19; Unit 2 Language Focus 1 Worksheet

## Unit 2 Language Focus 2

pages 24–25

### Lesson objectives

Present adjectives to describe people.

Describe people using *He's / She's + adjective (strong)*.

Practice describing people through a song and follow-up activities.

### Language

**Adjectives:** *handsome, old, pretty, strong, tall, young*

### Materials

🎧 Tracks 23–24; Unit 1 Flashcards Set 1 (months); Unit 2 Flashcards Set 1 (people); real household objects corresponding to the vocabulary; Workbook pages 20–21, 125

### Warm up

Give out the months and people flashcards to pairs of students. Say *Stand up January!* The pairs with that flashcard stand up and show the class. Repeat for all flashcards.

### 1 Listen, point and repeat. Match.

🎧 23

To set the scene, mime a couple of adjectives for students to guess. For example, lifting a heavy weight, walking with a stick, straightening up to look tall. Try to elicit the words, but if the students don't know them, mime the adjective again and say the word.

Tell the students to open their Student Books to page 24 and look at the pictures. Point to each picture and elicit the words. Play the recording for the students to listen, pausing for them to point to the pictures and repeat the words. Pay attention to the pronunciation of the consonant cluster *str* and *pr*. If necessary, play the recording again.

Point out the example picture and the word *handsome*, and the line connecting them. Ask the students to match the pictures and the words.

### Additional resources

The Unit 2 Flashcards Set 2 and Unit 2 Wordcards can be integrated at any point from here on.

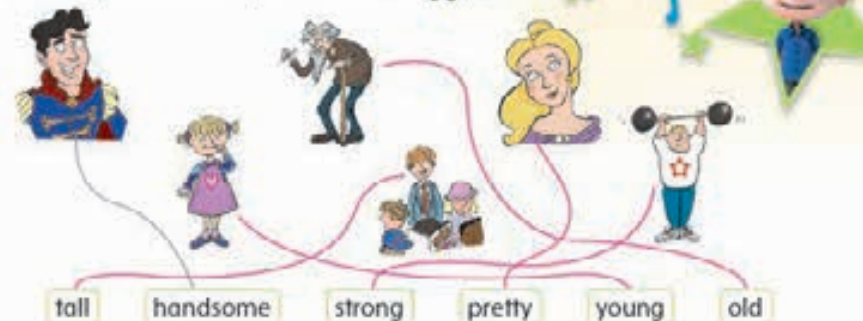
### Optional activity

Say the adjectives to the students, one by one, and have them mime the word.

**Unit 2 Language Focus 2**

**Monty's Tune**

1 Listen, point and repeat. Match. 🎧




2 Read and circle the people in the picture. Listen and sing along. 🎧

Can you see my granddad Paul?  
He's very old and he's very tall.  
Look and find my granddad Paul!

Can you see my sister Kitty?  
She's very young and she's very pretty.  
Look and find my sister Kitty!

Can you see my best friend Tom?  
He's handsome and he's very strong.  
Look and find my best friend Tom!



3 Look at the picture in Activity 2 and complete the sentences.

|                         |                          |
|-------------------------|--------------------------|
| 1 He's <u>strong</u> .  | 4 She's <u>tall</u> .    |
| 2 She's <u>pretty</u> . | 5 He's <u>handsome</u> . |
| 3 He's <u>old</u> .     | 6 He's <u>small</u> .    |

### 2 Read and circle the people in the picture. Listen and sing along.

🎧 24

Have students close their books. Play the song and ask *What family members do you hear?* (Grandad, sister.)

Tell students to open their books and look at the picture. Ask *How many clowns are there?* (Two.) *Where are they?* (At a carnival.) Point to the granddad circled in the picture and ask *Who is this?* (Grandad.) *Is he young?* (No.) *Is he old?* (Yes.) *Is he tall?* (Yes.) Read out the first verse of the song and ask *Are you correct?* *Is this grandad?*

Have students work with a partner to read the song and circle Kitty and Tom in the picture. Ask volunteers to point to Kitty and Tom to check as class.

Play the song again for the students to sing along to. As a class, make up some actions to go with the song, such as lifting a heavy weight, walking with a stick, straightening up to look tall, the girls smiling and cupping their face with the hands, the boys combing back their hair.

Play the recording again for the students to do the actions as they sing along.

### Optional activity

Divide the class into three groups and assign them a verse each. Tell the groups to practice their verse with the actions. Play the recording softly as the groups sing their verse of the song with the actions.

### 3 Look at the picture in Activity 2 and complete the sentences.

Focus the students' attention on the picture in Activity 2. Point to number 1 and ask *Is it a man or a woman?* (A man.) *Can you describe him?* (He's strong.) Read the instructions aloud and point to the example sentence for number 1. Have students work with a partner to find the numbered people, look at the adjectives in Activity 1 and complete the sentences. Check answers with the class by asking volunteers to point to the numbered pictures and say *He's / She's (tall)*.

**Grammar**  
She's old. / He's young.

**4 Read and mark (✓) the sentence.**

|   |   |   |  |
|---|---|---|--|
|  | He's young. <input checked="" type="checkbox"/>   |  | She's tall. <input checked="" type="checkbox"/>    |
|   | She's young. <input type="checkbox"/>             |   | He's tall. <input type="checkbox"/>                |
|  | He's young. <input type="checkbox"/>              |  | She's tall. <input type="checkbox"/>               |
|   | He's old. <input checked="" type="checkbox"/>     |   | She's strong. <input checked="" type="checkbox"/>  |
|  | He's pretty. <input type="checkbox"/>             |  | He's handsome. <input checked="" type="checkbox"/> |
|   | She's pretty. <input checked="" type="checkbox"/> |   | She's handsome. <input type="checkbox"/>           |

**5 Look and write.**



- 1 He's strong.
- 2 He's old.
- 3 She's young / small.
- 4 She's pretty.
- 5 He's handsome.
- 6 She's tall.

**6 Make the game. Play with a friend.**



is on the cards, even when they are lying face down. When all the cards have been removed, the winner is the student with the most pairs.

Pair yourself up with a student and play a few rounds to demonstrate the game before students play in their pairs.

Monitor and listen while the children play. Ensure they are saying what is shown on the cards they turn over, and using full sentences.

**Optional activity**

After the students have cut out the cards but before they play the game, say sentences about the pictures on the cards, for example *He's tall. She's old.* The students hold up the corresponding card for you to see.

**WORKBOOK ANSWERS**

- 1 1 picture on left 2 picture on left  
3 picture on right 4 picture on left  
5 picture on right 6 picture on left
- 2 1 He's tall. 2 She's old. 3 She's pretty. 4 He's young. 5 She's strong. 6 He's handsome.
- Try! Answers will vary.
- 3 1 He's tall. 2 She's pretty. 3 He's handsome. 4 She's young. 5 He's old. 6 She's strong.
- 4 1 He's old. 2 She's pretty. 3 He's strong. 4 She's young. 5 He's handsome. 3 He's young.
- Try! Answers will vary.

**Further practice / Homework**

Workbook pages 20–21; Unit 2 Language Focus 2 Worksheet

**4 Read and mark (✓) the sentence.**

Hold up your book and point to each picture and elicit the adjectives. Have the students work with their partner, looking at the photos and marking the correct sentences. Check answers as a class by asking volunteers to read out the correct sentence.

**5 Look and write.**

Point to the man in the picture and ask a volunteer to read out the example sentence and write it on the board. Ask *Is it a man? (Yes.)* Circle *He* in the sentence. Write *He's = He is* and explain *We use "is" with the adjectives such as strong and pretty.* Have the students work individually to write sentences. Monitor their work and make sure they have the gender correct, are using the contraction and their punctuation is correct. If they are having difficulties refer them to Activity 4 and the Grammar box for help. Ask the students to swap their books with their partner to check the sentences.

To check answers as a class ask different volunteers to write their sentences on the board.

**Additional resources**

The Unit 2 Language Focus 2 Worksheet can be integrated at any point from here on.

**6 Make the game. Play with a friend. Workbook page 125**

Ask students to open their Workbooks to page 125. Give the students a few minutes to cut out the twelve cards. The game is played with two players. The pairs put their cards together so they have 24 cards and then shuffle them. They place the cards face down on the table and the students take turns to turn over two cards. As they turn over the cards, they say what's on the cards, for example *She's tall. He's young.* If the two cards match, the student keeps them and has another turn. If they are different, the player turns them face down again and leaves them on the table. The aim of the game is to collect as many pairs as possible by remembering what picture

# Unit 2 CLIL

pages 26–27

## Lesson objectives

Explore how information can be presented in a block graph.

Counting and representing mathematical information in a block graph to develop logical and mathematical awareness and cognitive abilities.

## Language

There is / There are (four) people  
Blocks, block graph, labels, title

## Materials

Tracks 25–26; letter-size paper; coloring pencils; Workbook page 22

## Warm up

Draw matchstick figures of a man, a woman, a girl and a boy on the board. As you draw each one, ask *Who is this?* to elicit the answer *It's a (man)*. Divide the class into four groups. Make sure there are different numbers of students in each group. Tell the students in the first group to draw a stick man; the second group to draw a woman; the third group to draw a girl; and the fourth group to draw a boy. Set a time limit for the drawing. Ask each group to stick their drawings on the board. Ask questions about the drawings: *How many (girls) are there?* Elicit answers beginning with *There are ten (girls)*.

### 1 Look at the graph and count the people. Check with a friend.

Focus students' attention on the graph and explain *It is called a block graph*. Ask *How many red squares are there?* (Four.) Tell them *Each color block is a person*. Tell the students to count the blocks and then check with their answer with their partner. Ask *How many people are there? How many men / women / boys / girls / babies are there?* Encourage students to answer with full sentences: *There are four men*.

### 2 Listen and read along. Label the block graph.

Point to the words in the word pool. Ask the students to find the words in the text and underline them. Play the recording for the students to follow in their books. Ask *What is a block?* (A colored square.) *What information does the graph show?* (People at the beach.) *Who are the people?* (Men, women, boys, girls and babies.) *Where are the numbers?* (On the side.)

Have the students work in pairs to re-read the text and write the words in the correct squares. Check answers as a class by pointing to each label and eliciting the word.

## Unit 2 CLIL Math

1 Look at the graph and count the people. Check with a friend.

2 Listen and read along. Label the block graph.

**Block Graphs**

A block graph is made of colored squares, or blocks. It has a *title* to explain what it shows. This graph shows people at the beach. It has *labels* at the bottom of the graph. On this graph, the labels are types of people: men, women, boys, girls and babies. It has numbers on the side of the graph.

Look at the graph. Find the label for men. Count the red blocks. Four men = four red blocks. Read the graph and find how many boys and girls there are.

3 Read and match the sentences to the graphs. Write A or B.

- There are five girls. **A**
- There are two women. **B**
- There are five boys. **B**
- There's one baby. **A**
- There's one man. **B**

4 Listen and write the numbers.

My graph shows people at the park. There are 2 men. There are 7 girls.

My graph shows people at the fair. There is 1 man. There are 3 boys.

On the board write the numbers *four, two, six, three*. Ask the students to tell you what these numbers refer to in the graph. (*There are four men, three women, six boys, three girls and three babies.*)

### 3 Read and match the sentences to the graphs. Write A or B.

Tell the students to look at the two block graphs and ask *Are they the same?* (No.) *Why not?* (*The number of people is different.*) Read out the example sentence and ask the students to point to where the five girls are represented on a graph. Show the A written next to the sentence to show graph A. Ask *How many girls are there in graph B?* (*Three.*)

Have the student's work with a partner to read the sentences, look at the graphs and write A or B depending on which graph the information is from.

Check together as a class by asking a few volunteers to read out the sentences, say the letter of the graph and have them point to the blocks on the correct graph.

### 4 Listen and write the numbers.

26

Point to the pictures of Monty and Lola and choose two volunteers to read the speech bubbles aloud. Ask *What does Monty's graph show?* (*People at the park.*) *What does Lola's graph show?* (*People at the fair.*)

Tell the students to listen and write the numbers in the gaps. Choose different volunteers to read the speech bubbles for the class to check the answers.

### 5 Complete the picture. Count and write. Make a block graph.

Ask *Where are the people?* (*At the fair.*) Explain *fair* in their own language if the students don't know the word. Tell the students to draw men, women, boys and girls at the fair in their book. Show the students your picture of stick people in your book, count the people and write the numbers on the board, for example, *four men*. Tell the students to count their people and write the number in the square next to the people words. Show

**5 Complete the picture. Count and write. Make a block graph.**

**6 Write about your graph. Tell a friend.**

This graph shows people at the \_\_\_\_\_  
 There are \_\_\_\_\_  
 \_\_\_\_\_

**7 Trace the letter and complete the words.**

Listen and repeat.

white winner winter wolf woman women

**8 Listen and read.**

The woman in blue isn't the winner.  
 That woman is the winner—there!  
 She's a wolf with white fur in winter.  
 She's next to those women—they're bears.



**9 Listen again and repeat the chant.**

your book again and color the correct number of blocks for your people. Tell the students to color the correct number of blocks on their graph. Monitor the students at each stage and check they have the concept, helping them if necessary.

**6 Write about your graph. Tell a friend.**

Tell the students to work individually and use the sentences in Activity 4 as a model to write sentences about their graph. Have the students work in pairs to present their graphs and say their sentences to their partner. Ask a couple of volunteers to come to the board to present their graphs. Ask *Are your graphs the same? Why not? (Different numbers of people.)*

**WORKBOOK ANSWERS**

- 1 Top down: title, number, block, label
- 2 Students to draw block graph with three blocks in "men" column, two blocks in "women" column, three blocks in "boys" column, three blocks

in "girls" column, one block in "babies" column.

**3** Answers will vary.  
**Try!** Answers will vary.

**Further practice / Homework**

Workbook page 22; Unit 2 CLIL Worksheet;  
 Unit 2 CLIL Video Worksheet

**Phonics**

**Learning objectives**

- Practice pronunciation of the sound /w/.
- Practice listening to, reading and saying words with the sound /w/.

**Materials**

Tracks 27–28; Workbook page 23

**Warm up**

Write the words *January, June, July, jacket, juice, jump* on the board. Divide the class into groups of six and give each group

three words from the list. Ask the groups to write a sentence including their three words. Give them an example *In January and June I wear a jacket.* Tell the groups to practice saying their sentences. Ask each group to model their sentence for the rest of the class to repeat.

**1 Trace the letter and complete the words. Listen and repeat.**

Write /w/ on the board. Ask *What is the sound?* Elicit any words they know that start with w and write them on the board. To help with the pronunciation, show students the shape of your mouth when you say /w/. Say w and then say one of the words, repeat with a few of the words from the board. Write *\_hite* on the board and ask a volunteer to complete the word. (*White.*) Ask the students to write w, showing them where to start and finish. Students trace the w in their books before they complete the words.

Use the recording to model the words for the students to repeat chorally and individually.

**2 Listen and read.**

Tell the students to listen to the chant, and point to the pictures as they hear the words in the chant. Point to the picture and ask *Who is the winner? (The woman.) What is she? (A wolf.) What color is her costume? (White.)* Play the recording for the students to follow.

**3 Listen again and repeat the chant.**

Ask children to close their books, play the recording again, pausing after each line for the students to repeat without following in their books. Play the recording one more time, encouraging the students to join in saying the chant with the recording.

**WORKBOOK ANSWERS**

- 1 1, 3, 4, 5, 7, 8
  - 2 1 winter 2 woman 3 wolf
  - 3 1 wolf, windy 2 walk, white 3 window, woman
- Try!** Answers will vary.

**Further practice / Homework**

Workbook page 23

## Unit 2 Project and Value

page 28

### Lesson objectives

Understand and apply good personal values.

Practice skills toward the development of a project.

### Value

Remember to make time for your grandpa and grandma!

### Materials

Poster paper; colored pens; a photo of your family (optional); Unit 2 Stickers; rulers; Workbook page 24

### Warm up

Ask ten students to come to the front of the class and put them in groups. Point to different groups and ask the rest of the class *How many boys / girls are there? (There are (three) girls.)* Ask another three students to come to the front, regroup the students and ask the question again. Finally, ask six students to sit down, regroup the students and repeat the question.

### Value: Read and stick

Ask students to open their Student Books to page 28 and find *Monty's Value* at the top. Read the value aloud while students follow along. Ask *When do you see your grandpa and grandma? Why is it important to spend time with them? (They are family, they are old, they love family time.)*

Have students open their books to the stickers page and ask them to point to the sticker that shows the value. Have them stick it into the space under *Monty's Value*.

## A Group Survey

### Stage 1: Plan your project.

Point to the photo of the block graph and ask *What does it show? (People in the family.) How many families are there? (Five.) Who do you have in a family? (Mom, dad, brother, sister, grandpa and grandma.)*

Tell the class they are going to do a class survey about family members and make a block graph. Ask *What questions do you ask? Elicit one question, for example How many women are in your family?, and write it on the board. Divide the class into pairs and ask them to write questions for the other members of the family. Monitor the class and help by pointing to the people in the block graph and eliciting the questions.*

On the board draw a six-by-six grid and ask the students to copy the grid. Tell them to write the people in the first column and *Me* in the first box in row one, as in

**Unit 2 Project and Value**

## A Group Survey

**Materials**

- Poster paper
- Colored pens
- Optional: a photo of your family

**Read and stick.**

Remember to make time for your grandpa and grandma!

**Stage 1: Plan your project.**

- Look at the block graph in the photo. What does it show?
- Write questions to ask your friends about their family. For example, *how many women are in your family?*
- Draw a tally chart to show the results.

**Stage 2: Develop your project.**

- Ask your questions and write the answers.
- Make a block graph for your results. Write numbers on the side.
- Write labels and write a title. Choose a different color for each group of blocks.

**Stage 3: Share your project.**

- Present your block chart to your classmates.
- Say how you spend time with your family.

**Stage 4: Evaluate your project.**

Save your Block Graph.

the photo. Tell the students to write the number of men, women and so on in their tally chart. Ask the students to write four of their friends' names in the first row.

### Stage 2: Develop your project.

Have the students find their four friends and ask their questions and fill in the tally chart. When the students have finished, show them how to fill in the final total column by demonstrating with your tally chart. Ask *What are the labels on the block graph? (Numbers and people.)* Tell the students to write the labels and a title. The students then look at the totals on their tally chart and color the blocks for each type of person.

### Stage 3: Share your project.

Divide the class into groups of four. Ask the students to take turns to present their block graph to the group. Ask *How do you spend time with your family? What do you do?*

### Stage 4: Evaluate your project.

This stage can be done as each stage is completed. Ask students to open their Workbooks to page 24 Activity 2. Read the instructions for Stage 1 and help students reflect on their project and color the face that describes how they feel. Repeat for the other stages.

### Optional activity

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

### WORKBOOK ANSWERS

1 1 ✓ 2 ✓ 3 X 4 ✓

2 Answers will vary.

Try! Answers will vary.

### Further practice / Homework

Workbook page 24

1 Listen, follow and color the number. Say a path for your friend.



2 Look at Activity 1 and write sentences.

- 1 There's a boy. \_\_\_\_\_  
 There's a woman. \_\_\_\_\_  
 There are three people. \_\_\_\_\_
- 2 There's a girl. \_\_\_\_\_  
 There's a man. \_\_\_\_\_  
 There's a baby. \_\_\_\_\_

3 Look and write.



2 Look at Activity 1 and write sentences.

Elicit the pathway to star 1 and ask a volunteer to write the pathway on the board.

Point to star 4 and the example sentence. Have the students write the pathways to stars 4 and 8.

Have the students swap their Student Books with their partner to check their sentences. They use a different-color pen to put a dot next to any mistakes. The students return the Student Books and they correct their own work. Finally, check the activity as a class by asking a volunteer to write them on the board.

3 Look and write.

Ask six volunteers to come to the front of the class. Whisper a different adjective to each student: *old, young, handsome, tall, strong, pretty*. Tell the students to take turns to mime their adjective for the class to guess.

Ask the students to look at the photos and write sentences to describe them. Monitor the students and if any of them are having a problem refer them back to the Language Focus 2 Lesson as support.

**Optional activity**

Give students a few moments to look through Unit 2 in their Student Book. Ask them to choose their favorite page and draw a little smiling face at the top.

**Additional resources**

The Unit 2 Test can be given now.

**WORKBOOK ANSWERS**

- 1 There's one baby. There are two women. There's one man. There are four boys. There are three girls. There are eleven people.  
 2 1 She's pretty. 2 He's strong.  
 3 She's old. 4 She's young. 5 He's handsome. 6 He's tall.

Try! Answers will vary.

**Further practice / Homework**

Workbook page 25

**Unit 2 Review** page 29

**Lesson objectives**

Review the vocabulary and language learned in the unit.

**Language**

People words, descriptive adjectives, simple present: *There is / There are He's / She's + adjective (strong)*

**Materials**

Track 29; Unit 2 Flashcards Set 1 (people); Workbook page 25

**Warm up**

Write *boy* on the board. Hold up the flashcards so the students only see the facing card. Reveal the cards one at a time. When students see the boy flashcard, they shout *Snap!* Repeat with all flashcards.

1 Listen, follow and color the number. Say a path for your friend.

Ask the students to look at the maze. Say *There's a boy* and have the students point to the picture of the boy. Repeat with women and baby. Ask *What number is under the baby? (1.)* Play the first pathway for the students to follow. Ask *What number is it? (1.)* Play the next three pathways for the students to listen, follow and identify the number. Play all four pathways again, pausing after each section, for the students to shout out the number to check answers as a class.

Pair yourself up with a student and say a pathway in the maze for the student to follow and tell you the number. Divide the class into pairs and tell them to take turns to say and follow pathways.

## Unit 2 Review Game

page 30

### Lesson objectives

Review the vocabulary and language learned in Units 1 and 2.

### Language

People words, months, weather, adjectives

Simple present: *There is / There are*  
*It's (sunny). It's in November. He is / She is (strong).*

### Materials

Track 20; one die per team and one counter per student; Workbook page 26

### Warm up 20

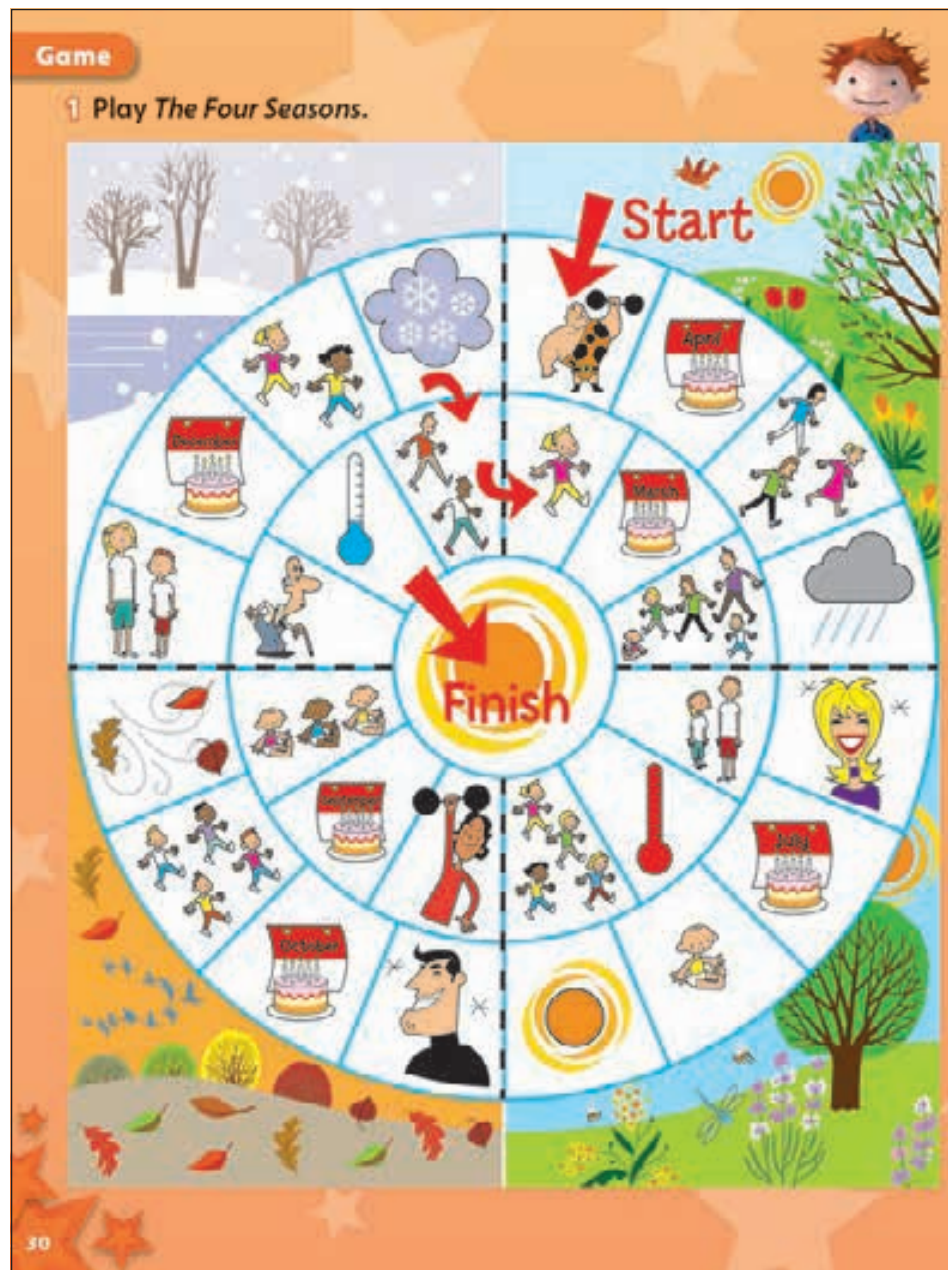
Sing the song from Unit 2 Vocabulary Lesson Activity 5. Divide the class into two groups and give each group a verse of the song. Have the students stand up. Play the recording while each group sings their verse and the whole class joins in singing the chorus and dancing.

### 1 Play *The Four Seasons*.

Divide the class into teams of four and tell them they are going to make sentences in their teams. They get one point for a correct sentence. The winning team is the team with the most points. Tell the groups to open their books on page 30 and look at the game board. Point to one of the squares, for example a birthday cake, and ask one of the teams to make a sentence, such as *My birthday is in April*. Repeat with three squares for each team. Keep score of the team points.

Have the students remain in their groups and explain that they are now going to play the board game. Explain the rules. The first student to the finish square wins the game. They roll the dice and move the number of squares. When they land on a square they have to look at the picture make a sentence.

On the board write *It's my / your turn!*  
*That's correct / not correct.* Model the sentences for the students to repeat. Show the meaning of *my turn / your turn* by demonstrating with a group, passing the dice to a student and saying *It's your turn* and taking the dice for yourself and saying *It's my turn*.



Monitor the groups while they are playing and encourage the students to use the game language and count the squares in English as they move their counters. Be available to check students sentences if they are not sure if the sentence is correct or not. Note down any mistakes the students make in the target language. When they finish, they play again. On the board write a few of the mistakes that the students were making and ask the class to help you correct them.

### Optional activity

If there is time, tell the students to draw a square for a board game.

Divide the class into groups of six. Ask the students to take turns to show their game square. The first student to make a correct sentence wins the game square. The student with the most game squares at the end of the game wins.

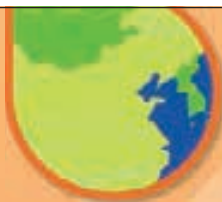
### WORKBOOK ANSWERS

1 1 August 2 winter 3 strong  
4 girls 5 tall 6 baby 7 hot  
8 people

### Further practice / Homework

Workbook page 26





# China

Culture



1 Tell a friend. When do you celebrate New Year?

2 Read and label the pictures.

dinner lantern parade

New Year isn't on the same day all over the world. In some countries, it's in April. Other countries celebrate New Year in fall. In China, New Year is in January or February.

At New Year, Chinese families get together. They eat a special dinner. There are lots of different dishes. Boys and girls wear red clothes to bring good luck. They hang red lanterns outside their homes.

In the towns, there are fireworks. There's a special parade. It's called the Dragon Dance. The dragon is very big and long. Lots of people carry it and make it dance.



dinner



lantern



parade

3 Read again and complete the chart about New Year.

|            | Month/Date          | At Home            | In Town   |
|------------|---------------------|--------------------|-----------|
| China      | January or February | dinner<br>lanterns | fireworks |
| My Country |                     |                    |           |

Point to the word *parade* in the word pool and ask students to find it in the text. Ask students to point to the picture of the parade. Have the students read the text individually and label the other pictures.

To check as a class, ask different volunteers to read sentences from the text aloud. Pause after each paragraph, and tell the students to point to the correct pictures.

Check comprehension by asking *When is New Year in China? (In January or February.) What do the families do? (Eat together, wear red clothes and hang lanterns.) How does the dragon dance? (People carry it.)*

3 Read again and complete the chart about New Year.

Draw the students' attention to the chart and read out the titles. Ask *When is New Year in your country?* Point to the square *My Country* in the table and tell them to write the month of New Year in the correct place. Divide the students into pairs and have them complete the rest of the chart.

When the students have completed the chart, tell them to look at their charts, the text and the photos find two differences. Give them an example: *In China they wear red. We wear new clothes.* Ask volunteers to share their differences with the class.

### Optional activity

Tell the students to write a letter about their New Year to a student in China. They draw three pictures of themselves at New Year. Under each picture they write a sentence. Give an example—draw a picture on the board of yourself watching fireworks at New Year and write the sentence: *At New Year I watch the fireworks in the park.*

## Culture page 31

### Lesson objectives

Compare New Year celebrations.

Develop an awareness of other cultures.

Understand the main points of a short text and demonstrate how information can be found to complete a chart.

### Language

*Dragon, fireworks, get together, hang, lanterns, New Year, parade*

Additional vocabulary related to the reading text.

### Materials

World map / map of China; Workbook page 27

### Warm up

Write *China* on the board and if you have a world map or a map of China stick this on the board. Divide the students into groups

of four and ask them to share anything they know about China. Give your own example, *It's in Asia*, and point to it on the map. Ask groups to share the ideas with the class.

1 Tell a friend. When do you celebrate New Year?

Tell the students to open their Student Books to page 31 and read out the question to them.

Divide the class into pairs. Tell the students to talk to their partner and answer the question. Ask a few students to share their ideas. Ask *What do you do to celebrate New Year?*

2 Read and label the pictures.

Hold up your book and point to the photographs and ask *How many people in the family? (Five.) What is the family doing? (Eating.)* Point to the lantern and ask *What is it? What color is it? (Red.)* Point to the dragon and ask *What is it? Where are the people? (In the street.)*

### WORKBOOK ANSWERS

- 1 Red is a special color at New Year. There are red lanterns outside homes.
  - 2 There are fireworks. And there's a special parade, too.
  - 3 There's a special dinner. There are eight dishes.
- 2 Answers will vary.  
Try! Answers will vary.

### Further practice / Homework

Workbook page 27

## Unit 3 Vocabulary

pages 32–33

### Lesson objectives

Identify the different parts of a house.

Practice the parts of a house through a song and follow-up activities.

### Language

**Parts of a house:** *bathroom, bedroom, dining room, door, flag, garden, hall, kitchen, living room, roof*

### Materials

Track 30–31; Monty the Knight Flashcard; Flashcard Pocket; Unit 3 Flashcards Set 1 (parts of the house); Workbook page 28

### Warm up

Write *w* and *j* on the board. Have the students work in teams of four and give them five minutes to think of as many words as they can beginning with these letters. Tell them not open their books. Say *Stop!* after five minutes and ask the groups to swap their lists with another group to check each other's words. Ask each group to tell you how many words they have. The team with the most words wins.

### 1 Answer with a friend. 🗣️

Show the flashcard of Monty the Knight. Ask *Who do you think Monty is today?* Take all suggestions. Slowly reveal the flashcard of Monty as a knight, asking a few times *What is Monty?* to try to elicit *knight*. If the students don't know the word by the time you have finished the picture, say *knight*.

Draw a simple outline of a house on the board, making sure there is a roof, a door, a flag, a garden and six rooms. Ask *What is it?* (A house.) Hold up the parts of a house flashcards, one at a time, and elicit or say the word. Ask volunteers to come to the board and stick the flashcard in an appropriate place on the house outline.

Divide the class into pairs. Ask students to open their Student Books to page 32 and look at the picture. Point to Monty and ask *Where is Monty?* (At his house.) Read questions 1 and 2 aloud. Give the pairs a few minutes to answer the questions with their partner. Ask a volunteer to hold up their book and count the rooms for the class to check.

Before you ask the class about their houses, tell them about your house and which rooms it has. For example: *In my house there are three bedrooms and one bathroom. There is a kitchen next to the dining room. There's no garden.* Ask a few pairs to share information about their houses. Point to some of the rooms in the house and ask *What room is this?*

# 3 Monty the Knight

## Vocabulary

1 Answer with a friend. 🗣️

- How many rooms are there?
- Which rooms does your house have?

2 Listen, point and repeat. 🎧

3 Read and match.

|               |           |           |               |           |
|---------------|-----------|-----------|---------------|-----------|
| 1 flag        | 2 roof    | 3 bedroom | 4 bathroom    | 5 door    |
| 6 living room | 7 kitchen | 8 hall    | 9 dining room | 10 garden |

### 2 Listen, point and repeat. 🎧 30

Focus students' attention on the picture and say *Point to the flag*. Play the recording and encourage students to point to the rooms as they hear them. Play the recording again and hold up the flashcards in the same order, one by one, pausing the recording for students to repeat chorally and individually. Pay particular attention to the sound *f* in *roof*, *th* in *bathroom*, *ch* in *kitchen*, and the consonant cluster *fl* in *flag*. Help the students form the sounds by example. Make sure the students are pronouncing the final letters for all the vocabulary.

Have the students work in pairs. Play the recording for the students to repeat the words with their partner.

### 3 Read and match.

Stick the parts of the house flashcards on the board. Point to each one and elicit the word. Have the students work in pairs to match the pictures and the words.

Point to each picture in turn for the students to say the word to check answers as a class.

### Optional activity

Divide the class into pairs. Tell them to take turns, pointing to a room and asking and answering *What part of the house is this? It's a (dining room).*

### 4 Look and guess the part of the house. Circle the words.

Put all the flashcards in the Flashcard Pocket. Bring each one out slowly, pausing to ask the students *What is it?*

Students work in pairs to look at the photos and discuss what part of the house each photo is from. Then they circle the correct word under each picture. To check as a class, ask a volunteer *What's number 1?* Encourage the volunteer to ask another student the question for number 2 and continue with different volunteers asking until all the pictures have been identified correctly.

4 Look and guess the part of the house. Circle the words.



5 Listen and complete. Listen again and check.

I live in a castle, a castle, a castle,  
I live in a castle, a castle, it's great!

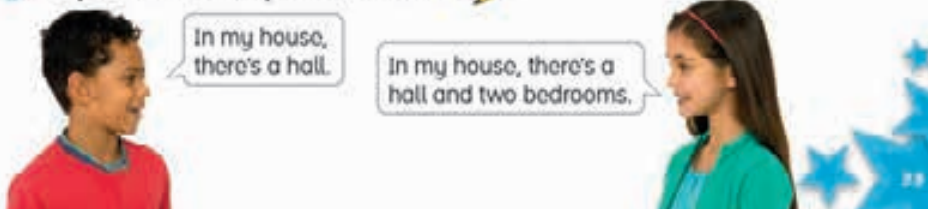
There's a k i t c h e n  
and a l i v i n g room,  
There's a g a r d e n and a  
d i n i n g room.  
Come and see my castle,  
There's a f l a g on the roof!

I live in a castle, a castle, a castle,  
I live in a castle, a castle, it's great!

There's a h a l l with  
a big d o o r,  
There's a b e d r o o m and  
a b a t h r o o m.  
Come and see my castle,  
There's a flag on the r o o f!

6 Listen again and sing along.

7 Play House Memory with a friend.



5 Listen and complete. Listen again and check.

Ask the students to look at the picture in Activity 1. Play the song and tell the students to point to the rooms as they hear them.

On the board write *k* \_\_\_\_\_. Ask a volunteer to come to the board and complete the word. (*Kitchen*.)

Have the students work with a partner to complete the words in the song. Tell them to look at the words in Activity 3 to help them.

Play the recording again for the students to check their answers. Give them time to correct any mistakes before you play the song again for a final check.

6 Listen again and sing along.

Ask *What do you do in the bathroom?* (*Brush teeth / shower / wash hands.*) Divide the class into six groups and assign each group a part of the house: living room, dining room, kitchen, garden, bedroom, bathroom. Have each group make up

actions for what they do in their part of the house. Monitor and help with some ideas, such as *play soccer in the yard*, *eat breakfast in the kitchen*. Play the song again for students to sing along and do their actions.

7 Play House Memory with a friend.

Model the dialogue, with expression and appropriate intonation, for the students to repeat chorally and individually. Pair yourself up with a student and say the sentence *In my house there are three bedrooms*. Encourage your partner to repeat your sentence and add another part of the house. Repeat the two sentences and add another part of the house.

Divide the class into pairs and have them play the game as in the demonstration. They continue repeating and adding until one of them forgets. Then they start again. Monitor and check they are repeating and adding the parts of the house. If some students are finding it difficult tell them

to only say the numbers and parts of the house words, for example *two bedrooms*, *two bathrooms* and *three kitchens*.

WORKBOOK ANSWERS

- 1 3 bathroom 4 bedroom 7 dining room 8 door 1 flag 10 garden 9 hall 5 kitchen 6 living room 2 roof  
2 1 roof 2 bathroom 3 door 4 garden 5 hall 6 bedroom 7 flag 8 kitchen 9 dining room 10 living room

Try! Answers will vary.

Further practice / Homework

Workbook page 28

## Unit 3 Reading pages 34–35

### Lesson objectives

- Understand and act out a story.
- Sequence phrases from a story.
- Describe what's in and not in a house.

### Language

- There is / isn't a bedroom.*
- There are / aren't (any) flowers.*
- Parts of a house, *castle, grumpy, king, tent*

### Materials

- Track 32; Unit 3 Flashcards Set 1 (parts of a house); Unit 3 Storycards; DVD Unit 3 Story; Workbook page 29

### Warm up

Divide the class into ten groups. Say one of the house words (such as *hall*) and ask one of the groups to spell it for you. If they spell it incorrectly, ask another group to try to spell it correctly. Repeat with different groups and words.

### 1 Look at the pictures and answer with a friend.

Hold up the first storycard and say *This is a story called The Grumpy Prince*. Mime being grumpy and ask *Am I happy?* (No.) *Am I grumpy?* (Yes.) Point to the picture of the king on the storycard and ask *Who is it?* *What do we call the king's son?* (A prince.) Ask *What's the king's name?* (King Jolly.) *How does the king feel?* (Happy / jolly.) *What time of day is it?* (Morning.)

Tell the students to look at the pictures on page 34 in their book. Divide the class into pairs and ask a volunteer to read the questions aloud. Have the students look at the pictures in the story and work together to answer the questions.

Ask question number 1 again and choose a volunteer pair to answer. Point to the king and the queen and ask *What does he / she look like?* (He's fat and old. He has long, gray hair. He's happy. She's young and pretty. She has long, red hair. She's angry.) Encourage the students to give as much detail as possible about their hair, body and personality. Point to Prince Grumpy in frame 4 and ask *What does he look like?* (He's young. He has short, black hair. He's grumpy.) Point to Prince Grumpy in frame 8 and ask *Is he grumpy?* (No.)

# The Grumpy Prince

**1 Look at the pictures and answer with a friend.**

1 Which parts of a house can you see?    2 What do the people look like?

**2 Listen and read. Write yes or no.**

1 King Jolly's castle is big.    no    3 The tent has a bathroom.    yes  
 2 Prince Grumpy likes tents.    no    4 The castle is a happy castle.    yes

**1 This is King Jolly. He's a happy king.**

**2 Today, King Jolly has a letter. He isn't very happy.**

**3 King Jolly's castle is very small. And Prince Grumpy is VERY grumpy.**

**4 Here's Prince Grumpy. He's in the hall.**

### Optional activity

Divide the class into eight groups and give each group a storycard. Play the recording, stopping after each card and ask the group with the relevant storycard to hold it up. Ask a volunteer in the group to ask the questions on the back of their card for the class to answer. Repeat for all eight storycards.

### 2 Listen and read. Write yes or no.

Focus students' attention on sentence 1 and ask *Is it true or false?* (False.) *Why?* (The castle is small.) *Where can you find the answer in the story?* (Frame 4.) Ask the students to point to the caption. Tell the students to read the story silently, looking for the key words in the sentences (such as *tents, bathroom, happy*) and circle them in the text. Then they look at the sentences again and write *yes* or *no*.

Check the answers as a class, asking a volunteer to read a sentence and another volunteer to respond *yes* or *no*.

### Optional activity

Play the video with no sound, pausing after each frame for the students to tell you what is happening and add any dialogue they can remember, especially *There is / There are ...*

Play the video again. Pause the video in each part of the house and elicit the word. Encourage the students to answer in full: *There is a (bathroom).*

### 3 Act out the story.

Divide the class into groups of six and assign each student a role from the story: the narrator, King Jolly, Prince Grumpy, two princesses.

Give each group a section of the classroom to be the castle. Ask the groups to think of some actions for each character in the story and to find props.



### Optional activity

Ask the students to complete the story activities on page 29 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 2.

### WORKBOOK ANSWERS

1 1 ☹ 2 ☹ 3 ☺ 4 ☺

2 Answers will vary.

3 Answers will vary.

Try! Answers will vary.

### Further practice / Homework

Workbook page 29; Unit 3 Reading Worksheet;  
Unit 3 Story Worksheet

In preparation for acting out the story, have the groups use the story in the book to practice the script by reading their roles in the groups. Once they have had time to practice the dialogue, tell them to think about their actions again and what each character will do before they act it out.

The students then act out the story with actions and dialogue. Monitor the groups and help where necessary. For any groups who are having a problem with the dialogue, make sure they are using the key language *There is / There are ...* and the parts of the house correctly. For groups who finish quickly and do the activity easily, tell them to close their books and act out the story from memory.

Bring one or two groups to the front of the class to act out the story for the rest of the class.

### Optional activity

Divide the class into teams of four and ask them to close their books. Tell them you are going to ask questions about the story to discuss in their teams. Ask the students the questions, one by one, giving them time to discuss and write the answers. *What does Prince Grumpy want to do? (Visit the castle.) Why doesn't Prince Grumpy like the castle? (It's very small.) What is the princess's idea? (To put tents in the garden.) What is in the tent? (A bathroom.) What does the prince like in the garden? (The river and the fish.) How does the prince feel at the end of the story? (Happy.)* If the students want to hear a question again make sure they ask *Please repeat number (one).*

To check as class, ask each team a question and get the other teams to agree if the answers are correct or not. Each team wins a point for a correct answer. The winning team is the one with the most points.

# Unit 3 Language Focus 1

pages 36–37

## Lesson objectives

Describe a house using *There isn't a / There aren't any*.

Review the words for parts of a house.

## Language

*There isn't a (dining room). There aren't any (flags).*

## Materials

Track 33; Unit 3 Storycards; Unit 3 Flashcards Set 1 (parts of the house); Workbook pages 30–31

## Warm up

Divide the class into teams of four. Write the anagram *ouhes* (*house*) on the board and ask if anyone can tell you the word. Write these anagrams on the board *glaf* (*flag*), *foor* (*roof*), *romodeb* (*bedroom*), *morthbao* (*bathroom*), *odor* (*door*), *ginvil romo* (*living room*), *nichekt* (*kitchen*), *lahl* (*hall*), *ginnid moor* (*dining room*), *degarn* (*garden*). Tell the teams to find the ten words and write them.

The first team to finish shouts *Stop!* All teams stop writing. The winning team wins ten points.

Ask a team member to write the words on the board for the class to check. Each team gets a point for each correctly spelled word. The winning team has the most points.

## 1 Listen and mark (✓). Listen again and repeat.

33

Focus the students' attention on the pairs of pictures. Ask the students to tell you the difference between the pictures in each pair. Help them to express their ideas in English, modeling the sentences beginning *There isn't a* or *There aren't any* ...

Play the first sentence of the recording and pause to ask *Which picture is it? Why?* (*There aren't any flags.*) Play the other three sentences for students to mark the correct picture that's described. Have the students compare their answers with their partner before you play the recording again for them to check.

Check their answers by asking volunteers to make sentences about the marked sentences, such as *There isn't a bathroom. There isn't a dining room. There isn't a roof.*

## 2 Read and circle.

On the board draw a house with windows but without a door, and flagpoles without flags.

Say *Point to the door* to elicit *There isn't a door*. Write the sentence under the house.

## Unit 3 Language Focus 1

### 1 Listen and mark (✓). Listen again and repeat.



### 2 Read and circle.



#### Grammar

There isn't a dining room.  
There aren't any flags.

Hi! I'm Jack. This is my tree house! Look! There's a roof.

There isn't a / aren't any door.

There isn't a / aren't any flags.

There isn't a / aren't any kitchen.

There isn't a / aren't any bedrooms.

There isn't a / aren't any bathroom, but there's a garden!

I like my tree house. It's my favorite place!

Ask *Does the house have a door?* (No.) Circle *isn't* and *a* and write *isn't = is not* to highlight the negative and singular form. Say *Point to the flags* to elicit *There aren't any flags*. Write the sentence under the house. Ask *Does the house have any flags?* (No.) Circle *aren't* and *any* and the *s* in *flags*. Write *aren't = are not* to highlight the negative and plural form. Explain *We use "any" with negative and plurals.*

Focus the students' attention on the photo and ask them to describe it, for example, *There isn't a door.*

Have the students work with a partner to look at the photo, read out the sentences to each other and discuss which form is correct before circling the correct one in their books. Tell them to refer to the Grammar box and the sentences on the board to support them.

Ask volunteers to read out their answers to check as a class.

## Project connection

You can choose to do Stage 1 of the project on page 42 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before developing the project.

## 3 Look and complete the sentences.

Tell students to look at the sentences and go through number 1 with them as an example.

Have the students work individually to complete the exercise. Monitor and check the punctuation of the contractions and the grammar of the sentences reminding students to use *any* with plurals and negatives. Check together as a class by asking different volunteers to write the correct sentences on the board.

**3 Look and complete the sentences.**



- 1 There isn't a hall.
- 2 There aren't any beds.
- 3 There isn't a dining room.
- 4 There aren't any flags.
- 5 There is a garden.
- 6 There aren't any bedrooms.

**4 Design a house with four rooms. Describe your house.**



This is my house!

There isn't \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

It isn't a castle, but I like it!

**5 Play Which House? with a friend.**

There isn't a bedroom.

It's my house!



**Optional activity**

Ask the class to make true sentences about the classroom. Say some word prompts, for example, *windows, door, robot, flags*. Encourage the students to use each prompt to make a sentence about the classroom, beginning *There's a ...*, *There isn't a ...*, *There are ...*, or *There aren't any ...*. If you have a confident class, ask the students to continue the activity in pairs with the students taking turns to say a prompt and make a sentence.

**4 Design a house with four rooms. Describe your house.**

Tell the students to look at the outline of the house and complete the picture. Tell them they can draw anything they want in the rooms. Give them a few minutes to design their houses.

Hold up one of the students' houses and say some sentences about the picture. Make sure you use *There is / isn't*, *There are /*

*aren't* to demonstrate what the students have to do next. Tell the students to write sentences, ask them to use *there isn't / aren't* as well as *there is / are*. Monitor and refer students to the Grammar box and Activity 3 to support them. Point out any mistakes they make and give them time to correct the errors themselves.

**5 Play Which House? With a friend.**

Ask the students to look at the house in Activity 3 and their house and compare them. Ask a couple of volunteers *How are the houses different?* Encourage them to say, for example, *In my house there isn't a table.*

Divide the students into pairs and assign them A and B. Tell student A to close their book and both students look at the two houses in student B's book. Ask two volunteers to read out the example exchange.

Tell student A to make sentences about the house in Activity 3 or their partner's house. Student B listens and identifies

the house. Demonstrate the activity with a volunteer. The pairs continue the activity together. Monitor and help where necessary. After a few minutes ask the students to change roles.

**Optional activity**

Divide the class into groups of four and have them present and compare their houses. They take turns to show their picture and make sentences about their picture in contrast to the others. For example, *There aren't any flags in my house. In your house there are four flags.*

**WORKBOOK ANSWERS**

- 1 1, 2, 1, 3, 2
- 2 1 There aren't any doors. 2 There isn't a roof. 3 There aren't any flags. 4 There aren't any bedrooms. 5 There isn't a bathroom. 6 There isn't a garden.
- Try! Answers will vary.
- 3 1 There isn't a dining room. 2 There's a roof. 3 There are seven doors. 4 There are two bedrooms.
- 4 1 There isn't a garden. 2 There aren't any flags. 3 There's a bathroom. 4 There's a living room. 5 There isn't a hall. 6 There's a kitchen.

Try! Answers will vary.

**Further practice / Homework**

Workbook pages 30–31; Unit 3 Language Focus 1 Worksheet

# Unit 3 Language Focus 2

pages 38–39

## Lesson objectives

Identify things in a garden.

Describe position with the prepositions *in* and *on*.

Practice garden words and prepositions through a song and follow-up activities.

## Language

**Things in the garden:** *bee, bush, flower, leaf, pond, wall*

Present simple: *There is a flower / are flowers in / on the pond.*

## Materials

Tracks 34–35; Unit 3 Flashcards Set 1 (parts of a house); Workbook pages 32–33, 123

## Warm up

Stick the six room flashcards on the board in the shape of a house. Stick the living room, kitchen and dining room on the bottom row and the bathroom and bedroom on the top row, upstairs. Stick the garden next to the house. Remove one card, such as the kitchen. Say *There isn't a kitchen* and encourage the students to repeat. Replace the kitchen card and remove another card. Elicit the sentence beginning *There isn't a ...* Continue with the other parts of the house.

## 1 Listen, point and repeat.

**Match.** 34

On the board write the word *garden* in a circle. Ask the students to copy the circled word and work with a partner to think of things you can find in a garden. Start them off by writing *flowers*. After a minute elicit the words from the students and write them on the board.

Circle any of the words from Activity 1 and check understanding by asking students to draw or explain the meaning.

Tell students to look at the pictures. Play the recording for the students to listen and point to the pictures. Pause after each word for the students to repeat the words chorally and individually. Pay attention to the pronunciation of *sh* in *bush*, *fl* in *flower* and the final sounds *f* in *leaf* and *d* in *pond*. Repeat as necessary.

Point out the example, *leaf*, and draw students' attention to the line to the second picture. The students match the words to the pictures. Play the recording for the students to check.

## Additional resources

The Unit 3 Flashcards Set 2 and Unit 3

Wordcards can be integrated at any point from here on.



**Unit 3 Language Focus 2**

**1 Listen, point and repeat. Match.**



leaf flower wall bush bee pond

**2 Listen and number. Listen again and sing along.**

- There's a tree in my garden, dear Princess, dear Princess,  
There's a tree in my garden, dear Princess, a tree.
- There's a bird on the wall, dear Princess, dear Princess,  
There's a bird on the wall, dear Princess, a bird.
- There's a bush in my garden, dear Princess, dear Princess,  
There's a bush in my garden, dear Princess, a bush.
- There's a bee on a flower, dear Princess, dear Princess,  
There's a bee on a flower, dear Princess, a bee.
- There's a pond in my garden, dear Princess, dear Princess,  
There's a pond in my garden, dear Princess, a pond.
- There's a frog on a leaf, dear Princess, dear Princess,  
There's a frog on a leaf, dear Princess, a frog.



**3 Look at the picture and write.**

|  |  |
|--|--|
| 1 There's a <u>tree</u> in the garden.       | 4 There's a <u>bee</u> on a flower.    |
| 2 There's a <u>bird</u> on the <u>wall</u> . | 5 There's a <u>pond</u> in the garden. |
| 3 There's a <u>bush</u> in the garden.       | 6 There's a frog on a <u>leaf</u> .    |

## 2 Listen and number. Listen again and sing along.

On the board write *Things in the garden*. Ask the students to close their books. Play the song and ask students to listen for what things are in the garden.

Tell students to open their books and look at the picture. Say *Point to the prince and princess*. Ask *Where are they?* (*In the garden.*)

Play the first two lines of the song and pause. Show students the number 1 on the tree and tell them to listen and number the rest of the pictures. Play the rest of the song for students to complete the exercise. Ask volunteers to say a number and the word to check answers as a class, for example *Number one—tree*.

Ask questions to check comprehension, such as *What's on the wall?* (*A bird.*) *What's on the flower?* (*A bee.*) *What's on a leaf?* (*A frog.*)

Divide the class into three groups and tell each group three words. For the first group say *tree, bird and wall*, say to group two *bush, bee and flower* and to group three

*pond, frog and leaf*. Tell them to make up an action for each of their words. Assign each group the relevant verse of the song for their three words. Play the song for the class to sing their verse and do the actions as they hear their words. Play the song again for everyone to sing the whole song and do their actions.

## 3 Look at the picture and write.

Focus the students' attention on the picture and ask *What's on the pond?* (*The frog.*) *What's on the flower?* (*The bee.*) *What's on the wall?* (*The bird.*) *Who's in the garden?* (*The prince and princess.*)

Look at the first sentence together and ask the students to point to the tree in the picture. Tell the students to work individually to complete the sentences. For extra support tell them to look at Activity 1 for the key vocabulary.

Have the students swap their books with a partner. Ask different volunteers to write the sentences on the board and tell students to check each other's sentences and make any corrections.



4 Complete the text with words from the box.



Grammar

There's a bird **on** the wall.  
There's a flower **in** the pond.

There are lots of tall (1) trees.  
There's a frog on a (2) leaf  
in the pond. There's a pink  
(3) flower in the pond,  
too. There's a (4) bee  
on a blue flower. There's a black  
(5) bird on the wall. There's a  
brown bird in a (6) bush, too.



5 Look and complete the sentences with *in* or *on*.



- 1 There's a flower on the bush.  
There's a bee on a flower.
- 2 There's a frog on a leaf.  
There's a leaf in the pond.
- 3 There's a wall in the garden.  
There's a cat on the wall.

6 Make the game. Play with a friend.



There's a frog  
on a leaf.



Snap!

4 Complete the text with words from the box.

Point to the picture and ask the students to describe the picture to you in as much detail as possible.

Tell the students to work with a partner to complete the sentences using the words and pictures in the box to help them.

Monitor and help students by pointing to the pictures and words if they are having problems.

Ask a volunteer to read out the description, say *Stop* and ask another to continue. Continue like this until the whole paragraph has been read and the class have checked their answers.

5 Look and complete the sentences with *in* or *on*.

Focus the students' attention on the picture and ask *Where's the flower?* (*It's on the bush.*)

Tell the students to work individually to complete the sentences with *on* or *in*. Focus students' attention on the Grammar

box and read the examples aloud to them. If students need help, refer them to the previous activity or the Grammar box. Check answers by asking volunteers to say the sentences.

Additional resources

The Unit 3 Language Focus 2 Worksheet can be integrated at any point from here on.

6 Make the game. Play with a friend. Workbook 123

Divide the class into pairs. Ask students to open their Workbooks to page 123 and cut out and color the cards. Tell them they are going to play *Snap!*

Demonstrate the game with your own set of cards and a set belonging to one of the students. Put the two sets together and shuffle them. Divide them into two equal sets and place these on the table face down. Take the top card from each set, one after the other, and place it face-up in a central pile. Say a sentence describing each card, such as *There's a bird on the wall*. Tell the students that if the card they place

is the same as the one before, they say what is shown on the two cards then call out *Snap!* The student who calls out *Snap!* first picks up all the cards in the central pile and puts them face down at the bottom of their own pile. It is then their turn to start a new central pile by turning over their top card and describing it.

The aim is to take all the cards. When a student has no more cards to place, the other student is the winner.

Point to the children at the bottom of page 39 in the Student Book. Explain that they are playing the game. Model the exchange for the students to repeat.

Monitor, encouraging students to use the structure *There's a ... in / on the ...*

Make sure you tell the students to take care of the cards and keep them safe, as you will use them next lesson.

WORKBOOK ANSWERS

1 1 flower 2 leaf 3 wall 4 bee  
5 bush 6 pond

2 Students to color the key and the pictures.

1 bee 2 flower 3 wall 4 bush  
5 pond 6 leaf

Try! Answers will vary.

3 1 bush 2 pond 3 leaf 4 bee  
5 tree

4 1 on 2 on 3 on 4 in 5 on  
6 in

Try! Answers will vary.

Further practice / Homework

Workbook pages 32–33; Unit 3 Language  
Focus 2 Worksheet

# Unit 3 CLIL

pages 40–41

## Lesson objectives

Learn about houses in different environments.

Say what materials houses are made of.

## Language

Climate, cool, desert, dry, jungle, materials, mud, natural, stone, thick

## Materials

Tracks 36–37; Workbook page 34

## Warm up

Play *Bingo* with the cut-out cards from the Language Focus 2 Lesson Activity 6. Ask the students to select six cards from their pack and arrange the six cards in two rows of three, like a *Bingo!* card. Turn over the cards in your own pack, one by one, and call out what is on the card, such as *There's a bird in the pond*. Repeat with different cards until one of the students gets three in a row or calls out *Bingo!* Play it again and assign a volunteer to be the *Bingo!* master.

### 1 Look at the pictures. What is the climate like?

Ask the students *What's the climate like in the desert / Arctic / jungle?*

Ask the students to open their books to page 40 and read the instructions. Tell them to look at the different photos with their partner and describe the climate.

Ask a few volunteers to tell the class what they discussed about the climate.

### 2 Listen and read along. Number the pictures.

On the board write *natural materials* and a list of materials: *stone, wood, sand, snow, a leaf (leaves), metal, plastic, mud*. Ask *Which materials are natural?* Give them the example of a leaf and say *It is from a tree and in the garden*. If they don't understand *natural* explain it in their own language. Ask the students to scan the text quickly and underline any of the words from the board that appear in the text.

Play the recording for the students to follow in their books. Ask *Where are the houses?* (*In the jungle, desert and Arctic.*) *What is the jungle house made of?* (*Wood and leaves.*) *What's the desert house made from?* (*Stone and mud.*) *What is the Arctic house made from?* (*Snow.*)

Draw the students' attention to the picture numbered 1. Ask *Where is it?* (*In the jungle.*) *How do you know?* (*There are lots of trees and it's made from wood and leaves.*) Tell the students to read the text again silently and number the other two pictures.

**Unit 3 CLIL Science**

1 Look at the pictures. What is the climate like?

2 Listen and read along. Number the pictures.

## Materials for Houses

These are traditional houses from different climates. Traditional houses are made of natural materials from the area.

- 1 These houses are in the jungle. There are lots of trees. These houses are made of wood. The roof is made of big leaves. In the jungle, it is rainy and wet. Inside the house, it is dry.
- 2 This house is in the desert. It is made of stone and mud. The walls are thick. It is sunny and hot in the desert. Inside the house, it is cool.
- 3 In the Arctic, there aren't any trees. There's snow. This house is made of snow. In the Arctic, it is cold and windy. Inside the house, it is warm.

3 Read again and complete the table.

|           |               |               |                |
|-----------|---------------|---------------|----------------|
|           |               |               |                |
| Outside   | rainy and wet | sunny and hot | cold and windy |
| Inside    | dry           | cool          | warm           |
| Materials | wood          | stone and mud | snow           |

4 Look and write. Listen and check.

This house is in the       jungle      .  
It's made of       wood      .

This house is in the       desert      .  
It's made of       mud      .

Check the answers together as a class and ask *How do you know?* to encourage them to say what they can see in the photo and what the house is made of.

### 3 Read again and complete the table.

Ask the students *What can you see inside / outside the classroom?* to check their understanding of the vocabulary.

Tell the students to complete the table with words from the text. Show the first one as an example and ask *Where is it?* (*In the jungle?*) *What's it like inside?* (*Dry.*) Divide the class into pairs to discuss each house and write the words.

Monitor and direct the students' attention to the words they need in the text if they are having difficulties.

Ask different volunteer pairs to present their information for the different houses to check as a class. Write the model sentences on the board *It is ... outside / inside. It's made from ...* to support them.

### 4 Look and write. Listen and check.

37

Point to the pictures of Monty and Lola and ask *Who is this? What are their pictures of?* (*Different houses.*) Play the recording for the students to complete the speech bubbles. Choose two different volunteers to read the speech bubbles for the class to check.

### 5 Choose a climate and design a house.

Ask *What are the three different climates?* (*The jungle, Arctic and desert.*) *What is the weather like in each place?* (*Wet and hot, snowy and cold, dry and hot.*)

Tell the students to choose one of the climates and design a house. Tell them to think about the weather and the natural resources they can find there and what the house is like inside and outside.

Monitor the students and ask questions about their houses, such as *What's the roof made of? What's it like inside? Is there a kitchen? Is it dry? Why is it made from ...?*

**5 Choose a climate and design a house.**



- rocks
- mud
- wood
- leaves
- snow

**6 Describe your picture. Tell a friend.**

This \_\_\_\_\_  
It's \_\_\_\_\_

**1 Listen and number the pictures. Listen and repeat.**



**2 Listen and read.**

On the **wall** in the **hall**, there's a picture.  
It's a photo of my brothers, Jim and Ted.  
Ted is **small**, Jim is **tall**. He has a **ball**.  
You can see it **fall** on Ted's head.



**3 Listen again and repeat the chant.**

Once they have finished drawing, ask them to mark the materials their house is made from.

**6 Describe your picture. Tell a friend.**

Divide the class into pairs and tell them to show their partner their house and describe it. Refer them back to the exchange between Lola and Monty in Activity 4 and model the sentences for them to repeat. Encourage the students to describe in as much detail as possible. Give your own example by pointing to the picture of the jungle house and saying *This house is in the jungle. It's rainy in the jungle. It's made of wood and leaves. It's dry inside and wet outside. Inside there is a bedroom and a kitchen.*

Ask a couple of volunteers to come to the board to present their pictures. Ask *Which is your favorite house? Why? What is made from wood / stone / leaves / rocks in your house and garden?*

**WORKBOOK ANSWERS**

- 1 Left to right: wood, rainy and wet, dry; snow, cold and windy, warm
- 2 This house in the *desert* is made of stone and mud. It is sunny and hot outside. Inside the house, it is cool.
- 3 Answers will vary.  
Try! Answers will vary.

**Further practice / Homework**

Workbook page 34; Unit 3 CLIL Worksheet; Unit 3 CLIL Video Worksheet

**Phonics**

**Learning objectives**

- Practice pronunciation of the /aI/ sound.
- Practice listening to, reading and saying words with the sound /aI/.

**Materials**

Tracks 38–39; Workbook page 35

**Warm up**

Write the following words without their initial letter in a random order all around the board: (J)anuary, (J)une, (J)uly, (j)acket, (j)uice, (j)ump, (w)inner, (w)olf, (w)hite, (w)inter, (w)oman, (w)omen. Ask the students *Which letters are missing? (J and w.)* Ask different volunteers to come to the board and write the correct initial letters on the words.

**1 Listen and number the pictures. Listen again and repeat.**

Hold up the picture in the Vocabulary Lesson Activity 1. Point to the hall and ask *What is it? (A hall.)* Point to a wall and ask *What is it? (A wall.)* Mime being very tall and elicit *tall*. Write the words on the board and tell the students they all have the same sound /aI/.

Look at the pictures with the students pointing to each one to elicit the words. Play the recording for the students, stopping after the first word, and point to the 1 in the example. Play the rest of the recording for the students to number the pictures.

Play the recording again as a model for the students to repeat chorally and individually.

**2 Listen and read.**

Point to the picture and ask the students *What can you see?* Play the chant for the students to listen to and follow. Have the students work in pairs, taking turns to read a line of the chant. Monitor and model the words for individual students to repeat.

**3 Listen again and repeat the chant.**

Divide the class into four groups. Play the recording again pointing to different groups at random to say each line. Don't let them know until just before each line which group will be repeating. Repeat the activity, this time without the recording.

**WORKBOOK ANSWERS**

- 1 2, 3, 4, 5, 6, 8
- 2 1 ball 2 small 3 wall
- 3 1 ball, wall 2 small, tall 3 hall, fall  
Try! Answers will vary.

**Further practice / Homework**

Workbook page 35

## Unit 3 Project and Value

page 42

### Lesson objectives

- Choose materials to make a roof.
- Explore different materials for building.

### Value

Help take care of your house.

### Materials

Track 35; small plastic tubs or boxes; 12 sticks; pipe cleaners or sandwich bag ties; leaves, grass and foliage; watering can; watch with a second hand; Unit 3 Stickers; Workbook page 36

### Warm up 35

Students sing along to the song from Unit 3 Language Focus 2 Lesson Activity 2.

### Value: Read and stick

Students open their books to page 42 and find *Lola's Value* at the top. Read the value aloud while they follow. Ask *Do you help your mom and dad in the house? How do you take care of your bedroom?*

Have students open their books to the stickers page and ask them to point to the sticker that shows the value. Have them stick it into the space under *Lola's Value*.

## A Natural Shelter

### Stage 1: Plan your project.

Ask *What are houses in the jungle / Arctic / desert made of?* Write *shelter* on the board and ask *What is it?* Explain *It is a place you can go to be safe from the weather.* Ask *Where do you go if it rains? (Inside.) Imagine you are in the jungle and it rains, where can you shelter? (Under a tree, a big leaf.)*

Divide the class into pairs to discuss question 1. Let them share their ideas.

Give each pair their sticks and bag ties or pipe cleaners. Tell them to look at the photo and make a similar grid with their sticks. Don't give them any help at this stage, allow them to explore how to make the shelter waterproof and stable.

### Stage 2: Develop your project.

Once their grid is finished ask the students to come and get some leaves to put on top of the grid. Again allow them to work out how much or how little they need.


Give each pair a plastic box and tell them to put their grid of sticks on top of the box. Take the class outside to a wall and tell them to put their box next to the wall and discuss with their partner how to arrange their roof on top of the box—do they want it flat or angled? Give out the watering cans and tell the students that

**Unit 3 Project and Value**

## A Natural Shelter


### Materials

- ★ Small plastic tubs or boxes
- ★ Twelve sticks
- ★ Pipe cleaners or sandwich bag ties
- ★ Leaves, grass and foliage
- ★ A watering can
- ★ A watch with a second hand



**Read and stick.**

Help take care of your house!



### Stage 1: Plan your project.

- 1 Do houses in your country have grass or leaves as roofs? Why? Why not?
- 2 Work in pairs. Make a grid out of sticks. Fasten them with bag ties.

### Stage 2: Develop your project.


- 1 Cover your grid with leaves.
- 2 Put an empty plastic box next to the wall outside. Put your roof over it.
- 3 Pour water over it for one minute.
- 4 Check the box. Measure how much water is in the box.

### Stage 3: Share your project.

Show the class your roof.

### Stage 4: Evaluate your project.

Save your Project Record.



when you say *Go*, they should pour the water slowly onto the roof until you say *stop*. Demonstrate how to pour the water so it's not gushing out. After one minute say *Stop*. Tell the students to look in their boxes and measure the water. Ask *Is there a lot or a little water? Is it a good shelter? How can you make it better?*

Tell the students to improve their shelter back in the classroom. Have the pairs discuss what to do to make it a better design for the rain. Give them some ideas, such as *Make the grid tighter and stronger, use more leaves, push the leaves into gaps in the sticks, angle or flatten the roof*. After a few minutes take the students back out to the playground and repeat the process. Ask *Is the shelter better now? What makes it better? What other materials do you think are good to use for a shelter for rain / wind / snow?*

### Stage 3: Share your project.

Join three pairs together. Ask them to take turns to show the group their shelter and explain how they made it better.

### Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Students open their Workbooks to page 36 and look at Activity 2. Read the instructions for Stage 1 and help students reflect about their project and mark the appropriate number. Repeat for the other stages.

### Optional activity

Tell students to create a project record, looking at the process and the product. Discuss the aim of the record with the class. Students work individually to list all the stages, the materials used and the result. Students keep their project records in their folder or notebook.

### WORKBOOK ANSWERS

- 1 1 X 2 ✓ 3 ✓ 4 ✓  
2 Answers will vary.  
Try! Answers will vary.

**Further practice / Homework**  
Workbook page 36

1 Listen, follow and color the number. Say a path for your friend.



2 Look at Activity 1 and write sentences.

- 1 **7** There isn't a kitchen. There's a bedroom.  
There isn't a dining room. There's a living room.  
There isn't a bathroom. There's a kitchen.

3 Look at the picture and write sentences with *in* or *on*.



- 1 (bee / flower) There's a bee in a flower.  
 2 (bee / leaf) There's a bee on a leaf.  
 3 (fish / pond) There's a fish in the pond.  
 4 (frog / wall) There's a frog on the wall.



minutes to practice saying it. Tell them not to write anything. Divide the class into pairs and tell them to take turns to say the path for their partner to follow. Explain that if the partner arrives at the wrong star they repeat the path and try again.

2 Look at Activity 1 and write sentences.

Point to star 7 and explain that the students need to complete the pathway using *There is* and *There isn't*. Have students write their sentences. The students compare their pathways with their partner and ask *Are they the same or different?* Finally, check the activity as a class by asking a volunteer to write the sentences on the board.

3 Look at the picture and write sentences with *in* or *on*.

Look at the picture in Activity 3 with the students and ask them to point to the bee in the flower. Tell the students to complete the other sentences. Tell them to look back the Language Focus 2 Lesson to help them.

Ask volunteers to read out their sentences to check as a class.

**Optional activity**

Give students a few moments to look through Unit 3 in their Student Book. Ask them to find something they found difficult in the unit (such as the story, the grammar point, phonics, vocabulary) and write a question mark at the top of the page.

**Additional resources**

The Unit 3 Test can be given now.

**WORKBOOK ANSWERS**

- 1 1 There aren't any bedrooms. There are two flags. 2 There's a kitchen. There isn't a living room. 3 There isn't a hall. There's a roof. 4 There are two doors. There aren't any bathrooms.  
 2 Left to right: There's a bee in a flower. There's a flower on a bush. There's a frog in a pond. There's a bird on a wall. There's a leaf in a pond. There's a bee on a flower.

Try: Answers will vary.

**Further practice / Homework**

Workbook page 37

**Unit 3 Review** page 43

**Lesson objectives**

Review the vocabulary and language from the unit.

**Language**

Parts of a house, things in the garden.  
*There's / There isn't a (kitchen). There are / aren't any (walls).*

**Materials**

Track 40; Unit 3 Flashcards Set 1 (parts of a house); Workbook page 37

**Warm up**

Stick the parts of the house flashcards on the board. Point to each one and elicit the word. Tell the students to stand up and turn around so they have the back to the board. Remove one of the flashcards. Tell the students to look at the flashcards and ask *What's different?* Encourage them to say *There isn't a (kitchen)*. Repeat the

activity with different flashcards. Start to put the flashcards back, one by one, to encourage them to say *There's a (kitchen)*.

**1 Listen, follow and color the number. Say a path for your friend.** 40

Ask the students to open their Student Books and look at the maze.  
 Play the recording, pause after the first sentence, and elicit the part of the house. (*Kitchen*.) Play the next section and ask the students to repeat the sentences. (*There isn't a bathroom. There's a bedroom.*) Ask *Which picture is next?* (*The bedroom.*) Play the final section and ask the students to repeat the sentence *There's a garden*. Ask *What's the number?* (1.)

Play the recording for the students to follow the maze. Pause after each section to give them time to color the stars. Repeat as necessary before you check the numbers they colored as a class.

Tell the students to think of a path to tell their partner. Give them a couple of

## Review Story pages 44–45

### Lesson objectives

Review the vocabulary and language learned in Units 1–3.

Reading to find specific information in a text.

### Language

Weather, months, people words, seasons, adjectives

Simple present

### Materials

Track 41; Unit 3 Flashcards Set 1 (family members); Workbook pages 38–39

### Warm up

Tell the students you are going to tell them a secret and they have to whisper it. Demonstrate “whisper” by whispering the sentence *Monty is in Australia*. Divide the class into four groups and tell each group to stand in a circle. Whisper the same sentence to one student in each group such as *There are kangaroos in Australia*. Tell that student to whisper the sentence to the student to the right, who then whispers it to the person to their right. Tell them they can only whisper the sentence two times. The students continue to whisper the sentence around the circle to the final student. When all groups have finished, ask the final students to write the sentence they heard on the board. Compare the sentences and then write up the actual sentence you said.

### 1 Look at the pictures and answer with a friend.

Write *Australia* on the board and ask the following questions, one by one, giving the students time to discuss them: *What do you know about Australia? What's the climate like? When is winter / summer? What animals are there?* Tell the students to discuss the questions with their partner. Then ask them to look at Activity 1 and look at the pictures in the story to answer the questions.

Ask a few volunteers to tell you one fact they know about Australia before you ask them for the answers to the questions in Activity 1.

# A Visit to Australia

- Look at the pictures and answer with a friend.
  - Where are Monty and Lola?      2 What is the season?
- Listen and read. Circle the words.
  - It's cold / hot in December.
  - Koalas / Cats come from Australia.
  - Christmas is in summer / winter.

### Optional activity

Photocopy and cut up the story into the eight frames. Make enough copies for one set per group of four students. Divide the class into groups of four and tell them to close their books. Give each group a set of the cut-up story. Tell them to work together to put the story in the correct order. Once they have ordered the story, tell them to look in their books and check the order of the story on pages 44–45.

### 2 Listen and read. Circle the words.

Play the recording for the students to listen and follow in their books. Ask *What are Monty and Lola wearing? (Hats and T-shirts.) Why? (It's hot and sunny.) Where are they in frame 3? (On the beach.) What animals are there in Australia? (Kangaroos and koalas.) Why is Santa Claus on the roof? (It's Christmas.) How many people are there in Lily's family? (Four.) Where do they eat Christmas dinner? (In the garden.)*

Have the students work individually to look at the sentences and circle the correct words. Show the example *hot* circled and ask *Where do you see this in the story? (Frame 3.)* Tell students to check their answers with their partner, ask *Are your answers the same or different?*

Play the recording again, pausing before Lola says *Wow! It's sunny* and elicit the sentence from the students. Play the recording and ask them to repeat the sentence with expression. Repeat the stages for the following sentences *Look at that man. He's strong. Look! A koala. Wow! In Australia, Christmas is in summer! Cool! Christmas dinner in the garden!*

### 3 Act out the story.

Divide the class into eight groups and assign each group a frame from the story to act out. Tell the students to decide which student takes which role in their part of the story and if there are more than three students in the group they need to make up a role for the other students (such as other students in Monty and



**3** Act out the story.

Lola's class, people on the beach, family members) and make up a line for them to say. Tell the students they can make small changes to their part of their story but not change the whole frame. Give the students time to practice their frame with actions, props and dialogues.

Monitor and help with pronunciation and expression, playing the recording for them to repeat after if necessary and if the groups want to.

Have the groups take turns to act out their part of the story. Make sure you tell which groups go in turn so the story is in the correct order.

Tell the class to listen and watch to see if there are any differences between the group's part and the real story. After each group ask *Is it the same or different?*

### Optional activity

Divide the class into groups of four and tell them they are going to rewrite part of the story. Tell them to imagine that Monty and Lola visit them in their country.

Tell the students to look at frames 3, 4 and 5 and plan what they are going to write and say. Tell them to draw three squares to do a storyboard. They draw pictures in each square and write the captions at the top and the speech bubbles from the relevant characters. Write these questions on the board as prompts: *What season it is? What month is it? What's the weather like? Where do they go? Who do they see? What animals are there? What do the characters say?*

Join two groups together so they are in groups of eight. The groups take turns to show their storyboards and read out their story.

Ask a couple of volunteer groups to tell their story to the class.

### WORKBOOK ANSWERS

1 1 ✓ 2 X 3 X 4 ✓ 5 ✓

2 a 4 b 2 c 1 d 3

Try! Six

3 People: babies, brother, man, sister  
Seasons and weather: hot, summer, sunny

Home: house, roof, yard

Describing people: pretty, strong

4 1 December 2 hot 3 sunny

4 summer 5 yard 6 Kangaroos

7 koalas

Try! Answers will vary.

### Further practice / Homework

Workbook pages 38–39

## Unit 4 Vocabulary

pages 46–47

### Lesson objectives

Identify different feelings.

Practice the words for feelings through a song and follow-up activities.

### Language

**Feelings:** *angry, bored, dizzy, excited, happy, hungry, sad, scared, thirsty, tired*

### Materials

🎧 Tracks 42–43; Unit 2 Flashcards Set 1 (people); Unit 3 Flashcards Set 1 (parts of the house); Flashcards of Monty the Park Ranger, Lola the Drummer, Monty the Knight, Lola the Explorer; Unit 4 Flashcards Set 1 (feelings); Workbook page 40

### Warm up

Stick the people and parts of the house flashcards on the wall around the classroom. Point to the flashcards and elicit each word. Ask a volunteer to identify and bring you the correct flashcard, such as *There's a girl*. The volunteer takes the flashcard off the wall and gives it to you. Tell the class to watch but not say if it's correct. If the student is correct they keep the flashcard. Repeat the activity with different flashcards and students.

### 1 Answer with a friend. 🗣️

Stick the flashcards of Monty the Park Ranger, Lola the Drummer, and Monty the Knight on the board. Point to each flashcard and ask *What is Monty / Lola?* Ask *What do you think Lola is today?* Take all suggestions.

Show the students the flashcard of Lola the Explorer and say *Look! Lola is an explorer. Where do you think she goes? How do you think she feels? (Cold.)*

Show students the feelings flashcards, one by one, and elicit or give the name of the feelings.

Divide the class into pairs. Ask students to open their Student Books to page 46 and look at the picture. Ask *Where is Lola? (In the Arctic / the snow.)* Read question 1 aloud. Tell the students to work with a partner to count the people.

Read question 2 aloud and tell the students what you are wearing. For example, *I am wearing red pants and a white shirt*. Ask a volunteer *What are you wearing today?* Then ask the volunteer to choose someone else in the class and ask the question. Repeat the activity a few more times with different volunteers asking and answering.

# 4

# Lola the Explorer

Vocabulary

**1 Answer with a friend.** 🗣️

1 How many people are there?  
2 What are you wearing today?

**2 Listen, point and repeat.** 🎧

**3 Look and complete. Listen again and check.**

angry bored dizzy excited happy  
hungry sad scared thirsty tired

|                        |                      |                         |
|------------------------|----------------------|-------------------------|
| 1 <u>d i z z y</u>     | 5 <u>t i r e d</u>   | 9 <u>s a d</u>          |
| 2 <u>h a p p y</u>     | 6 <u>s c a r e d</u> | 10 <u>t h i r s t y</u> |
| 3 <u>b o r e d</u>     | 7 <u>a n g r y</u>   |                         |
| 4 <u>e x c i t e d</u> | 8 <u>h u n g r y</u> |                         |

### 2 Listen, point and repeat. 🎧 42

Ask the students to stand up. Play the recording and ask the students to mime the feelings they hear that they know and remember from the flashcards. Play the first one (*dizzy*) and mime the feeling with them. Play the rest of the feelings and mime the feelings with the class.

Focus students' attention on the picture and the numbered people and ask them to point to the people as they hear the feelings.

Play the recording again for the students to repeat the words in chorus. Pay particular attention to the sound *sc* in *scared*, the initial letter *h* in *hungry*, and *th* in *thirsty*. Make sure the students are pronouncing the final letters for all the vocabulary. Play the recording a final time for individual students to say the words for the class.

### 3 Look and complete. Listen again and check.

Hold up the feelings flashcards, one by one, and elicit the words. Read the instructions. Point to the example *dizzy* and the completed word in the example. Have students work individually to complete the words using the pictures in Activity 1 to help them.

Monitor and, if needed, help by showing the flashcards and asking students to point to the word in the activity and then the picture. Check answers as a class.

#### Optional activity

Divide the class into pairs. Mime a feeling for the students to guess. Ask a volunteer to do the same. The pairs take turns to mime a feeling for their partner to say the word.

### 4 Find ten feelings.

Focus the students' attention on the photos of the feelings. Say a number and



**4 Find ten feelings.**

|   |   |   |   |   |   |   |   |  |  |
|---|---|---|---|---|---|---|---|--|--|
| e | b | o | r | e | d | h | q |  |  |
| x | s | w | e | r | t | a | f |  |  |
| c | a | n | g | r | y | p | h |  |  |
| i | d | y | u | i | o | p | i |  |  |
| t | h | u | n | g | r | y | r |  |  |
| e | p | t | i | r | e | d | s |  |  |
| d | s | c | a | r | e | d | t |  |  |
| o | s | d | d | i | z | z | y |  |  |

**5 Listen and circle the feelings. Listen again and sing along.**

I'm not angry, I'm not sad—no!  
Let's explore! Come on! Let's go!  
I'm excited and I'm happy.  
Come and explore with me!

I'm not thirsty, I'm not bored—no!  
Let's explore! Come on! Let's go!  
I'm excited and I'm happy.  
Come and explore with me!

I'm not hungry, I'm not tired—no!  
Let's explore! Come on! Let's go!  
I'm excited and I'm happy.  
Come and explore with me!

I'm not dizzy, I'm not scared—no!  
Let's explore! Come on! Let's go!  
I'm excited and I'm happy.  
Come and explore with me!

**6 Tell a friend how you feel.**



elicit the feeling, such as *Number 2—bored*. Repeat for all the feelings.

Hold up your book and point to the word search. Point to photo number 2 and the word *bored* circled in the grid. Point to photo number 1 and ask students *What is the word? (Dizzy)*. Tell the students to circle *dizzy* in the word search.

Have the students work in pairs to find and circle the words. Check answers by asking *What is number ...?* Ask volunteers to ask the question for the class to answer.

**5 Listen and circle the feelings. Listen again and sing along.**

Ask the students to look at the photos in Activity 4 and copy the actions for the feelings. Play the song and ask the students to mime the feelings when they hear the words.

Point to *angry* circled in the song and ask the students to find the other words from Activity 4 and circle them in the song.

Ask the students to close their books and stand behind their desks. Play the

recording and ask the students to stand up / sit down when they hear the feelings mentioned in the song. They can clap for *I'm excited* and *I'm happy* and mime looking for things by putting their hand up to their forehead and look around for *Come and explore with me!*

Divide the class into four groups. Give each group a verse. Tell the students to sing their verse along with the recording and shake their heads for *I'm not*. Repeat the activity as necessary and if the students are enjoying singing.

**6 Tell a friend how you feel.**

Stick the feelings flashcards on the board. Tell the students how you are and aren't feeling today. For example *I'm hungry and thirsty. I'm not bored*. Point to the relevant flashcard as you say the feelings and shake your head for any negative sentences.

Divide the class into pairs tell them to tell their partner how they are feeling. Tell the students to find a different partner and take turns to say how they are feeling. Repeat the activity a couple more times.

Monitor and help where necessary, making sure they are using the target language correctly. Listen for pronunciation errors to work on after the activity.

**WORKBOOK ANSWERS**

- 1 7 angry 5 bored 9 dizzy 4 excited  
8 happy 1 hungry 10 sad  
6 scared 2 thirsty 3 tired
- 2 1 tired 2 sad 3 excited 4 happy  
5 thirsty 6 angry 7 bored  
8 scared 9 hungry 10 dizzy
- Try! Answers will vary.

**Further practice / Homework**  
Workbook page 40

## Unit 4 Reading pages 48–49

### Lesson objectives

- Understand and act out a story.
- Find specific information in a text.
- Review clothes in the context of a story.

### Language

Simple present / *have* + clothes

### Materials

- Track 44; Unit 4 Flashcards Set 1 (feelings); Unit 4 Storycards; DVD Unit 4 Story; Workbook page 41

### Warm up

Hold all the feelings flashcards in a pile with the pictures facing towards you. Turn over one of the cards and very quickly show it to students. The student who guesses the flashcard and says the word wins a point. Play the game with all the flashcards. The student with the most points wins the game.

### 1 Look at the pictures and answer with a friend. 🗣️

Ask the students *How do you feel when it's raining? What do you do? Imagine you are an explorer like Lola. Where do you go?* Ask the students to look at page 48 and to cover frames 3 and 4 of the story with their notebook.

Point to Max and Ellie and say *This is Max and Ellie. Ask How do they feel? (Bored.) What does Max want to do? (Play a game.) What does he say about Grandpa? (He's an explorer. He's in the Arctic.)*

Have the students close their books and turn to their partner and talk about what they think happens in the story. Ask a few volunteers to share their ideas with the class.

Tell the students to open their books and look at the story again on page 48. Divide the class into pairs and read question 1 aloud. Have the students work together to look at the whole story and discuss what the weather is like. Read question 2 aloud. Tell the students to think about how they feel in each frame. Give the students time to read the story and answer the question. Ask a few volunteer pairs to share their answers.

Check understanding by asking *What do Max and Ellie like about exploring? (It's exciting, the dog sled, taking photos.)*

# Unit 4 Reading The Arctic Explorers

**1 Look at the pictures and answer with a friend. 🗣️**

1 What's the weather like?      2 How do Max and Ellie feel?

**2 Listen and read. Choose and write the correct words. 🎧**

happy bored excited hungry dizzy

**1** Max and Ellie are at home. It's raining.



**2** What's in the box? There aren't any games. Max has a picture.



**3** Now Ellie has a hat and a sweater. Max has a scarf. It's a magic scarf.



**4**



### Optional activity

Play the story pausing after each storycard and ask *How do Max and Ellie feel? What happens next?* Ask eight students to come to the front of the class, give each one a storycard, and tell them to hold the storycard up facing the class. The class helps them to stand in the correct order of the story. Play the recording for the class to check the order and pause if necessary to give the eight students time to reorder themselves.

### 2 Listen and read. Choose and write the correct words. 🎧 44

Play the recording for the students to follow in their books. Read the instructions aloud and show the word *bored* written in the example in frame 1.

Have the students work in pairs to choose the correct words and write them in the gaps in the story.

Play the recording again for the students to check their answers. Pause after each

of the missing words to give the students time to check their answers and correct them if necessary.

### Optional activity

Divide the students into pairs and assign them A and B. Have student A sit facing the video and student B sit behind them facing away from the video. Tell student A they are going to watch the video and tell student B what's happening and what they can see. Play the first four frames of the video, pausing after the explorer says *Hello. Come and explore!* The pairs swap roles and repeat the activity for the last four frames.



### Optional activity

Ask the students to imagine themselves exploring in the Arctic. Tell them to draw a picture of themselves, showing how they feel. The students write a sentence under the picture about how they feel, for example, *I'm excited*. Have the students work in groups of four to present their pictures.

### Optional activity

Ask the students to complete the story activities on page 41 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 3.

### WORKBOOK ANSWERS

1 a 2 b 4 c 6 d 5 e 3 f 1

2 Answers will vary.

3 Answers will vary.

Try! bored

### Further practice / Homework

Workbook page 41; Unit 4 Reading

Worksheet; Unit 4 Story Worksheet

### Optional activity

Tell the students to put up their left hand and then their right hand. Repeat a couple of times. Tell them you are going to say a sentence about the story. If the sentence is true they put up their left hand, if it's false they put up their right hand. Say the following sentences: *It's raining.* (True.) *Max has a hat.* (False.) *Max and Ellie feel dizzy.* (True.) *Max is scared of the dogs.* (False.) *Max and Ellie are hungry at the end of the story.* (True.)

### 3 Act out the story. 🗨️

Divide the class into pairs. Tell the pairs they are going to make up a freeze frame for one part of the story.

The pairs choose one of the frames from the story and make up actions to represent that frame. Explain that they have to freeze as they do the action and not move. Give an example yourself by doing an action for riding on the dog sled. Ask the class to tell you which frame you are acting. The pairs take turns to show

their freeze frame to the class. The other groups watch each freeze frame and guess the scene.

Now divide the students into groups of three and assign a role from the story to each group: narrator, Max and Ellie. Tell the students to practice reading the story in their groups, playing their different roles. Encourage the groups to act out their parts. Monitor the groups and help where necessary. For any groups who are having a problem with the dialogue, make sure they are using the key feelings vocabulary correctly. For more confident groups, tell them to close their books and act out the story from memory.

Personalize the story by asking *Would you like to go the Arctic? Why / Why not? Imagine you see a bear, how do you feel?*

# Unit 4 Language Focus 1

pages 50–51

## Lesson objectives

Practice asking and answering about feelings.  
Review the words for feelings.

## Language

Present simple: *Are you (bored)? Yes, I am. / No, I'm not.*

## Materials

Tracks 45; Unit 4 Flashcards Set 1 (feelings); Workbook pages 42–43

## Warm up

Divide the class into two teams. Ask a volunteer from each team to come to the front of the class. Give each student a feelings flashcard. Have the two students stand back-to-back in the middle of the classroom and hold their flashcard in front of them with the picture side facing away. Both students then take three steps away from each other before quickly turning around. The two students then race to shout out what's on the other student's flashcard. The first student to shout out the correct word wins a point for their team. Repeat with different volunteers and flashcards. The winning team is the team with the most points.

## 1 Listen and circle. 45

Tell the students to open their books to page 50. Point to the pictures of Max and Ellie and ask *How do they feel?*

Tell the class they will hear the narrator asking Max and Ellie how they feel. They have to circle Max and Ellie's answer under each picture. Play the recording and pause after the example and ask *What's the question? (Are you bored?)* Show *Yes, I am* circled. Check that the students know what they have to do. Play the rest of the recording and monitor the students' work.

Ask the students to check their answers with their partner and ask *Are your answers the same or different?* Play the recording one more time for students to check.

Check answers with the class by playing the recording again, stopping after each sentence and asking volunteers to say *Yes, I am* or *No, I'm not*.

### Optional activity

Divide the students into pairs. The students take turns to point to each picture in Activity 1 and say a feeling. The partner has to say *true* if the word matches the picture or *false* if it doesn't. Do an example with a volunteer, point to picture 1 and say *excited*. The volunteer says *true* or *false*.

## Unit 4 Language Focus 1

### 1 Listen and circle. 45



Yes, I am. / No, I'm not.



Yes, I am. / No, I'm not.



Yes, I am. / No, I'm not.



Yes, I am. / No, I'm not.



Yes, I am. / No, I'm not.



Yes, I am. / No, I'm not.

### 2 Read and match.



1 Are you sad?

2 Are you dizzy?

3 Are you excited?

4 Are you bored?

5 Are you happy?

Yes, I am.

No, I'm not. I'm sad.

No, I'm not. I'm bored.

No, I'm not. I'm excited.

No, I'm not. I'm angry.



### 2 Read and match.

Hold up your book and point to the photographs, one by one, asking *What is the feeling?* Tell the students to look at the question and answer in number 1 and point to the picture of the boy numbered 1. Ask *Is he sad?* (No.) Show the line joining the question and answer.

The students work individually, joining the questions and answers. Ask the students to compare their answers with their partner. To check as a class, ask different volunteers to ask and answer the questions.

### Optional activity

Have the class work in pairs. The pairs take turns to ask and answer the questions in Activity 2. Demonstrate the activity with a student.

### Project connection

You can choose to do Stage 1 of the project on page 56 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before developing the project.

### 3 Look and answer.

Stick the sad flashcard on the board and write a gapped question *\_\_\_?* next to it. Encourage the students to give you the question *Are you sad?* Circle *Are* and *you*. Ask a volunteer the question and encourage the full answer *Yes, I am / No, I'm not* and write them on the board. Circle *I am* and *I'm not*. Write *I am = I'm*. Explain *We use "are" with you and "am" with I.*

Tell students to look at the questions in the book. Ask *Who can you see?* (Max and his mom.) *What does Max have?* (A bag.) *Why?* (He is going to explore.) *How does he feel?* Take all suggestions. Point to question and answer 1. Tell the students to look at the pictures and write *Yes, I am* or *No, I'm*

**3 Look and answer.**



- 1 Are you excited? No, I'm not.      3 Are you sad? No, I'm not.  
 2 Are you bored? Yes, I am.            4 Are you angry? Yes, I am.

**4 Unscramble the questions and write answers.**



- 1 ? / hungry / you / Are      Are you hungry?      Yes, I am.  
 2 you / ? / Are / thirsty      Are you thirsty?      Yes, I am.  
 3 scared / you / ? / Are      Are you scared?      No, I'm not.  
 4 happy / Are / you / ?      Are you happy?      Yes, I am.  
 5 Are / ? / tired / you      Are you tired?      No, I'm not.

**5 Play Feelings Mime with a friend.**



not for how Max feels. Monitor and check punctuation and contractions. Check together as a class by asking a volunteer to be Max and other volunteers to ask the questions for the volunteer to answer as Max.

**Optional activity**

Draw six circles for faces on the board. Draw eyes but leave the rest of the circles blank. Ask the students to copy the faces. Then ask the students to choose six facial expressions and draw them on the faces. The students work in pairs taking turns to look at their own faces and ask their partner *Are you ...?* If their partner has the same expression, they say *Yes, I am* and mark the corresponding face on their sheet. If they don't have the same expression they say *No, I'm not*. Pair yourself up with a student to demonstrate the activity.

**4 Unscramble the questions and write answers.**

On the board write *? / hungry / you / Are* and ask a volunteer to order the question correctly on the board. Ask the volunteer the question and write the answer next to the question. Focus students' attention on the Grammar box.

Give out the feelings flashcards to ten students, keeping one for yourself. Model the question and answer *Are you hungry? Yes, I am. / No, I'm not.* for the students to repeat chorally. Ask one of the students with a flashcard to hold up the card and ask a student without a flashcard the question with their feeling for example *Are you (thirsty)?* Continue with all ten students and flashcards.

Look at the photos and example question and answer as a class. Point out the check marks and crosses in the photos. Tell the students to work individually to order the questions, look at the corresponding photo and check if there is a check mark or a cross before they write the answer.

Tell them to look at the Grammar box and Activity 3 to help them.

To check answers as a class, ask different volunteers to write the questions on the board, then ask different volunteers to read out the questions for other volunteers to answer.

**5 Play Feelings Mime with a friend.**

Mime a feeling for the students to guess. Insist the students ask the full question *Are you (bored)?* And only answer the question if they do. Pair yourself up with a student and repeat the activity to demonstrate. Model the exchange in the speech bubbles for students to repeat chorally. Have the students work in pairs to play the game. They take turns to mime and ask questions to guess the feeling. Monitor and listen to the students but don't interrupt the activity. Make a note of any errors in grammar or pronunciation to go over after the activity.

**WORKBOOK ANSWERS**

- 1 1 Are you hungry? 2 Are you scared? 3 Are you bored? 4 Are you thirsty? 5 Are you dizzy?  
 6 Are you happy? 7 Are you excited? 8 Are you tired? 9 Are you sad? 10 Are you angry?  
 2 1 hungry 2 excited 3 happy 4 scared 5 bored 6 dizzy  
**Try!** Answers will vary.  
 3 1 No, I'm not. 2 Yes, I am.  
 3 No, I'm not. 4 Yes, I am.  
 4 1 Are you bored? No, I'm not. Are you sad? Yes, I am. 2 Are you angry? No, I'm not. Are you dizzy? Yes, I am.  
**Try!** Answers will vary.

**Further practice / Homework**

Workbook pages 42–43; Unit 4 Language Focus 1 Worksheet

# Unit 4 Language Focus 2

pages 52–53

## Lesson objectives

Introduce clothes.

Practice describing what people are wearing.

## Language

**Clothes:** boots, cap, gloves, sandals, shorts, sunglasses

Present continuous: *He's / She's wearing (boots).*

## Materials

🎧 Tracks 46–48; Level 1 Unit 4 Flashcards Set 1 (feelings); colored pencils; Workbook pages 44–45, 121

## Warm up

Use the clothes flashcards to review the clothes words. Show the flashcards, one by one, to elicit the words. Describe one of the students for the class to identify. For example, *He's wearing a green sweater and blue shorts.* If the students give a wrong answer, tell them why they are wrong, for example, *No, not (Juan). He's wearing a red sweater.*

## 1 Listen, point and repeat. Number the words. 🎧 46

Write the words *hot* and *cold* on the board. Draw lines from the circle and write *hot* at the end of one line. Ask the students *What's the weather like today? What clothes do you wear when it's cold / hot?* to elicit some clothes and write them under *hot* or *cold* on the board.


Tell students to open their Student Books to page 52 and look at the clothes pictures. Point to each picture, one by one, and ask the students *Are these clothes for hot or cold weather?* Play the recording for the students to listen to and point to the corresponding pictures. Play the recording again, pausing after each word for the students to repeat, chorally and individually. Pay particular attention to their pronunciation of the initial *sh* in *shorts* and *gl* in *gloves* and *glasses*.

Play the recording, pausing after the first word *gloves*, and point to the number 1 in the box next to the word. Play the rest of the recording for the students to number the words.

Have the students compare their answers with a partner. To check as a class, say a number and ask volunteers to tell you the word.


## Additional resources

The Unit 4 Flashcards Set 2 and Unit 4 Wordcards Set 2 can be integrated at any point from here on.



### Unit 4 Language Focus 2

**1 Listen, point and repeat. Number the words.** 🎧 46






5 boots   2 cap   1 gloves   6 sandals   4 shorts   3 sunglasses

**2 Listen and match the verses to the pictures. Listen again and sing along.** 🎧 47

*Look at the explorers,  
They've got a magic scarf!  
Look at the explorers,  
Where are they now?  
He's wearing gloves,  
She's wearing boots,  
They're in the Arctic,  
And Ellie's got the scarf!*

*Look at the explorers, ...  
She's wearing sandals,  
He's wearing shorts,  
They're on an island,  
And Max has got the scarf!*

*Look at the explorers, ...  
She's wearing sunglasses,  
He's wearing a red cap,  
They're in the jungle,  
And Ellie's got the scarf!*

**3 Look and write.**

|                                  |                                     |
|----------------------------------|-------------------------------------|
| 1 He's wearing <u>gloves</u> .   | 4 He's wearing <u>shorts</u> .      |
| 2 She's wearing <u>boots</u> .   | 5 She's wearing <u>sunglasses</u> . |
| 3 She's wearing <u>sandals</u> . | 6 He's wearing a <u>cap</u> .       |

## 2 Listen and match the verses to the pictures. Listen and sing along. 🎧 47

Have students look at the picture and ask *Where are they? (The Arctic / an island / the jungle.) How is the weather? (It's hot / cold.) What clothes can you see?*

Tell the students to look at the song and the pictures and show the line from the second picture to verse 2. Have the students work in pairs to match the verses to the pictures. Monitor and check their work.

Play the song again for the students to sing along to. As a class make up some actions to go with the weather words, such as miming putting on the different clothes. Play the recording for the students to mime and sing along to.

## 3 Look and write.

Point to the numbered clothes in the pictures in Activity 2 and elicit the words. Read the instructions and point to the first sentence and ask the students to

point to the boots in the picture. Have the students work individually to complete the sentences with the correct words. Have the students compare their answers with a partner and check each other's spelling with the words in Activity 1.

## 4 Listen and color. 🎧 48

Make sure the students have a selection of colored pencils in front of them. Say to the students *Show me a red / pink / green / yellow / orange / black pencil.* Focus the students' attention on the picture and ask *Where are the children? (In a store.) What is he / she wearing?* Play the recording all the way through and tell the students to listen for the colors and hold up the correct color pencil. Play the first exchange on the recording and ask the students *What clothes do you hear? (Shorts.) Are they the boy's or the girl's shorts? (The boy's.) What color are they? (Yellow.)* Tell the students to color the boy's shorts yellow.

4 Listen and color.

Grammar

She's wearing gloves.  
He's wearing a cap.



5 Look and write sentences.

boots cap gloves sandals shorts sunglasses



- 1 She's wearing sunglasses.
- 2 He's wearing gloves.
- 3 He's wearing a cap.
- 4 He's wearing shorts.
- 5 She's wearing boots.
- 6 She's wearing sandals.

6 Make the game. Play with a friend.

He's wearing sunglasses, gloves and boots.



Like this?

Play each exchange, pausing after each one for the students to color the clothes. Tell the students to compare their pictures with their partner and ask *Are your pictures the same or different?* Play the recording all the way though again for the students to check. Say the sentence *He's wearing yellow shorts* for the students to repeat chorally. To check answers as a class, ask different volunteers to say what the boy and girl are wearing using the target language.

Additional resources

The Unit 4 Language Focus 2 Worksheet can be integrated at any point from here on.

5 Look and write sentences.

Point out the boy in the picture in Activity 4 and on the board write the sentence *He's wearing sunglasses*. Circle the apostrophe *s* and the *ing*. Ask *Does he wear sunglasses every day?* (*No / We don't know.*) *And now?* (*Yes. He's wearing sunglasses.*) Read the instructions to the students and point to the girl in picture 1 to elicit the sentence *She's wearing sunglasses*. Have

the students work in pairs to look at the pictures and write sentences. Refer them to the Grammar box and Activity 3 to support them. Then they write sentences to describe the weather. Monitor and check they are not forgetting the apostrophe *s* and the *ing*. Choose different volunteers to write the sentences on the board for the students to check.

6 Make the game. Play with a friend. Workbook page 121

Ask students to open their Workbooks to page 121 and show them the cut-out clothes booklet you have made and colored. Demonstrate how the different flaps of the book turn over to change the clothes the boy or girl is wearing. Point to and describe one of the pictures *He's wearing sunglasses, a T-shirt and shorts*. Turn over one of the flaps and describe the new character shown, Ask the students to cut out their booklet and stick them together on the left hand side. They then need to make two straight horizontal cuts across the four pages.

They should keep the booklet closed while they do this, and cut across all four pages at once. Show these stages separately for the students to copy what you are doing. Demonstrate the game with a student at the front of the class. Take turns to turn over the flaps of your booklets and make a person. Describe the person's clothes for your partner to listen and make a person wearing the same clothes as you described by turning over the flaps in their booklet. Encourage your partner to take the next turn.

Point to the children at the bottom of page 53 in the Student Book and model the exchange for the students to repeat chorally.

Divide the class into pairs for them to play the game. Monitor, encouraging the children to use the target language and noting down any common errors.

WORKBOOK ANSWERS

- 1 1 d shorts 2 e sandals 3 c gloves 4 f sunglasses 5 b boots 6 a cap
- 2 Students to color clothes: blue boots, blue cap, yellow sandals, green gloves, red sunglasses

Try! Answers will vary.

- 3 1 She's wearing sunglasses and a cap. 2 He's wearing shorts and sandals. 3 She's wearing boots and gloves. 4 He's wearing shorts and a cap.
- 4 1 He's wearing boots and shorts. She's wearing sandals and sunglasses. 2 He's wearing a cap and sunglasses. She's wearing boots and gloves.

Try! Answers will vary.

Further practice / Homework

Workbook pages 44–45; Unit 4 Language Focus 2 Worksheet

**Lesson objectives**

Learn about materials for clothes and where they come from.

Become familiar with the concept of different materials and the weather they are suitable for.

**Language**

*Air, cool, cotton, feathers, heat, light, soft, trap, wool*

*(Wool) comes from (sheep).*

**Materials**

Tracks 49–50; Workbook page 46

**Warm up**

Using the clothes booklets from Activity 6 of the Language Focus 2 Lesson, describe a person, such as *She's wearing sunglasses, a jacket, gloves and boots.* The students turn the flaps of their booklet to make the same person. Tell them to hold their booklets up and show you the pictures. Describe two or three other people in the same way. Review as many different clothes as possible. Ask a few volunteers to lead the activity instead of you.

**1 Answer with a friend. What are you wearing?**

Read out the instructions. Tell the students what you are wearing before putting them in pairs to answer the question. Ask a couple of volunteers to share their answers.

**2 Listen and read along. Match the paragraphs to the pictures.**

Write *Materials for clothes* on the board and point to your shirt and sweater and ask *What is my (T-shirt) made of?* (Cotton.) Point to a sweater and ask *What's the sweater made of?* (Wool.) Write the materials on the board and add *feathers*. Ask *Where does wool / cotton come from?* (Sheep / A plant.) *Where do feathers come from?* (Birds.) *What materials are good in hot / cold weather?*

Play the recording for students to listen to and read along. Look at the photographs very quickly. Ask *What's the text about?* (Materials / cotton, wool and feathers / clothes.)

Hold up your book and point to the photographs, one by one, asking *What is this?* (Wool, sheep, a sheet, cotton plant, feathers, a bird.)

Ask the students to read the text again and match the paragraphs to the photos. Do the first one as an example and ask *Why do they match?* (The paragraph says cotton is from a plant and the photo is of a cotton plant.) The students do the other two themselves individually.

1 Answer with a friend. What are you wearing?

2 Listen and read along. Match the paragraphs to the pictures.

**Materials for Clothes**

Cotton comes from a plant. Cotton is soft and cool. It lets heat pass through it. Cotton lets us cool down in hot weather.

Wool comes from sheep. Wool is soft and warm. Wool doesn't let heat pass through it. It keeps heat in. We wear wool in cold weather.

Feathers come from birds, like ducks. The feathers are soft and light. They trap warm air. We use feathers in clothes for very cold weather, like winter jackets.

3 Look and circle the weather. Write the best material.

|               |                        |                        |                        |
|---------------|------------------------|------------------------|------------------------|
|               |                        |                        |                        |
| Weather       | hot / cold / very cold | hot / cold / very cold | hot / cold / very cold |
| Best material | cotton                 | wool                   | feathers               |

4 Listen and match.

Check the answers together as a class, pointing to the photos and asking *Which paragraph? Why?*

Ask questions to check comprehension. *Why is cotton good for hot weather clothes? (It's cool and helps us cool down.) Why is wool good for cold weather clothes? (It's warm and the heat / hot air stays in.) Why are feathers good for cold weather clothes? (They trap the warm air / stop the warm air going out.)* Ask a few volunteers *What material do you like for clothes? Why?*

**3 Look and circle the weather. Write the best material.**

On the board write *hot / cold / very cold*. Draw a T-shirt and a pair of shorts on the board and ask *Shorts are good in which type of weather? (Hot.) What's the best material for shorts? (Cotton.) Why? (Because it keeps you cool.)*

Read the instruction aloud to the class. Look at the example and ask *Which weather do you circle? (Hot.) What material do you write? (Cotton.)*

Students read the text again and work in pairs to complete the activity. Check together as a class by asking a few volunteers for their answers.

**4 Listen and match.**

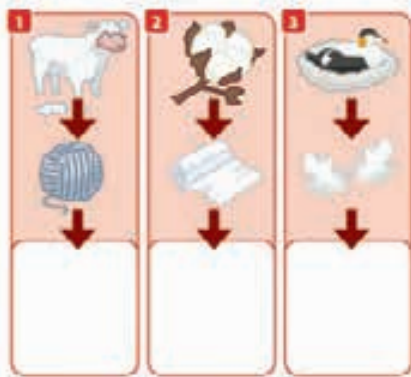
Choose two volunteers and ask them to read the speech bubbles aloud. Play the recording for the students to match the speech bubble to either Monty or Lola. Choose different volunteers to read the speech bubbles.

**5 Draw clothes to complete the flow chart.**

Focus the students' attention on the flow chart. Point to the sheep and the ball of wool and say *Wool comes from sheep. Sweaters are made of wool.* Demonstrate the activity by drawing a sweater in the first empty square and showing it to the class. Ask *What other clothes are made of wool? (Socks, coats, hats.)* Ask the class for clothes that they can draw for cotton and feathers. The students complete the flow



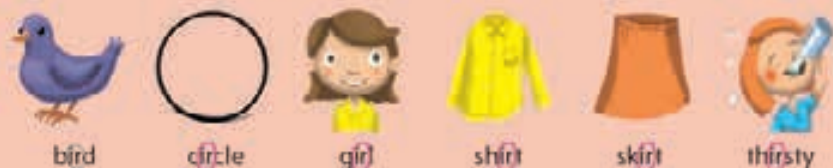
5 Draw clothes to complete the flow chart.



6 Write about your flow chart. Tell a friend.

1 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 2 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 3 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1 Listen and circle the *ir* sound. Listen and repeat.



2 Listen and read.

Look at the girl in the jungle. She's wearing a yellow shirt.  
 Look at the girl in the jungle. She's wearing an orange skirt.  
 Look at the birds in a circle. They're very tall and pink.  
 Look at the birds in a circle. They're thirsty and want a drink.



3 Listen again and repeat the chant.

Phonics

Lesson objectives

- Practice pronunciation of the sound /ər/.
- Practice listening to, reading and saying words with the sound /ər/.

Materials

Tracks 51–52; Workbook page 47

Warm up

On the board write *\_all*. Divide the class into groups of three and tell them to write as many words as they can remember ending in *all* (such as *ball, fall, small, tall, wall*). Give them the first one *hall*.

After a couple of minutes ask the groups to shout out their words. Pay attention to the pronunciation as the students say them.

1 Listen and circle the *ir* sound. Listen and repeat.

Have the students look at the pictures. Say *Point to the bird / circle / girl*. Ask the students *Which letters are in every word? (ir)*. Play the recording for the students to listen and circle the *ir* sound. Use the recording to model the words for the students to repeat chorally and individually. Repeat as necessary.

2 Listen and read.

Write the questions on the board: *Where's the girl? (In the jungle.) What's she wearing? (A yellow shirt and orange skirt.) What do the birds look like? (Pink and tall.) How do the birds feel? (Thirsty.)* Tell the students to close their books and listen to the chant to answer the questions. Check the answers as a class.

Play the chant all the way through for the students to follow in their books.

3 Listen again and repeat the chant.

Play the chant, line by line, for the students to repeat chorally. Repeat this a couple of times to ensure the students have the rhythm of the chant.

Ask the students to stand up and march on the spot, make sure they are all in time. Play the recording for them to sing and march along to.

WORKBOOK ANSWERS

- 1 1, 3, 4, 6, 7, 8  
 2 1 bird 2 girl 3 circle  
 3 1 T-shirt, bird 2 birthday, circle 3 girl, thirsty  
 Try! Answers will vary.

Further practice / Homework

Workbook page 47

chart by drawing clothes of their choice in the empty squares.

On the board write the gapped sentence: *... comes from ... are made of ... (Wool comes from sheep. Sweaters are made of wool.)* Tell the students to look at the first column of the flow chart and ask a volunteer to complete the sentence on the board. Tell the students to write sentences for the other two sections of the flow chart using the model sentence on the board to help them.

Divide the class into pairs and ask the students to take turns to describe their flow charts, pointing to the pictures and reading out their sentences. Monitor the students and check their work, noting down any errors in the target language to go through after the activity.

6 Write about your flow chart. Tell a friend.

Tell students to write three sentences about their flowcharts. Ask them to share these with a partner.

WORKBOOK ANSWERS

- 1 1 Feathers 2 Cotton 3 Wool  
 4 Feathers 5 Cotton 6 Wool  
 7 Wool 8 Cotton 9 Feathers  
 2 Cotton is cool. T-shirts are made of cotton. We wear them in hot weather. Wool is warm.  
 Gloves are made of wool. We wear them in cold weather.  
 Feathers are light. There are feathers in boots. We wear them in very cold weather.

Try! Answers will vary.

Further practice / Homework

Workbook page 46; Unit 4 CLIL Worksheet; Unit 4 CLIL Video Worksheet

## Unit 4 Project and Value

page 56

### Lesson objectives

Understand and apply good personal values.

Practice skills toward the development of a project.

### Value

Look neat and tidy for school.

### Materials

Poster paper; colored pens and pencils; fabric samples; glue; Unit 4 Stickers; Workbook page 48

### Warm up

Write the word *clothes* on the board. Have the students work in teams of four. Ask one student in each team to copy the word at the top of their page. The teams have to make a word beginning with each letter of the word *clothes*. Give them an example by writing *color* in a line down from the *c*. The first team to finish wins ten points. Each team wins one point for each word they have.

### Value: Read and stick

Ask students to open their Student Books to page 56 and find *Monty's Value* at the top. Read the value aloud while students follow along. Ask *What do you wear for school? Why is it important to look neat and tidy? (To show you take care of yourself and your clothes.)*

Have students open their books to the stickers page and ask students to point to the sticker that shows the value. Have them stick it into the space under *Monty's Value*.

## Clothes Design

### Stage 1: Plan your project.

If you asked the students to do the project connection Stage 1 during the Language Focus 1 Lesson, ask them what they learned about their chosen climate. If you didn't, ask *What are the different climates? (Jungle, desert, Arctic.) What's the weather like in these places? (Rainy, snowing, cold, hot, dry, wet, sunny.)* Divide the class into pairs to choose a climate and discuss what they can remember from Level 1 and the Unit 3 CLIL Lesson. If possible take the class to the library for ten minutes to research the climate and find the answers for step 2 in Stage 1.

### Stage 2: Develop your project.

Tell the class to imagine they work for a clothes company and they need to design clothes for explorers in their chosen climate. Ask the pairs to discuss what

**Unit 4 Project and Value**

## Clothes Design

**Materials**

- ★ Poster paper
- ★ Colored pens and pencils
- ★ Fabric samples
- ★ Glue

★ **Read and stick.**

Dress correctly for the weather.



**Stage 1: Plan your project.**

- 1 Work with a friend. Choose a climate you would like to explore.
- 2 Research the climate. Do you need special clothes? Do you need different clothes for day and night?

**Stage 2: Develop your project.**

- 1 Work with a friend. Decide which clothes the explorer needs.
- 2 Draw your design. Think about which materials to use.
- 3 Make a poster to show your designs. Stick on examples of fabric you like.
- 4 Label the clothes and the materials.

**Stage 3: Share your project.**

Show your design to your classmates. Tell them about the designs.

**Stage 4: Evaluate your project.**

Save your *Clothes Design*.



clothes the explorer needs in their climate and make a list.

Give out poster paper to each pair and tell them to draw the explorer and the clothes. As an example, point to the picture of the explorers in the book. Tell the students to choose some of the fabric samples to stick on to their clothes. Make sure they are choosing material appropriate to their climate by asking *Why do you choose this material?* Once the students' designs are finished they label the clothes.

### Stage 3: Share your project.

Join up the pairs to make groups of six. Ask the students to share and present their designs. Write model sentences on the board, such as: *The explorers are in the jungle. The weather is hot and it's raining. The shorts and shirt are made from cotton. They are wearing hats and sunglasses because it's sunny.*

Stick all the designs around the walls for the students to walk around, look at and compare. Ask *Which is your favorite design? Why?*

### Stage 4: Evaluate your project.

This stage can be completed at any point. Students open their Workbooks to page 48 Activity 2. Read the instructions for Stage 1 and help students reflect on their project and tick the appropriate boxes. Repeat for the other stages.

### Optional activity

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

### WORKBOOK ANSWERS

1 1 ✓ 2 ✓ 3 X

2 Answers will vary.

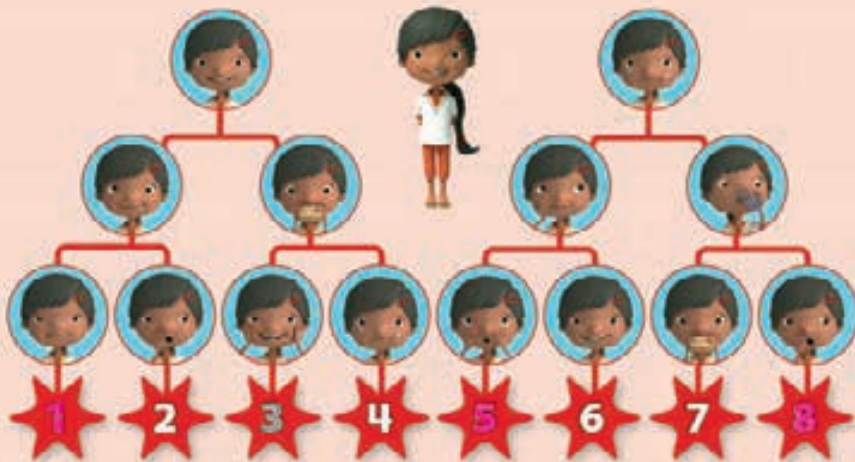
3 Answers will vary.

Try! Answers will vary.

### Further practice / Homework

Workbook page 48

1 Listen, follow and color the number. Say a path for your friend.



2 Look at Activity 1 and write sentences.

1 Are you happy? No, I'm not.  
 Are you thirsty? No, I'm not.  
 Are you scared? No, I'm not.

3 Read and write yes or no.



- |                             |            |
|-----------------------------|------------|
| 1 He's wearing gloves.      | <u>no</u>  |
| 2 She's wearing boots.      | <u>yes</u> |
| 3 He's wearing shorts.      | <u>yes</u> |
| 4 He's wearing a cap.       | <u>no</u>  |
| 5 She's wearing sandals.    | <u>no</u>  |
| 6 She's wearing sunglasses. | <u>yes</u> |



2 Look at Activity 1 and write sentences.

Point to star 6. Elicit the path students need to take to get there. Encourage them to say *Are you (happy)? (Yes I am / No I'm not.)* Have students write these answers. Then they do number 2 on their own. Monitor and help if necessary.

Ask three volunteers to write a pathway sentence each on the board. Have the students swap their Student Books with their partner to check their sentences. Tell the students to check and correct any spelling and punctuation with a different color pencil.

3 Read and write yes or no.

Ask the students to look at the picture of the children, and ask *What's he / she wearing? Is he wearing gloves? (No.)* Show the students the example sentence and say some of the sentences are true and some are false. In pairs, the students read the sentences, look at the picture and write the answers *yes* or *no*. Ask volunteers to say the sentences for the rest of the class to answer *yes* or *no* to check.

**Optional activity**

Give students a few moments to look through Unit 4 in their Student Book. Ask them to choose ten words from the unit that they like and write them in their notebooks. They can draw pictures to help them remember the meaning.

**Additional resources**

The Unit 4 Test can be given now.

**WORKBOOK ANSWERS**

- 1 1 Are you dizzy? 2 Are you bored?  
 3 Are you sad? 4 Are you angry?  
 5 Are you angry? 6 Are you scared?
- 2 1 He's wearing gloves.  
 2 He's wearing boots.  
 3 He's wearing sunglasses.  
 4 She's wearing a cap.  
 5 She's wearing sandals.  
 6 She's wearing shorts.

Try! Answers will vary.

**Further practice / Homework**

Workbook page 49

**Unit 4 Review** page 57

**Lesson objectives**

Review the vocabulary and language learned in the unit.

**Language**

**Feelings:** *Are you (happy)? Yes, I am / No, I'm not.*

**Clothes, present continuous:** *He's wearing (boots).*

**Materials**

Track 53; Unit 4 Flashcards Set 1 (feelings); Workbook 49

**Warm up**

Write *thirsty* on the board. Hold up the flashcards so the students only see the facing card. Reveal the cards one at a time. When students see *thirsty*, they shout *Snap!* Repeat with all flashcards.

1 Listen, follow and color the number. Say a path for your friend.

Ask the students to look at the maze in Activity 1. Point to a few of the pictures of Lola and ask *How does she feel?* Have the students work in pairs. Point to the number 3 and tell the students to work together to find the pathway from Lola to star 3. Play the example on the recording to check if their pathway is the same.

Play the other three pathways, without pausing, for the students to follow and color the stars. Repeat to check as a class, asking after each section *What number do you color?*

Tell students to pick a star and think about the path to get there. Tell them not to write anything but practice saying the path in their heads. Divide the class into pairs and tell them to take turns saying their pathway for their partner to follow. Monitor and listen for their pronunciation of the key language. Help by saying sentences for individuals to repeat.

## Unit 4 Review Game

page 58

### Lesson objectives

Review the vocabulary and language learned in Units 3 and 4.

### Language

Parts of a house, garden things, feelings, clothes.

**Demonstrative adjectives:** *This is / These are*

Simple present: *He is + adjective, There isn't / There aren't any ...*

Present continuous: *She's / He's wearing*

### Materials

Four counters per student of different colors; one die per group of four; Workbook page 50

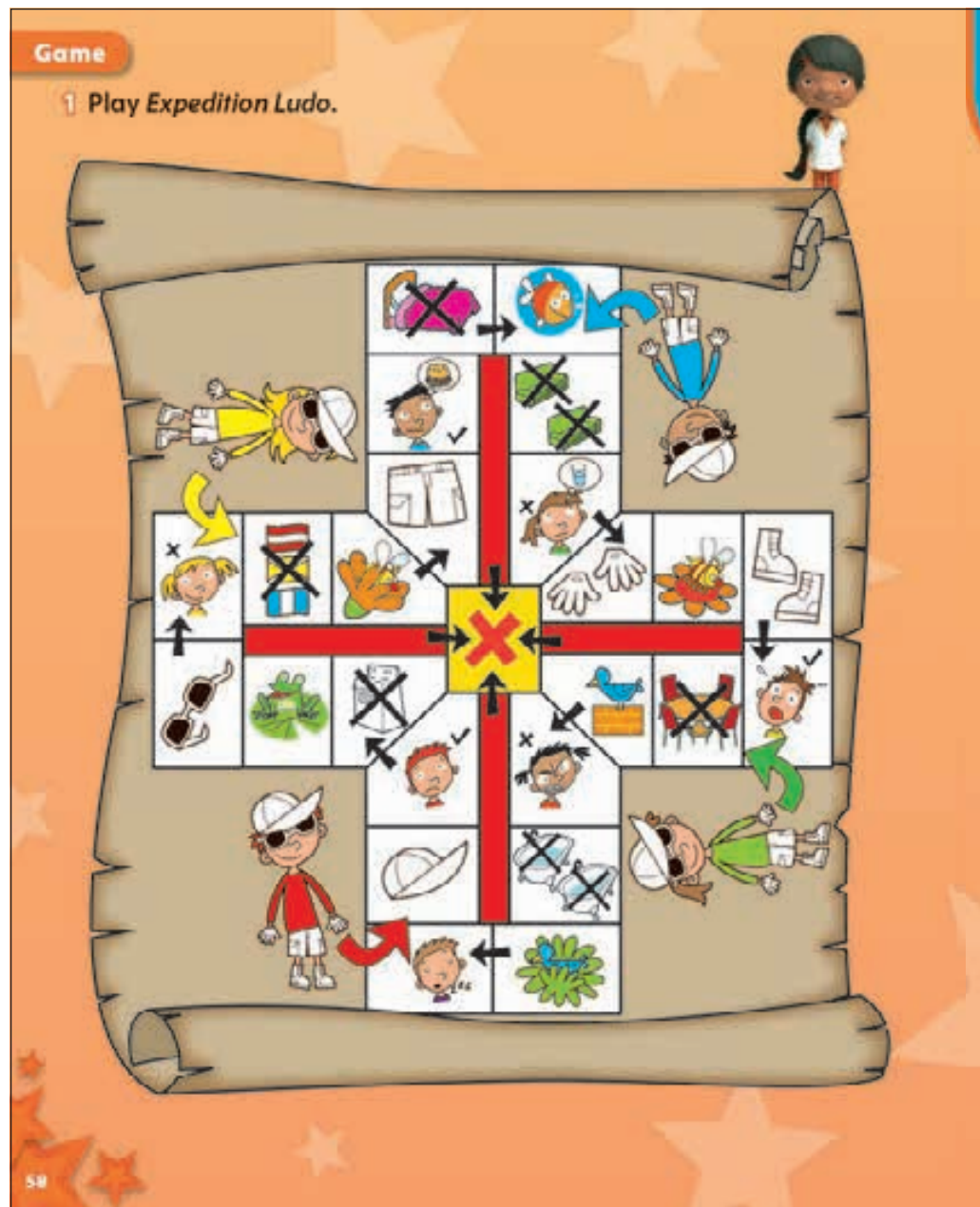
### Warm up

Play *Tic-tac-toe* with the class. The winning team is the first team to get three in a row. On the board draw the three-by-three grid and number the squares 1–9. In each square write one of the vocabulary words from Units 3 and 4, such as *roof, thirsty*. Divide the class into two teams. Tell one team they are O and the other are X. Tell the O team to choose a square and ask a volunteer to make a sentence with the word. If the sentence is correct they get an O in the square. Encourage the X team to listen to the sentence and help you decide if it is correct. Then it's the X team's turn. Repeat until a team gets three in a row.

### 1 Play Expedition Ludo.

Divide the class into groups of four and give out the counters. Make sure each student has four of the same color and all the students in the group have different colors. Hold up the game on page 58 and explain the students are going to play the game.

The students roll the die, and the highest roll of the die starts. The students take turns to roll the die and move their counter in a clockwise direction around the board. The students can choose which counters to move. When they land on a square they look at the pictures and make a sentence. Lower level groups can just say the key vocabulary item. If their counter lands on another student's counter, the student with that color counter has to return the counter to their home.



When a student lands on the red column close to their home they must roll a six to get their counter into the square with the red X. The student who moves all four of their counters on to the red X first, wins the game.

Demonstrate the game by sitting with a group at a table and taking a turn.

On the board write *It's my / your turn! That's correct / not correct*. Say the sentences for the students to repeat and tell them to use the language when they play the game.

Monitor the groups while they are playing and help out if students are not sure if the sentences are correct or not. When they finish, they play again.

### WORKBOOK ANSWERS

- 1 1 bush 2 sandals 3 kitchen  
4 thirsty 5 flower 6 hall  
7 hungry 8 boots

### Further practice / Homework

Workbook page 50



# Spain

Culture



1 Describe your house to a friend.

2 Read and circle the name of a special kind of house.

Most people in Spain live in modern houses or apartments. But Spain has a different kind of house, too.

These houses have bedrooms. There are kitchens, but there aren't many windows. And there isn't a roof. They're underground. They are cave houses.

In Andalusia, in the south of Spain, it's very cold in winter and it's very hot in summer. The cave houses are cool in the summer. They are warm and dry in the winter. The houses match the climate.

You can find cave houses all over Spain. The houses are old, but inside they are modern. People live in them today.



3 Draw and write about your house. Is it the same as a cave house?



There's a \_\_\_\_\_

There isn't \_\_\_\_\_

There are \_\_\_\_\_

There aren't \_\_\_\_\_

Focus the students' attention on the first photograph and ask *Where are the houses? (In the mountain / underground.)* Explain *underground* in their own language. Tell the students to read the text individually and quietly and underline the word for the special kind of houses in Spain.

Write these questions on the board: *What kind of houses do most people live in? (Modern houses.) Why don't the cave houses have roofs? (They are underground.) How do the houses match the climate? (They are warm and dry in the winter.) What are the houses like inside? (Modern.)* Divide the class into groups of four and tell them to read the text again and discuss the questions in their groups. Ask different groups to read out the questions for other groups to answer to check as a class. Ask *Would you like to live in a cave house? Why / Why not?*

3 Draw and write about your house. Is it the same as a cave house?

Ask the students to think about their house and draw a picture of it. Focus the students' attention on the sentence starters and tell them to write sentences about their house.

Divide the students into pairs and tell them to take turns to show each other their houses and describe them to their partner. Ask a few volunteer pairs *How are your houses different? Is your house the same as the cave house? Why / Why not?*

Students close their books. Ask *What do you remember about the cave houses?*

### Optional activity

Tell the students to write a paragraph, about traditional houses in their country. Write the sentence starters on the board for the students to use as a model. *Most people in my country live in ... These houses have ... There are ... There is ... In my country in the summer the weather is ... and in the winter it is ... The houses match the climate because ...* Tell the students to use the text to help them too.

### WORKBOOK ANSWERS

- 1 1 is 2 is 3 There's 4 There are 5 cool
  - 2 1 There isn't a roof. 2 Inside, it is modern. 3 There's a bathroom. 4 There aren't lots of windows. 5 It's warm and dry in winter.
- Try! Answers will vary.

### Further practice / Homework

Workbook page 51

## Culture page 59

### Lesson objectives

Identify similarities and differences between Spanish houses and houses in the students' country.

Present and practice parts of a house and climate vocabulary.

Understand the main points of a short text and write a similar text about their house.

### Language

*Cave, modern, underground*

Additional vocabulary related to the reading text.

### Materials

World map / map of Spain; Workbook page 51

the board. Divide the students into groups of four and ask them to share anything they know about Spain. Give your own example: *It's in Europe* and point to it on the map. Ask groups to share the ideas with the class.

1 Describe your house to a friend

Write *My house* on the board and tell the students about your house. For example, *My house is traditional. It's small. There are two bedrooms, a living room, kitchen and bathroom. There's no garden. There are a lot of windows and it is cool in the summer.*

Tell the students to open their Student Books to page 59 and read out the instructions. Divide the class into pairs. Tell the students to tell their partner about their house.

2 Read the text and circle the name of a special kind of house.

Hold up your book and point to the photographs and ask students what they can see. Ask *Do the houses look cool or hot?*

### Warm up.

Write *Spain* on the board and if you have a world map or a map of Spain stick this on

## Unit 5 Vocabulary

pages 60–61

### Lesson objectives

Identify musical instruments.

Practice naming musical instruments through a song and follow-up activities.

### Language

**Musical instruments:** *cello, clarinet, drum, flute, guitar, piano, recorder, triangle, violin, xylophone*

### Materials

Tracks 54–56; Unit 5 Flashcards Set 1 (musical instruments); Monty the Conductor Flashcard; Workbook page 52

### Warm up

Play *Smiley Face* with some of the vocabulary from Unit 4. Write a gapped word on the board such as \_\_\_\_\_ (*boots*). If you want to make it easier, tell the students *The word group is clothes and feelings*. Tell the student that you are thinking of a word from Unit 4 that has five letters and point to the gapped word. Tell the students to give you a letter. If the letter appears in the word write it on the correct line. If the word doesn't appear draw a big circle. Continue with more letters from the students until they have guessed the word or you have drawn a full smiley face: two eyes, a nose, a mouth, two ears and hair. This means they get eight guesses. The student who guesses the word chooses the next word and conducts the game with your help.

### 1 Answer with a friend. 🗣️

Stick all the musical instruments flashcards on the board. Ask the students to look at the instruments and ask *Where do you see these things?* (*In an orchestra / at a musical concert / in a school band.*) Stick the flashcard of Monty the Conductor on the board with the instruments and ask *Who is Monty today? Monty is a ...?* Try to elicit *conductor*. If the students don't know the word, say *conductor*.

Divide the students into pairs and ask *How many instruments can you name?* Give them a couple of minutes to talk together. Point to each of the musical instruments flashcards, one by one, and elicit or give the name of the instrument.

Ask students to open their Student Books to page 60 and look at the picture. Read question 1 aloud. Give the pairs a few seconds to name the instruments before checking as a class. Read question 2 aloud and tell the class about your favorite music, for example, *My favorite music is classical. I like the violin and flute*. Then give

# 5 Monty the Conductor

## Vocabulary





1 Answer with a friend. 🗣️

1 Which instruments can you name?

2 What is your favorite music?

2 Listen, point and repeat. 🎧

3 Listen and number. 🎧

|  |   |  |    |   |   |   |   |
|--|---|--|----|---|---|---|---|
|  violin | 2 |  clarinet | 7  |  guitar    | 3 |  drum  | 9 |
|  cello  | 8 |  triangle | 5  |  xylophone | 1 |  piano | 6 |
|  flute  | 4 |  recorder | 10 |   |   |   |   |

the pairs a couple of minutes to tell their partner about their favorite music. Ask a few volunteers to tell the class about their favorite music.

### 2 Listen, point and repeat. 🎧 54

Play the recording and point to the musical instrument flashcards on the board as they are said. Focus students' attention on the picture and the numbered instruments. Play the recording again for students to point to the instruments as they hear them. Play the recording again for the students to repeat the words chorally and individually. Pay particular attention to the sound consonant blends *cl*, *fl*, *tr*, *dr*, the *xy* pronounced as *sigh* and the *c* in *cello* pronounced as *ch*. Make sure the students are pronouncing the final letters for all the vocabulary.

### Optional activity

Have a volunteer come to the board and point to a flashcard and say *What's this?* for the class to say the instrument. Repeat with other volunteers and flashcards.

### 3 Listen and number. 🎧 55

Focus the students' attention on the pictures. Say a few of the musical instruments for the students to point to the pictures.

Play the recording for the students to number the pictures in the order they hear them. Pause after the first instrument to show the number 1 next to *xylophone*. Check answers as a class, by asking volunteers to say a number for the class to say the corresponding picture.

### 4 Unscramble the letters to write the words.

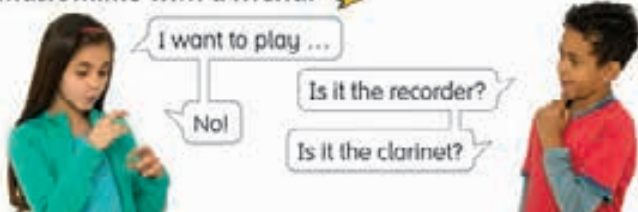
On the board write the scrambled letters of *piano* as in Activity 4. Ask a volunteer

**1 Unscramble the letters to write the words.**

**5 Listen and circle the instruments. Listen again and sing along!**

Make music with me! Play the piano / cello and the drum!  
 Make music with me! We can have lots of fun!  
 I want to play the violin, the drum / flute and guitar, too.  
 I want to play the xylophone / triangle and make music with you!  
 Make music with me! Play the piano and the drum! ...  
 I want to play the recorder, the clarinet and guitar / cello, too.  
 I want to play the triangle / violin and make music with you!  
 Make music with me! Play the piano and the drum! ...

**6 Play Music Mime with a friend.**



to come to the board and write the word. Encourage the class to help with the spelling.

Have the students work with a partner to unscramble all the musical instrument words. On the board write the numbers 2–10 and ask different volunteers to write the words correctly next to the numbers to check as a class.

**Optional activity**

Have the students work in pairs. They take turns to say one of the musical instruments for their partner to spell out loud. Demonstrate the activity with a volunteer.

**5 Listen and circle the instruments. Listen again and sing along!**

Tell the students to close their books. Play the song and ask the students to listen for the instruments they hear. Tell students to read the song and circle the instruments they heard.

Play the recording for students to check their circled instruments and correct their answers if necessary.

Divide the class into ten groups and assign them an instrument. Tell them to look at the picture in Activity 2 to see how their instrument is played. Tell each group to mime playing their instrument.

Play the recording for the groups to mime playing their instrument and you mime being the conductor.

Play the recording again for the students to sing along as they mime playing the instruments.

**6 Play Music Mime with a friend.**

Mime playing an instrument and say / want to play the ... for the students to guess the instrument.

Ask two volunteers to read out the exchange in speech bubbles.

Divide the class into pairs and have them take turns to mime playing a musical instrument for their partner to guess.

**Optional activity**

Play the students recordings of the different instruments, telling them which is which before you play them or ask the students to identify the instruments as you play the recording, if they can.

**WORKBOOK ANSWERS**

- 1 10 cello 8 clarinet 6 drum 4 flute  
 3 guitar 1 piano 9 recorder  
 7 triangle 2 violin 5 xylophone  
 2 1 cello 2 flute 3 triangle  
 4 piano 5 recorder 6 drum  
 7 guitar 8 xylophone 9 violin  
 10 clarinet

Try! Answers will vary.

**Further practice / Homework**

Workbook page 52

## Unit 5 Reading pages 62–63

### Lesson objectives

- Understand and act out a story.
- Sequence phrases from a story.
- Talk about musical instruments in the context of a story.

### Language

Present simple: *Can he help us? He can (play the flute).*

### Materials

- Track 57; Unit 5 Flashcards Set 1 (musical instruments); Unit 4 Flashcards Set 1 (feelings); Unit 5 Storycards; DVD Unit 5 Story; Workbook page 53

### Warm up

Divide the class into two teams. Ask a volunteer from each team to stand in front of the board facing their team. Show the teams a musical instrument flashcard—make sure they don't say the word and the volunteers don't see the card. Tell the teams to mime playing the musical instrument for their team's volunteer to guess. The volunteer who guesses first wins a point for their team. Repeat with different team volunteers and musical instruments. The team with the most points wins.

### 1 Look at the pictures and answer with a friend. 🗨️

Tell the class that they are going to hear a story. Write the title on the board *The Piper of Hamelin*. Explain *piper* and tell the students that Hamelin is a town in Germany. Say *There's a problem in Hamelin. What is it?* Hold up the first storycard and ensure that everyone can see the rats.

Say *There are rats in the town*. Ask questions about the picture: *Are the people happy?* (No, they are sad.) *Do the people like the rats?* (No.)

Point to the short, round man in the picture and say *He is the mayor of Hamelin*. Explain *He doesn't like the rats, but he has an idea*. Ask *What do you think his idea is?* Give the students a couple of minutes to discuss the question with their partner. Tell the students to look at the story on pages 62–63 in their book. Say *Point to the piper*.

Stick the feelings and musical instruments flashcards on the board. Divide the class into pairs and read the questions aloud. Have the students read the whole story and work together to answer the questions. Ask a volunteer to come to the board. Say *Point to the instruments you can see in the story*. Point to different people in the story and ask volunteer pairs *How does he / she feel?*

# Unit 5 Reading The Piper of Hamelin

1 Look at the pictures and answer with a friend. 🗨️

1 How do the people feel?      2 How many instruments can you see?

2 Listen and read. Number the speech bubbles in order. 🎧


I want my children. 4

There are rats in the town. 1


I can help. My flute is magic. 2

I want my money, please. 3


1 This is Hamelin. It's a small town. It's pretty. But there's a problem.




2 This is the piper. He can play the flute. He can help.



3 The piper is in Hamelin.



4 The piper can play the flute. It's magic. Look at the rats!



Write the following questions on the board: *What instrument can the piper play?* (The flute.) *What do the rats do when the piper plays the flute?* (Follow him.) *Why is the piper angry?* (Because the mayor doesn't give him any money.) *Why are the people sad and angry?* (Because the piper takes the children.) Ask the students to read the story and discuss the answers with their partner.

### Optional activity

Play the recording, holding up storycards 1 and 2 for the students to listen and look. Ask the students *What happens next?* Have the students talk to the partner about what happens next in the story. Choose a couple of volunteers to tell you the next part of the story. Play the rest of the recording for students to check if they were correct.

### 2 Listen and read. Number the speech bubbles in order. 🎧 57

Say the sentence *There are rats in the town* and ask *Who said it?* Tell the students to point to the person. Repeat the question with the rest of the phrases. Tell students to look at the story. Ask a volunteer to read the instructions aloud. Ask them to point at the phrase *There are rats in town* in the story and show the number 1 in the box under the instructions.

Have the students work in pairs. Read out the other phrases in the speech bubbles and explain the students have to number them in the order they appear in the story. Ask a volunteer pair to say the phrases in order from one to four for the class to check.





### Optional activity

Ask the students to complete the story activities on page 53 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 4.

### WORKBOOK ANSWERS

1 a 3 b 1 c 6 d 5 e 2 f 4

2 Answers will vary.

3 Answers will vary.

Try! Answers will vary.

### Further practice / Homework

Workbook page 53; Unit 5 Reading Worksheet;  
Unit 5 Story Worksheet

### Optional activity

Divide the students into groups of four. Assign two students in each group the piper and two students the mayor. Tell them that you're going to play the story and the students must remember what their person said—so the students assigned the mayor focus on the mayor and remember what he says in the video. Play the video as many times as necessary. If they can't remember the exact words tell them to get the gist. To check as a class, ask all the mayors to tell you what the mayor said, and repeat for the piper.

### 3 Act out the story. 🗣️

Divide the class into groups of six. Assign two of the students in each group to be the narrators and speakers and give them four frames of the story each. Tell them they are doing the voiceovers for the story. Tell the other students to choose roles: the piper, the mayor and the other two are the town's people and the children.

Tell the narrators to practice the speaking parts and captions and monitor them to help with pronunciation and intonation. Tell the other character roles to make up actions and find any props they need. Tell the narrators to say their lines for the characters to do the actions at the same time and practice acting out the story.

Have each group act out two frames of the story to the class. Make sure you ask the class to do the frames in the order of the story.

To encourage students to think about the message of the story, ask *Why does the mayor tell the piper he has lots of money in frame 3? (He wants the piper to help the town.) When the mayor doesn't give him the money what does the piper do? (He takes the children.) Is the mayor fair? Why / Why not? How would you feel if you helped someone and they didn't say thank you? (Angry / Sad / You don't want to help them again.)*

Personalize the story by asking *Imagine you have a magic flute. What would you do for your town?*

# Unit 5 Language Focus 1

pages 64–65

## Lesson objectives

Ask and answer about people's abilities with *can*.

Review the musical instruments.

## Language

*Can* for ability: *Can she / he play the (violin)? Yes, she / he can. No, she / he can't.*

## Materials

Track 58–59; Unit 5 Flashcards Set 1 (musical instruments); Workbook pages 54–55

## Warm up

Divide the class into two teams, A and B. Give out five of the musical instruments flashcards to five volunteers in team A. Ask one of the volunteers to show their flashcard to team B. Team B look at the flashcard and spell the word. If they spell it correctly the team wins one point. Repeat with all five flashcards. Give out the other five musical instruments flashcards to team B and repeat the activity. The winning team is the team with the most points.

### 1 Listen and number. 58

Ask the students to open their books to page 64. Point to the six pictures, one by one, and ask *What instrument is this?* to elicit the musical instruments. Show the example 1 in the box next to the girl playing the violin. Tell the students to listen to the recording and number the pictures in the order they hear the instruments mentioned.

Ask the students to check their answers with their partner and ask *Are your answers the same or different?*

Check answers with the class by asking volunteers to point to a picture and say the number.

### 2 Look at the pictures in Activity 1 and circle the answers.

Focus the students' attention on the picture of the girl playing the violin and ask *Can she play the violin?* Accept *No* for the answer at this stage.

Have the students work in pairs to read the questions, look at the pictures and circle the correct answer.

Play the recording for students to listen and check their answers.

Unit 5 Language Focus 1

**1 Listen and number.**

**2 Look at the pictures in Activity 1 and circle the answers.**

1 Can she play the violin?  
Yes, she can. No, she can't.

2 Can he play the drums?  
Yes, he can. No, he can't.

3 Can he play the recorder?  
Yes, he can. No, he can't.

4 Can she play the piano?  
Yes, she can. No, she can't.

5 Can he play the cello?  
Yes, he can. No, he can't.

6 Can he play the xylophone?  
Yes, he can. No, he can't.

**3 Listen and mark (✓) or (X) for James and Lily.**

James

Lily

## Project connection

You can choose to do Stage 1 of the project on page 70 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before developing the project.

### 3 Listen and mark (✓) or (X) for James and Lily. 59

Tell students to look at the photos and ask *Who are the children? (James and Lily.) What instruments do James and Lily have? (Xylophone, flute, violin, triangle.)*

Tell the students they are going to hear James and Lily talking about the instruments they can play and they have to put a check mark against the pictures of instruments they can play and a cross against those they can't play.

Play the first part of the dialogue pausing after Lily says *No, I can't*. Ask *Can James play the xylophone? (Yes, he can.) Can Lily play*

*the xylophone? (No she can't.)* Show the corresponding check mark and cross. Play the rest of the recording for the students to complete the activity. Have the students compare their answers with a partner before you play the recording again for them to check.

Check together as a class by asking different volunteers to say what instruments James and Lily can and can't play, for example, *James can play the clarinet.*

### 4 Look and write questions and answers.

Divide the students into pairs. Ask them to look at the picture and take turns to point to a child and say what instruments each of the children can and can't play, for example, *He can play the guitar.*

Copy the first question on to the board: *Can he play the guitar? Yes, he can. No, he can't.* Circle *can, play, yes, can, no and can't*. Write *can't = cannot*. Focus the students' attention on the Grammar box and explain

4 Look and write questions and answers.



Grammar

Can you / he / she play the violin?  
Yes, I / he / she can.  
No, I / he / she can't.

- |                                  |                       |
|----------------------------------|-----------------------|
| 1 Can she play the _____ flute?  | Yes, <u>she can.</u>  |
| 2 Can she play the _____ violin? | No, <u>she can't.</u> |
| 3 Can he play the _____ guitar?  | <u>Yes, he can.</u>   |
| 4 Can he play the drums?         | <u>No, he can't.</u>  |
| 5 Can she play the recorder?     | <u>No, she can't.</u> |
| 6 Can he play the piano?         | <u>Yes, he can.</u>   |

5 Do a music survey. Ask three friends.

| Name |  |  |  |  |
|------|--|--|--|--|
|      |  |  |  |  |
|      |  |  |  |  |
|      |  |  |  |  |



We use "can" with "you" as well as "he" and "she".

Model the question and answer from the board for the students to repeat chorally, focusing on the falling intonation on the yes / no question.

Students work individually to look at the picture and write the questions and answers about the numbered children. Point to child number 1 and the first question and answer as an example. Monitor and check the students' questions, paying attention to word order, punctuation and spelling.

To check as a class, ask different volunteers to ask the questions for other volunteers to answer.

5 Do a music survey. Ask three friends.

On the board stick three instrument flashcards and write Name next to them. Elicit the question *Can you play the (violin)?* Ask a volunteer the question and insist on the full answer: *Yes, I can / No, I can't.* Write

their name under the heading name on the board and put a check mark or cross under the flashcard of the (violin).

Ask the students to look at the table and tell them to write the names of three friends they want to interview. The students ask their three friends if they can play the instruments in the table and write a check mark or an cross, depending on their answers.

Monitor and help where necessary, encouraging the students to ask the full questions and reply with full answers. Make a note of any errors to go over at the end of the class.

Ask a few volunteers to tell you about one of their friends. For example, *(Lili) can play the recorder. She can't play the guitar.*

Optional activity

Ask the students to choose one of their friends and, using the table, write four sentences about which instruments they can and can't play.

WORKBOOK ANSWERS

- 1 1 picture on left 2 picture on left  
3 picture on right 4 picture on left  
2 1 piano 2 guitar 3 recorder  
4 drum 5 xylophone 6 triangle  
Try! Answers will vary.

- 3 1 Can Ryan play the guitar? Yes, he can. 2 Can Cathy play the recorder? No, she can't. 3 Can Melissa play the flute? Yes, she can. 4-6 Can Gregg play the drums? No, he can't. Can Tracy play the violin? No, she can't. Can Roger play the piano? Yes, he can.  
4 1 Can he play the recorder? Yes, he can. 2 Can she play the clarinet? No, she can't. 3 Can he play the cello? No, he can't. 4 Can she play the triangle? Yes, she can.

Try! Answers will vary.

Further practice / Homework

Workbook pages 54-55; Language Focus 1  
Worksheet

# Unit 5 Language Focus 2

pages 66–67

## Lesson objectives

Identify things in a town.

Practice the names of things in a town through a song and follow-up activities.

## Language

**Things in a town:** *bench, fence, path, sign, statue, trash can*

**Present simple:** *Is there a (bench) / Are there any (trash cans)? Yes, there is / No, there isn't. / Yes, there are / No, there aren't.*

## Materials

Tracks 60–61; Workbook pages 56–57, 119

## Warm up

Ask the students *Can you play the guitar?* If any of the students say *Yes, I can*, say *Show me!* and the students mime playing the guitar. You can include actions in the game as well as miming the instruments, for example, hop, touch your toes, jump, skip, clap. Ask different volunteers to lead the game asking the class *Can you (skip)? Show me.*

## 1 Listen, point and repeat.

### Match. 60

Draw a simple bench on the board and ask *What's this?* Accept guesses in the students' own language. (*It's a bench.*)

Draw a path, statue, sign, fence and trash can and elicit or give the words. Point to each picture again to elicit the words.

Tell students to look at the pictures and play the recording for the students to listen to and point to the pictures. Pause after each word for the students to repeat the words chorally and individually. Repeat as necessary. Focus their attention on the *ch* in *bench*, *th* in *path*, *sh* in *trash* and the *st* in *statue*.

Tell students to look at the words. Hold up your book and point to the first picture and show the word *bench* and the line that joins them. The students work individually to match the words and the pictures.

To check as a class, point to the pictures for the students to say the words.

## Additional resources

The Unit 5 Flashcards Set 2 can be integrated at any point from here on.


## 2 Look and circle the answers.

### Listen and sing along. 61

Tell the students to close their books. On the board write *What things are in the town?* Play the song and ask the

**Unit 5 Language Focus 2**

**1 Listen, point and repeat. Match.**



statue
bench
trash can
fence
sign
path



**2 Look and circle the answers. Listen and sing along.**

*Hamelin is a pretty town now,  
There are paths and there's a pretty fence.  
There aren't any rats in Hamelin now.  
There's a sign and there's a pretty bench.*


Is there a statue?  
**Yes, there is. / No, there isn't.**

Are there any paths?  
**Yes, there are. / No, there aren't.**

Is there a trash can?  
**Yes, there is. / No, there isn't.**

Are there any rats?  
**Yes, there are. / No, there aren't.**

*Hamelin is a pretty town now, ...*



**3 Look at the picture again and complete the sentences.**

In Hamelin, there's a (1) path and a (2) statue.  
There's a (3) sign, and there's a (4) trash can. There's a  
(5) bench and a (6) fence. But there aren't any rats!

students to listen for the town things. Ask volunteers to tell you what things are in the town.

Have the students work in pairs to look at the picture and answer the questions in the song. Play the recording for students to check their answers.

Ask questions to check comprehension. *Are there any rats in Hamelin? (No.) Who is the statue of? (The piper.) What color is the bench? (Brown.)*

Play the recording for the students to listen to and sing along.

## Optional activity

On the board write *loud, quiet, fast, slow*. Have the students sing the song as a class without the recording. Tell them when you point to a word on the board they have to sing the song in that way. Start by saying *Sing loudly*. After the first verse point to *quiet*. As they are singing point to different adjectives and say *Sing (loudly)*.

## 3 Look at the picture again and complete the sentences.

Focus the students' attention on the picture and point to the numbered things to elicit the words.

Ask volunteers to make sentences about the picture, for example, *There is a statue*. Look at the example together and ask the students to point to the path. Tell the students to work individually to look at the picture and complete the paragraph. Check the answers as a class by asking three volunteers to read out the three sentences.

## 4 Complete the questions and write the answers.

Read out the instructions and direct students' attention to the picture and the example question and answer. Focus students' attention on the Grammar box and read the examples aloud to them. Point to the *is* and the *a* and ask *Is there one statue? (Yes.)* Explain *We use "is" and "isn't" for singular things*. Point to the *are*, and the *s* in *paths* and ask *Is there one path?*

4 Complete the questions and write the answers.

Grammar

Is there a statue?  
Yes, there is.  
No, there isn't.

Are there any paths?  
Yes, there are.  
No, there aren't.



- 1 Are there any benches? No, there aren't.  
2 Is there a statue? Yes, there is.  
3 Are there any trash cans? Yes, there are.  
4 Is there a sign? No, there isn't.  
5 Are there any paths? Yes, there are.  
6 Are there any fences? No, there aren't.

5 Make the game. Play with a friend.



(No, many.) Explain We use "are" and "aren't" for plural things. Point to any and explain We use "any" in questions.

Tell the students to work in pairs to look at the picture and write the questions and the answers.

Monitor their work, paying attention to the word order and the plural and singular collocations.

Check answers as a class by asking volunteers to read the questions for other volunteers to answer.

**Additional resources**

The Unit 5 Language Focus 2 Worksheet can be integrated at any point from here on.

**5 Make the game. Play with a friend. Workbook page 119**

Ask the students to open their Workbooks to page 119. Show them how to cut out the large picture of the town and make the moveable strip. On the back of the main picture, four lines show where they need to make four cuts in order to thread the moveable strip through the picture.

Tell the students to fold along these lines so the paper is easier to cut. Demonstrate with your own cut-out.

Monitor the students and help with folding and cutting.

The game is played in pairs. Both students have a town picture. They sit back-to-back so that they cannot see each other's pictures. They take turns to move their strip to create a town scene and their partner asks questions to find out what scene their partner has created. For example, *Is there a ...? or Are there any ...?*

The student asking the questions uses the pictures on their moveable strip as prompts for their questions. Point to the children at the bottom of page 67 in the Student Book. Explain that they are playing the game.

Demonstrate the game. Pair yourself up with a volunteer and ask them to create a town scene. You ask the questions. Divide the class into pairs for them to play the game as in your demonstration. Monitor, encouraging the students to use the target language.

**Optional activity**

Give each student a piece of paper. Tell them that they are going to draw a picture of a town. Draw a simple outline of a town square on the board and tell them to copy it. Say what there is in the town and give them time to draw it *There's a statue. There are two fences. There are two men on a bench. There is a path with a tree. There's a sign on the path.* Repeat the sentences again for students to check their pictures and change them if necessary.

Ask the students questions about the completed drawing, such as *Are there any (fences)? (Yes, there are.)*

**WORKBOOK ANSWERS**

- 1 5 bench 2 fence 3 path 4 sign  
1 statue 6 trash can  
2 1 statue 2 fence 3 path  
4 bench 5 trash can 6 sign

Try! Answers will vary.

- 3 1 Yes, there is. 2 Yes, there are.  
3 Yes, there is. 4 No, there aren't.  
5 No, there isn't.

- 4 1 Are there any statues? Yes, there are.  
2 Is there a trash can? Yes, there is.  
3 Are there any benches? Yes, there are.  
4 Is there a fence? No, there isn't.  
5 Are there any paths? No, there aren't.

Try! Answers will vary.

**Further practice / Homework**

Workbook pages 56–57; Unit 5 Language Focus 2 Worksheet

**Lesson objectives**

Identify different musical instruments.  
Express musical preferences.

**Language**

*Air, hit, holes, note, percussion instrument, string instrument, wind instrument*

**Materials**

🎧 Tracks 62–64; Unit 5 Flashcards Set 1 (musical instruments); Workbook page 58

**Warm up**

On the board draw a musical instrument or something in a town for the students to guess. Divide the class into two teams. Ask a volunteer from each team to come to the board and whisper a musical instrument to them. Tell them to draw it on the board for their team to guess. The first team to guess wins a point. Repeat with different volunteers. The winning team is the team with the most points.

**1 Answer with a friend. What's your favorite instrument?** 🗣️

Ask the students to open their books to page 68 and read out the instructions. Tell them about your favorite instrument. Tell the students to turn to their partner and tell them what their favorite instrument is. Ask a few volunteers to tell the class. Ask the students *What musical instruments can you play? How often do you have lessons and practice? Where do you practice?*

**2 Listen and read along. Write the instruments.** 🎧 62

On the board stick the flashcards of the recorder, the xylophone and guitar. Ask the students *Do the instruments sound the same? How do you play the recorder, the xylophone and guitar? Say Show me. Say to the students Blow the recorder. Pluck the guitar strings. Hit the xylophone and encourage the students to mime the actions.*

Play the recording for the students to listen and follow in their books. Ask *How many groups are there? (Three.)*

Point to the words in the word pool and the gaps in the text and the example recorder written in the text. Tell the students to read the text individually and write the instruments in the correct gap.

Play the recording again for the students to check their answers.

Ask the questions, one by one, pausing for the students to answer with their partner. *How does the recorder make the sound? (It uses air.) How do you change the sound of the recorder? (You cover the holes.) How do*

**Unit 5 CLIL Music**

1 Answer with a friend. What's your favorite instrument? 🗣️

2 Listen and read along. Write the instruments. 🎧

guitar recorder xylophone

**Musical groups**

Instruments make different sounds.

The recorder is a wind instrument. It uses air to make sounds. It has holes. You cover the holes with your fingers to change the note.

The guitar is a string instrument. You can pluck the strings to make sounds. The strings are different sizes. They make different sounds.

The xylophone is a percussion instrument. You hit it to make sounds. The bars are different sizes. They make different notes.



3 Listen and number. Label the groups *percussion, string or wind*. 🎧



wind      percussion      string

4 Listen and circle. 🎧



*you play the guitar? (You pluck the strings.) Why do the bars of the xylophone make different sounds? (They are different sizes.)*

Monitor the students when they are discussing each question to check their understanding.

**3 Listen and number. Label the groups *percussion, string or wind*.** 🎧 63

Write *percussion, string, wind* on the board. Hold up each of the ten musical instruments flashcards and ask *What musical group is it?*

Tell students to look at the photos of the musical instruments and tell them they are going to hear the three instruments. They have to number the instruments in the order they hear them. Play the first one and point to the number 1 next to the steel drum. Play the instruments for students to number the pictures. To check their answers, say *Point to number 2 / 3.*

Tell the students to work with a partner and discuss which musical group the

instruments belong to and label them. Tell them to read the text again to help them. Monitor the pairs and check their answers.

**4 Listen and circle.** 🎧 64

Point to Lola and Monty and their pictures and ask *What instrument is it?* Have the students work in pairs to circle the correct words before they hear the recording. Play the recording for them to check and correct. Play a final time to check. Ask two volunteers to read the speech bubbles to check as a class.

**5 Choose and draw an instrument from each group.**

Point to the instruments in the word pool and ask *Which musical group is this instrument from?* Tell the students to choose one instrument for each musical group and draw a picture of it in the relevant box.

**5 Choose and draw an instrument from each group.**

cello clarinet drum flute triangle violin

|            |        |      |
|------------|--------|------|
|            |        |      |
| percussion | string | wind |

**6 Write about your pictures. Tell a friend.**

This \_\_\_\_\_ . It's \_\_\_\_\_ .  
 This \_\_\_\_\_ . It's \_\_\_\_\_ .  
 This \_\_\_\_\_ . It's \_\_\_\_\_ .

**1 Trace the letters and complete the words. Listen and repeat.**



**2 Listen and read.**

It's my birthday in May,  
 I want to play the drums!  
 It's a holiday today,  
 Let's go and have some fun!



**3 Listen again and repeat the chant.**

**6 Write about your pictures. Tell a friend.**

Focus the students' attention on the speech bubbles in Activity 4 and tell the students to use the sentences as a model to write their own sentences about the three instruments they drew. Monitor and check spelling and grammar. Divide the class into pairs and tell them to show their partner their pictures and read out the sentences.

Ask a few volunteers *Which musical group do you prefer? Which group is easier to play? Why?*

**WORKBOOK ANSWERS**

- 1 1 triangle 2 cello 3 clarinet  
 2 Answers will vary.  
 Try! Answers will vary.

**Further practice / Homework**

Workbook page 58; Unit 5 CLIL Worksheet;  
 Unit 5 CLIL Video Worksheet

**Phonics** page 69

**Learning objectives**

Practice pronunciation of the /eɪ/ sound.

Practice listening to, reading and saying words with the /eɪ/ sound.

**Materials**

Tracks 65–66; Workbook page 59

**Warm up**

Write two columns on the board with the sounds *all*, *ir* written at the top. Tell the students to copy the table. Tell the students you are going to read out some words, they listen, repeat the words to their partner and then write them in the correct column. Do the first one, as an example—say *girl* and ask a volunteer to write it in the correct column.

Read out the following words: *ball, shirt, wall, hall, skirt, bird, tall, circle, small, fall, thirsty*. To check as a class, repeat the

words and have different volunteers come to the board and write them in the correct column.

**1 Trace the letters and complete the words. Listen and repeat.** 65

Write *ay* on the board. Say the sound for students to repeat. Show the shape of your mouth and how you pull your mouth back like an open-mouthed smile. Have the students practice saying the sound with their partner.

Tell the students to trace the letters *ay*. The students look at the pictures and practice pronouncing the words with their partner. Point to the pictures to elicit the words and then tell the students to complete the words.

Play the recording for the students to check their answers. Play the recording again as a model for the students to repeat chorally and individually.

**2 Listen and read.** 66

Play the chant for the students to read and follow. Show the highlighted *ay* sound and ask the students to shout out the sound as they read and listen. Play the recording again, this time the students say the *ay* words as they read and listen.

**3 Listen again and repeat the chant.**

Clap your hands and say each of the *ay* words twice. Repeat again for the students to join in with you. Play the recording and encourage the students to join in. Play the recording one more time, this time encouraging the students to clap the rhythm and join in saying the chant with the recording.

**WORKBOOK ANSWERS**

- 1 1, 2, 3, 5, 7, 8  
 2 1 Friday 2 holiday 3 May  
 3 1 holiday, Sunday 2 Tuesday, today  
 3 birthday, play  
 Try! Answers will vary.

**Further practice / Homework**

Workbook page 59

## Unit 5 Project and Value

page 70

### Lesson objectives

Explore the sounds of a guitar and how to make different notes.

### Value

Play together and include everyone.

### Materials

Track 56; Unit 5 Flashcards Set 1 (musical instruments); empty tissue box; empty paper towel roll; four rubber bands in different sizes; pencil; paint and decorations; tape; Unit 5 Stickers; Workbook page 60

### Warm up

Divide the class into teams of four. Stick the musical instruments flashcards on the board. Ask *What's this instrument?* Describe one of the instruments for the students to guess. For example, *You hit it with sticks. It's a percussion instrument. (Drums.)* The first team to say the name of the instrument you are describing wins a point. Repeat with all the instruments. With a confident class, ask the teams to describe instruments for the other teams to guess.

### Value: Read and stick

Ask students to open their Student Books to page 70 and find *Lola's Value* at the top. Read the value aloud while students follow along. Ask *Why is it important to play together and include everyone?* (*It's kind / To learn from each other / To help each other / Because we like other people to include us.*) Have students open their books to the stickers page and ask them to point to the sticker that shows the value. Have them stick it into the space under *Lola's Value*.

### Tissue Box Guitar

#### Stage 1: Plan your project.

Point to the picture and ask the students *What is the instrument?* (*A guitar.*) *What is it made from?*

Read out the question in step 1 and tell the students to discuss it with their partner. Give each pair a tissue box and rubber bands and ask them to experiment with the materials to see how they can make four different notes / sounds. Monitor the pairs but don't help them as this stage, give them time to work it out and experiment.

#### Stage 2: Develop your project.

Go through steps 1 to 2 with the students, helping where necessary. They may have difficulty making and cutting out the circle at the end of the tissue box. Tell the

Unit 5 Project and Value

## Tissue Box Guitar

Materials

- ★ An empty tissue box
- ★ An empty paper towel roll
- ★ Four rubber bands in different sizes
- ★ A pencil
- ★ Paint and decorations
- ★ Tape

★

**Read and stick.**

Play together and include everyone.

**Stage 1: Plan your project.**

- 1 How does a guitar make sounds?
- 2 Stretch rubber bands around the box.
- 3 How can you make four different notes with your guitar?

**Stage 2: Develop your project.**

- 1 Cut out a circle on one side of the box.
- 2 Put the paper towel roll in the hole.
- 3 Decorate your guitar.
- 4 Stretch your rubber bands across the big hole in the box.
- 5 Put a pencil under the rubber bands at one side of the hole.

**Stage 3: Share your project.**

Play and compare your guitars in groups.

**Stage 4: Evaluate your project.**

Save your Project Record.

students to decorate their guitar. Help them to carefully stretch the rubber bands from one end of the tissue box to the other so as to cover the hole in the middle. Make sure they don't stretch the bands too far so they snap or flick across the room. Finally, at the opposite end from the handle, tell the students to put a pencil under the rubber bands so it is secure. Tell them to practice playing their guitar with their partner. Ask *How does the guitar make the four different notes? The rubber bands are at different places over the hole which changes the sound.*

#### Stage 3: Share your project.

Divide the class into groups of six. Ask each student to take turns to play their guitar for the groups to listen. Ask them to compare the sounds their guitars make. Ask the students *Are they the same or different? Are the rubber bands in the same place? Are some bands looser than others?* Try to get the students to think about why the sounds may be different.

#### Stage 4: Evaluate your project.

This stage can be done after previous stages are completed or as each stage is completed. Students open the Workbooks to page 60 Activity 2, read the instructions for Stage 1, reflect about the project and mark the sentence that describes how they feel. Repeat for all stages.

#### Optional activity

Tell students to create a project record, looking at the process and the product. Discuss the aim of the record. Students work individually to list all the stages of the project, the materials used and the result. Students keep their project records in their folder or notebook.

#### WORKBOOK ANSWERS

1 1 ✓ 2 ✓ 3 X

2 Answers will vary.

3 Answers will vary.

Try! Answers will vary

#### Further practice / Homework

Workbook page 60



1 Listen, follow and color the number. Say a path for your friend.



2 Look at Activity 1 and write sentences.

Can she play the piano? Yes, she can.  
 Can he play the violin? No, he can't.  
 Can she play the clarinet? No, she can't.

3 Unscramble the questions. Look and write answers.



1 statue / Is / a / ? / there  
 Is there a statue?  
 No, there isn't.  
 2 there / signs / Are / ? / any  
 Are there any signs?  
 No, there aren't.  
 3 a / Is / bench / there / ?  
 Is there a bench?  
 Yes, there is.



Tell the students to work with a partner and take turns to say a path for their partner to follow. Have the students who are saying the path watch their partner as they follow it and tell if they are not correct, tell them to repeat the sentences.

2 Look at Activity 1 and write sentences.

Have volunteers read out the question and answer and ask the students to point to the correct picture. Ask *Which star do you write the path for? (Star 2.)* Have the students work with a partner to say the pathway to get to star 2. Tell them not to write anything at this stage. Ask a couple of volunteer pairs to tell you the path and follow in your book so the students can see. Tell the students to write the questions and answers to get to star 2. Monitor and help if necessary.

Ask a volunteer to write the path on the board for the students to correct their own work. Ask them to correct their sentences in a different-colored pencil so you can see where their errors are.

3 Unscramble the questions. Look and write answers.

On the board write the scrambled question *statue / Is / a / ? / there*. Ask a volunteer to come to the board and write the question correctly.

Have the students work individually to unscramble the questions and write them correctly. Once they have written the questions, tell them to look at the picture and answer the questions. Monitor and check the word order and punctuation. Divide the class in to pairs and have the students take turns to ask and answer the questions to check their answers.

## Unit 5 Review page 71

### Lesson objectives

Review the vocabulary and language learned in the unit.

### Language

Musical instruments

Can he / she play the (violin)? Yes he / she can. No, he / she can't.

### Materials

Track 67; Unit 5 Flashcards Set 1 (musical instruments); colored pencils; Workbook page 61

### Warm up

Write four answers on the board: *Yes, there is. No, there isn't. No, there aren't. Yes, there are.* Ask the class to imagine that someone is asking them questions about their own town or neighborhood.

Divide the class into groups of four and ask them to write four questions, one for each

answer. Have the groups take turns to choose different volunteers from the other groups and ask their questions.

1 Listen, follow and color the number. Say a path for your friend. 67

Ask the students to look at the maze. Say *I can play the violin and the drums. I can't play the piano or the cello.* Have the students point at the relevant picture and say *Yes, you can. No, you can't.* Ask students to identify which pictures are *can* or *can't* in the top row.

Play the recording and pause after the first exchange and elicit the picture: *She can't play the piano.* Continue the recording, pausing after each exchange for students to identify the next two pictures in the maze to reach star 6. Play the recording, pausing after each section to give the students time to color the number. Have the students compare their colored stars with their partner and repeat the recording as necessary.

### Optional activity

Give students a few moments to look through Unit 5 in their Student Book. Ask them to choose the activity they enjoyed doing the most and put a smiley face next to the activity.

### Additional resources

The Unit 5 Test can be given now.

### WORKBOOK ANSWERS

- 1 1 Can he play the recorder? Yes, he can. 2 Can she play the violin? No, she can't. 3 Can he play the xylophone? No, he can't. 4 Can she play the guitar? Yes, she can.  
 2 1 Is there a path? No, there isn't. 2 Are there any trash cans? Yes, there are. 3 Is there a statue? Yes, there is. 4 Are there any signs? No, there aren't. 5 Are there any benches? Yes, there are. 6 Is there a fence? No, there isn't.

Try! Answers will vary.

### Further practice / Homework

Workbook page 61

## Unit 6 Vocabulary

pages 72–73

### Lesson objectives

Identify different pieces of furniture.  
Practice the words for furniture through a song and follow-up activities.

### Language

**Furniture:** *armchair, bathtub, bed, cabinet, lamp, mirror, mat, painting, shelf, sofa*

### Materials

Tracks 68–69; Lola Flashcard; Lola the Giant Flashcard; Flashcard Pocket; Unit6 Flashcards Set 1 (furniture); letter-size paper per student; Workbook page 62

### Warm up

Divide the class into two teams. Invite a volunteer from each team to sit in the in a chair, facing their team with the board behind them. Write a word on the board from one of the previous units, such as *bench*. Choose words that are easy for the students to explain or mime. The team members explain / describe the word for their volunteer to guess. Give them a couple of minutes and tell them they cannot say, spell or draw the word. The volunteer who guesses the word first gets a point for their team. Repeat the activity with different words and volunteers. The team with the most points at the end of the game wins.

### 1 Answer with a friend. 🗣️

Put the Lola the Giant flashcard in the Flashcard Pocket. Hold up the flashcard of Lola in her normal clothes. Ask the students *Who's this? (Lola.)* Say *Here's the library.* Put the Lola flashcard in the Flashcard Pocket and say *Now Lola's in the library.* Turn the Flashcard Pocket around to show the magic door. Remove the flashcard of Lola as a Giant and ask *Look! Lola is a ...?* Try to elicit *giant*. If the students don't know the word, say *giant*. Ask *What does Lola look like? (Very tall.)* Tell students they are going to see Lola the Giant's house. Ask *What do you think is in her house?* Try to elicit furniture and other house items from the students. Show students the furniture flashcards, one by one, and elicit or give the name of the furniture.

Divide the class into pairs. Ask students to open their Student Books to page 72 and look at the picture. Read question 1 aloud and ask the students to discuss the answer with their partner.

# 6 Lola the Giant

## Vocabulary

**1 Answer with a friend.**

- 1 Where's Lola?
- 2 Is your house like this? How is it different?

**2 Listen, point and repeat.** 🎧

**3 Read and match.**

1 lamp

2 mat

3 cabinet

4 mirror

5 bathtub

6 shelf

7 painting

8 sofa

9 bed

10 armchair

Read question 2 aloud and ask the students to turn to their partner and compare their houses to the one in the picture. Give an example yourself: *In my house there isn't a lamp on the table.*

### 2 Listen, point and repeat. 🎧 68

Focus students' attention on the picture and the numbered furniture. Play the recording for students to point to the pieces of furniture as they hear them. Play the recording again for the students to repeat the words in chorus. Pay particular attention to the *sh* in *shelf*, *ch* in *chair*, and *th* in *bathtub*.

Play the recording a final time for individual students to say the words for the class.

### 3 Read and match.

Hold the furniture flashcards up, one by one, and elicit the words. Read the instruction and point to the example lamp and the line from the word *lamp*. Have students work individually to draw a line from the words to the pictures.

Monitor and, if needed, help by showing the flashcards and asking students to point to the word in the activity and then the picture. Check answers as a class.

### Optional activity

Divide the class into pairs. Point to the picture and say *Is there a sofa? (Yes, there is.) Is there a window? (No, there isn't.)* Ask a volunteer to ask you a question about the picture, starting *Is there a ...* Answer with a full short answer. The pairs take turns to ask and answer questions about the picture using *Is there / Are there ...?*

### 4 Look and complete the puzzle.

Focus the students' attention on the pictures of furniture. Say a number and elicit the corresponding furniture, such as *Number 1—sofa*. Repeat for all the furniture.

Hold up your book and point to the crossword. Show the number 1 with the arrow, point to picture number 1 and

4 Look and complete the puzzle.

Down ↓



Across →



5 Read and circle the furniture. Listen and sing along!

In the middle of the forest  
There's a scary old house.  
What can you see in the scary old house?  
I can see an armchair, I can see a shelf.  
I can see a sofa in the scary old house.

In the middle of the forest  
There's a scary old house...  
I can see a painting, I can see a bed.  
I can see a cabinet in the scary old house.

In the middle of the forest  
There's a scary old house...  
I can see a mirror, I can see a lamp.  
I can see a bathtub in the scary  
old house.

In the middle of the forest  
There's a scary old house...  
I can see a mat, but wait what's that?  
I can see a giant in the scary  
old house!

6 Play Draw and Guess with a friend.



then the word *sofa* in the crossword. Point to number 2 on the crossword and ask students *What is the word?* (Painting.) Tell the students to write *painting* in the crossword. Have the students work in pairs to complete the crossword.

Monitor and direct students' attention to the arrows, helping with spelling and letter formation. Check answers by asking volunteers to ask and answer *What is number (3)?*

5 Read and circle the furniture. Listen and sing along!

Direct the students' attention to the song. Say *armchair* and ask them to point to the word in the song. Ask the students to close their books and stand behind their desks. Play the recording and ask the students to stand up / sit down when they hear a piece of furniture in the song. Tell the students to open their books and circle all the furniture words. Play the song for students to follow in their books and call out the furniture words when they hear them in the song. Ask the students to

stand up. Play the song for them to sing along to. Repeat the activity as necessary and if the students are enjoying singing.

6 Play Draw and Guess with a friend.

Point out the speech bubbles and ask two volunteers to read the exchange aloud for the class to follow along. Model the dialogue, with expression and appropriate intonation, for the students to repeat chorally and individually.

Tell the students to choose four pieces of furniture and tell them to draw the picture. Give them a piece of paper each and tell them to draw big pictures and not to show their partner.

Demonstrate the game with a volunteer, by putting one of the furniture flashcards inside a Student Book and slowly revealing it. Encourage the volunteer to ask questions, for example, *Is it an armchair?* Answer in full, *Yes, it is / No, it isn't*, until the volunteer has guessed the piece of furniture.

Divide the class into pairs and tell them to put their pictures inside their Student Books and play the game as in your demonstration.

Monitor and help where necessary, making sure they are pronouncing the key vocabulary correctly.

WORKBOOK ANSWERS

- 1 10 armchair 4 bath 1 bed
- 3 cabinet 7 lamp 9 mat 2 mirror
- 5 painting 6 shelf 8 sofa
- 2 1 armchair 2 mat 3 shelf 4 bath
- 5 lamp 6 cabinet 7 mirror
- 8 painting 9 bed 10 sofa

Try! Answers will vary.

Further practice / Homework

Workbook page 62

## Unit 6 Reading pages 74–75

### Lesson objectives

- Understand and act out a story.
- Find specific information in a text.
- Review things in a house and furniture in the context of a story.

### Language

Simple present: *Is she / he in the kitchen? Yes, she is / No, she isn't.*

### Materials

- Track 70; Unit 6 Flashcards Set 1 (furniture); Unit 6 Storycards; DVD Unit 6 Story; Workbook page 63

### Warm up

Show each furniture flashcard and say the word with the class. Then stick the ten furniture flashcards face down in a row on the board. Tell the students to try to remember the order. Divide the class into two teams, A and B. Ask team A to find one of the cards. For example, *Where's the mirror?* A volunteer from team A turns over the card they think is the mirror and shows it to the class. Ask the class *Is it the mirror?* Encourage them to answer *Yes, it is / No, it isn't*. If the student has turned over the correct card, they keep it for their team. If not, they replace it as it was, and team B has a turn. Repeat the activity with the teams taking turns to find the different furniture. The team that has most of the flashcards at the end is the winner.

### 1 Look at the pictures and answer with a friend. 🗣️

Hold up your book, covering the title of the story. Read out the captions only for each frame. For example, for frame 1: *It's Saturday. Jenny, Ben, Mia and Dan are in the forest. There's a big house. It has a big door.* Read it slowly, emphasizing *forest* and *house*. Ask the students to listen to the story as you tell it and think about a title for the story. Read it a couple of times and then have the students tell their partner what they think is a good title. Ask volunteers for some suggestions.

Hold up the first storycard and say *This is a story called The House in the Forest.* Ask students *What's a forest?* If they don't know explain the word in their own language. Ask the students questions about the picture. *What is the door like? (Very big.) Where is it? (In the forest.) Who lives in the house? (A giant.)*

Tell the students to look at the pictures on pages 74 and 75 in their book. Divide the class into pairs and read the questions aloud. Have the students work together to read the whole story and answer the questions.

# Unit 6 Reading The House in the Forest

- Look at the pictures and answer with a friend. 🗣️
  - Where are the children?
  - Who lives in the house?
- Listen and read. Circle the words. 🎧
 

1 It's Saturday. Jenny, Ben, Mia and Dan are in the forest. There's a big house. It has a big **flag / door**.

Look at the house! It's big!

It's **VERY** big!

The door is open!

2 The children are in the living room. There's a **sofa / bed** and an armchair. They're big.

Look at me! I'm on the sofa.

Where's Jenny? Is she in the hall?

No, she isn't.

3 Where's Jenny? She isn't in the hall.

Jenny! Where are you?

Is she in the kitchen?

No, she isn't.

4 Jenny is in the **bathroom / bedroom**.

Look! There's a big bed and a lamp and ... oh no!

There's a giant! Help!

### Optional activity

Play the story pausing the story after each storycard and ask *What furniture can you see? What happens next?* Tell the students to look at the storycards and listen and enjoy the story. Play the recording, holding up the storycards, one at a time. Ask the storycard questions as you hold up each one and point to key items in the pictures as they are mentioned in the recording.

### 2 Listen and read. Circle the words. 🎧 70

Play the recording for the students to follow in their books.

Read the second instruction and show the door circled in the first caption. Have the students work individually to read the story quietly to themselves and circle the correct words. Support the students by pointing to key words in the pictures to help them choose the correct word.

Play the recording again for the students to check their answers, stopping before the words in bold to elicit the correct word and then continuing to check.

### Optional activity

Play the video the whole way through and ask students to shout out the name of the furniture when they see it. Pause the video each time before a piece of furniture is mentioned to elicit the word.

On the board write the phrases *Is she in the hall? Is she in the kitchen? There's a giant. There aren't any giants in the forest. These are my friends.* Play the video again, pausing before each of the phrases and have the students shout out the phrases with the video. If you have time, play the video one more time for the students to look at the actions of the characters and pay attention to the intonation and expression in preparation for acting out the story.



### Optional activity

Ask the students to complete the story activities on page 63 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 5.

### WORKBOOK ANSWERS

- 1 picture on left 2 picture on right  
3 picture on right 4 picture on left
- Answers will vary.
- Answers will vary.  
Try!

### Further practice / Homework

Workbook page 63; Unit 6 Reading  
Worksheet; Unit 6 Story Worksheet

### 3 Act out the story. 🗣️

Divide the class into groups of five and ask the groups to look at frame 5 and imagine a different ending to the story. On the board write the questions as prompts to help the students develop the story *What happens when the giant catches Jenny? What does the giant say to her? How does Jenny feel? How do Jenny's friends find her? What do they do?* Tell the students to discuss the questions and write captions for the story and change the dialogue to fit the new ending.

Assign a role from the story to each of the students: narrator, Jenny, Ben, Mia, the giant.

Ask the students to think of actions for their characters in the story and to find props to use.

Tell the students to practice reading the story in their groups. Then have the students do the actions to go with the story. Encourage the groups to act out the story, saying the lines from the story and doing appropriate actions.

Monitor the groups and help where necessary. For any groups who are having a problem with the dialogue, make sure they are using the key vocabulary correctly. For more confident groups, tell them to close their books and act out the story from memory.

Bring one or two groups to the front of the class to act out the story for the rest of the class. After each one, ask *How is the story different?*

Ask questions about the story: *How do the children feel in frame 1 and frame 3? (Excited, worried / scared.) How does Jenny feel in frame 4? (Scared.) Why is the giant friendly? (Because he's bored and has no friends.) How are the children's feelings about the giant different between the beginning and end of the story? (They are scared and then happy and like him.)*

# Unit 6 Language Focus 1

pages 76–77

## Lesson objectives

Ask where people are using *Is he / she in / on ...?*

To review furniture words.

## Language

Present simple: *Is he / she in the (cabinet)? Yes, he / she is. No, he / she isn't.*

## Materials

Track 71; Lola and Monty Flashcards; Unit 6 Flashcards Set 1 (furniture); Workbook pages 64–65

## Warm up

Choose one of the furniture flashcards—don't show the flashcard, just mouth the word with no sound. Tell the students to look at your mouth and say the word. Ask a volunteer to the front and tell them to be completely silent during the activity. Show them a flashcard and tell them to silently say it to the rest of the class for the class to guess what the word is. Repeat with other volunteers and flashcards.

### 1 Listen and mark (✓). 11 71

Show the students the flashcards of Monty and Lola. Stick flashcards of the bathtub, sofa and cabinet on the board. Stick the flashcard of Lola on the sofa and Monty behind the flashcard of the cabinet. Say *Lola is on the sofa. Monty is in the cabinet.* Put the flashcard of Lola in the bathtub and ask *Is Monty in the bathtub?* (*No he isn't.*) *Is Lola in the bathtub?* (*Yes, she is.*)

Write the sentences and questions on the board.

Ask the students to open their books to page 76. Point to each picture and ask *Where is Jenny / Ben / Mia / the giant?* (*In the bathtub. / On the sofa. / In front of the cabinet. / In the armchair.*)

Play the first question and answer on the recording and pause to elicit the question *Is she in the bathtub?* Show the check mark in the box. Check that the students know what they have to do. Play the rest of the recording for the students to mark the correct answer.

Ask the students to check their answers with their partner and tell you if they have any different answers. If some of the pairs have different answers, ask them which number and play the number on the recording for students to check.

Check answers with the class by playing the recording again, stopping after each sentence and asking volunteers to say the correct answer.

## Unit 6 Language Focus 1

### 1 Listen and mark (✓). 11



- Yes, she is.  
 No, she isn't.



- Yes, he is.  
 No, he isn't.



- Yes, she is.  
 No, she isn't.



- Yes, he is.  
 No, he isn't.

### 2 Read and write the answers.



- 1 Is she in the cabinet? *Yes, she is.*  
2 Is he on the mat? *No, he isn't.*  
3 Is he on the painting? *Yes, he is.*  
4 Is she on the sofa? *No, she isn't.*  
5 Is he on the table? *No, he isn't.*  
6 Is she in the lamp? *Yes, she is.*  
7 Is he in the bathtub? *Yes, he is.*  
8 Is she in the bathtub? *No, she isn't.*

#### Grammar

Is he / she in the cabinet?  
Is he / she on the mat?  
Yes, he / she is.  
No, he / she isn't.

### 2 Read and write the answers.

Focus the students' attention on the sentences and questions on the board from the previous stage. Circle the *on* and *in*. Use the flashcard of Lola and put it on and in things in the classroom and ask questions. For example, *Is she in the bag / on the table / in the cabinet / on the floor / in the classroom?* to elicit *Yes, she is / No, she isn't.*

Hold up your book and point to number 1 and ask *Is she in the cabinet?* (*Yes, she is.*) Tell the students to look at the answer in the example.

The students work individually, looking at the pictures and writing the answers. Tell the students to use the sentences on the board and the Grammar box to help them. Ask the students to compare their answers with their partner before checking as a class.

### Optional activity

Have the students look at the pictures in Activity 2 and tell them to imagine Lola is in the house and where she is. The students take turns with their partner to ask and answer *Is Lola in the cabinet?* to find Lola.

### Project connection

You can choose to do Stage 1 of the project on page 82 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before developing the project.

### 3 Complete the questions and answers.

Divide the students into pairs and ask them to look at the photos and take turns to say where the boy / girl is. Do an example yourself by pointing to the first picture and saying *He's in bed.*

**B Complete the questions and answers.**



1 Is he in bed?  
Yes, he is.



2 Is he on the sofa?  
No, he's isn't.



3 Is she in the lamp?  
Yes, she is.



4 Is he in the bathtub?  
Yes, he is.



5 Is she on the cabinet?  
No, she isn't.

**C Play Guess Who with a friend.**



Students then work in their pairs to complete the activity. Monitor and check the word order and that they use *she* and *he* correctly. Check together as a class by asking pairs of volunteers to ask and answer the questions. Encourage the class to help the volunteer if they make a mistake.

**4 Play Guess Who with a friend.**

Tell the students to look at the picture of the house and ask *What can you see?* Divide the students into pairs to play the game. The students take turns to choose one of the named children in the picture. They start by telling their partner if it's a boy or a girl. Then their partner asks to find out which child they chose. Ask two volunteers to read out the dialogue and then pair yourself up with a volunteer to demonstrate the game. Encourage your partner to choose one of the children and tell you if it's a boy or a girl. Ask questions for example *Is he / she in the bath?* Make sure your partner answers in full *Yes, he / she is* or *No, he / she isn't*.

**Optional activity**

Give a volunteer the flashcard of Lola and tell them to stick it somewhere in the room where you can't see it. Leave the classroom for a minute to give them time to hide the flashcard. When you come back in, close your eyes and ask the class questions to find Lola. *Is she in the desk? Is she in the cabinet?* Repeat the activity but this time ask a pair of volunteers to leave the room while another volunteer hides Lola again. Continue the game with different volunteers.

**WORKBOOK ANSWERS**

- 1 1 Is he in the armchair? 2 Is she in the bath? 3 Is he on the shelf?  
4 Is she on the mat? 5 Is he on the lamp? 6 Is she in the cabinet?  
7 Is he in the bed? 8 Is she on the painting? 9 Is he on the mirror?  
10 Is she on the sofa?  
2 1 sofa 2 armchair 3 mat 4 bed  
5 cabinet 6 shelf

Try! Answers will vary.

- 3 1 No, she isn't. 2 Yes, he is. 3 No, she isn't. 4 No, he isn't.  
4 1 Is she in the cabinet? Yes, she is.  
2 Is she on the sofa? No, she isn't.  
3 Is he on the mat? No, he isn't.  
4 Is he in the bath? Yes, he is.

Try! Answers will vary.

**Further practice / Homework**

Workbook pages 64–65; Unit 6 Language Focus 1 Worksheet

# Unit 6 Language Focus 2

pages 78–79

## Lesson objectives

Identify common objects.

Present and practice the prepositions *next to*, *under* and *between*

## Language

**Common things:** camera, glasses, keys, phone, radio, watch

Present simple to describe where something is: *They are next to the sofa. It's on the table.*

## Materials

Tracks 72–74; common objects (camera, glasses, keys, phone, radio and watch); Unit 6 Flashcards Set 1 (furniture); Workbook pages 66–67, 117

## Warm up

Choose different volunteers to give you one letter. Write each letter on the board. Make sure there are enough vowels and consonants. Divide the class into teams of four. Give them five minutes to try to write as many words from these letters as possible. Tell them they can use a letter only once, unless there is more than one on the board. The team with the most words wins the game.

## 1 Listen, point and repeat. Number the words.

72

Bring in the common objects and show them, one by one, to the students to elicit each word. If they don't know the word, say it for them.


Tell students to open their Student Books to page 78 and look at the pictures. Point to each picture and elicit the word. Play the recording for the students to listen to and point to the pictures. Play the recording again, pausing after each phrase for the students to repeat, chorally and individually. Pay particular attention to their pronunciation of the initial *gl* in *glasses*, the *tch* in *watch*, *ph* and *oh* sounds in *phone* and the two syllables only in *camera*.

Tell the students to listen and write the number next to the objects in the order they hear them.


Have the students check with their partner to see if their answers are the same or different. To check as a class, point to the pictures and ask volunteers to tell you the number.

## Additional resources

The Unit 6 Flashcards Set 2 and Unit 6 Wordcards Set 2 can be integrated at any point from here on.



**1 Listen, point and repeat. Number the words.**




2 camera 3 glasses 6 keys 5 phone 4 radio 1 watch

**2 Look, read and complete. Listen and sing along.**

In the giant's house, what can you see?  
Where's the watch ?  
Come and look with me!  
Is it next to the phone or under the chair?  
It's between the books! I can see it there.

In the giant's house, what can you see?  
Where's the camera ?  
Come and look with me!  
Is it next to the phone or under the chair?  
It's under the keys. I can see it there!

In the giant's house, what can you see?  
Where are the glasses ?  
Come and look with me!  
Are they next to the phone or under the chair?  
They're next to the radio. I can see them there!



**3 Complete the sentences. Look and write yes or no.**

1 The phone is on the mat. no

2 The keys are on the table. no

3 The glasses are next to the radio. yes

## 2 Look, read and complete. Listen and sing along.

73

Put the phone on a book and ask the students *Where's the phone?* to elicit the answer *It's on the book*. Put the phone under the book and ask *Where's the phone?* to elicit *It's under the book*. Repeat the activity for *next to* and *between*.

Write the question *What objects and furniture do you hear?* Play the song and ask the students to listen for objects and furniture.

Focus the students' attention on the picture and ask *Where's the watch?* *It's between the books*. Tell the students to read the song and complete the gaps with the correct object. Play the song again for the students to check their answers.

Divide the class into two groups. One group sings the questions and the other group sings the answers. Play the song for the students to sing their parts. Point to the groups to show them when to start and stop singing.

## 3 Complete the sentences. Look and write yes or no.

Ask the students to look at the picture in Activity 2 and ask *Where's the phone?* (*It's on the table.*) Model the question and answer for the students to repeat. Have the students work with a partner taking turns to ask and answer where things are in the picture.

Focus the students' attention on the example sentence. Ask *Is the phone on the mat?* (*No.*) The students work individually to complete the sentences and write *yes* or *no*. Tell them to look at Activity 1 to help them to spell the words. Check by asking volunteers to read the sentences for the class.

## 4 Look and write under, between or next to.

Put the objects on your desk so the class can see them. Ask different volunteers *Where's the watch?* Encourage the volunteer to answer in full *It's next to the (radio)* and write the answer on the board. Ask *Where are the keys?* (*They're under the*



4 Look and write *under, between* or *next to*.



- 1 Where's the camera?  
It's next to the radio.
- 2 Where's the book?  
It's under the glasses.
- 3 Where's the watch?  
It's next to the keys.
- 4 Where are the keys?  
They're between the phone and the watch.



5 Listen and draw lines.



6 Make the game. Play with a friend.



Divide the class into pairs and tell them to sit opposite each other with a bag or a book between them so they cannot see each other's grids. One student places the small round cut-outs on the empty spaces in their grid. Their partner has to find out how they have arranged their cut-outs by asking about each object, *Where's the (phone)? Where are the (keys)?* They listen to the answer and place their own cut-outs where their partner tells them to reproduce the same grid. When all the small cut-outs have been placed, the students compare their grids. Then they swap roles and play again.

Point to the photograph of the two children and have two volunteers say the dialogue and then demonstrate the game with a volunteer. Monitor the pairs, encouraging the students to ask and answer in full and noting down any errors to go over after the activity.

Ask the students to keep the cut-outs safe to use in the next lesson.

**WORKBOOK ANSWERS**

- 1 1 picture on right 2 picture on right  
3 picture on left 4 picture on left  
5 picture on left 6 picture on right
- 2 Students to draw things in the picture.  
**Try!** Students draw and write *I have a watch.*
- 3 1 in 2 next to 3 between 4 on  
5 under
- 4 Answers will vary.  
**Try!** Answers will vary.

**Further practice / Homework**

Workbook pages 66–67; Unit 6 Language  
Focus 2 Worksheet

(book.) Write the sentence on the board. Highlight *they're* and *it's* and ask *How many watches are there? (One.) How many keys are there? (Three.)*

Tell the students to look at the picture and direct their attention to the example question and answer. Tell the students to work in pairs to read the question, look at the picture and write the correct preposition. Point to the Grammar box and tell them to check their answers before they write them. Check answers as a class by asking volunteers to read the questions and the correct answers.

Model the question and answer for the students to repeat chorally and individually. Ask volunteers to ask and answer across the classroom. Pay attention to the falling intonation of the question.

**Additional resources**

The Unit 6 Language Focus 2 Worksheet can be integrated at any point from here on.

5 Listen and draw lines. 74

Hold up your book and point to the picture. Ask *Where is the girl? (On the sofa.) Where's the boy? (On the mat.)*

Play the first exchange of the recording and ask *Where's the camera? (Between the books on the shelf.)* Show the students the line from the camera to between the books.

Play the rest of the recording, pausing after each exchange to give the students time to draw the lines to where the objects go. In pairs, the students take turns to ask and answer where the objects are to check their answers.

Play the recording again all the way through for students to check.

6 Make the game. Play with a friend. Workbook page 117

Ask students to open their Workbooks to page 117. Tell them to cut out the grid at the top of the page, then cut out the six small circles under the grid.

**Lesson objectives**

Learn how symbols are used to represent places on a map.  
Learn how coordinates are used to position places on a map.

**Language**

Coordinates, key, symbols

**Materials**

Tracks 75–76; town map; Unit 6 Flashcards Set 1 (furniture); Workbook page 68

**Warm up**

Ask the students to arrange their cut-outs of the objects from the game the Language Focus 2 Lesson Activity 6 in two rows of three. Dictate the order in which you want them to lay out the cut-outs. For example, *The keys are next to the phone. The watch is under the keys. The watch is between the camera and the glasses. The glasses are under the radio.* To play *Bingo!* the students turn over three objects of their choice. Call out the six objects in any order for the students to turn over the objects you call out, if they are not turned over already. The first students to turn over all six objects is the winner.

**1 Answer with a friend.**

Ask the students to open their books to page 80 and read out the questions. Tell the students to turn to their partner and answer the questions. Ask a couple of volunteers to share their answers.

**2 Listen and read along. What is in square G4?**

On the board stick a map of the town or draw a very simple map and ask *What's this? What information do you find on a map? (Where places are.)* Next to the map write a key and draw a couple of examples (such as a lake, trees) and ask the students *What do the pictures mean? (A lake and a forest.) Is there a lake or a forest near your town?*

Hold up your book and point to the pictures on the map, one by one, asking *What is this?* Tell them to look at the key to help them.

Play the recording for the students to follow in their books. Say *Point to the symbol for castle. What is on the bottom of the map? (Letters.) What is on the side of the map? (Letters.) What are coordinates? (Numbers and letters we use to find a place.)*

On the board write *D4*. Tell the students to point to D and point to 4. Show the students how you put one finger on the D and one finger on the 4 and trace up and across to square D4. Have the students

**Unit 6 CLIL Geography**

**1 Answer with a friend.**

1 Is your town big or small?      2 Is your house near your school?

**2 Listen and read along. What is in square G4?**

**Maps**

A map is a picture of an area. We use maps to find places. There are symbols on the map. The key shows what the symbols are.

The map has numbers on the side. There are letters at the bottom. There are squares on the map. We use coordinates to find a place on a map. The coordinates are a letter and a number, for example, D4. Find letter D and trace up with your finger. Find number 4 and trace across. Where do your fingers meet? Square D4.

**3 Look and find the places on the map. Write the coordinates.**

1 a farm: G4      3 a forest: A1      5 a pond: G2  
 2 a school: C3      4 a town: D4      6 a castle: A5

**4 Listen and complete.**

This is my map. The forest is in E2.

This is my map. The school is in C1.

copy you to find the square. Ask *What's in square G4? (A farm.)* Have the students work with a partner to find out what is in G4. Monitor and check the students are tracing the fingers up and across the map correctly. For students who are having a problem, show them how to find D4 and tell them to do the same for G4. Check the answers together as a class.

**3 Look and find the places on the map. Write the coordinates.**

Tell the students to look at the map again. Ask *Where's the farm? (G4.)* Read the instruction aloud to the class. Students look at the map and work in pairs to complete the activity. Monitor the pairs helping where necessary by asking students to point to the places and then trace their fingers down to find the letter and then across from the picture to find the number.

Check together as a class by asking volunteers to ask *Where's the (farm)?* for another volunteer to reply *G4*.

**4 Listen and complete.**

Point to the pictures of Monty and Lola and ask *Who is this?* Choose two volunteers and ask them to read the speech bubbles aloud. Play the recording for the students to listen for the coordinates. Choose different volunteers to be Monty and Lola. Have them read the completed speech bubbles for the class to check.

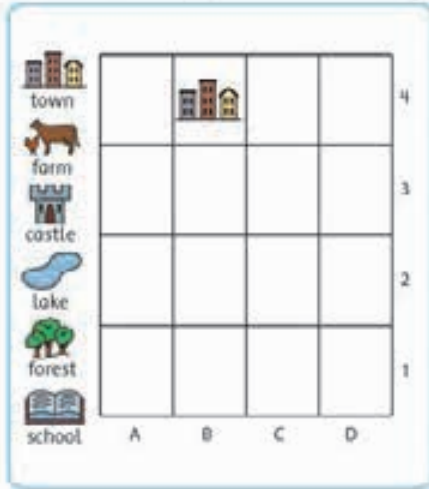
**5 Draw the six places on the map.**

Hold up the map grid and point to the town, tell the students to draw the other five places in the key on any squares they want to on the grid. Ask the students to look at their pictures and work out the coordinates, write them under each picture. Do the town as an example by asking *What are the coordinates for the town? (B4.)*

**6 Write about your map. Tell a friend.**

Hold up your map, point to the town and write *The town is in B4* as a model for the

**3 Draw the six places on the map.**



**3 Write about your map. Tell a friend.**

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_

**1 Listen and trace the ph sound. Listen and repeat.**



**2 Listen and read.**

In my room there's a **ph**one,  
 And an **eleph**ant and a ball.  
 There's a **ph**oto of a dolphin.  
 There are **graph**s on the wall.

**3 Listen again and repeat the chant.**



**Phonics**

**1 Listen and trace the ph sound. Listen and repeat.**

On the board write a big *ph*. Explain *The sound is written ph but we say f. Can you think of any words beginning with ph?*

Point to the dotted *ph* in *dolphin* and tell the students to listen and trace the *ph* in the other words. Play the recording, stopping after each word to give the students time to trace the letters.

Play the recording for the students to repeat chorally and individually. Repeat as necessary.

Tell the students that there is another word on page 81 that contains *ph*. *Can they find it? (Phonics.)*

**2 Listen and read.**

Tell the students to look at the picture and ask *What can you see? Where's the elephant? (On the bed.) Where's the picture of the dolphin? (Next to the graphs.)* Tell the students to listen to the chant and follow it in their books. Play the recording all the way through.

**3 Listen again and repeat the chant.**

Play the recording again, pausing after each line, and encourage the students to repeat. Play the recording one more time, encouraging the students to join in saying the chant with the recording.

**Optional activity**

Divide the class into four groups, so each group can practice a line from the chant. Encourage the class to say the chant together without the recording, with each group saying their line in turn.

students' writing. Tell the students to write about the six places on their map. Refer them back to Activity 4 to help them.

Divide the class into pairs for the students to show their partner their map and tell their partner where the places are. Ask a volunteer pair to demonstrate the activity using the speech bubbles in Activity 4.

**WORKBOOK ANSWERS**

- 1 1 Where's the pond? 2 Where's the town? 3 Where's the school?  
 4 Where's the castle? 5 Where's the farm? 6 Where's the forest?

2 Answers will vary.  
 Try! Answers will vary.

**Further practice / Homework**

Workbook page 68; Unit 6 CLIL Worksheet;  
 Unit 6 CLIL Video Worksheet

**Phonics** page 81

**Learning objectives**

Practice pronunciation of the sound /ph/.

Practice listening to, reading and saying words with the sound /ph/.

**Materials**

Tracks 77–78; Workbook page 69

**Warm up**

On the board write the sound *ay* and elicit a word with the sound in, such as *day*.

Divide the class into teams and give them five minutes to write as many words as they can remember with the /eɪ/ sound.

Tell them they can look through their books to help them.

After five minutes stop them and get each team to read out their words. The team with the most words wins the game.

**WORKBOOK ANSWERS**

- 1 1, 3, 4, 5, 7, 8  
 2 1 dolphin 2 elephant  
 3 xylophone  
 3 1 xylophone, dolphin 2 photo, elephant 3 graph, phone  
 Try! Answers will vary.

**Further practice / Homework**

Workbook page 69

# Unit 6 Project and Value

page 82

## Lesson objectives

Understand and apply good personal values.

Practice skills toward the development of a project.

## Value

Be patient. Wait for your turn.

## Materials

Track 73; paper; scissors; glue stick; Unit 6 Stickers; Workbook page 70

## Warm up 73

Ask the students to stand up. Play the song from Unit 6 Language Focus 2 Lesson for the students to sing along to.

## Value: Read and stick

Ask students to open their Student Books to page 82 and find *Monty's Value* at the top. Read the value aloud while students follow along. Ask *Why is it important to wait your turn? (It's polite.) What do you do if people push in the line in front of you?*

Have students open their books to the stickers page and ask them to point to the sticker that shows the value. Have them stick it into the space under *Monty's Value*.

## My Bedroom Plan

### Stage 1: Plan your project.

Tell the students to work individually to make a list of what furniture and objects are in their bedroom. On the board draw a simple sketch of your bedroom, including a few items and tell the students to do the same using their list.

Tell the students to turn to their partner and discuss question 3. Ask a few pairs to share their ideas.

### Stage 2: Develop your project.

Point to the picture of the example map and tell the class they are going to make a map of their bedroom. Tell them to think about how many squares across and down they need and make sure they use a ruler to draw the grid. Along the horizontal line tell them to write the letters and along the right side the numbers. On separate pieces of paper they draw squares and rectangles to represent the furniture and color them. Hold up the map on page 80 and point to the key and ask *What's this? What information do you draw in your key? (Furniture and objects.)* Using their sketch map, tell them to stick the furniture and objects in the corresponding places on the grid.

**Unit 6 Project and Value**

# My Bedroom Plan

**Materials**

- Paper
- Scissors
- Glue stick

**Read and stick.** Be patient. Wait for your turn.

**Stage 1: Plan your project.**

- 1 Make a list of what's in your bedroom.
- 2 Where are the items? Draw a sketch.
- 3 Decide how to turn your information into a map.

**Stage 2: Develop your project.**

- 1 Draw a grid. Think about the scale.
- 2 Draw squares and rectangles to show the furniture. Draw symbols for the key.
- 3 Cut out the shapes and place them on your grid. Check the layout.
- 4 Stick the furniture on your map.

**Stage 3: Share your project.**

- 1 Take turns asking about coordinates.
- 2 Share your map with the class.

**Stage 4: Evaluate your project.**

Save your Bedroom Plan.

### Stage 3: Share your project.

Divide the class into groups of four to take turns to present, compare and talk about their map. On the board write *Where's your (bed)? (G5.) What do you have in A1? (A desk.)* Join a group to demonstrate the activity. Use the example map in the Student Book. Ask the questions to a couple of students and encourage them to ask you and use the example map to respond. Ask *Are your bedrooms similar? What are the big differences?*

### Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Ask students to open their Workbooks to page 70 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect on their project and the sentences that describe how they feel. Repeat for the other stages.

### Optional activity

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

### WORKBOOK ANSWERS

1 1 ✓ 2 X 3 ✓

2 Answers will vary.

3 Answers will vary.

Try! Answers will vary.

### Further practice / Homework

Workbook page 70

1 Listen, follow and color the number. Say a path for your friend.



2 Look at Activity 1 and write sentences.

- 1 *It's under the sofa.*      2 *It's on the mat.*  
*It's on the bed.*                      *It's on the shelf.*  
*It's under the armchair.*              *It's next to the mirror.*

3 Unscramble the questions and write answers.

1 sofa / he / Is / on / the / ?  
 Is he on the sofa?      Yes, he is

2 in / Is / ? / he / bathtub / the  
 Is he in the bathtub?      No, he isn't

3 cabinet / ? / in / she / the / Is  
 Is she in the cabinet?      No, she isn't



To check as a class, ask volunteers to say the paths to the stars they colored.

Tell the students to choose a star and work out the path from Lola to the star. Divide the class into pairs and tell them to take turns to say their path for their partner to follow.

2 Look at Activity 1 and write sentences.

Point to star 8. Elicit the path students need to take to get here. Encourage them to tell you *It's under the armchair. It's on the bed. It's under the armchair.*

Have students write these answers and do number 2 on their own. Monitor and help if necessary.

Have the students compare their sentences with their partner. If there are any differences, ask the students to work with another pair to compare again. Finally, check the activity as a class by asking a volunteer to write them on the board. Encourage the rest of the class to help you check spelling. Repeat the stages for the path to star 1.

3 Unscramble the questions and write answers.

On the board write *sofa / he / Is / on / the / ?* Ask a volunteer to write the question correctly. (*Is he on the sofa?*) Show the students the example question and tell them to write two more questions. When they have finished the questions, tell them to look at the pictures and answer the questions with full answers. Ask a volunteer to write the questions on the board for the students to check.

**Optional activity**

Give students a few moments to look through Unit 6 in their Student Book. Ask them to choose their favorite page and draw a little smiling face at the top.

**Additional resources**

The Unit 6 Test can be given now.

**WORKBOOK ANSWERS**

- 1 1 Is he on the bed? Yes, he is.  
 2 Is he on the sofa? No, he isn't. He's in the bathtub. 3 Is he in the bathtub? No, he isn't. He's behind the chair.  
 4 Is she in the cabinet? Yes, she is.  
 2 1 Are the keys on the table? No, they aren't. 2 Is the radio on the table? No, it isn't. 3 Are the glasses on the table? Yes, they are. 4 Is the watch on the table? Yes, it is. 5 Is the camera on the table? No, it isn't.  
 6 Is the phone on the table? Yes, it is.  
 Try! Answers will vary.

**Further practice / Homework**

Workbook page 71

**Unit 6 Review** page 83

**Lesson objectives**

Review the vocabulary and language learned in the unit.

**Language**

Furniture and common objects.

Preposition of places

Present simple *yes / no* question: *Is he / she / it under the bed? Yes, he / she / it is. No, he / she / it isn't.*

**Materials**

Track 79; Unit 6 Flashcards Set 1 (furniture); Workbook page 71

**Warm up**

Draw two six-by-six grids on the board and label the vertical axis 1–6 and the horizontal a–f. Label one grid A and one grid B. Tell the students to copy the grids. Tell the students to choose six objects from Unit 6 and draw them in squares

in grid A. Explain the students have to find each other's objects and draw them on grid B. Have the students sit back-to-back with their partner to take turns to say a coordinate—if their partner has a picture in that square they tell them the picture for their partner to draw in Grid B. Demonstrate the activity with a volunteer.

**1 Listen, follow and color the number. Say a path for your friend.**

Ask the students to look at the maze in Activity 1. Ask *What's the animal? (A cat.)* Point to different pictures and ask *Where is the cat?*

Play the first section of the recording for the students to follow the path with their finger to star 7.

Play the recording, pausing after each section to give the students time to color the star they arrive at. Have the students compare their answers before you play the recording again for them to check. Repeat as necessary.

## Unit 6 Review Game

page 84

### Lesson objectives

Review the vocabulary and language learned in Units 5 and 6.

### Language

Musical instruments, furniture, common objects.

Simple present: *Is there a ... / Are there any ...? Yes, there is / No, there isn't.*

### Materials

One die per group; Workbook page 72

### Warm up

Have the students work in pairs to prepare four questions about things in the classroom. For example, *Is there a blue pen under the desk? Are the windows next to the door?* Join the pairs together to make groups of four to ask and answer the questions about the classroom. Tell the pair who is answering to close their eyes when they are answering the questions. The pairs get a point for each correct answer and the pair with the most points wins.

### 1 Play Spot the Differences.

Divide the class into pairs. Hold up the book on page 84 and explain to the students that the pictures look the same but there are small differences between them, which they have to find. Tell them it's important they don't look at each other's pictures, but find the differences only by asking and answering questions.

Assign the students A and B in their pairs. Tell the students to open their books. Ask student A to cover the bottom picture and student B to cover the top picture.

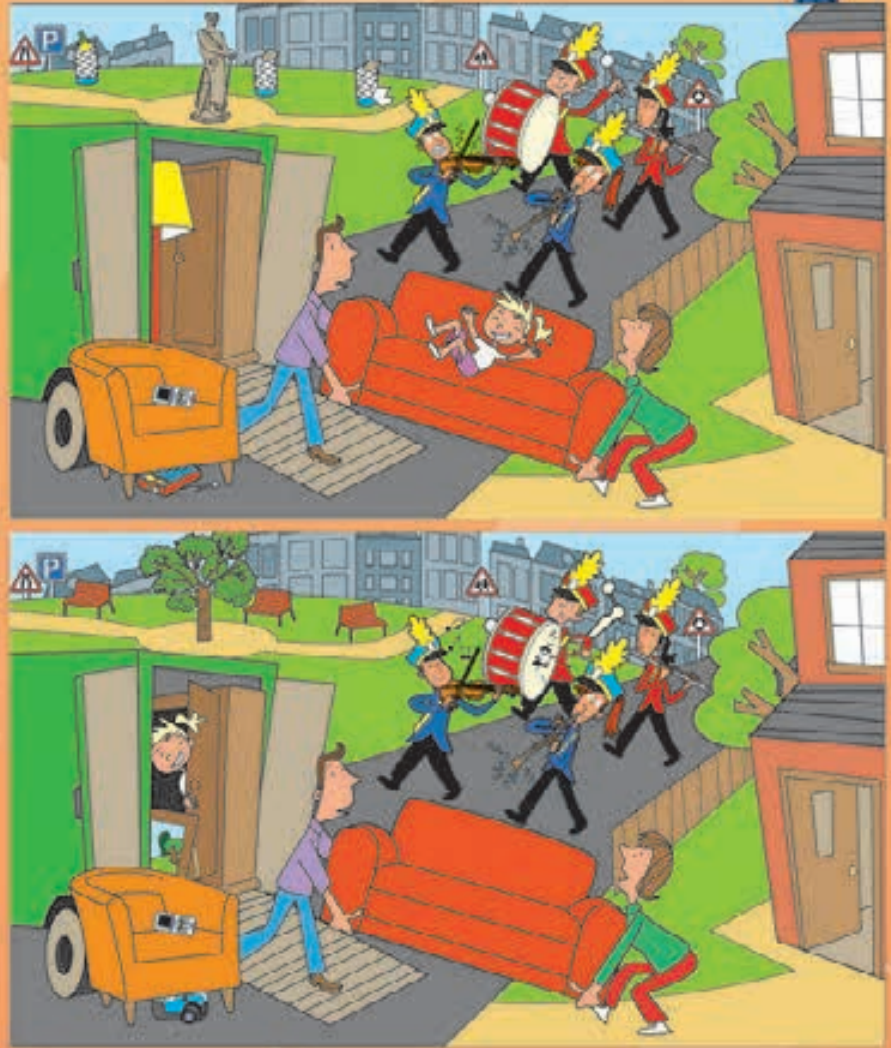
Pair yourself up with a volunteer student A and look at the bottom picture. Ask student A questions about the picture until you find a difference, such as *Is there a sofa?* Encourage your partner to answer in full. (*Yes, there is.*) When you have found a difference, circle it and then tell your partner to ask you questions.

The students play the game. Encourage them to use the target language and ensure they are not looking at each other's pictures.

On the board write *In my picture there is a ... / there are ... but in my partners' picture there isn't a ... / aren't any ...* Tell the students to look at the differences they found and using the model sentences on the board write sentences comparing the pictures.

### Game

#### 1 Play Spot the Differences.



### Optional activity

On the board write the six unit topics, numbered: 1 months and seasons, 2 people and adjectives, 3 parts of a house and things in the garden, 4 feelings and clothes, 5 musical instruments and things in the town, 6 furniture and common objects. In their groups, students take turns to roll the die. If they get a 1, they have to say four month / season words, if they roll a 5, they say four feelings / clothes words. Give an example by rolling a die and saying four words from the numbered topic. Tell the students if they roll the same number as another student they cannot repeat the words.

### WORKBOOK ANSWERS

- 1 1 triangle 2 signs 3 camera  
4 armchair 5 clarinet 6 fence  
7 lamp 8 glasses

### Further practice / Homework

Workbook page 72



# Ghana

Culture



1 Tell a friend. Do you like traditional music?

2 Read and label the pictures. atenteben goje fiddle talking drum

Ghana is a country in West Africa. Traditional music in Ghana comes from many different areas and groups. Traditional music is used for festivals and celebrations.

There are many different kinds of drums. Some are called "talking drums" because they can sound like a person talking. You play the talking drum by hitting it with a stick. It is a percussion instrument.

The atenteben is a wind instrument. It's similar to a flute. It's made of bamboo.

The goje fiddle is a string instrument. It's like a violin. It has strings, and you play it with a bow.

Musical instruments from around the world are different, but they're similar, too!



talking drum



goje fiddle



atenteben

3 Complete the chart about traditional instruments.

| Instrument from Ghana | Similar Instrument | Instrument from My Country | Musical Group |
|-----------------------|--------------------|----------------------------|---------------|
|                       | drum               |                            | percussion    |
|                       | flute              |                            | wind          |
|                       | violin             |                            | string        |

## 2 Read and label the pictures.

Focus the students' attention on the words in the word pool. Ask the students to find the instrument *talking drum* in the text and point to it. Show the example of *talking drum* written under the photo.

Tell the students to read the text silently and label the pictures. To check as a class, point to each picture and ask *What's the name of the instrument?* Ask a volunteer to write the instruments in the correct column on the board wind, string or percussion. Ask *How do you play the atenteben / goje fiddle / talking drum? (You blow it / use a bow / hit it.) Why is it called a talking drum? (It sounds like people talking.) When do the people use traditional instruments? (For festivals and celebrations.)*

## 3 Complete the chart about traditional instruments.

Tell the students to look at the photo of the talking drum in Activity 2 and ask *What other instrument is it like? (A drum.) What instrument is it like in your country? What musical group is it from? (Percussion.)*

Divide the students into pairs and tell them to look at the chart and fill in the information for the drum. Tell the pairs to look at the other two instruments and complete the chart.

### Optional activity

Tell the students to choose a traditional instrument from their country and draw a picture of it. Under the picture tell them to use the chart and the text to write about the instrument. On the board write the sentences starters for the students to use if they need to: *In my country a traditional instrument is the ... To play it you ... It looks like a ... and it's in the ... group. It's made of ... It sounds like ...*

### WORKBOOK ANSWERS

1 1 ✓ 2 ✓ 3 X 4 ✓ 5 X  
1 ✓ 2 X 3 X 4 ✓ 5 ✓

2 This is a goje fiddle. It's a string instrument. You pluck the strings to make sounds.

Try! Answers will vary.

### Further practice / Homework

Workbook page 73

## Culture page 85

### Lesson objectives

Can identify similarities and differences between traditional instruments.

Understand the main points of a short text and demonstrate how information can be found to complete a chart.

### Language

*Atenteben, bamboo, bow, goje fiddle, talking drum*

Additional vocabulary related to the reading text.

### Materials

World map / map of Ghana; Unit 5 Flashcards Set 1 (musical instruments); Workbook page 73

### Warm up

On the board draw three columns with the headings *percussion, string* and *wind*. Put the instruments flashcards on a desk

at the front of the class. Say an instrument, such as *violin*, and ask a volunteer to pick up the flashcard of the violin and stick it in the correct column. Repeat with different volunteers and instruments. Leave the columns on the board for Activity 2.

### 1 Tell a friend. Do you like traditional music?

Write *Ghana* on the board and if you have a world map or a map of Ghana stick this on the board. Ask the students *Where is Ghana? (It's in West Africa.)* Tell the class they are going to learn about traditional instruments in Ghana. Ask *What traditional instruments does your country have?*

Tell the students to open their Student Books to page 85 and read out the instructions.

Divide the class into pairs. Tell the students to answer the question with their partner. Ask a few pairs to share their ideas and ask *What traditional instruments do you like?*

## Review Story pages 86–87

### Lesson objectives

Review the vocabulary and language learned in Units 4–6.

Reading to find specific information in a text.

### Language

Clothes, common objects, instruments, furniture, prepositions of place, feelings.

Simple present: *There is / are ... Where's (the cello)? It's under the sofa. Can you play the (cello)?*

### Materials

Track 80; Workbook pages 74–75

### Warm up

Divide the class into four teams. In turn, give each team a word (*jacket, mirror, sad, painting, bored, under, hungry, cello*) and tell them to make a sentence with the word. The sentence must have a minimum of four words. If the sentence is correct you will give them one point. Tell the other teams to listen carefully because if another team says an incorrect sentence they have the chance to correct it and score an extra point. The winning team is the team with the most points.

### 1 Look at the pictures and answer with a friend.

On the board write *Mozart*. Ask the students *Who was Mozart? (A composer / musician.) What is he famous for? (Classical music.)* If you have any music by Mozart play it for the students and ask *What do you think about the music?*

Divide the class into pairs and ask volunteers to read out a question each. Tell the students to look at the story and quickly scan it to answer the questions. Ask a couple of volunteer pairs to share their answers with the class.

### 2 Listen and read. Write the instruments the characters can play.

Tell the class to close their books. Ask the students *What places do Lola and Monty visit in Egypt? (A farm, the desert, the river Nile, a pyramid.)* Write their ideas on the board.

Play the recording for the students to listen and read along.

# Mozart's Music

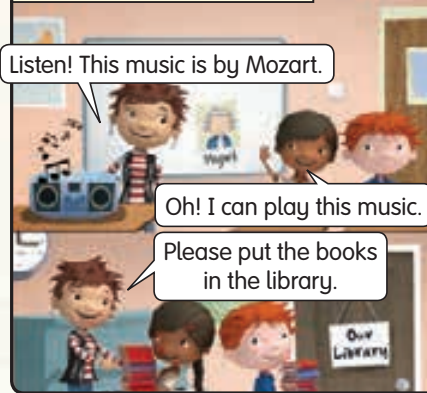
## 1 Look at the pictures and answer with a friend.

- 1 What are Monty and Lola wearing?      2 What instruments can you see?

## 2 Listen and read. Write the instruments the characters can play.

piano      violin      piano      cello

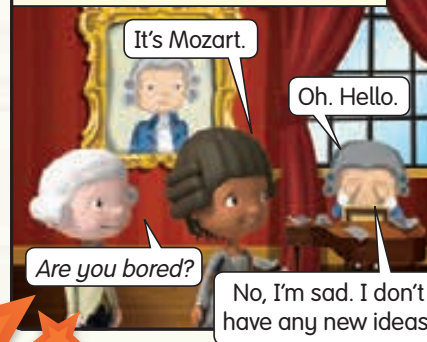
1 Monty and Lola are in the classroom. This is the music teacher.



2 Now Monty and Lola are in Vienna.



3 There's a painting on the wall. There's a man next to the piano.



4 Mozart can play the piano, but he wants ideas.



86

Point to the pictures of the heads of the characters and elicit their names. Tell the students to read the story again quietly and write the instruments the characters can play. Point to the example *piano* and ask *Where does it say in the story that Mozart can play the piano? (Frame 4.)* Ask volunteers to tell you the instruments the characters can play, for example, *Mozart can play the piano.*

Tell the class to work with a partner and write the answers to the following questions. Read out the questions, one by one, pausing to give the pairs time to read the story, discuss and write the answer. *What is Monty wearing? (A long jacket.) Who is the man next to the piano? (Mozart.) How does Mozart feel? (Sad.) Where is the cello? (Under the sofa.) Why is Mozart happy in the end? (He plays the new music.)*

Ask the pairs to compare their answers. To check as a class, ask volunteers to look at their answers and see if they can remember the question and ask the question for another volunteer to answer.

### Optional activity

Ask the students to read the story again and work with a partner to underline all the topic-related vocabulary from the last six units. Give each of these instructions, one by one, giving the students time to underline the words: *Underline the instruments in blue / the clothes words in yellow / the feelings in green / the furniture in brown / common objects in red.*



## Review Story

**5** There are lots of instruments in the room.



**6** Now Mozart is excited. He has a violin.



**7** There's a concert. Mozart wants to play his new music.



**8** The music is great. Monty and Lola are happy.



**3** Act out the story. 🗣️

## WORKBOOK ANSWERS

1 1 ✓ 2 ✓ 3 X 4 X

2 a 1 b 4 c 2 d 3

Try! Answers will vary.

3 Instruments: cello, piano, violin

Furniture: mirror, painting, sofa

Feelings: bored, excited, happy, sad

4 1 violin 2 piano 3 pants

4 jacket 5 happy 6 room

7 next to 8 painting

Try! Answers will vary.

## Further practice / Homework

Workbook pages 74–75

### 3 Act out the story. 🗣️

Divide the students into eight groups and assign each group a frame from the story. Tell the groups to choose roles for each student in the group. If there are too many students they can add in friends of Lola and Monty. Give the students time to practice their lines by reading their parts in the story in their groups. Monitor and help with pronunciation and expression.

Have the groups make up actions and collect any props they need to act out their frame. Have the groups act out their frame of the story in the correct order.

Make a note of any errors in vocabulary or grammar presented in the last few units and make a note of them, especially if a few students are making the same mistakes. When the students have finished, write these errors on the board and ask them to correct them in pairs or as a class.

### Optional activity

Divide the class into groups of four. Tell the students they are going to write their own story. On the board draw a two-by-two grid and number the boxes 1–4. Ask the students to copy the grid. Tell them to imagine Monty and Lola meet another musician and to draw the storyboard and write the captions as in their books. Write these questions on the board as prompts: *Where are Monty and Lola? What instrument does the musician play? How does he / she feel? Why? What do Lola and Monty do to help?* Tell students to look at the story frames to help them with the dialogue. Monitor and help the groups with ideas and correcting their written work.

When they have finished, have two groups work together, taking turns to show their storyboard and tell the story.

If you have students who enjoy drama and acting, ask them to act out their story for the class.

# Unit 7 Vocabulary

pages 88–89

## Lesson objectives

Identify different activities.

Practice words for activities through a song and follow-up activities.

## Language

**Activities:** *cooking, drawing, drinking, eating, painting, playing a game, playing on the computer, reading, sleeping, watching TV*

## Materials

Tracks 81–82; Unit 6 Flashcards Set 1 (furniture); Monty Flashcard; Monty the Photographer Flashcard; Flashcard Pocket; Unit 7 Flashcards Set 1 (activities); Workbook page 76

## Warm up

Show the flashcards, one by one, and say *There's a (sofa)*. Ask the students to stand at their desks. Hold up one of the furniture flashcards and say a piece of furniture. If the furniture word you say is the same as the flashcard, the students jump. If the word you say and the picture are not the same they keep still. Play the game getting faster and faster.

### 1 Answer with a friend.

Prepare the library Flashcard Pocket by placing the Monty the Photographer flashcard inside it. Hold up the Flashcard Pocket. Say *Here's the library*. Put the Monty flashcard in the Flashcard Pocket and say *Now Monty's in the library*. Turn the Flashcard Pocket around to show the magic door. Take the flashcard of Monty the Photographer out and say *Look! Who is this? Monty is a ...?* Try to elicit *photographer*. If the students don't know the word, say *photographer*.

Show students the activities flashcards, one by one, and elicit or give the name of the activity.

Divide the class into pairs. Ask students to open their Student Books to page 88 and look at the picture. Point to Monty and ask *What does Monty have? (A camera.) What does a photographer do? (Take photos.)*

Read questions 1 and 2 aloud and give the pairs a couple of minutes to talk together and answer the questions. Tell the students about your favorite activity, for example, *I like reading books*. Ask a few volunteers to tell you what their favorite activity is.

### 2 Listen, point and repeat.

Focus students' attention on the picture and the numbered activities. Play the recording for students to point to the

**Vocabulary**

**1 Answer with a friend.**

1 Where are the people?  
2 Which is your favorite activity?

**2 Listen, point and repeat.**

**3 Read and number. Listen again and check.**

|          |   |                         |   |             |    |
|----------|---|-------------------------|---|-------------|----|
| cooking  | 2 | painting                | 6 | reading     | 1  |
| drawing  | 5 | playing a game          | 7 | sleeping    | 10 |
| drinking | 4 | playing on the computer | 8 | watching TV | 9  |
| eating   | 3 |                         |   |             |    |

activities as they hear them. Play the recording again for the students to repeat the words in chorus. Pay particular attention to the blends *dr*, *pl* and *sl* and the *ing* sound in all the activities. Play the recording a final time for individual students to say the words.

### 3 Read and number. Listen again and check.

Point to the picture and ask the students to point to the children cooking in the picture in Activity 1. Ask *What number is it? (2)*. Show the example 2 in the box next to the word *cooking*. Have students work individually to look at the pictures and number the words.

Check answers as a class by asking volunteers to say a number for other volunteers to say the activity.

### 4 Label the pictures.

Focus the students' attention on the photos of the activities pointing to each one to elicit the word.

Have the students work individually to write the activities under the photos. Monitor and check the students' spelling, referring them to the words in Activity 2 if there are any errors. On the board write 2–6 and ask volunteers to write the activities next to the corresponding number.

### Optional activity

Have the students work in pairs. They take turns to ask and answer *Do you like (cooking)? Yes, I do / No, I don't*. Demonstrate the activity with a volunteer.

### 5 Listen and number the pictures. Listen and complete.

Direct the students' attention to the song. Say *reading* and ask them to point to the word in the song. Play the recording and ask the students to number the pictures in the order they hear the words in the song. Play the recording for the students to check the order.

**4 Label the pictures.**



eating



drinking



painting



playing a game



playing on the computer



watching TV

**5 Listen and number the pictures. Listen and complete.**



What are you doing? Can I do it too?  
Look! I'm reading. Can you see?  
You can come and read with me!

What are you doing? Can I do it too?  
Look! I'm drawing. Can you see?  
You can come and draw with me!

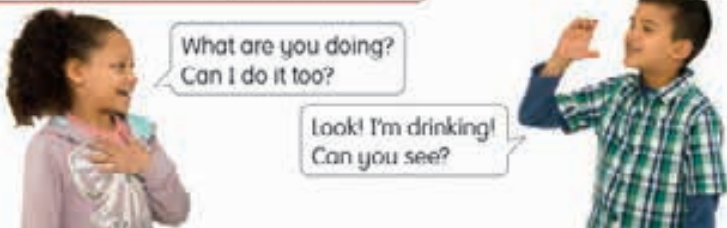
What are you doing? Can I do it too?  
Look! I'm cooking. Can you see?  
You can come and cook with me!

What are you doing? Can I do it too?  
Shh! I'm sleeping. Can you see?  
You can ...

**6 Listen again and sing along.**

**7 Sing a new verse with a friend.**

drinking eating painting playing



Play the song for the students to listen to and write the activities words in the song. As a class make up some actions to go with the song, such as miming reading a book, mixing ingredients for cooking, drawing a picture, and closing their eyes and saying *Shh!* for sleeping. Play the song again for the students to mime the actions.

**Optional activity**

Hand out all the activities flashcards. Play the song again for the students who have the relevant flashcards to stand up and hold up their flashcard when they hear the word in the song.

**6 Listen again and sing along.**

Play the song a final time for the students to sing along to and do the actions.

**Optional activity**

Hand out all the activities flashcards. Tell the students to draw a picture of themselves doing their favorite activities. Divide the class into pairs and ask the students to take turns to show each other their pictures and ask *What are you doing? I'm playing a game. Come and play with me.*

**7 Sing a new verse with a friend.**

Play the first two lines of the song as a model for the students to repeat. Ask the students to repeat the lines without the recording holding up different activity flashcards and encourage the students to substitute *reading* with the activity on the flashcard. Ask the students to look at the speech bubbles. Ask two volunteers to come to the front of the class. Tell them they are the girl and the boy and ask them to repeat the lines of the song substituting the activity with the flashcard you hold up.

Divide the class into pairs and have them take turns to sing a new verse with the activities in the word pool. Have the pairs change the lines they sing and repeat the activity choosing different activities from Activity 2.

**WORKBOOK ANSWERS**

- 1 3 cooking 7 drawing 4 drinking  
1 eating 8 painting  
6 playing a game 10 playing on the computer 2 reading 5 sleeping  
9 watching TV  
2 1 eating 2 cooking 3 drawing  
4 reading 5 drinking 6 sleeping  
7 painting 8 playing a game  
9 watching TV 10 playing on the computer

Try! Answers will vary.

**Further practice / Homework**

Workbook page 76

## Unit 7 Reading pages 90–91

### Lesson objectives

Understand and act out a story.  
Ask and answer about activities with *ing*.

### Language

Present continuous question and answer: *What are you doing? I'm (playing a game).*

### Materials

Track 83; Unit 7 Flashcards Set 1 (activities); Unit 7 Storycards; DVD Unit 7 Story; Workbook page 77

### Warm up

Play the game *Slap the Board* with the activities flashcards. Show the flashcards, one by one, and ask *What is he / she doing?* After the students answer correctly, stick each of the ten flashcards on the board. Ask two volunteers to come to the board and have them stand facing the board. Say one of the activity words and ask the student to slap the corresponding picture on the board. Repeat the activity with different students and words.

### 1 Look at the pictures and answer with a friend. 🗣️

Hold up the first storycard and say *This is a story called Visitors from Space*. Point to the aliens and ask the students *Who are the visitors? (Aliens.) Where are they? (In a garden.) What is the boy doing? (Playing a game.) What is the young girl doing? (Painting.)*

Show the storycards, one by one, very quickly and ask the students to tell you what they think the story is about and what they saw in the pictures. Take all their ideas but don't give the story away. Divide the class into pairs and read the questions aloud. Have the students look at the pictures in the story and work together to answer the questions. Check the answer to number 1 by asking *How many people are there? Point to them.* Ask *What activities can you see?*

#### Optional activity 🎧 83

Play the recording, holding up the storycards one at a time. Point to key items in the pictures as they are mentioned in the recording. Hold up the storycards one at a time and ask the questions on the back of each card to check comprehension.

Ask eight students to come to the front of the class, give each one a storycard, and tell them to hold the storycard up facing the class. The class help them to stand in the correct order of the story.

## Unit 7 Reading **Visitors from Space**

### 1 Look at the pictures and answer with a friend. 🗣️

1 How many people are there?

2 What activities can you see?

### 2 Listen and read. Mark (✓) the new ideas for the aliens. 🎧 83

cooking

drinking

sleeping

reading

painting

watching TV



### 2 Listen and read. Mark (✓) the new ideas for the aliens. 🎧 83

Play the recording for students to listen and read the story.

Point to the activity words and ask *Which activities are new for the aliens?* Have the students in pairs mark the activities that are new for the aliens. Check answers by asking volunteers to tell you which activities they marked.

Write these questions on the board *Why are the visitors asking a lot of questions? (Because they want to learn.) What does Beep drink? (Dish soap.) What does Zap think is in the TV? (Pizza.) Why is Beep eating a plate? (She thinks it's food.)* Tell the students to read the story quietly on their own to find the answers to the questions. Ask a few volunteers to read out the questions for other volunteers to answer.

#### Optional activity

Divide the class into eight groups and give each group a storycard. Play the whole video and when the groups see their storycard frame they stand up. Play the video again. Pause the video before the children say *I'm playing a game. I'm painting. I'm drinking lemonade. I'm cooking pizza. I'm watching TV.* and ask *What is he / she doing?* Play again and pause before the aliens say *What are you doing?* And have the students call out the question.

### 3 Act out the story. 🗣️

Divide the class into groups of five and assign a role from the story to each student: Beep, Zap, Bella, Tom, the young girl. As a class ask the students to think of some actions for each of the characters in the story and find some props they can use for the pizza, drinks, TV and microwave.



8 Act out the story.

### Optional activity

Ask the students to complete the story activities on page 77 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 6.

### WORKBOOK ANSWERS

- 1 picture bottom right: painting
- 2 picture bottom left: drinking
- 3 picture bottom middle: cooking

2 Answers will vary.

3 Answers will vary.

Try! playing a game, cooking, watching TV

### Further practice / Homework

Workbook page 77; Unit 7 Reading Worksheet;  
Unit 7 Story Worksheet

Tell the students to practice reading the story in their groups. Then have the students do the actions to go with the story. Encourage the groups to act out their parts, saying the words from the story and doing appropriate actions. Monitor the groups and help where necessary. For any groups who are having a problem with the dialogue, make sure they are using the key language *I am ...ing* correctly. For more confident groups, tell them to close their books and act out the story from memory.

Bring one or two groups to the front of the class to act out the story for the rest of the class.

Personalize the story by saying *Imagine you are an alien, what would you like to learn about? What other things / activities can you teach the aliens? What would you like to learn about their planet?*

### Optional activity

Divide the class into pairs and tell the students to rewrite frames 1 to 3 using different activities from the Vocabulary Lesson Activity 2 that the aliens want to learn about. Tell them to draw pictures for the three frames with Bella and Tom doing different activities and the aliens asking questions. They write the speech bubbles for the dialogue on the pictures using the dialogue in the story as a model. Tell them to think of a mistake the alien makes, for example, in the story in frame 3 he drinks dish soap. Have the pairs join another pair to tell each other their new start to the story.

# Unit 7 Language Focus 1

pages 92–93

## Lesson objectives

Practice asking people what they are doing and answering.  
Review activities.

## Language

Present continuous question and answer: *What are you doing? I am (cooking).*

## Materials

Track 84; Unit 7 Flashcards Set 1 (activities); Workbook pages 78–79

## Warm up

Stick all the activities flashcards on the board. Divide the class into teams of four. Tell the students you are going to remove one flashcard and they have to tell you which one. Do an example by asking the students to turn around or, if you have a moveable board, turn it round. Remove a flashcard, such as cooking. Tell the students to look at the board and choose a team to tell you which card is missing. Repeat the activity choosing different teams. If they guess correctly they win a point. The team with the most points wins the game.

## 1 Read and match.

Ask the students to open their books to page 92. Point to the pictures of the aliens, one by one, and ask *What are they doing?* (*Watching TV / cooking / drinking / painting / playing a game / eating.*)

Tell the students to match the pictures of the aliens with the sentences under the pictures. Show the number 1 next to the sentence *I'm watching TV*, as an example. Check answers with the class by asking volunteers to say a number for another volunteer to say the corresponding sentence.

## 2 Listen and mark (✓). 84

Divide the class into pairs and ask them to look at the pictures and the questions and make predictions about the answers. Do an example with number 1 by asking a volunteer *Which boy is Tom do you think?* Give the students a couple of minutes to talk to their partner to make their predictions, tell them not to write anything at this stage. Ask a few volunteer pairs to share their predictions. Play the first exchange on the recording and ask *Which boy is Tom?* (A.) *How do you know?* (*Tom is cooking.*) Play the rest of the recording, stopping after each exchange to give the students time to mark their answers.

## Unit 7 Language Focus 1

### 1 Read and match.



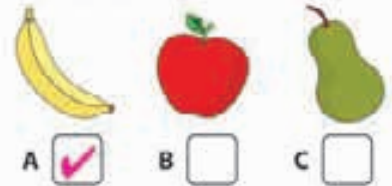
- 6 I'm eating.      2 I'm cooking.      4 I'm painting.  
3 I'm drinking.      5 I'm playing a game.      1 I'm watching TV.

### 2 Listen and mark (✓).

1 Which boy is Tom?



2 What is Nick eating?



3 What does Lucy have?



4 What is Ben doing?



5 What is Grace doing?



6 Which girl is Sue?



Have the students compare their answers with this partner before you play the recording all the way through again for them to check.

To check answers as a class, ask volunteers to ask the questions for other volunteers to answer.

## Project connection

You can choose to do Stage 1 of the project on page 98 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before tackling the project.

## Optional activity

Hold up one of the activity flashcards. Encourage the class to ask *What are you doing?* Answer using the activity shown on the card, such as *I'm reading.* Continue with other cards but make deliberate mistakes, for example, *I'm eating* when you are holding the sleeping card. Encourage the students to say *yes* or *no*.

## 3 Follow and write questions and answers.

Write the question and answer *What are you doing? I'm painting.* Circle the *are* and *ing* in the question and apostrophe *m* and *ing* in the answer. Write *I'm = I am*. Model the question and answer for students to repeat chorally and individually.

Give out the ten activities flashcards to different students and ask the students with the flashcards *What are you doing?* (*I'm (reading).*) Encourage volunteers to ask the questions instead of you.

**Grammar**

What are you doing?  
I'm painting.

**3 Follow and write questions and answers.**



- 1 What are you doing ? I'm watching TV.  
 2 What are you doing ? I'm eating.  
 3 What are you doing ? I'm painting.  
 4 What are you doing ? I'm cooking.

**4 Play Guess the Action with a friend.**



Tell the students to work individually to follow the headshots of the children to the objects. Once they have matched the photos and the objects tell them to write the questions and answers. Point to the picture of the girl in number 1 and the remote control and ask *What's the activity? (Watching TV.)* Direct the students' attention to the example question and answer in number 1. Tell them to refer to the sentences on the board and the Grammar box to support them.

Monitor the students checking their word order, the contraction *I'm* and their spelling.

**4 Play Guess the Action with a friend.**

Ask the students to look at the pictures and tell you what activities they can see. Focus the students' attention on the speech bubbles and model the exchange for the students to repeat.

Demonstrate the activity by asking a volunteer to ask you the question. Reply with one of the activities in the picture, for example *I'm reading*, and ask the volunteer to say which picture. Divide the class into pairs and tell them to take turns to ask and answer as in the demonstration.

Monitor the students and encourage them to answer in full and help with pronunciation where necessary.

**Optional activity**

Stick the ten activity flashcards on the board. Divide the class into groups of four. Tell the students to choose an activity and mime doing the activity so everyone in the group is miming an activity at the same time. The students take turns to ask each other *What are you doing (Lily)?* The student who is asked responds *I'm cooking*.

**WORKBOOK ANSWERS**

1 1 A 2 B 3 A 4 A 5 C 6 C

Try! Answers will vary.

2 1 I'm playing a game. 2 I'm drawing.

3 1 What are doing? I'm drinking.

2 What are doing? I'm playing a

game. 3 What are doing? I'm eating.

4 What are doing? I'm reading.

Try! Answers will vary.

**Further practice / Homework**

Workbook pages 78–79; Language Focus 1

Worksheet

# Unit 7 Language Focus 2

pages 94–95

## Lesson objectives

Identify toys.

Present and practice possessive pronouns.

## Language

**Toys:** fishing net, jump rope, scooter, skateboard, trampoline, wading pool

Present simple *have* for possession third person, negative and positive: *It has / doesn't have a ...*

## Materials

Track 85–86; Workbook pages 80–81; 115

## Warm up

Draw a ball on the board and write *Toys* in the middle. Divide the class into teams of four and tell them they have two minutes to write as many toys as they know. Start them off with the example *bicycle*. Ask the teams to tell you a word each and write the toys on the board. Don't write repeated words. The team with the most words wins.

## 1 Listen, point and repeat.

### Match. 85

Tell the students to listen to the recording and shout out any of the toy words from the board if they hear them.

Point to the pictures and ask *What's this?* If the students don't know say the word.

Play the recording for the students to listen to and point to the pictures. Play the recording again and pause after each word for the students to repeat the words chorally and individually.

Repeat as necessary. Pay attention to the pronunciation of blends *sk*, *sc* and *tr* and the *oo* in *scooter* and the *a* in *wading*.

Tell students to listen again and number the pictures in the order they hear them. Play the first word *fishing net* and show the line linking the picture to the words *fishing net*. Play the whole recording for the students to link the pictures and words. To check as a class, point to the pictures and ask volunteers to say the words.

## Additional resources

The Unit 7 Flashcards Set 2 can be integrated at any point from here on.

## 2 Read and circle the toys. Listen and sing along. 86

Have students look at the picture and ask *Who are they?* (*Beep, Zap, Tom, younger sister and Bella.*) *What toys can you see in the picture?* (*Fishing net, jump rope, scooter, skateboard, trampoline, wading pool.*)

**Unit 7 Language Focus 2**

**Lolo's Tune**

**1 Listen, point and repeat. Match.**

skateboard   wading pool   jump rope   trampoline   fishing net   scooter

**2 Read and circle the toys. Listen and sing along.**

A scooter, a ball, a wading pool,  
Whose are all these toys?  
The scooter is mine, the ball is hers,  
And the wading pool is yours!  
Toys, toys, toys, toys,  
Let's play and share!  
Toys, toys, toys, toys,  
Toys everywhere!

A jump rope, a puppet, a trampoline,  
Whose skateboard is this?  
The skateboard is his, the jump rope is hers,  
And the trampoline is yours!  
Toys, toys, toys, toys, ...

**3 Look at Activity 2 and complete the sentences.**

|                                    |                                   |
|------------------------------------|-----------------------------------|
| 1 The <u>ball</u> is hers.         | 4 The <u>trampoline</u> is yours. |
| 2 The <u>wading pool</u> is yours. | 5 The <u>skateboard</u> is his.   |
| 3 The <u>scooter</u> is mine.      | 6 The <u>jump rope</u> is hers.   |

Tell the students to close their books. Play the song and ask the students to shout out any toys they hear.

Have the students work in pairs to find the toys in the song and circle them. Play the recording for the students to follow in their books and sing along to.

As a class, make up some actions to go with the song such as miming riding a scooter and skateboard, swimming in the pool, fishing, skipping and jumping on the trampoline. Play the recording again for the students to do the actions as they sing along.

## Optional activity

Divide the class into two groups and assign one group the questions and the other group the answers. The groups sing their part of the song and then the whole class joins in for the chorus.

## 3 Look at Activity 2 and complete the sentences.

Ask two volunteers, a boy and a girl, to come to the front of the class and to bring a book and a pencil with them. Take the book from a volunteer and say *The book is his / hers*. Take the pencil from a volunteer and say *The pencil is his / hers*. Give the book back to the student and say *The book is yours*. Give the pencil back to the student and say *The pencil is yours*. Hold up your own book and say *The book is mine*. Take the book and pencil again and hold them up in turn and ask the class *Whose book / pencil is this?* Encourage the class to point to the relevant student and say *The book / pencil is his / hers / yours*.

Focus the students' attention on the picture and ask *Whose is the fishing net?* Encourage the students to point to Bella and say *The fishing net is hers*.

Tell the students to work with a partner to complete the sentences with the numbered toys from Activity 2. Check the answers as a class by asking volunteers to



**4 Look and write questions.**



**Grammar**

Whose scooter is this?

The scooter is mine / yours / his / hers.

- 1 Whose fishing net is it?
- 2 Whose skateboard is it?
- 3 Whose scooter is it?
- 4 Whose trampoline is it?
- 5 Whose jump rope is it?
- 6 Whose wading pool is it?

**5 Look at the pictures in Activity 4 again and write the answers.**

hers his his mine mine yours

- 1 The fishing net is mine.
- 2 The skateboard is his.
- 3 The scooter is yours.
- 4 The trampoline is mine.
- 5 The jump rope is hers.
- 6 The wading pool is his.

**6 Make the game. Play in a group.**



read out the sentences as they point to the relevant child or alien in the picture. Point to sentences 5 and 6. Ask *Is it a boy or girl?* Point to sentences 2 and 3 and mime *mine* by bringing a book towards you and *yours* by giving a book to a student.

**4 Look and write questions.**

On the board write the sentence *The fishing net is hers. ...?* And elicit the question *Whose fishing net is it?* Circle *Whose*. Explain *We use "whose" if we want to know who the toy belongs to.* To highlight the difference between *who* and *whose*, write *Who is the boy? (It's Tom.) Whose skateboard is it? (It's his.)* Model the question *Whose skateboard is it?* for students to repeat chorally.

Point to the pictures and elicit the toys. Read the instructions aloud and have the students work individually to write the questions. Monitor and help students by showing them the Grammar box and your question and sentence on the board. Have the students check their answers with a partner. Ask volunteers to ask the

questions to check as a class. Encourage students to look at the pictures and answer the questions, for example, *The fishing net is mine.*

**5 Look at the pictures in Activity 4 again and write the answers.**

Point to each of the pictures in Activity 4 and ask *His, hers, mine or yours?* to check the students understand the pictures. Read out the instructions and direct the students' attention to the word pool. Read the first sentence as you point to picture 1. Tell the students to work in pairs to use the words from the word pool to make sentences about the pictures. Monitor their work, checking they are using the correct possessive pronoun. Check answers as a class by asking volunteers to read the questions from Activity 4 for other volunteers to say the answers from Activity 5.

**Additional resources**

The Unit 7: Language Focus 2 Worksheet can be integrated at any point from here on.

**6 Make the game. Play in a group. Workbook page 115**

Tell the students to open their Workbook to page 115. Divide the class into groups of four. Assign each student in the groups a different color and tell them to color the oval shapes above the pictures in the color you assigned them, and then cut out the cards.

The groups put all their colored, cut-out cards together, shuffle them and put them face down in a pile. The students take turns to turn over a card and establish whom the item belongs to by the color of the ovals. They must say *It's mine / yours.* The other students in the group say *It's his / hers.* Then the card is returned to the person it belongs to. The first student to collect back all six of their color cards is the winner. Join a group and demonstrate the game before the students continue in their groups.

Monitor and spend time with each group. Ensure everyone is participating actively. When a card is turned over, elicit answers from any children who have not spoken so far.

**WORKBOOK ANSWERS**

- 1 Left to right: 3, 5, 2, 6, 4, 1
- 2 1 scooter 2 trampoline 3 wading pool 4 skateboard 5 fishing net 6 jump rope

**Try!** Answers will vary.

- 3 1 This skateboard is mine. 2 This skateboard is yours. 3 This skateboard is his. 4 This skateboard is hers.

- 4 1 This scooter is mine. 2 This scooter is yours. 3 That scooter is his. 4 That scooter is hers.

**Try!** Answers will vary.

**Further practice / Homework**

Workbook pages 80–81; Unit 7 Language Focus 2 Worksheet

**Lesson objectives**

Learn about Venn diagrams.  
Identify different types of toys and whether the toys are played with inside, outside or both.

**Language**

Indoor, organize, outdoor, sets, Venn diagram

**Materials**

Tracks 87–88; Unit 7 Flashcards Set 1 (activities); Workbook page 82

**Warm up**

Write the activity words and toys on the board. Point to a word, such as *scooter*. Students clap and chant the letters to spell out the word. Repeat with different words.

**1 Look and answer with a friend. What's your favorite toy?**

Ask the students to open their books to page 96 and read out the instruction. Tell them about your favorite toy, such as *My favorite toy is my scooter. It's blue. I ride it in the park. I can go fast and it's fun.* Tell the students to turn to their partner and tell them about their favorite toy. Ask a few volunteers to tell the class. Ask the students *When do you play with your toys? Where do you play with your toys?*

**2 Listen and read along. Number the groups.**

Read the title and write *Venn diagram* on the board and draw the outline of one on the board. Ask *What is a Venn diagram? What do we use a Venn diagram for?* If the students don't know, tell them they are going to read and find out.

On the board write the question *What information does the Venn diagram in the text show? (Activities that can be done indoors and outdoors.)* Ask the students to scan the text to answer the question.

Play the recording for the students to follow in their books. Ask *How many groups are there? (Three.) What colors are they? (Yellow, blue and a mix of yellow and blue.)* Point to the number 1 next to the wading pool and ask *What group is this? (Yellow.) Is it an outdoor or indoor toy? (Outdoor.) Say Point to outdoor in the text.*

Tell students to work individually to read the text silently and number the other two groups according to the text. Monitor and help students to find the information in the text and check their answers.

**3 Write two lists. Circle the activities that are in both lists.**

Stick the activities flashcards on the board and elicit the words and ask students for

1 Look and answer with a friend. What's your favorite toy?

2 Listen and read along. Number the groups.

**Venn Diagrams**

We use *Venn diagrams* to organize information. We put items in different groups because of their *similarities*. We call these groups *sets*. All the items in a set are similar.

Look at this Venn diagram.

- The toys in the yellow circle are outdoor toys.
- The toys in the blue circle are indoor toys.
- The toys in the middle are in the yellow circle and the blue circle. They are toys for indoors and outdoors.

3 Write two lists. Circle the activities that are in both lists.

| Activities I Can Do Indoors | Activities I Can Do Outdoors |
|-----------------------------|------------------------------|
|                             |                              |
|                             |                              |
|                             |                              |

4 Listen and circle.

any additional activities they know. Direct the students' attention to the table, point to one of the flashcards on the board and ask *Can you do this indoors or outdoors?* Repeat with a couple of other activities. Have students work individually to write a list of activities they can do indoors. Encourage them to write as many as they can in a time limit, such as five minutes. Repeat the stage with activities they can do outdoors. Once the students have their two lists ask them to circle any activities they have in both lists, for example, *painting, reading*.

**4 Listen and circle.**

Point to Lola and Monty and ask *What are they holding? (Venn diagrams.)* Students work in pairs to circle the correct words in the dialogue before they hear the recording. Play the recording for them to check and correct. Ask volunteers to read the speech bubbles to check as a class.

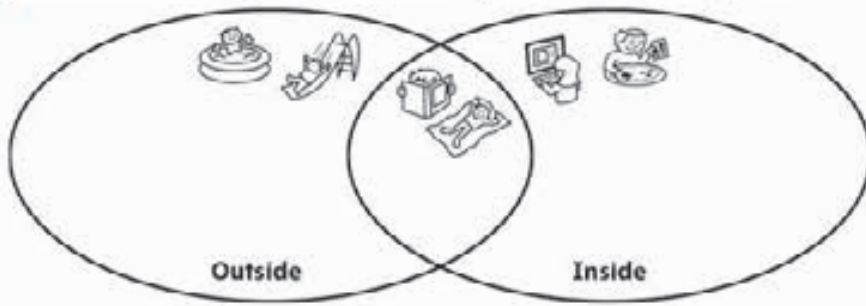
**5 Think of activities you like to do. Complete the Venn diagram.**

Copy the Venn diagram on to the board. Elicit an indoor and outdoor activity and ask a volunteer to draw the activities in the correct place. Tell the students to look at their lists and draw the activities in the correct place in the Venn diagram.

**6 Describe your Venn diagram. Tell a friend.**

Under your Venn diagram write an example sentence as a model for the students own writing. *Playing in the wading pool. This is an activity for outdoors.* Tell the students to write three sentences about their Venn diagram—one for indoor, one for outdoor and one for both. Monitor and check spelling and the grammar. Model the speech bubbles from Activity 4 for the students to repeat. Divide the class into pairs and tell them to show their partner their Venn diagrams and take turns to tell each other about the activities.

5 Think of activities you like to do. Complete the Venn diagram.



6 Describe your Venn diagram. Tell a friend.

1 Trace and write the missing letters. Listen and repeat.

ng



lo n g   playi n g   spri n g   stro n g   swi n g   you n g

2 Listen and read.

In summer and in spring,  
I like playing on the swing.  
The days are warm and long,  
The tree is young and strong.



3 Listen again and repeat the chant.

## Phonics

1 Trace and write the missing letters. Listen and repeat. 89

On the board write *lo\_\_* and *playi\_\_* and ask *What are the missing letters? (Ng.)* Ask a volunteer to write the letters in the words. Tell the students to trace the *ng* in their books and then work with a partner to complete the words.

Play the recording for the students to listen and check their words. Play the recording again for the students to repeat the words chorally and individually. If the students are having problems pronouncing the *ng* sound, explain that the noise comes from the back of your throat and your tongue at the back of your mouth. Have the students practice the sound in isolation and then repeat the words again.

2 Listen and read. 90

Point to the picture and ask the students *What's the weather like? (Sunny.) What season is it? (Spring.) What's the girl doing? (Playing on the swing.)* Tell the students they are going to listen to a chant. Tell them to follow in their books and play the recording all the way through.

3 Listen again and repeat the chant.

Play the recording again, pausing after each line for the students to repeat. Pay attention to the students pronouncing the final *ng* sound. Play the recording one more time, this time encouraging the students to clap the rhythm and join in saying the chant with the recording.

### Optional activity

Divide the class into four groups, so each group can practice a line from the chant. Encourage the class to say the chant together without the recording, with each group saying their line in turn. Tell the students they can clap the rhythm to help them. Change the lines for the groups.

### WORKBOOK ANSWERS

- 1, 3, 4, 5, 6, 7
  - 1 young 2 strong 3 spring
  - 1 cooking, playing 2 sing, swing 3 reading, bring
- Try! Answers will vary.

### Further practice / Homework

Workbook page 83

### WORKBOOK ANSWERS

- Pairs: flowers, trash cans, pond and bathtub, chairs, tables  
circled: painting, sofa, path, fence
- Indoors: bathtub, painting, sofa  
both indoors and outdoors: chair, flowers, table, trash can  
outdoors: fence, path, pond,
- Indoors: computer, mirror,  
both indoors and outdoors: apples, wall  
outdoors: gloves, scooter

Try! Answers will vary.

### Further practice / Homework

Workbook page 82; Unit 7 CLIL Worksheet;  
Unit 7 CLIL Video Worksheet

## Phonics page 97

### Learning objectives

Practice pronunciation of the final *ng* sound /ŋ/.

Practice listening to, reading and saying words with the final sound /ŋ/.

### Materials

Tracks 89–90; Workbook page 83

### Warm up

Write *ph* on the board. Ask *What is the sound?* Divide the class into groups of four and give them one minute to write as many words as they can with the sound *ph*. If they get stuck, tell them they can look through Units 6 and 7 to help them. Ask each group to give you a word and pay attention to their pronunciation of the /f/ sound.

# Unit 7 Project and Value

page 98

## Lesson objectives

Explore presenting information in a Venn diagram.

Talk about the value of having things in common with friends.

## Value

Find things in common with friends.

## Materials

Track 86; poster paper; pens and pencils; photos or drawings; glue stick; Unit 7 Stickers; Workbook page 84

## Warm up 86

Ask the students to stand up. Play the toys song from Unit 7 Language Focus 2 Lesson Activity 2 for the students to sing along to.

## Value: Read and stick

Ask students to open their Student Books to page 98 and find *Lola's Value* at the top. Read the value aloud while students follow along. Ask *What do you have in common with your friends?* Give an example, saying *I like reading and my friend likes reading. We have reading in common. We both like reading.* Ask volunteers to tell you what they have in common with their friends. Ask *Why is it important to have things in common with friends? (To do activities together and to share.)*

Have students open their books to the stickers page and ask them to point to the sticker that shows the value. Have them stick it into the space under *Lola's Value*.

## Our Favorite Hobbies

### Stage 1: Plan your project.

Tell the students about your hobby, for example, *My favorite hobbies are painting, reading and playing tennis.* Ask them to write a list of their favorite hobbies. Tell the students to choose three friends and ask them the question and write their answers in a list next to their own list of hobbies.

Tell the students to look at their two lists of hobbies and circle any activities / hobbies that are the same.

### Stage 2: Develop your project.

Go through steps 1–5, one by one, with the students, helping with each step if necessary. Give out the poster paper and the photos and pictures and tell the students to find or draw pictures of the activities on their lists. Monitor and ask questions as they are working: *What's this hobby? What do you and your friends have in common? Where do you do your hobby?*

**Unit 7 Project and Value**

## Our Favorite Hobbies

**Materials**

- ★ Poster paper
- ★ Pens and pencils
- ★ Photos or drawings
- ★ Glue stick

★ Read and stick.

Find things in common with friends.



**Stage 1: Plan your project.**

- 1 Write a list of your favorite hobbies.
- 2 Ask three friends about their favorite hobbies. Write a list for each person.
- 3 Put a circle around any of the activities that are in your list, too.

**Stage 2: Develop your project.**

- 1 Find or draw pictures of the activities in your lists.
- 2 Draw a Venn diagram with two big circles. Make sure there is another circle in the middle.
- 3 Write "Me" in one circle and write "My Friends" in the other circle.
- 4 Stick and label the pictures in the Venn diagram.



**Stage 3: Share your project.**

Show your Venn diagram to your classmates.

**Stage 4: Evaluate your project.**

Save your Venn diagram.

Tell the students to draw a Venn diagram on the poster paper. Tell them to label the circles, as in step 3, and then cut out and stick the pictures in the circles on their Venn diagram.

### Stage 3: Share your project.

Divide the class into groups of four and ask the students to take turns to show the group their Venn diagram and talk about it. Write example sentences for them on the board: *My favorite hobbies are ... My friends like ... We have four hobbies in common ...*

### Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Ask students to open their Workbooks to page 84 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect about their project and mark the sentences that are true for them. Repeat for the other stages.

### Optional activity

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

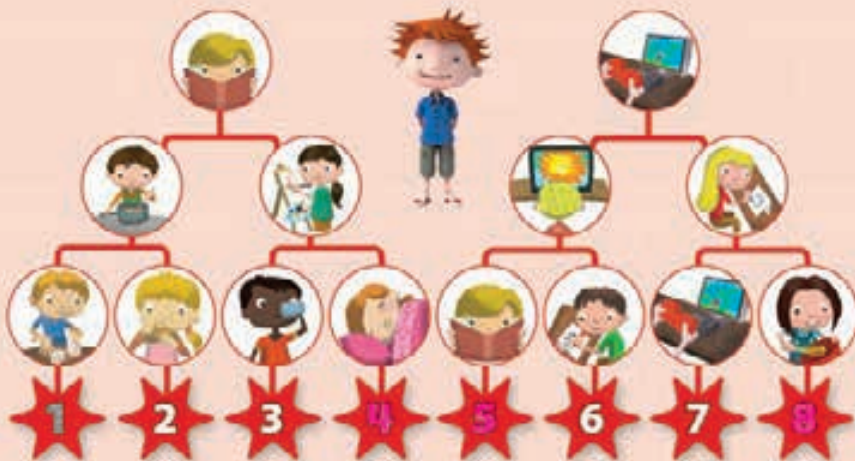
### WORKBOOK ANSWERS

- 1 1 I like cooking with my friends.  
2 I like playing on the computer with my friends. 3 I don't like playing games with my friends.  
4 I like reading with my friends.
- 2 Answers will vary.  
Try! Answers will vary.

### Further practice / Homework

Workbook page 84

1 Listen, follow and color the number. Say a path for your friend.



2 Look at Activity 1 and write sentences.

- 1 **3** I'm reading. \_\_\_\_\_  
 I'm painting. \_\_\_\_\_  
 I'm drinking. \_\_\_\_\_
- 2 **6** I'm playing on the computer. \_\_\_\_\_  
 I'm watching TV. \_\_\_\_\_  
 I'm drawing. \_\_\_\_\_

3 Look and write sentences with *his, hers, mine* or *yours*.



- 1 The scooter is yours. \_\_\_\_\_  
 2 The skateboard is his. \_\_\_\_\_  
 3 The jump rope is hers. \_\_\_\_\_  
 4 The fishing net is mine. \_\_\_\_\_



Divide the class into two teams, A and B. Ask a volunteer from each team to come to the front. Ask the student from team A to give directions to a star without saying its number. The student from team B listens and follows the directions through the maze, and gives the number of the star at the end of the path. Divide the class into pairs to do the activity as in the demonstration.

2 Look at Activity 1 and write sentences.

Point to star 3. Elicit the path to get there. Encourage them to use full sentences: *I'm reading. I'm painting. I'm drinking.* Have students write these answers. The students do number 2 on their own.

Have the students swap their Student Books with their partner to check each other's spelling and punctuation. They use a different color to put a dot next to any mistakes. The students return the Student Books and correct their own work. Finally, check the activity as a class by asking a volunteer to write the sentences on the board. Repeat the stages for the path to star 6.

3 Look and write sentences with *his, hers, mine* or *yours*.

Tell the students to look at the pictures in Activity 3. Point to the example sentence and tell the students to look at the other three pictures and write three more sentences. Monitor and check their possessive pronouns and spelling. If any students are having a problem refer them to the Grammar box. Tell the students to exchange books and compare sentences. Ask *Are they the same or different?*

## Unit 7 Review page 99

### Lesson objectives

Review the vocabulary and language learned in the unit.

### Language

Activities, toys, simple continuous:

*What are you doing? I'm eating.*

Possessive pronouns: *The jump rope is mine/yours/his/hers.*

### Materials

Track 91; coloring pencils; Workbook page 85

### Warm up

Give the students pieces of paper and ask them to draw a toy. While the students are drawing, monitor and ask about their drawings, such as *What this? Do you have a (puppet)? Where is it? Is it in your bedroom?* When they have finished drawing, ask the students to hold up their drawings for the

class to see. Point to a few and ask *What's this?* Collect the pictures and hold them up, one by one, asking *Whose is this?* and encourage the class to respond *It's hers/his/hers/his/mine.*

1 Listen, follow and color the number. Say a path for your friend. 91

Ask the students to look at the maze. Ask *What activities can you see?* The students say the path from Monty to star 1. Don't help them—give them a couple of minutes to work it out and the language they need. Ask a couple of volunteers to share their ideas without saying if it's correct or not. Play the recording, pausing after the first section for students to check their ideas. Elicit the path the students hear on the recording. (*I'm reading. I'm cooking. I'm playing a game.*)

Play the recording, pausing after each section, to give the students time to color the correct number. Repeat one more time without pausing to check answers as a class.

### Optional activity

Give students a few moments to look through Unit 7 in their Student Book. Ask them to choose their favorite page and draw a little smiling face at the top.

### Additional resources

The Unit 7 Test can be given now.

### WORKBOOK ANSWERS

- 1 1 I'm reading. 2 I'm playing a game.  
 3 I'm drawing. 4 I'm watching TV.  
 2 1 The jump rope is mine. 2 The scooter is hers. 3 That skateboard is his. 4 That trampoline is his.  
 5 This fishing net is yours. 6 This wading pool is mine.  
 Try! Answers will vary.

### Further practice / Homework

Workbook page 85

## Unit 8 Vocabulary

pages 100–101

### Lesson objectives

Identify different pets.

Practice the words for pets through a song and follow-up activities.

### Language

**Animals:** cat, dog, donkey, hamster, lizard, parrot, rabbit, snake, stick bug, tortoise

### Materials

④ Tracks 92–94; Lola the Animal Helper Flashcard; Unit 8 Flashcards Set 1 (pets); Workbook page 86

### Warm up

Have the students work in teams of four and give them five minutes to see if they can think of an animal for every letter of the alphabet. Tell them not open their books. Start them off with *ant*. Say *Stop!* after five minutes and ask the teams to swap their lists with another group to check each other's words. Ask each team to tell you how many animals they managed to get. The team with the most animals wins.

### 1 Answer with a friend. ④

Show the flashcard of Lola the Animal Helper and ask *What is Lola?* Ask *Who do you think Lola is today?* Take all suggestions. Show the animal flashcards, one by one, and ask *What is Lola?* to try to elicit *animal helper*. If the students don't know the word, say *animal helper*.

Show students the pets flashcards, one by one, and elicit or give the name of the pet. Divide the class into pairs. Ask students to open their Student Books to page 100 and look at the picture. Point to Lola and ask *Where is she?* (In an animal park / zoo.)

Read question 1 aloud. Tell the students to work together to name the pets. Read question 2 aloud and tell the students about your pet. For example, *I have a dog. Her name is Rosy. She is four years old. She is black and white.* Ask the students to turn to their partner and tell them about their pet if they have one. If they don't have a pet, ask *Which pet would you like?*

### 2 Listen, point and repeat. ④ 92

Focus students' attention on the picture and the numbered pets. Play the recording for students to point to the pets as they hear them. Play the recording again for the students to repeat the words in chorus. Pay particular attention to the *h* in *hamster*, *oise* in *tortoise*, and the consonant blends *sn* and *st*. Play the recording a final time for students to say the words for the class.

# 8 Lola the Animal Helper

## Vocabulary

1 Answer with a friend. ④

1 How many animal words can you say?

2 Do you have any pets?

2 Listen, point and repeat. ④ 92

3 Look and complete. Listen again and check.

cat dog donkey hamster lizard  
parrot rabbit snake stick bug tortoise

1 cat      4 donkey      7 tortoise      10 stick bug  
2 hamster      5 parrot      8 snake  
3 dog      6 rabbit      9 lizard

4 Listen and guess the animals. Say with a friend. ④ 93 ④

### 3 Look and complete. Listen again and check.

Point to the cat and ask *What is it?* Show *cat* written in the example. Refer students to the word pool and tell them to work individually to look at the numbered pets and write the word next to the corresponding number.

Monitor and, if needed, point to the relevant picture and the word for the students to copy.

Play the recording again for the students to check their answers.

#### Optional activity

Divide the class into pairs. Say a word such as *dog*. Ask a volunteer to trace the word *dog* in the air. The pairs take turns to say a pet for their partner to trace the word in the air.

### 4 Listen and guess the animals. Say with a friend. ④ 93 ④

Stick the pet flashcards on the board. Point to each pet and elicit the animal sounds

by asking *What sound does the (cat) make?* (*Meow.*) Tell the students to look at the picture in Activity 2. Play the recording and ask the students to work in pairs and point and say the pets as they hear them. Play the recording again, pausing after each sound to elicit the pet.

### 5 Look and guess with a friend. Circle the animal.

Focus the students' attention on the first picture and ask *What pet is it?* (*Parrot.*) *How do you know?* (*The colors, feathers.*) Divide the class into pairs and tell them to look at the photos and guess the pet and circle the correct word. Ask volunteer pairs to say a photo number and the pet to check as a class, for example, *Number one is a parrot.*

### 6 Listen and complete. Listen again and sing along. ④ 94

Tell the students to close their books. On the board write the question *What pet doesn't the singer have?* (*A dog.*) Play the

**5 Look and guess with a friend. Circle the animal.**



**6 Listen and complete. Listen again and sing along.**

|   |  |
|---|--|
| <i>I have a cat, but I'd like a dog,<br/>I'd like a dog, I'd like a dog.<br/>I have a hamster, but I'd like a dog,<br/>I have lots of pets!</i> | <i>I have a cat, but I'd like a dog,<br/>I'd like a dog, I'd like a dog.<br/>I have a donkey, but I'd like a dog,<br/>I have lots of pets!</i> |
| I have a <u>rabbit</u> ,  | I have a <u>snake</u> ,  |
| I have a <u>lizard</u> ,  | I have a <u>tortoise</u> ,   |
| I have a <u>stick bug</u> ,   | I have a <u>parrot</u> ,   |
| And now I'd like a dog!   | And now I'd like a dog!  |

**7 Play Animal Mime with a friend.**



song for the students to listen for the pet the singer doesn't have.

Direct the students' attention to the song. Say *rabbit* and ask them to point to the picture in the song. Tell the students to look at the pictures in the song and write the words. Play the song again for the students to check their answers.

Play the song for the students to listen and sing along to.

Tell the class to make the sounds the pets in the song make, for example *cat*—*meow*. Divide the class into four groups and give each group a verse. Tell the students to sing their verse while the rest of the class make the noises for the pets as they hear them. Play the song again for the students singing along to and make the noises.

**Optional activity**

Ask the students to imagine a pet they would like and ask *What is it? What does it look like? What's its name? What food does it like?* Have the students draw a picture of their perfect pet. Divide the class into pairs and have them show their picture and tell their partner about their pet.

**7 Play Animal Mime with a friend.**

Mime one of the pets for the students to guess. Encourage them to ask questions, such as *Are you a rabbit?*, until they guess the pet.

Divide the class into pairs. Model the dialogue for the students to repeat chorally and individually. Tell the pairs to take turns to mime a pet for their partner to guess. Monitor and make sure they are asking *yes / no* questions and answering with the full short answers.

**WORKBOOK ANSWERS**

- 1 6 cat 2 dog 1 donkey 4 hamster  
9 lizard 5 parrot 3 rabbit 7 snake  
8 stick bug 10 tortoise  
2 1 parrot 2 cat 3 snake  
4 donkey 5 dog 6 hamster  
7 tortoise 8 rabbit 9 lizard  
10 stick bug

Try! Answers will vary.

**Further practice / Homework**

Workbook page 86

# Unit 8 Reading pages 102–103

## Lesson objectives

Understand and act out a story.  
Identify the animals in the story from the descriptions.

## Language

**Adjectives:** *big, fast, loud, quiet, slow, small*  
*I'd like and I like: I like cats. I'd like a dog.*  
*Have for possession: Does he have a pet? He has a dog.*

## Materials

Track 95; Unit 8 Flashcards Set 1 (animals); Unit 8 Storycards; DVD Unit 8 Story; Workbook page 87

## Warm up

Divide the class into ten groups. Say one of the pet words such as *tortoise* and ask one of the groups to spell it for you. If they spell it incorrectly, ask another group to try and spell it correctly. Repeat for all groups and words.

### 1 Look at the pictures and answer with a friend.

Hold up the first storycard and say *This is a story called The Big Pet Swap*. Demonstrate "swap" by giving different students the flashcards. Keep a couple for yourself. Give one of the flashcards to a student and ask them for theirs, repeat with other flashcards and students until they understand. Ask *Who can you see in the picture? (Father and son.)* Read out the caption and ask *What pet do you think Charlie wants?*

Tell the students to look at the story on pages 102–103.

Divide the class into pairs and ask a volunteer to read the questions aloud. Have the students look at the whole story and work together to answer the questions.

Check the pairs' answers by asking the students to name the animals they can see. Point to Charlie in frame 1 and frame 4, the people in frame 6, and Charlie in frame 8 and ask *How does he / do they feel? (Upset, excited, happy.)*

### 2 Listen and read. Write the pets that match the descriptions.

Play the recording for the students to follow in their books. Ask a few more questions about the story: *Why can't Charlie have a cat? (The house is small.) Why does Emma want a dog? (Because the tortoise is slow.) Why doesn't Mrs. May like the parrot? (It's too loud.) What's Charlie's idea? (A pet swap.) What pet does Charlie have at the end? (A stick bug.)*



## Unit 8 Reading The Big Pet Swap

- Look at the pictures and answer with a friend.
  - Which animals can you see?      2 How do the people feel?
- Listen and read. Write the pets that match the descriptions.
 

|                       |                     |                         |
|-----------------------|---------------------|-------------------------|
| big: <u>cat</u>       | loud: <u>parrot</u> | fast: <u>dog</u>        |
| slow: <u>tortoise</u> | quiet: <u>fish</u>  | small: <u>stick bug</u> |

**1 Charlie likes animals. He wants a pet.**



**2 Now Charlie wants a small pet for a small house. He asks his friends.**



**3 Charlie asks his neighbors.**



**4 Charlie asks more people. He has an idea.**



Have the students work in pairs and go through the adjectives, asking the students to mime *big, small, slow, fast*. Tell the students to read the story again and match the animal to the adjective. As an example, ask them to point to *big* in the story (frame 1). Ask *What animal is big? (Cat.)*

To check as a class, ask volunteers to say an adjective for other volunteers to say the animal.

#### Optional activity 95

Divide the class into eight groups and give each group a storycard. Play the recording, stopping after each card and ask the group with the relevant storycard to hold it up.

Ask a volunteer in the group to ask the questions on the back of their card for the class to answer. Repeat for all eight storycards.

#### Optional activity

Play the video with no sound, pausing after each frame for the students to tell you what is happening and add any dialogue they can remember, especially *Do you have a pet? Yes, I do. Does he have a pet? Yes he does.*

On the board write the descriptive adjectives from Activity 2. Play the video again, pausing before each of the adjectives and have the students shout out the adjective with the video. If you have time, play the video one more time for the students to look at the actions of the characters and pay attention to the intonation and expression in preparation for acting out the story.

### 3 Act out the story.

Divide the class into groups of five and assign a role from the story to each group: Charlie, Charlie's dad, Emma, Mrs. May, Mr. May.





**WORKBOOK ANSWERS**

- 1 Left to right: 2, 1, 4, 3
  - 2 Answers will vary.
  - 3 Answers will vary.
- Try! Answers will vary.

**Further practice / Homework**

Workbook page 87; Unit 8 Reading  
Worksheet; Unit 8 Story worksheet

Act out the story.

Ask the students to think of some actions for the characters in the story and to find some props to use if necessary.

In preparation for acting out the story, have the groups use the story in the book to practice the script by reading their roles in the groups. Once they have had time to practice the dialogue, tell them to think about their actions again and what each character will do before they act it out.

The students then act out the story with actions and dialogue. Monitor the groups and help where necessary. For any groups who are having a problem with the dialogue, make sure they are using the key language (*Do you / Does he have a (dog)?*) and the adjectives correctly. For groups who finish quickly and do the activity easily, tell them to close their books and act out the story from memory. Bring one or two groups to the front of the class to act out the story for the rest of the class.

Personalize the story by asking *What's your favorite part of the story? Would you like to do a pet swap? What pet would you like to swap for?*

**Optional activity**

Have the students change the animals in the story and the adjectives to describe them. Give them an example and say *In frame 1 Charlie says "I'd like a dog." His father says "Dogs are too noisy."* Tell the students to rewrite Emma's lines in frame 2, Mrs. May's lines in frame 3, Emma's lines in frame 5, and Emma and Charlie's lines in frame 8. The students act out their new story to another group for the students to identify the animals.

**Optional activity**

Ask the students to complete the story activities on page 87 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 7.

# Unit 8 Language

## Focus 1 pages 104–105

### Lesson objectives

Ask and answer questions using *have* for possession.

Review animals.

### Language

Present simple third person: *Does he / she have a pet? Yes, he / she does. No, she / he doesn't.*

### Materials

Track 96; Unit 8 Flashcards Set 1 (pets); Workbook pages 88–89

### Warm up

Divide the class into ten groups. Give each group a pets flashcard. Say a pet such as *cat*. The group with that flashcard makes the sound of the pet and shows the flashcard. Repeat for all flashcards. The groups change flashcards and repeat the activity.

### 1 Read and circle. Listen and number. 96

Ask the students to recap the story of *The Big Pet Swap* using the storycards to prompt them. Stop each time before the questions *Do you have a pet? Does he / she have a (pet)?* for the students to ask the questions.

Give two boys and two girls a pet flashcard each. Ask *Does he / she have a pet?* Encourage the students to answer in full each time *Yes, he / she does*. Point to a student without a flashcard and ask *Does he / she have a pet? (No, he / she doesn't.)*

Ask the students to open their books to page 104. Point to each picture and ask *What is the pet?*

Tell the students to work with a partner to look at the pictures, read the question and circle the correct answer as in the first example. To check answers as a class, ask volunteer pairs to ask and answer the questions.

Tell the class they will hear questions and they have to number the pictures in the order they hear the pets. Play the first exchange and pause to show the students the number 1 next to the picture of the girl with the rabbit. Play the rest of the recording and monitor the students' work.

Ask the students to check their answers with their partner and ask *Are your answers the same or different?* Play the recording one more time for students to check.

Check as a class by asking volunteers to point to the pictures in the correct order.

**Unit 8 Language Focus 1**

**1 Read and circle. Listen and number.**

|  |  |  |
|--|--|--|
| <p><b>2</b></p> <p>Does she have a pet?<br/> <input checked="" type="checkbox"/> Yes, she does.<br/> <input type="checkbox"/> No, she doesn't.</p> | <p><b>4</b></p> <p>Does she have a pet?<br/> <input type="checkbox"/> Yes, she does.<br/> <input checked="" type="checkbox"/> No, she doesn't.</p> | <p><b>6</b></p> <p>Does he have a pet?<br/> <input checked="" type="checkbox"/> Yes, he does.<br/> <input type="checkbox"/> No, he doesn't.</p>    |
| <p><b>1</b></p> <p>Does she have a pet?<br/> <input checked="" type="checkbox"/> Yes, she does.<br/> <input type="checkbox"/> No, she doesn't.</p> | <p><b>5</b></p> <p>Does he have a pet?<br/> <input checked="" type="checkbox"/> Yes, he does.<br/> <input type="checkbox"/> No, he doesn't.</p>    | <p><b>3</b></p> <p>Does she have a pet?<br/> <input checked="" type="checkbox"/> Yes, she does.<br/> <input type="checkbox"/> No, she doesn't.</p> |

**2 Follow and write the answers.**

- 1** Does she have a pet?  
No, she doesn't.
- 2** Does he have a pet?  
Yes, he has a lizard.
- 3** Does he have a pet?  
Yes, he has a tortoise.
- 4** Does she have a pet?  
No, she doesn't.

### Optional activity

Have the students look at the pictures with their partner and take turns to point to a picture and ask the question, substituting the word *pet* for an animal word. Do an example with a volunteer—point to the first picture and ask *Does she have a cat? (No, she doesn't.)*

### 2 Follow and write the answers.

Hold up your book and point to the headshot photo of the girl and ask *Does she have a pet? (No, she doesn't.)* Tell the students to follow the wiggly line to the photo of the toy / pets and ask *What does she have? (A toy.)* The students work individually to complete the activity and write the answers.

Ask one volunteer to read the questions and another to answer to check the activity as a class.

### Project connection

You can choose to do Stage 1 of the project on page 110 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before tackling the project.

### 3 Unscramble the questions and write answers.

Tell the students to look at the pictures and ask *What pets can you see? (A donkey, snake, hamster, parrot and cat.)*

Students look at the scrambled question in number 1 and write the question correctly, and the corresponding photo to write the answer. They can look at the Grammar box to help them form the questions.

Monitor the students as they work, checking their word order, punctuation and spelling. Check the answers as a class by asking volunteers to write the questions and answers on the board. If there are errors encourage the class to help correct the questions and answers.

**8 Unscramble the questions and write answers.**



1 parrot / Does / have / a / ? / she  
**Does she have a parrot?**  
 No, she doesn't.

2 Does / snake / have / a / he / ?  
**Does he have a snake?**  
 Yes, he does.

3 he / ? / a / Does / rabbit / have  
**Does he have a rabbit?**  
 No, he doesn't.

4 she / Does / a / ? / lizard / have  
**Does she have a lizard?**  
 No, she doesn't.

5 have / she / a / cat / ? / Does  
**Does she have a cat?**  
 Yes, she does.

**Grammar**

Does he / she have a pet?  
 Yes, he / she does. / No, he / she doesn't.

**9 Mark (✓) or (X) on your card. Play *Pet Questions with a friend.***

**Student A**



Does Anna have a tortoise?

**Student B**



Yes, she does.



**Optional activity**

Tell the students to write the names of five friends and family members. On the board stick all the pet flashcards and write the names of your friends and family—including some who have pets and who don't have pets. Ask a volunteer to ask you questions about pets that your friends have, such as *Does (Anna) have a (pet)?* If you answer *Yes, she does*, encourage the volunteer to ask questions to find out which pet, for example, *Does she have a (cat)?* Divide the class into pairs and tell them to show each other the list of names and ask and answer to find out about their pets.

**WORKBOOK ANSWERS**

- 1 1 Does he have a snake? No, he doesn't. 2 Does he have a hamster? Yes, he does. 3 Does she have a cat? Yes, she does. 4 Does she have a hamster? No, she doesn't.  
 2 1 Yes, he does. 2 No, he doesn't. 3 No, she doesn't. 4 Yes, she does.  
**Try!** Answers will vary.  
 3 1 Does he have a stick bug? No, he doesn't. 2 Does she have a dog? No, she doesn't. 3 Does she have a dog? Yes, she does. 4 Does he have a stick bug? Yes, he does.  
 4 1 Does she have a lizard? 2 Does he have a stick bug? 3 Does he have a parrot? 4 Does she have a donkey?  
**Try!** Answers will vary.

**Further practice / Homework**

Workbook pages 88–89; Unit 8 Language Focus 1 Worksheet

**Optional activity**

Ask eight volunteers to stand up and give four a pet flashcard. Say the following chant, using the names of the eight volunteers. Click your fingers or clap on the bold words. Encourage the class to join in.

- Does (**Pedro**) have a **pet**? (Yes, he **does**.)  
 Does (**Rita**) have a **pet**? (No, she **doesn't**.)  
 Does (**Ana**) have a **pet**? (Yes, she **does**.)  
 Does (**Marco**) have a **pet**? (No, he **doesn't**.)

**4 Mark (✓) or (X) on your card. Play *Pet Questions with a friend.***

On the board stick the hamster and cat flashcards and write *Lola* and *Monty* above them. Under the flashcards write the gapped question *\_\_\_\_\_?* and elicit the question. Put a cross next to the cat flashcard and a check mark next to the hamster flashcard. Encourage a volunteer to ask you the question *Does Monty have*

*a cat? (No, he doesn't.) Does Lola have a hamster? (Yes, she does.)*

Divide the students into pairs and assign each student in the pairs A and B. Tell the students to look at the table and write a check mark or a cross for the pets in Student A or Student B columns. Model the speech bubbles for the students to repeat chorally.

Tell the students to take turns to ask and answer about the pets in each other's columns. Pair yourself up with a student to demonstrate the activity.

Monitor the pairs and note down any errors in the target language and vocabulary to go over after the activity.

# Unit 8 Language Focus 2

pages 106–107

## Lesson objectives

Present words for animal features.  
Practice questions with *have* for possession and short answers.

## Language

**Animal features:** *beak, claws, feathers, fur, whiskers, wings*  
*Have* for possession: *Do birds / cats have feathers? Yes, they do. No, they don't.*

## Materials

Tracks 97–98; Unit 8 Flashcards Set 1 (pets); one counter per student; one die per group; Workbook pages 90–91, 113

## Warm up

Ask ten volunteers to come to the front and hold up a pet flashcard. Ask another volunteer to choose one of the ten students. Cover your eyes for a moment while they tap the chosen student on the shoulder so all the class can see. Find out which student has been chosen by asking questions: *Does he / she have a (lizard)? Does he / she have a cat?* Vary the questions by asking *Does he / she have a big / small / loud / slow pet?* Ask different volunteers to play your part and continue the activity.

## 1 Listen, point and repeat. Circle the words.

97

Stick the cat, dog and parrot flashcards on the board. Ask *What does the cat look like? It's (black). It's big.* Point to the whiskers and the fur to elicit the words and say *It has long whiskers and (orange and white) fur.* Ask *What does the dog look like?* Point to the fur to elicit *It has (brown) fur.* Point to the claws to elicit the word and say *It has long claws.* Point to the bird's feathers to elicit the word. Say *It has blue, red, yellow and green feathers.* Point to the beak to elicit the word and say *It has a big beak.* Ask a few more questions to check understanding: *Does the cat have feathers? (No, it doesn't.) Does the dog have a beak? (No, it doesn't.) Does the parrot have fur / feathers? (No, it doesn't.) Does the cat have claws? (Yes, it does.)*

Ask the students to open their Student Books to page 106 and look at the pictures. Point to each picture, one by one, and elicit or give the word. Play the recording for the students to listen and point to the corresponding pictures. Play the recording again, pausing after each phrase for the students to repeat, chorally and individually. Pay particular attention to their pronunciation of the blends *cl* and *sk*, the *th* in *feathers*, and *w* and *ng* in *wings*.

**1 Listen, point and repeat. Circle the words.**

1 fur / claws      3 beak / feathers      5 wings / whiskers

2 wings / fur      4 beak / wings      6 claws / feathers

**2 Read and underline the answers. Listen and sing along.**

Do birds have feathers, wings and beaks?  
Do they have feathers, wings and beaks?  
Do they have feathers, wings and beaks?  
Yes, they do! Yes, they do!

Do birds have fur, whiskers and teeth?  
Do they have fur, whiskers and teeth?  
Do they have fur, whiskers and teeth?  
No, they don't! No, they don't!

Do cats have fur, whiskers and claws?  
Do they have fur, whiskers and claws?  
Do they have fur, whiskers and claws?  
Yes, they do! Yes, they do!

**3 Read again and complete the chart.**

| Birds have ... |       |       | Cats have ... |          |       |
|----------------|-------|-------|---------------|----------|-------|
| feathers       | wings | beaks | fur           | whiskers | claws |

Point to picture 1 and ask *What's this? (Fur.)* Show *fur* circled. The students continue individually to complete the activity. Have the students check with their partner to see if their answers are the same or different. Play the recording for the students to check.

## Additional resources

The Unit 8 Flashcards Set 2 and Unit 8 Wordcards Set 2 can be integrated at any point from here on.

## 2 Read and underline the answers. Listen and sing along.

98

Ask the students *What animals can you see in the picture?* Tell the students to close their books and ask *What animals do you hear in the song? (Birds and cats.)* Play the song for students to listen for the animals. Direct the students' attention to the song lyrics and say *Point to the questions. Point to the answers.* Tell the students to underline the answers in the song.

Play the recording and ask the students to point to the pictures in Activity 1 when they hear the word in the song.

Play the song again for the students to sing along to.

## 3 Read again and complete the chart.

Direct the students' attention to the chart and the example *feathers*. Have the students work with their partner to look at the song and complete the chart. To check as a class, on the board write *Birds have ... Cats have ...* and ask volunteers to write the feature words for each animal.

## 4 Look and answer the questions.

On the board write the question *Do birds have whiskers? (No, they don't.) Do cats have whiskers? (Yes, they do.)* Elicit the answers. Circle *do* and the plural *s* in *birds* and *cats*, and *they* in the answers. Explain *We use "they" for plurals, and "do" with "they" in the question and answer.*

Focus students' attention on the picture and ask *Where is the big bird? (In the pond.)*

**4 Look and answer the questions.**



- Which animals have big beaks?  
The birds
- Which animals have claws? The cats
- What color fur do the cats have? black and white
- What color wings do the birds have?  
pink
- Where are the feathers? In the pond
- Do the cats have whiskers?  
Yes, they do

**Grammar**

Do they have whiskers?  
Yes, they do. / No, they don't.

**5 Complete the questions and answers. Answer the quiz.**

**Wonderful Animals**

1 Do they have beaks? Yes, they do.  
Do they have feathers? No, they don't.  
Do they have fur? Yes, they do.  
Which animal is it? A

2 Do they have wings? Yes, they do.  
Do they have whiskers? No, they don't.  
Do they have claws? Yes, they do.  
Which animal is it? B



**6 Make the game. Play in a group.**

Do they have beaks?

Yes, they do.



Where are the cats? (On the wall.) What are the cats doing? (Looking at the bird.)

Divide the students into pairs to read the questions, look at the pictures and write the answers. Check together as a class by asking volunteers to ask and answer the questions.

**Additional resources**

The Unit 8 Language Focus 2 Worksheet can be integrated at any point from here on.

**5 Complete the questions and answers. Answer the quiz.**

Divide the students into pairs and tell them to work together to complete the questions and answers. Tell them to use the questions on the board from Activity 4 and the Grammar box to help them. Monitor their work. If students need extra help, give them a list of the missing words for them to write in the correct gaps. Once they have completed the quiz, tell the students to look at the photos and match the animals to the paragraphs.

Check answers as a class by asking volunteer pairs to read out the questions and answers.

Point to photo A and ask *What's the animal? (A platypus.) Where is it from? (Australia.) What's the bird in photo B? (An eagle.)*

**6 Make the game. Play in a group. Workbook page 113**

Show the class the animal picture cards you have cut out from page 113 of the Workbook. Identify each animal pair by asking *Are they cats? Are they ducks or parrots?* Ask students to open their Workbooks to page 113 and color the pictures before they cut them out, along with the game board.

Divide the students into groups of four and make sure each student has a counter. The students choose one of their six animal picture cards and hide it from the rest of the group. The object of the game is to identify the animals that the other students have chosen. Students place their counters on "Start" on the game board.

They roll the dice to move backwards or forwards around the board. When students land on a square that shows an animal feature, they ask a question about one of the other students' chosen animal. For example, if they land on the square with feathers, they choose a student and ask *Do they have feathers?* and make a note of the answer. When they land on a square that shows an animal, they ask about that animal. For example, when they land on the cats square they ask *Are they cats?* As they can move forwards or backwards, they have a choice of two squares to land on. Skillful players will check these options before they move, and choose to ask the more useful question. When students have enough information about another student's animal, they identify the animal: *Are they (cats)?* Before they ask they must roll the dice to land on the cats' square. The winner is the first student to guess another student's animal. Demonstrate the game by joining a group and playing a few rounds.

**WORKBOOK ANSWERS**

- 1 feathers 2 fur 3 wings  
4 whiskers 5 beak 6 claws
  - 1 Yes, they do. 2 Yes, they do.  
3 No, they don't. 4 No, they don't.  
They're ducks.
  - 1 Do they have fur? Yes, they do.  
2 Do they have claws? Yes, they do.  
3 Do they have beaks? No, they don't.  
4 Do they have wings? No, they don't.  
They're cats.
  - 1 birds 2 cat 3 bench 4 tree  
5 pond 6 birds
- Try! Answers will vary.

**Further practice / Homework**

Workbook pages 90–91; Unit 8 Language Focus 2 Worksheet

**Lesson objectives**

Become familiar with the concept of the classification of animals as mammals, birds or reptiles.

Describe the characteristics of different animal classifications.

**Language**

Classify, gorilla, mammals, reptile

**Materials**

Tracks 99–100; Unit 8 Flashcards Set 1 (pets); Workbook page 92

**Warm up**

Write these anagrams on the board: *walcs (claws), abek (beak), thefares (feathers), ginws (wings), skerwhis (whiskers), ruf (fur), kondey (donkey), ardliz (lizard)*. Divide the class into teams and tell them to work out the anagrams and shout *Stop!* as soon as they have the eight words. Check their spelling. If their answers are correct they win, if not the teams continue until the winning team has all the words correct.

**1 Answer with a friend. Which animals have fur?**

Ask the students to open their books to page 108 and read out the question. Tell the students to turn to their partner and answer the question. Ask a couple of volunteers to share their answers.

On the board draw three columns and stick all the pet flashcards on the bottom of the board. Ask the students to divide the animals into three different groups, for example, stick the cat and dog in one column, the bird in another, and the snake in another. Explain *The dog and cat have fur, the snake doesn't have legs and the bird has wings*. Tell them to talk to their partner about how they would classify all or some of the animals. Ask a few pairs to come to the board and stick the pets flashcards in different columns and explain their classification.

**2 Listen and read along. Label the groups.**

On the board write *How many animal groups are there? (Three)*. Tell the students to listen and read the text to find the answer to the question.

Tell the students to read the text again silently and write the groups under the photos of the animals. As an example, point to the gorilla and ask *Why are they mammals? (They have fur, four legs.)* Have the students compare their labels with a partner before you check the answers together as a class.

Point to the columns on the board and ask the students to tell you the three groups.

**Unit 8 CLIL Science**

1 Answer with a friend. Which animals have fur?

2 Listen and read along. Label the groups.

### Animal Groups

We can classify animals by looking at the body parts they have.

Mammals have fur or hair. They don't have feathers. Most mammals have four legs, like a rabbit, or two legs, like a gorilla.

A lizard is a reptile. Reptiles don't have feathers or fur. Reptiles can have four legs, like a lizard, or no legs, like a snake.

A parrot is a bird. Birds have wings and feathers. They don't have fur. Birds have two legs.

Labels: bird, reptile, mammals

3 Look and fill out the table. Write reptile, bird or mammal.

|        |      |         |
|--------|------|---------|
|        |      |         |
| ✓      | X    | X       |
| X      | ✓    | X       |
| X      | ✓    | X       |
| 4      | 2    | 4       |
| mammal | bird | reptile |

4 Read and complete. Listen and check.

This is a tortoise. It's a r e p t i l e. They have four l e g s. They don't have f e a t h e r s o r f u r.

(Mammals, reptiles, birds.) Hold up each animal flashcard and ask the students to tell you which group to stick it under.

**3 Look and fill out the table. Write reptile, bird or mammal.**

Tell the students to look at the table and the pictures of the animals and animal features. Point to each animal feature and ask *What's this?* to check they recognize them. Ask *Do raccoons have fur / feathers / wings / four legs? (Yes, they do / No, they don't.)* Point to the check marks and crosses as the students answer. Ask *Why are they mammals? (They have fur and four legs.)*

Divide the class into groups of four and ask them to work together to complete the table. Tell them to re-read the text to help them and once they have marked the features ask them to classify the animals and write the group.

Say to a group *Tell me about eagles* and encourage them to give full sentences. (*They have wings. They have feathers. They*

*don't have fur. The group is birds.*) Repeat with another group for crocodiles.

**4 Read and complete. Listen and check.**

Point to the pictures of Monty and Lola. Tell the students to work individually to complete the words. Tell them to compare their answers with their partner before you play the recording for the students to check. Choose volunteers to read the speech bubble to check.

**5 Choose and draw animals.**

Tell the students to look at the word pool. Say each animal and ask *Are they mammals, birds or reptiles?*

Have the students choose one animal from the word pool for each group and draw a picture of it in the correct box.

Monitor and check they have classified the animals correctly and ask questions about their pictures, for example, *Is it a hamster? Do hamsters have fur / four legs / wings? Why is it a mammal?*

**B Choose and draw animals.**

cat duck hamster snake swan tortoise



**A Write about one of the animals. Tell a friend.**

**1 Listen and circle the h sound. Listen and repeat.**



**2 Listen and read.**

I have a happy hamster,  
Its house is in a hat.  
It's hungry and it's hot,  
So it's sitting on the mat.



**B Listen again and repeat the chant.**

**6 Write about one of the animals. Tell a friend.**

Point to one of the animal flashcards on the board and tell the class about it: *This is a lizard. It's a reptile. They have four legs. They don't have feathers or fur.* Tell the students to choose one of their animals write their own sentences using the speech bubbles in Activity 4 as a model.

Model the sentences in the speech bubbles for the students to repeat chorally and individually. Divide the class into pairs and tell them to take turns to tell each other about their animal. Ask *What group of animals is your favorite: birds, mammals or reptiles? Why?*

**WORKBOOK ANSWERS**

- 1 1 reptiles 2 birds 3 mammals
  - 2 1 It has two legs. It has feathers. It doesn't have fur. It's a bird.  
2 It has four legs. It has fur. It doesn't have feathers. It's a mammal.
  - 3 It has four legs. It doesn't have fur. It doesn't have wings. It's a reptile.
- Try! Answers will vary.

**Further practice / Homework**

Workbook page 92; Unit 8 CLIL Worksheet; Unit 8 CLIL Video Worksheet

**Phonics** page 109

**Learning objectives**

Practice pronunciation of the sound /h/.

Practice listening to, reading and saying words with the sound /h/.

**Materials**

Tracks 101–102; Workbook page 93

**Warm up**

Divide the class into teams and give them a couple of minutes to write as many words as they can remember with the *ng* sound without looking through their books. After the time limit stop them and get each team to read out their words, paying attention to the pronunciation. The team with the most words wins the game.

**1 Listen and circle the h sound.**

**Listen and repeat.** 101

On the board write *h* and elicit a word starting with the sound, such as *happy*. Circle the *h* and explain *The letter is called aitch but is pronounced /h/.*

Have the students look at the pictures. Say *Point to the hamster, hat, house*. Ask the students to listen to the recording and circle the *h* sound in each word. Play the recording again, pausing after each word for the students to repeat chorally and individually. Repeat as necessary.

**2 Listen and read.** 102

Point to the picture and ask the students *Where is the hamster? (On the mat.) What's it doing? (Eating.) Where does it live? (In a hat.)* Play the chant for students to listen and follow. Have the students work in pairs, taking turns to read a line of the chant.

**3 Listen again and repeat the chant.**

Divide the class into four groups. Play the recording again pointing to different groups at random to say each line. Don't let them know until just before each line which group will be repeating. Repeat the activity, this time without the recording.

**WORKBOOK ANSWERS**

- 1 1, 2, 3, 6, 7, 8
- 2 1 house 2 happy 3 hungry
- 3 1 hungry, hand 2 handsome, hat  
3 hall, happy

Try! Answers will vary.

**Further practice / Homework**

Workbook page 93

# Unit 8 Project and Value

page 110

## Lesson objectives

Understand and apply good personal values.

Practice skills toward the development of a project.

## Value

Look after animals and pets.

## Materials

Track 98; poster paper; one toy animal per group; Unit 8 Stickers; Unit 8 Flashcards Set 1 (pets); Workbook page 94

## Warm up 98

Ask the students to stand up. Play the song from Language Focus 2 Lesson Activity 2 for the students to sing along to.

## Value: Read and stick

Ask students to open their Student Books to page 110 and find *Monty's Value* at the top. Read the value aloud while students follow along. Ask *What do you need to do to take care of pets? (Feed them, wash them, clean their houses, give them exercise.)*

Have students open their books to the stickers page and ask students to point to the sticker that shows the value. Have them stick it into the space under *Monty's Value*.

## A Class Pet Poster

### Stage 1: Plan your project.

Ask the students to work individually and make a list of pets. Have the students look at their list of pets, think about their class, choose a good pet and circle it in their list. Tell students to tell their partner which pet they chose and why. On the board write the headings *food, drink, house, exercise* for the students to copy. Have them discuss with their partner what their pets need and how to take care of them, making notes under the headings.

### Stage 2: Develop your project.

Join the pairs together to make groups of four. Have them share their idea for a class pet and what it needs and how to take care of it. The students can help each other and add other information or ideas they have about caring for the pet.

Give the students plain paper and ask them to draw, color and cut out their chosen pet. On the board draw a five-by-six table and ask one student in each group to copy the table, write the group's names in the first row and the days of the weeks in the first column. Tell the students

**Unit 8 Project and Value**

# A Class Pet Poster

**Materials**

- Poster paper
- One toy animal per group

**Read and stick.**  
Look after animals and pets.

**Stage 1: Plan your project.**

- 1 Make a list of pets in your notebook.
- 2 Choose a good animal for a class pet.
- 3 How can you take care of it? Find out what the pet needs.

**Stage 2: Develop your project.**

- 1 Work in groups. Make a poster about your pet.
- 2 Draw the animal and write a description.
- 3 Bring in one toy animal per group. What does it need every day?
- 4 Take turns taking care of the pet. Make a schedule to show your tasks.

**Stage 3: Share your project.**

- 1 Show your poster to the class.
- 2 Is it a good pet for your class? Did you take good care of it?

**Stage 4: Evaluate your project.**  
Save your Class Pet Poster.

**Our Class Pet**

| Group   | Day       | Food | Drink | House | Exercise |
|---------|-----------|------|-------|-------|----------|
| Group 1 | Monday    | ...  | ...   | ...   | ...      |
| Group 2 | Tuesday   | ...  | ...   | ...   | ...      |
| Group 3 | Wednesday | ...  | ...   | ...   | ...      |
| Group 4 | Thursday  | ...  | ...   | ...   | ...      |
| Group 5 | Friday    | ...  | ...   | ...   | ...      |
| Group 6 | Saturday  | ...  | ...   | ...   | ...      |
| Group 7 | Sunday    | ...  | ...   | ...   | ...      |

to look at the list of things needed to take care of a pet and decide what they need to do for the group toy animal and write the schedule, tell students to look at the example schedule to help them.

Give out the poster paper and tell the students to stick their cut-out pets and the schedule on to the poster paper.

### Stage 3: Share your project.

Have two groups join to make groups of eight. Ask the students to take turns to present their chosen class pet. Give an example by doing a mini presentation yourself. Choose a pet flashcard and say *This is a lizard. It's a good class pet. It's small. It is a reptile. It likes warm weather. It eats bugs. Ask a few volunteers Which pet do you think is the best class pet? Why?*

### Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Ask students to open their Workbooks to page 94 and direct their attention to Activity 2. Read the

instructions for Stage 1 and help students reflect on their project and color the face that describes how they feel. Repeat for the other stages.

### Optional activity

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

### WORKBOOK ANSWERS

- 1 I'm looking after my dog.
  - 2 I'm not looking after these birds.
  - 3 I'm looking after my lizard.
  - 4 I'm looking after this horse.
- 2 Answers will vary.  
Try! Answers will vary.

### Further practice / Homework

Workbook page 94



1 Listen, follow and color the number. Say a path for your friend.



2 Look at Activity 1 and write sentences.

- 1 **Does he have a dog?** Yes, he does.  
**Does she have a lizard?** Yes, she does.  
**Does he have a snake?** Yes, he does.

3 Look and write questions and answers.

feather<sup>s</sup> fur whiskers wings



- 1 **Do they have feathers?**  
No, they don't.  
 2 **Do they have fur?**  
Yes, they do.  
 3 **Do they have whiskers?**  
Yes, they do.  
 4 **Do they have wings?**  
No, they don't.



pathways to each other. Have the students work in pairs to take turns to say pathways for each other to follow.

2 Look at Activity 1 and write sentences.

Point to star 4. Elicit the path students need to take to get here. Have the students write the pathway with the correct answers. Monitor and check their word order, punctuation and spelling.

Divide the students into pairs and assign them A and B. Tell the students who are A to read out their pathways for star 4 for their partner to follow in their books. Ask *Do you have the same pathway?*

Finally, check the activity as a class by asking a volunteer to write the sentences on the board. Encourage the rest of the class to help you check.

3 Look and write questions and answers.

Point to the photo and ask *What's the animal? (A tiger.) What animal group are they? (Mammals.) Say Describe the tigers. (They have whiskers and claws. They have orange and brown fur. They are big and have four legs.)*

Tell the students to look at the animal features in the word pool and write a question and answer for each one as in the example.

**Optional activity**

Give students a few moments to look through Unit 8 in their Student Book. Ask them to find something they found difficult in the unit (such as the story, the grammar point, phonics, vocabulary) and write a question mark at the top of the page.

**Additional resources**

The Unit 8 Test can be given now.

**WORKBOOK ANSWERS**

- 1 1 Does he have a dog? Yes, he does.  
 2 Does she / he have a cat? No, she / he doesn't. 3 Does he have a parrot? No, he doesn't. 4 Does she have a tortoise? Yes, she does.  
 2 1 Do dogs have wings? No, they don't. 2 Do they have whiskers? Yes, they do. 3 Do they have claws? Yes, they do. 4 Do they have fur? Yes, they do. 5 Do they have a beak? No, they don't. 6 Do they have feathers? No, they don't.

Try! Answers will vary.

**Further practice / Homework**

Workbook page 95

**Unit 8 Review** page 111

**Lesson objectives**

Review the vocabulary and language learned in the unit.

**Language**

Actions and activities.  
 Can for ability: *I can / can't.*

**Materials**

Track 103; Lola Flashcard; Unit 8 Flashcards Set 1 (pets); Workbook page 95

**Warm up**

Put the pets flashcards face down on a desk at the front and write the six animal features on the board. Divide the class into two teams. The teams take turns to send a volunteer to the front. Point to an animal feature word and tell the volunteer to pick a flashcard and ask their team a question, such as *Do (rabbits) have wings?*

The team answers *Yes, they do / No, they don't*. If the answer is *Yes, they do*, the team wins a point.

**1 Listen, follow and color the number. Say a path for your friend.** 103

On the board stick the pets flashcards in the same order as in the maze with the flashcard of Lola above. Ask a volunteer to come to the board, say a pathway using *Does she have a (dog)?* and have the volunteer follow the path pointing to the flashcards in turn. Repeat with another pathway and volunteer.

Ask the students to open their Student Books and look at the maze. Play the recording, pause after the first question and answer for the students to repeat. Play the rest of the first section of the recording, pausing for the students to repeat the questions and answers.

Play the recording, pausing after each pathway for the students to color the star. Repeat as necessary. Ask the students to check with a partner by repeating the

# Unit 8 Review Game

page 112

## Lesson objectives

Review the vocabulary and language presented in Units 7 and 8.

## Language

Activities, toys, pets, animal features.

Simple present: *Does he / she have a pet? Yes, he / she does. No, he / she doesn't. Do they have a pet? Yes, they do. No, they don't. Whose is this? It's mine / yours / his / hers.*

Present continuous: *What are you doing? I'm eating.*

## Materials

Unit 7 Flashcards (toys); Unit 8 Flashcards (pets); one counter per student; one die per pair; Workbook page 96

## Warm up

Stick the ten animal flashcards up on the board. Choose one of the animals, such as the hamster, but don't tell the class. Say *What animal is this? They're small. They don't have feathers. They have brown, orange, black or white fur. They're mammals. What are they?* Divide the class into teams of four and tell them to choose an animal. Tell them in their teams to write a description of the animal. The teams take turns to read out their descriptions for the other teams to guess. The team who guesses the animal first, wins a point. The winning team is the team with the most points.

## 1 Play Snakes and Ladders.

Give out the activities and pets flashcards to 20 different students. If necessary, pair up the students so everyone can see a flashcard. Ask the students to hold up the flashcards, one by one, for the class to say the word.

Show the students the board game and point to a snake's head and ask *What happens if you land here? (You go down the snake.)* Point to the bottom of the ladder and ask *What happens if you land here? (You go up the ladder.)*



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Divide the students into pairs and ask them to put their counter at the start. Students take turns rolling the die and moving the number of squares. Students can only move one space at a time. When they land on a square, they have to read out and answer the question using the pictures to help them.

Play a few turns with a volunteer pair to demonstrate the game.

Monitor but don't interrupt unless students ask you for help. Note down any errors to go over after they have finished playing.

## WORKBOOK ANSWERS

- 1 1 donkey 2 skateboard 3 cooking  
4 parrot 5 fur 6 scooter 7 claws  
8 drawing

## Further practice / Homework

Workbook page 96



# Brazil

Culture



1 Answer with a friend. What sports and hobbies do you enjoy?

2 Read and number the pictures.

Capoeira is a traditional sport from Brazil. It has music and dance. It is also a martial art. That means a fighting sport, like judo or karate. People play together. Capoeira players wear white pants.

Let's meet some young capoeira students! "What are you doing?"

- "I'm training. I can stand on my head! Capoeira players are fast and strong!"
- "I'm dancing. Capoeira has music. It can be a dance. You can jump and kick, but you don't kick your partner!"
- "I'm playing the drum. My friend is playing the birimbao. Capoeira songs tell stories about Brazilian life and history."



3 Complete the Venn diagram about sports. Compare your answers with a friend.



113

## 2 Read and number the pictures.

Write *Brazil* on the board and stick a map of Brazil on the board if you have one. Divide the students into groups of four and ask them to share anything they know about Brazil. Give your own example: *The Amazon jungle is in Brazil.* Ask groups to share the ideas with the class.

Read out the instructions and tell the students to work individually to read the text quietly, look at the photos and number the photos according to what the children say. As an example, point to the photo of the boy on his head and ask *What's he doing?* (*He's standing on his head.*)

Ask the following questions, one by one, pausing to give the students time to find the answer and tell their partner. *What is a martial art?* (*A fighting sport.*) *What do the players wear?* (*White pants.*) *What can the players do?* (*Jump, kick, dance, play drums.*) Choose volunteer pairs to answer your questions.

## 3 Complete the Venn diagram about sports. Compare your answers with a friend.

On the board copy the Venn diagram from the Student Book. Ask students to tell you a sport they do in their country and write the name in the second circle.

Elicit everything the students know about the sport by prompting them with questions: *What do the players wear?* *What do the players need?* *What can the players do?* *How many players are there?* *Where do the players play?* Make notes in the circle as the students answer.

Tell the students to read the text again and fill in the Venn diagram for Capoeira. Then tell them to choose a sport from their country. Tell them to complete the circle for their sport using the questions to help them. Ask *Are there any similarities?* Tell them to write any similarities in the middle circle.

Divide the class into pairs and ask them to show each other their Venn diagrams and compare their sports.

### WORKBOOK ANSWERS

- 1 1 Capoeira is a fighting sport. ✓ "I'm training." ✓ "I'm running." X "I can stand on my head." ✓ Capoeira players aren't fast and strong. X Capoeira has music. ✓ 2 Capoeira players wear black pants. X "I'm playing the drum." ✓ "My friend is singing." ✓ It can be a dance. ✓ Capoeira songs tell stories about history. ✓ You can jump and kick. ✓
- 2 I'm dancing. Capoeira has music. It can be a dance. You can jump and kick. Try! Answers will vary.

Further practice / Homework  
Workbook page 97

## Culture page 113

### Lesson objectives

Can identify similarities and differences between sports in their country and Brazil.

Present and practice describing a national sport.

Understand the main points of a short text and use a Venn diagram to present information.

### Language

*Birimbao, Capoeira, judo, karate, kick, martial art, training*

### Materials

World map / map of Brazil; Workbook page 97

### Warm up

Tell the students you are going to tell them a secret and they have to whisper it. Demonstrate "whisper" by whispering

a sentence: *I like playing tennis.* Divide the class into four groups and tell each group to stand in a circle. Whisper the same sentence to one student in each group, such as *I play tennis with my friend.* The student whispers the sentence to the student to the right, who then whispers it to the person to their right. The students continue to whisper the sentence around the circle to the final student. When all groups have finished ask the final students to write the sentence they heard on the board. Compare the sentences and then write up the actual sentence you said.

### 1 Answer with a friend. What sports and hobbies do you enjoy?

Tell the students about a sport or hobby you enjoy, where you play, who you play with and why you enjoy it. Read out the question and ask the students to turn to their partner and answer the question. Ask a few volunteers to share their answers with the class.

# Unit 9 Vocabulary

pages 114–115

## Lesson objectives

Identify food and drinks.

Practice food and drinks through a song and follow-up activities.

## Language

**Food and drink:** *bread, cake, cheese, chicken, ice cream, jam, milk, rice, salad, water*

## Materials

🎧 Tracks 104–105; Monty the Cook Flashcard; Level 1 Unit 6 Flashcards Set 1 (fruit); basket and tablecloth; Unit 9 Flashcards Set 1 (food and drink); Workbook page 98

## Warm up

Stick the fruit flashcards on the wall around the classroom. Point to each of the flashcards and elicit the word. Ask a volunteer to bring you a flashcard: *Bring me a mango please.* The volunteer takes the flashcard off the wall and gives it to you. Tell the class to watch but not say if it's correct. If the student is correct they keep the flashcard. Repeat the activity with different flashcards and students. Stick the flashcards back on the wall and repeat the activity with volunteers asking other volunteers for the fruit.

## 1 Answer with a friend. 🗣️

Stick the fruit flashcards and Monty the Cook flashcard on the board. Point to the flashcards and ask *What is Monty?* Ask *What do you think Monty is today?* Take all suggestions. Point to all the fruit flashcards as a prompt and say *He likes food.* Show the students the flashcard of Monty the Cook and say *Look! Monty is a cook.*

Before the lesson, put the food and drink flashcards into a picnic basket. Show the class the basket and say *Let's have a picnic!* Repeat the phrase for the students to repeat. Spread the tablecloth on a table and take the food flashcards out of the basket, one by one. Hold up each card and elicit or say the word for the students to repeat. Spread the cards out on the tablecloth, like a picnic. Ask volunteer questions, such as *Do you like cheese?* and insist on full short answers. (*Yes, I do / No, I don't.*) Tell the class to close their eyes. Remove one of the flashcards and tell the class to open their eyes. Ask *Which food or drink is missing?*

Divide the class into pairs. Ask students to open their Student Books to page 114 and look at the picture. Point to Monty and ask *What is Monty?* (*A cook.*) *Where is he?* (*In the garden.*) *What is he doing?* (*Cooking food for a picnic.*)

**9 Monty the Cook**

**Vocabulary**

1 Answer with a friend. 🗣️

1 Which food and drinks do you like?  
2 What do you eat for lunch?

2 Listen, point and repeat. 🎧

3 Read and match. Listen again and check.

|         |          |             |           |             |
|---------|----------|-------------|-----------|-------------|
|         |          |             |           |             |
| 1 water | 2 cheese | 3 ice cream | 4 chicken | 5 ice cream |
|         |          |             |           |             |
| 6 water | 7 milk   | 8 bread     | 9 salad   | 10 jam      |
|         |          |             |           |             |

Read questions 1 and 2 aloud and ask the students to turn to their partner to answer the questions. Give the pairs a couple of minutes to talk together. Ask a few volunteers to share their answers.

## 2 Listen, point and repeat. 🎧 104

Focus students' attention on the picture and the numbered objects. Ask different volunteers to say a number for the class to name the food or drink.

Play the recording for the students to repeat the words in chorus. Pay particular attention to the blends *ch, br, cr, lk* the long *e* in *cheese* and *cream*, the *eh* sound in *bread*. Make sure the students are pronouncing the final letters for all the vocabulary. Play the recording a final time for individual students to say the words.

## 3 Read and match. Listen again and check.

Show the example line from the picture of the cheese to the word. Have students work individually to match the pictures and words. Monitor and, if needed, say the

word for the students to find and point to. Play the recording again for students to check their answers.

## 4 Find ten food and drink words.

Ask the students to look at the pictures in Activity 4 and point to each one to elicit the word. Ask them to point to the word *cake* in the word search. Help students find another food or drink to circle. Have students find and circle the rest of the food on their own.

Monitor and check they are circling the words correctly and not missing any letters at the beginning or end of the word.

### Optional activity

The students make their own word search with food and drink words from Unit 9 and other food words they know. The students swap word searches for their partners to circle the words.

4 Find ten food and drink words.



|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| w | e | r | t | y | u | i | i |
| a | o | i | c | a | k | e | c |
| t | p | c | h | e | e | s | e |
| e | a | e | i | s | s | d | c |
| r | f | g | c | a | h | j | r |
| m | i | l | k | l | k | l | e |
| z | b | r | e | a | d | x | a |
| c | v | b | n | d | j | a | m |



5 Listen and circle the food words. Listen again and sing along. 105

|   |   |
|---|---|
| Picnic, picnic! Let's have a picnic!<br>Let's have a picnic! Hooray!<br>Cheese and rice and salad are nice!<br>Let's have a picnic, today!            | Picnic, picnic! Let's have a picnic!<br>Let's have a picnic! Hooray!<br>With bread and chicken and games<br>and singing!<br>Let's have a picnic, today! |
| Picnic, picnic! Let's have a picnic!<br>Let's have a picnic! Hooray!<br>With ice cream and cake and jam<br>on a plate!<br>Let's have a picnic, today! | Picnic, picnic! Let's have a picnic!<br>Let's have a picnic! Hooray!<br>With water and milk, they're good to drink!<br>Let's have a picnic, today!      |

6 Play Picnic Memory with a friend. 119



5 Listen and circle the food words. Listen again and sing along. 105

Stick the food and drink flashcards on the walls around the classroom. Play the song and ask the students to point to the flashcards when they hear the word in the song. Direct the students' attention to the song in their books. Say *cheese* and ask them to point to the word in the song. Ask the students to circle the food and drink in the song.

Ask the students to close their books and stand behind their desks. Play the recording and ask the students to stand up / sit down when they hear the food and drink mentioned in the song. Play the song again for the students to sing along to.

Optional activity

Ask the class to make up some actions to go with the song, such as miming spreading the tablecloth for *Let's have a picnic*, putting their hands up in the air for *Hooray*, rubbing their tummies for all the food, pretending to drink. Play the song for the students to sing along to and do the actions.

6 Play Picnic Memory with a friend. 119

Model the dialogue, with expression and appropriate intonation, for the students to repeat chorally and individually. To demonstrate the game, pair yourself up with a student and say a sentence *For my picnic I have cheese*. Encourage your partner to repeat your sentence and add another food or drink. Repeat yours and the student's sentences and add another food and drink.

Divide the class into pairs and have them play the game as in the demonstration.

They continue repeating and adding food words until one of them forgets. Then they start again.

Monitor and check they are repeating and adding. If some students are finding it difficult, tell them to look at the picture in Activity 1 to help them.

WORKBOOK ANSWERS

- 1 10 bread 4 cake 3 cheese  
1 chicken 7 jam 2 ice cream  
6 milk 5 rice 9 salad 8 water  
2 1 milk 2 ice cream 3 bread  
4 jam 5 chicken 6 cake 7 water  
8 salad 9 rice 10 cheese

Try! Answers will vary.

Further practice / Homework

Workbook page 98

# Unit 9 Reading pages 116–117

## Lesson objectives

Understand and act out a story.  
Sequence phrases from a text.

## Language

Some and any  
Present simple: *There's some salad.*  
*There isn't any bread.*

## Materials

Track 106; Unit 9 Flashcards Set 1 (food and drink); Unit 9 Storycards; DVD Unit 9 Story; Workbook page 99

### Warm up

Hold all the food and drink flashcards in a pile with the pictures facing towards you. Turn over one of the cards and very quickly show it to the students. The student who guesses the card wins a point. Repeat the game with all the flashcards. The student with the most points wins the game

### 1 Look at the pictures and answer with a friend. 🗣️

Ask the students *Do you ever go on a picnic? Where do you go? What do you eat? Who do you go with?*

Ask the students to look at page 116 and cover frames 3 and 4 of the story with their notebook. Say *This is a story called The Picnic.* Point to the girl and ask *Who is she? (Isabella.) Where is she? (Green Grass village.) What does she want? (Food.) Do the people give her any food? (No.) What do you think happens in the story?* Have the students close their books and turn to their partner and talk about what they think happens in the story. Ask a few volunteers to share their ideas with the class.

Tell the students to uncover the story. Have the students look at the pictures in the story to check their predictions. Ask *Were you correct?*

Ask the students to work with a partner to look at the pictures in the story to answer the questions. Check their answers to the questions as a class.

### Optional activity 🎧 106

Play the story pausing after each storycard and ask *What food and drink can you see? What happens next?* Ask eight students to come to the front of the class, give each one a storycard, and tell them to hold the storycard up facing the class. The class help them to stand in the correct order of the story. Play the recording for the class to check the order and pause if necessary to give the eight students time to reorder themselves.

# Unit 9 Reading The Picnic

**1 Look at the pictures and answer with a friend. 🗣️**

1 How do the people feel?      2 Which foods can you see?

**2 Listen and read. Number the speech bubbles in order. 🎧**

3 There's some salad in my garden.

5 Come again! You're welcome here.

2 I'm having a picnic.

1 I'm very hungry.

4 This is fun! I like picnics!

**1** Isabella is in Green Grass village. She's a visitor. She's hungry.

1 Hello. I'm very hungry. Do you have any food for me? Please?

2 No. There isn't any food in here.

**2** The people in Green Grass village are grumpy.

1 Do you have any old bread for me? Please?

2 No. There isn't any bread for you.

**3** But Isabella has an idea.

1 What are you doing?

2 I'm having a picnic. It's very pretty here.

**4**

1 Hmm. There isn't any chicken. I like chicken.

2 I like chicken, too. There's some chicken in my kitchen.

### 2 Listen and read. Number the speech bubbles in order. 🎧 106

Play the recording for the students to follow in their books.

Focus students' attention on the story. Say *I'm very hungry* and ask the students to point to the frame where they see the phrase. (Frame 1.) Read the instructions aloud and show the students the number 1 in the box next to *I'm very hungry*. The students continue individually to number the phrases in the order they appear in the story.

To check as a class, ask volunteers to say the sentences in the correct order.

Check understanding of the story by asking *What is Isabella's idea? (To have a picnic.) What food does she like? (Chicken.) Where does the food for the picnic come from? (The people in the village.) Why are the people happy in the end? (Because the picnic is fun.)*

### Optional activity

Divide the students into pairs and assign them A and B. Have student A sit facing the video and student B sit behind them facing away from the video. Tell student A they are going to watch the video and tell student what's happening and what they can see. Play the first four frames of the video, pausing after the woman says *There's some chicken in my kitchen*. The pairs swap roles and repeat the activity for the last the four frames.

### 3 Act out the story. 🗣️

Divide the class into pairs. Tell the pairs they are going to make up a freeze frame for one part of the story.

The pairs choose one of the frames from the story and make up actions to represent that frame. Explain that they have to freeze as they do the action and not move. Give an example yourself by doing an action of looking grumpy and

**WORKBOOK ANSWERS**

1 a 4 b 5 c 2 d 6 e 3 f 1

2 Answers will vary.

3 Answers will vary.

Try! hungry

**Further practice / Homework**

Workbook page 99; Unit 9 Reading Worksheet;

Unit 9 Story Worksheet



Act out the story.

shaking your head with your arms folded. Ask the class to tell you which frame you are acting. (Frame 2.) The pairs take turns to show their freeze frame to the class. The class watch the freeze frames and guess the scene.

Now divide the students into groups of five and assign a role from the story to each group: narrator, Isabella, the cook, the lady in frame 1, the lady in frame 3. Tell the students to practice reading the story in their groups, playing their different roles. Ask the groups to add different foods to their picnic, instead of just the ones in the story.

Encourage the groups to act out their parts. Monitor the groups and help where necessary. For any groups who are having a problem with the dialogue, make sure they are using the key vocabulary correctly. For more confident groups, tell them to close their books and act out the story from memory.

Volunteer groups act out the story for the class to watch and listen for the different foods.

Personalize the story by asking *Why is the village picnic a good idea? (The people are happy and share with each other.) Would you like to have a picnic in your village / neighborhood? What food would you take to share?*

**Optional activity**

Ask the students to complete the story activities on page 99 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 8.

# Unit 9 Language Focus 1

pages 118–119

## Lesson objectives

Present and practice *some* and *any*.  
Review the food and drink vocabulary.

## Language

*Some* and *any*: *There is some salad.*  
*There isn't any chicken.*

## Materials

Track 107; Unit 9 Flashcards  
Set 1 (food and drink); Workbook  
pages 100–101

## Warm up

Divide the class into two teams. Ask a volunteer from each team to come to the front of the class. Give each student a food and drink flashcard. Have the two students stand back-to-back in the middle of the classroom and hold their flashcard in front of them with the picture side facing away. Both students then take three steps away from each other before quickly turning around. The two students then race to shout out what's on the other student's flashcard. The first student to shout out the correct word wins a point for their team. Repeat with different volunteers and flashcards. The winning team is the team with the most points.

## 1 Listen and write A or B. 107

Ask the students to open their books to page 118. Point to the pictures of the picnic and ask *Are the pictures the same?* (No.) Point to picture 1 and ask *What food and drink is there?* Repeat for picture 2.

Tell the students to listen to the recording and write A if the sentence is about picnic A or B if it's about picnic B.

Play the recording and pause after the example and point to the B in the box next to number 1. Check that the students know what they have to do. Play the rest of the recording pausing for the students to write their answers.

Ask the students to check their answers with their partner and ask *Are your answers the same or different?* Play the recording again for the students to check their answers.

Check answers with the class by asking volunteers say the number and then picnic A or B.

## 2 Look and read. Mark (✓) or (X).

Tell students to look at the first picture and ask *Is there a cake?* No, *there isn't*. Read out the sentence *There isn't any cake* and ask *Is the sentence true or false?* (True.) and show the check mark. Have the students work in pairs to look at the pictures and read

**Unit 9 Language Focus 1**

**1 Listen and write A or B.**

1  B    2  B    3  A    4  A    5  B    6  B

**2 Look and read. Mark (✓) or (X).**

1 There isn't any cake.

2 There isn't any water.

3 There's some salad.

4 There's some cake.

5 There's some jam.

6 There isn't any rice.

the sentences and discuss if the sentences are true or false before they mark them appropriately. Monitor and check their answers as you go around.

## Project connection

You can choose to do Stage 1 of the project on page 124 at any point from here on. Doing the planning stage early gives students more time to consider their ideas before tackling the project.

## 3 Look and write *is some* or *isn't any*.

Draw a tablecloth on the board. Ask two volunteers to come to the front. Describe a picnic in four sentences, such as *There's some rice. There's some salad. There isn't any bread.* and ask the two volunteers to stick the appropriate flashcards on the tablecloth on the board. They show that there isn't any bread by holding up the bread flashcard then sticking it on the board face down. Point to the rice and ask a volunteer to make a sentence (*There's*

*some rice*.) and write the sentence on the board. Point to the back of the bread flashcard and ask another volunteer for a sentence (*There isn't any bread*.) and write it under the other sentence. Model the sentences for the students to repeat chorally and individually. Circle *is* and *some* and *isn't* and *any* and explain *We use "some" for a positive sentence and "any" for a negative sentence.* Add a few more food flashcards to the picnic to elicit more positive and negative sentences.

Tell students to look at the pictures and complete the sentences with *is some* and *isn't any* as in the example. Monitor and check they have the concept of the negative and positive sentences and are using *some* and *any* correctly.

Check together as a class by asking volunteers to write the sentences on the board.

## 4 Choose and draw your lunch. Write sentences with *some* or *any*.

On the board draw a plate, stick some food flashcards on it and say *This is my*



**Grammar**

There's some rice. / There isn't any bread.

**B Look and write *is some* or *isn't any*.**



There is some salad.  
There isn't any chicken.



There isn't any cake.  
There is some water.



There isn't any ice cream.  
There is some rice.



There is some bread.  
There isn't any cheese.

**4 Choose and draw your lunch. Write sentences with *some* or *any*.**



There's some \_\_\_\_\_  
\_\_\_\_\_  
There isn't any \_\_\_\_\_  
\_\_\_\_\_

**5 Play *Whose Lunch Is It?* with a friend.**

There isn't any milk!



It's my lunch!



*lunch. There's some chicken. There's some salad. There isn't any bread.*

Tell the students to draw their lunch on the plate in their Student Books and write two sentences with *some* and two with *any*. Monitor and help with any corrections and refer students to Activity 3 and the Grammar box to help them.

**Optional activity**

Have the students draw a tablecloth and six items of food for their picnic on the tablecloth. Divide the class into pairs and have them sit back-to-back and assign them A and B. Tell student A to describe their picnic to student B using *There is some / There isn't any ...* Student B listens and draws student A's picnic. The students swap roles and repeat the activity. Have the students compare their picnic pictures to check they are the same.

**5 Play *Whose Lunch Is It?* with a friend.**

Pair yourself up with a volunteer and tell them to look at your lunch on the board and you look at theirs. Say a sentence about one of the lunches for your partner to tell you whose lunch, for example, *There's some milk*. Tell the students they are going to do the same in pairs. Model the dialogue for the students to repeat chorally.

Divide the class into pairs and have them take turns to make sentences about the lunches for their partner to say whose lunch it is.

**WORKBOOK ANSWERS**

1 1 b 2 b 3 a 4 a 5 a

2 1 X 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 X

Try! Answers will vary.

3 Students draw a picnic.

4 1 There's some salad. 2 There isn't any milk. 3 There's some chicken.

4 There's some bread. 5 There isn't any rice. 6 There isn't any ice cream.

Try! Answers will vary.

**Further practice / Homework**

Workbook pages 100–101; Unit 9 Language

Focus 1 Worksheet

# Unit 9 Language Focus 2

pages 120–121

## Lesson objectives

Identify the names for tableware and cutlery.  
Present and practice asking for things.

## Language

**Tableware:** *bowl, cup, fork, knife, plate, spoon*

Can for asking for things: *Can I have a knife? Yes, you can. No, you can't.*

## Materials

Tracks 108–109; cutlery and crockery; Unit 9 Flashcards Set 1 (food and drink); coloring pens; scissors; Workbook pages 102–103, 111

## Warm up

Write the Unit 9 food and drink words on the board. Place the food and drink flashcards face down on a desk at the front. Divide the class into two teams and ask a volunteer from each team to come to the front. Say a word, such as *bread*. The first volunteer to pick the correct flashcard and stick it next to the correct word on the board wins a point for the team. Repeat with different volunteers and words.

## 1 Listen, point and repeat. Label the pictures. 108


If you have real tableware and cutlery show the items, one by one, to elicit the words. If you don't, draw simple drawings on the board and point to them. Place all six items on a table. Ask a volunteer to come to the front and ask him / her to give you different items. Say *Can I have a fork, please?* Encourage the volunteer to say *Yes, you can* as he / she gives you the item. Play the recording for the students to point to the pictures in their book. Play it again and pause after each word for the students to repeat the words chorally and individually. Repeat as necessary. Focus their attention on the *ow* in *bowl*, the blends *sp*, *pl* and *rk* and the silent *k* in *knife*. Point to the words in the word pool and tell the students to write the words under the correct pictures. Monitor and check their spelling. Play the recording for the students to check their answers.

## Additional resources

The Unit 9 Flashcards Set 2 can be integrated at any point from here on.

## 2 Listen and circle the answers. Listen again and sing along. 109


Write the question on the board: *Why does he want the things and the food? (For his picnic.)* Play the song for the students to answer the question.



**Unit 9 Language Focus 2**

**1 Listen, point and repeat. Label the pictures.**


bowl cup fork knife plate spoon



cup bowl plate spoon fork knife

**2 Listen and circle the answers. Listen again and sing along.**

*Can I have a cup, and a plate and a bowl?  
They're for my picnic. They're for my picnic.  
Can I have a fork, and a knife and a spoon?  
They're for my picnic, my picnic today!  
Can I have some cake?  
Some cake for my picnic.  
**No, you can't. / Yes, you can.**  
There isn't any cake.  
Can I have some cheese?  
Some cheese for my picnic.  
**No, you can't. / Yes, you can.**  
There's some cheese here.  
Can I have a cup, and a plate and a bowl? ...*



**3 Look at the picture in Activity 2. Circle the answers.**

|                            |                                       |
|----------------------------|---------------------------------------|
| 1 Can I have a knife?      | <b>Yes, you can. / No, you can't.</b> |
| 2 Can I have two cups?     | <b>Yes, you can. / No, you can't.</b> |
| 3 Can I have a bowl?       | <b>Yes, you can. / No, you can't.</b> |
| 4 Can I have three spoons? | <b>Yes, you can. / No, you can't.</b> |

Tell the students to look at the song and direct them to the answers in bold. Tell them to circle the answer they think is correct before you play the song again for them to check.

Tell the students to close their books. On the board write the chorus: *Can I have some cake? Some cake for my picnic. No, you can't. There isn't any cake.* Play the verse, line by line, for the students to repeat. Erase *can*, *some*, *isn't any* and ask the students to sing the verse, adding in the missing words. Repeat the activity with *Can I have some cheese? Some cheese for my picnic. Yes, you can. There's some cheese here.* Erase *Can*, *some* and *There's*.

Play the whole song for students to sing along to, filling in the missing words. Finally, erase the two verses and play the song again for students to sing along to as much as they can remember.

## 3 Look at the picture in Activity 2. Circle the answers.

Ask the students to look at the picture and ask *What can you see?* Ask a volunteer

to read out the example question and another volunteer to answer. Say *Point to the knife.*

Have the students work in pairs to circle the correct answer for the questions. Check the answers as a class by asking volunteer pairs to read aloud the questions and answers.

## 4 Look and count. Write the questions.

Ask different volunteers for things in the classroom, for example, *Can I have two pens / a book / three erasers / two bags please?* Have the students bring you the things and encourage them to say *Yes, you can*. Then ask for things not in the classroom *Can I have three jump ropes / a puppet, please?* Encourage the volunteer to say *No, you can't*.

Focus the student's attention on the Grammar box and explain *We use can to ask for things and in the answer.*

Read out the instructions and tell the students to count the objects with their

4 Look and count. Write the questions.



- 1 Can I have five spoons, please?    4 Can I have four bowls, please?  
 2 Can I have three plates, please?    5 Can I have six forks, please?  
 3 Can I have two cups, please?        6 Can I have one knife, please?

5 Look and answer the questions.



- 1 Can I have a spoon, please? No, you can't.  
 2 Can I have a fork, please? Yes, you can.  
 3 Can I have a knife, please? Yes, you can.  
 4 Can I have a cup, please? No, you can't.

6 Make the game. Play in a group.



partner and write the number under the photos. Tell the students to work individually to write the questions for each picture. Tell them to look at the example question and the Grammar box to help them. Monitor their work, checking for word order and punctuation.

Have the students compare their questions with their partner. Check answers as a class by asking volunteers to read out their questions.

**Additional resources**

The Unit 9 Language Focus 2 Worksheet can be integrated at any point from here on.

**5 Look and answer the questions.**

Tell the students to look at the picture. Ask *What are the people doing? (Eating a picnic.) What food and things do they have? Can you see a spoon? (No.)* Point to the first question and answer. Students work individually to read the questions, look at the picture and write the answer. To check as a class write the numbers 2–4 on the board and ask volunteers to write the answers.

**6 Make the game. Play in a group. Workbook page 111**

Divide the class into groups of four. Ask students to open their Workbooks to page 111. Assign a different color to each student in the group. Before they cut out the cards, tell the students to color the six oval shapes above the pictures using the color you assigned them. Once the students have colored the ovals they cut out the cards.

Tell the groups to put all the cards together and shuffle them. Then they deal out all the cards face down. The students pick up their cards and look at them. The object of the game is to collect a set of matching cards. This can be either pictures of the same item (four forks) or six items of the same color (a green fork, a green plate). Tell the students which type of set you want the players to collect. Collecting color sets will take longer than collecting the same item in four different colors. Students take turns to ask another student, such as *Can I have a red bowl?* The student replies *Yes, you can / No, you can't*,

depending on whether or not they have the card. If they have the card, they give it to the student. When students ask for and are given a card they can ask for another item from another student. The winner is the first player to collect a whole set.

Have the students look at the photograph of the children playing the game and model the dialogue for the students to repeat chorally and individually. Demonstrate the game by joining a group and taking a couple of turns.

**Optional activity**

Play the game with a "politeness rule". The students must say *Please* and *Thank you* when asking for a card. If they forget, they must return the card.

**WORKBOOK ANSWERS**

- 1 1 cup 2 bowl 3 knife 4 spoon  
 5 fork 6 plate  
 2 1 cup 2 bowl 3 knife 4 spoon  
 5 fork 6 plate  
**Try!** Answers will vary.  
 3 1 Can I have a cup? No, you can't.  
 2 Can I have a plate? Yes, you can.  
 3 Can I have a knife? No, you can't.  
 4 Can I have a fork? Yes, you can.  
 4 1 Can I have a red bowl? No, you can't.  
 2 Can I have a green spoon? Yes, you can.  
 3 Can I have a blue fork? Yes, you can.  
 4 Can I have a yellow knife? No, you can't.  
 5 Can I have a red cup? Yes, you can.

**Try!** Answers will vary.

**Further practice / Homework**

Workbook pages 102–103; Unit 9 Language Focus 2 Worksheet

**Lesson objectives**

Learn about still life paintings.  
Draw and describe a still life picture.

**Language**

Contrast, match, objects, still life, vase

**Materials**

Tracks 110–111; Workbook page 104

**Warm up**

Tell the students you are going to dictate a picture and they listen and draw what you tell them. Dictate a picnic scene: *There is a tablecloth. On the tablecloth, there are two big plates. Next to the plates there is a fork and a knife. There is some rice in a bowl in front of the plate. There is some water in a cup. There is some bread and chicken on a big plate.* Repeat the dictation for students to check their pictures before they compare with their partner.

**1 Answer with a friend. Do you like painting?**

Ask the students to open their books to page 122 and read out the instruction. Tell the students if you like painting. For example, *I like painting people and animals. I like to use a lot of colors. Painting is my hobby.* Tell the students to turn to their partner and answer the question. Ask a few volunteers and ask *What do you like painting? What paintings do you like looking at?*

**2 Listen and read along. Number the paintings.**

Ask the students to look at the two paintings and ask *Which painting do you like? What can you see in the pictures?*  
Ask the students to scan the text quickly and tell you the tableware they see. (*Knife, fork, bowl, glass, cup.*)  
Play the recording for the students to follow in their books. Ask *What is a still life painting? (A painting of objects.)* Tell the students to read the text again and number the paintings with the paragraphs.  
Divide the students into pairs to compare their answers and answer the question: *Why is paragraph 1 about picture 1 and paragraph 2 about picture 2? (There's a bowl and there are some bananas in picture 1. There are some flowers and a cup in picture 2.)*  
Ask *What color do you see in each picture? How are the colors different in the paintings?* Explain contrast and match in their own language.

1 Answer with a friend. Do you like painting?

2 Listen and read along. Number the paintings.

**Still Life Paintings**

A still life painting shows a group of objects. Artists put different objects together. The objects can be similar, or they can be different. The objects and colors can match or contrast.

These are still life paintings.

- 1 There is a bowl at the back. There is fruit in the bowl. There's a glass at the back. It's on the left. There are bananas at the front. The colors match.
- 2 There is a plate on the left. There is a cup at the back. There are some flowers in a vase. The colors in the painting contrast.



3 Look and circle.



- 1 The doll is at the front / back.
- 2 The bowl is on the left / right.
- 3 The bananas are on the left / right.
- 4 The parrot is at the front / back.
- 5 All the colors match / contrast.

4 Read and complete. Listen and check.

back contrast front left right



This is my still life painting. There's a green bowl at the front. There are some nuts at the back. There's a cake on the right. There's a parrot on the left. All the objects contrast!



**Optional activity**

Bring a selection of pictures of still life to the class. Have the students work in groups of four and give each group a few pictures. Ask *Which picture is your favorite? Why? What things are in the pictures? Do the colors match or contrast?* Tell your partner.

**3 Look and circle.**

On the board draw a simple picture of a table with four objects, such as a cup, a bowl, flowers and a puppet. Point to each object and ask *Where is it?* to elicit *At the front / at the back / on the left / on the right.* Write the prepositions of place under the relevant object. Check their understanding by pointing to things in the classroom, such as the board, and asking *Where is it? (It's at the front.)* Tell the students to look at the picture and circle the correct prepositions. Look at the example together.

**4 Read and complete. Listen and check.**

Point to Lola and Monty and ask *What does Lola have? (A still life painting.)* Tell the students to use the words in the box to complete the sentences. Have the students work in pairs. Play the recording for them to check their answers and correct if necessary. Ask a volunteer to read the speech bubble to check as a class.

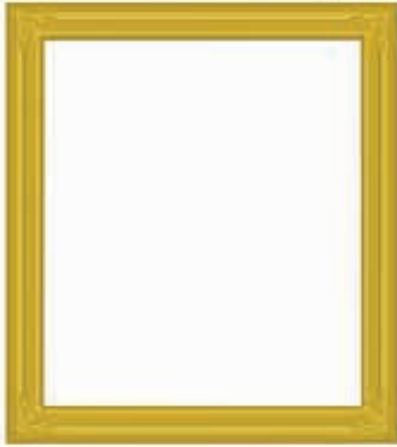
**5 Draw and color a still life painting.**

Ask the students to close their eyes and imagine a still life painting. Ask *What can you see in your painting? Where are the things in your picture? What's at the front / back / on the left / right? What colors are there?* Tell the students to draw their still life painting in the picture frame.

**6 Write about your still life painting. Tell a friend.**

The students write sentences to describe their painting. Tell them to use Lola's

1 Draw and color a still life painting.



2 Write about your still life painting. Tell a friend.

back front left right  
match contrast

---



---



---



---

1 Trace the letter and complete the words.  
Listen and repeat.



rabbit radio raining red ice rock

2 Listen and read.

I'm on a rock with my rabbit.  
I'm eating cakes and ice.  
I have a small, red radio.  
It's raining, but it's nice!



3 Listen again and repeat the chant.

## Phonics

description in Activity 4 as a model for their own work.

Monitor and check spelling and grammar and that students are using the key vocabulary correctly.

Divide the class into groups of four and tell them to take turns to show the group their pictures and read out the sentences. Ask a few volunteer groups *Which pictures do you like? Why?*

### WORKBOOK ANSWERS

- 1 The woman is at the back.  
2 The flowers are on the right.  
3 The spoon is at the front.  
4 The parrot is on the left.
- 1 There's a cake at the front.  
2 There's a cat at the back.  
3 There's a boy on the left.  
4 There's a woman on the right.

3 Answers will vary.

Try! Answers will vary.

### Further practice / Homework

Workbook page 104; Unit 9 CLIL Worksheet;  
Unit 9 CLIL Video Worksheet

## Phonics page 123

### Lesson objectives

Practice pronunciation of the initial /r/ sound.

Practice listening to, reading and saying words with the initial sound /r/.

### Materials

Tracks 112–113; Workbook page 105

### Warm up

Ask a volunteer to come to the board. Stand them in front of you with their back to you and side on to the class. Trace a letter or sound on their back and ask the student to guess the letter or sound. Write the sounds / letters from the units: *j, w, ir, ay, ph, ng, h*. Have the students work in pairs and take turns to trace one of the sounds / letters from the board on each other's backs.

1 Trace the letter and complete the words. Listen and repeat. 112

Draw a big *r* on the board, drawing a dot to show where to start and finish the letter. The students look at the pictures. Say *Point to the rabbit, radio, rice*. Tell the students to trace the *r* in the book using your example to help them. Then they complete the words with *r*.

Monitor and check their letter formation and help where necessary, encourage them to write on the line. Tell the students the name of the letter is *ar* but we say /r/ at the beginning of the words. Play the recording again as a model for the students to repeat chorally and individually.

2 Listen and read. 113

Play the chant, line by line, for the students to repeat chorally. Repeat this a couple of times to ensure the students have the rhythm of the chant. Let the students read the chant once through with the recording.

3 Listen again and repeat the chant.

Play the chant stopping before all the *r* words for the students to shout them out. Ask the students to stand up and march on the spot, making sure they are all in time. Play the recording for them to sing and march along to.

### Optional activity

Ask the students to say the chant without the recording. Ask them to say it faster and faster, louder and louder, and then slower and slower.

### WORKBOOK ANSWERS

1 1, 3, 5, 6, 7, 8

2 1 rain 2 rice 3 rabbit

3 1 rabbit, eraser 2 raining, robot  
3 read, roof

Try! Answers will vary.

### Further practice / Homework

Workbook page 105

# Unit 9 Project and Value

page 124

## Lesson objectives

Provide links with other areas of the curriculum and an opportunity for creative project work.

Talk about the value of a healthy lunch.

## Value

Eat a healthy lunch.

## Materials

Poster paper; paint; food and drink items; Unit 9 Stickers; Workbook page 106

## Warm up

Write the word *healthy* on the board. Have the students work in teams of four. Ask one student in each team to copy the word at the top of their page. The teams have to make a word beginning with each letter of the word *healthy*. Give them an example by writing word in a line from the *h* of *healthy* such as *hot*. The first team to finish gets ten points and then each team wins one point for each word they have that is spelled correctly.

## Value: Read and stick

Students open their Student Books to page 124 and find *Lola's Value* at the top. Read the value aloud while they follow along. Ask *Why is it important to have a healthy lunch? (It gives you energy, helps you study, is good for teeth.) What is a healthy lunch? (Fruit, vegetables, brown bread, water.)* Have students open their books to the stickers page and point to the sticker that shows the value. Have them stick it into the space under *Lola's Value*.

## A Still Life Painting

### Stage 1: Plan your project.

Point to the picture and ask *What food can you see? (Fruit.) Is it a healthy lunch? (Yes.)*

Students work individually to do step 1 and choose a theme for their painting. Divide the students into groups of four and ask *What food and drink can you bring in to school for your lunch?* Tell them to make a list of all the food and drink they talked about in step 1. Give them a few minutes to discuss the list in their groups and circle the healthy food.

### Stage 2: Develop your project.

Read step 1 aloud and if the students have brought in any food and drink tell them to arrange it in preparation for drawing the picture. If not, tell them to look at the circled food on their list and sketch where the food goes in their picture. Ask *How can*

**Unit 9 Project and Value**

## A Still Life Painting

**Materials**

- Poster paper
- Paint
- Food and drink items

**Read and stick.**

Eat a healthy lunch.



**Stage 1: Plan your project.**

- 1 Choose a theme for your painting, for example, healthy foods, unhealthy foods, your favorite foods.
- 2 Talk to your friends. What food or drinks can you bring in? Choose different things.
- 3 Write a list of the food and drinks. Circle the healthy foods on your list.

**Stage 2: Develop your project.**

- 1 Choose and arrange the food and drinks for your picture. Think about the colors and the shapes.
- 2 Draw what you see. How can you show that something is at the front?
- 3 Paint your still life painting.

**Stage 3: Share your project.**

Share your still life with your classmates.

**Stage 4: Evaluate your project.**

Save your Still Life Painting.



*you show that something in the front?* Tell the students to discuss the question and experiment with their sketch. Monitor and suggest ideas *What happens if you draw the object at the front small or big?*

Once the students are happy with their sketch, give them poster paper and paints and tell them to draw and paint their still life. Monitor and ask questions about their paintings *What's this at the front, on the right? Do the colors match or contrast?*

### Stage 3: Share your project.

Have the students work in groups of four to present their still life to the other students. Hold up the picture of the poster in the book and say *This is my still life. It's a healthy lunch. There is some fruit on the left and the right and some water at the front.*

Ask *Was it difficult to paint a still life? Why? What is your lunch today? Is it healthy?*

### Stage 4: Evaluate your project.

This stage can be done after the previous stages are completed or as each stage is completed. Students open their

Workbooks to page 106 Activity 2, read the instructions for Stage 1, reflect on their project and color the face that describes how they feel. Repeat for the other stages.

### Optional activity

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record. Students list the stages of the project, materials used and the result. Students keep their project records in their folder or notebook.

### WORKBOOK ANSWERS

- 1 1 I eat salad. It is a healthy lunch.
  - 2 I eat pizza. It is an unhealthy lunch.
  - 3 I eat hot dogs. It is an unhealthy lunch.
  - 4 I eat vegetables. It is a healthy lunch.
- 2 Answers will vary.  
3 Answers will vary.  
Try! Answers will vary.

### Further practice / Homework

Workbook page 106

1 Listen, follow and color the number. Say a path for your friend.



2 Look at Activity 1 and write sentences.

- 1 There's some chicken. There's some cheese.  
 There isn't any ice cream. There's some cake.  
 There's some jam. There's some rice.

3 Color and find the objects. Write questions and answers.



- 1 (red cup)  
 Can I have a red cup?  
 No, you can't.  
 2 (green fork)  
 Can I have a green fork?  
 Yes, you can.  
 3 (blue spoon)  
 Can I have a blue spoon?  
 Yes, you can.



2 Look at Activity 1 and write sentences.

Point to star 4. Elicit the path taken to get there. Encourage the students to use *There's some / There isn't any. Is it the bread? No, it isn't.* Have students write the sentences and then do number 2 on their own.

To check the answer to number 2, ask three volunteers to write a pathway sentence each on the board. Have the students swap their Student Books with their partner to check their sentences. Tell the students to check and correct any spelling and punctuation with a different color pencil.

3 Color and find the objects. Write questions and answers.

Point to the picture and ask *What objects can you see?* Tell the students to look at the prompts 1–3 and ask *What color is the cup? (Red.)* Tell the students to find the cup, fork and spoon and color them the appropriate color.

Point to the example question and answer. Tell the students to write the questions and answers for numbers 2 and 3. Monitor and check their word order, punctuation and spelling. If any students are having a problem refer them to the Grammar box on page 121. Tell the students to exchange books and compare their questions and answers. Ask *Are they the same or different?*

**Optional activity**

Give students a few moments to look through Unit 9 in their Student Book. Ask them to choose ten words from the unit that they like and write them in their notebooks. They can draw pictures to help them remember the meaning.

**Additional resources**

The Unit 9 Test can be given now.

**WORKBOOK ANSWERS**

- 1 1 There isn't any jam. There's some rice. 2 There isn't any ice cream. There's some cake. 3 There's some cheese. There isn't any bread. 4 There's some milk. There isn't any water.  
 2 1 Can I have a bowl? No, you can't.  
 2 Can I have a plate? No, you can't.  
 3 Can I have a fork? Yes, you can.  
 4 Can I have a cup? Yes, you can.  
 5 Can I have a spoon? Yes, you can.  
 6 Can I have a knife? No, you can't.

Try! Answers will vary.

**Further practice / Homework**

Workbook page 107

**Unit 9 Review** page 125

**Lesson objectives**

Review the vocabulary and language learned in the unit.

**Language**

Food and drink, tableware.

Simple present: *There's some rice. There isn't any bread.*

Can for asking for things: *Can I have some chicken? Yes, you can. No, you can't.*

**Materials**

Track 114; Unit 9 Flashcards Set 1 (food and drink); Workbook page 107

**Warm up**

Write *milk* on the board. Hold up the flashcards so the students only see the facing card. Reveal the cards one at a time. When students see milk, they shout *Snap!* Repeat with all the flashcards.

1 Listen, follow and color the number. Say a path for your friend. 114

Ask the students to open their Student Books and look at the maze in Activity 1. Have the students work in pairs. Point to star 7 and tell the students to work together to find the pathway from Monty to star 7. At this stage don't give them any help as they have done this kind of activity a few times now. Play the example on the recording for students to check if their pathway is the same.

Play the other three recordings, without pausing, for the students to follow and color the star. Repeat to check as a class, asking after each section *What number do you color?*

Divide the class into pairs and have them take turns to say a pathway for their partner to follow.

## Review Story pages 126–127

### Lesson objectives

Review the vocabulary and language learned in Units 7–9.

Reading to find specific information in a text.

### Language

Activities, actions.

Simple present: *He has ..., I can / can't ..., Let's ...*

### Materials

🎧 Track 115; Workbook page 108–109

### Warm up

Play *Tic-tac-toe* with the class. The winning team is the first team to get three in a row. On the board draw the three-by-three grid and number the squares 1–9. In each square write prompts for the structures from Units 8 and 9, such as *There is, there are, there isn't, some, any, at the back, at the front, on the left, on the right*. Divide the class into two teams. Tell one team they are O and the other is X. Tell the O team to choose a square and ask a volunteer to make a sentence or question with the prompt. If their answer is correct they get an O in the square. Encourage the X team to listen to the answer and help you decide if it is correct. Then it's the X team's turn. Continue until one team gets three in a row.

### 1 Look at the pictures and answer with a friend. 🗣️

Write *animals* on the board and elicit as many animals as you can and write them on the board.

Divide the class into pairs. Tell them to look at the picture story on pages 126–127. Ask them to look at the pictures in the story and answer questions 1 and 2.

### Optional activity

This is an activity to do before the students read the story in the book. Divide the class into groups of eight. Give each group a cut-up frame from the story. Tell the groups to read their frame and memorize the caption and dialogue and what's happening in the picture.

Assign each student in the groups a letter from A to H. Regroup the students by asking all the A, B, C, D, E, F, G and H students to sit together. In their new groups the students take turns to describe their frame from the story. The students listen to each other and order themselves in the correct story order. Finally, the students look in their books to check their order.

# Animal Care

**1 Look at the pictures and answer with a friend. 🗣️**

1 Which animals can you see?      2 Who takes care of the animals?

**2 Listen and read. Answer the questions. 🎧 115**

1 Where's the animal? in the pond      3 What is in the bowl? water

2 Do hedgehogs have fur? yes      4 What is the hedgehog eating? chicken

**1** Monty and Lola are in the classroom. This is the citizenship teacher.

**Animals** Please write about an animal for homework.

Please put the books in the library.

**2** Now Monty and Lola are at the animal center.

Oh! Look at the donkey!

And look! There's a lizard. I'd like a lizard.

**3** Quick! Can you help me, please? There's an animal in the pond.

Let's help!

There's a fishing net.

**4** The animal is scared.

Do you have any gloves?

Yes. These gloves are mine. Here.

What is it?

### 2 Listen and read. Answer the questions. 🎧 115

Ask the students *In frame 1, where are Monty and Lola? (In the classroom.) Where are they in frame 2? (The animal center.) What are they doing in the story? (Helping the animal helper / the animals.)*

Play the recording for the students to listen and follow in their books. Ask the first question and tell the students to point to the pond (frame 3).

Read the instruction and show the students the answer next to question 1. Ask the students to work with a partner to read the story and answer the questions.

Ask volunteers to ask and answer the questions to check as a class.

Ask the students *What are the three animal groups? (Birds, mammals and reptiles.) What about hedgehogs? Do they have feathers? (No.) Do they have fur? (Yes.) How many legs do they have? (Four.) Are hedgehogs birds, mammals or reptiles? (Mammals.) Say Hedgehogs have spines on their back but they have some soft fur on their underside. Teach the words *spines* by pointing to them on the hedgehog in the story. Personalize the story by asking *Would you like to be an animal helper?**



5 Now it's in the cage. It isn't scared.

It's a hedgehog.  
It's tired and hungry.

A hedgehog? Do they have fur?

Yes, they do. And they have  
whiskers and little claws.

6 Later, in the kitchen.

What are you doing?

I'm cooking some chicken.  
It's for the hedgehog.

Here's a plate. And there's  
some water in this bowl.

7 The hedgehog is eating chicken  
and drinking water.

It's happy now, but it's tired.

Why?

It's winter. Hedgehogs  
sleep in winter.

8 One week later.

Here's your homework  
about animals. It's excellent.

Thank you!

Hurray!

8 Act out the story.

## WORKBOOK ANSWERS

1 1 X 2 X 3 ✓ 4 ✓ 5 X 6 ✓  
2 a 2 b 4 c 3 d 1

Try! three

3 Animals: donkey, hedgehog, lizard  
Kitchen words: bowl, plate, knife  
Activities: cooking, eating, drinking

4 1 sleeping 2 winter 3 claws  
4 fur 5 whiskers 6 chicken  
7 water

Try! Answers will vary.

## Further practice / Homework

Workbook pages 108–109

## 3 Act out the story.

Ask *What happens to the hedgehog in the story? (He falls in the pond.) How do Lola and Monty help the hedgehog? (They use a fishing net to get it out.) How does the hedgehog feel? (Tired and hungry.)*

Tell the students they are going to plan and rewrite the story with a different animal and problem. On the board write *Characters and animals, the problem / the solution*. Divide the students into groups of four and tell them to copy the headings and discuss and plan their story. Tell them to make up dialogues or they can use the dialogues from frames 3–7, adapting them as necessary for their story. Monitor and help with ideas, asking questions about their stories.

Once the students have their story ready, tell them to choose roles and practice their lines and actions and collect props.

When you think they have learned the story and are saying the lines expressively, have two groups work together, with one group acting out the story to the other. The groups watch each other and identify the animal, problem and solution.

## Optional activity

Have the children draw a picture / story frame to represent their story and write a caption for the frame.

## Audio script

### Track 4

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

### Track 7

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December

### Track 8

Twelve months in the year,  
Twelve months in the year.  
January, February, March,  
Twelve months in the year!  
Twelve months in the year,  
Twelve months in the year.  
April, May and June,  
Twelve months in the year!  
Twelve months in the year,  
Twelve months in the year.  
July, August, September,  
Twelve months in the year!  
Twelve months in the year,  
Twelve months in the year.  
October, November, December,  
Twelve months in the year!

### Track 10

**Narrator 1:** 1  
**Narrator 2:** When's your birthday?  
**Child 1:** It's in January.  
**Narrator 1:** 2  
**Narrator 2:** When's your birthday?  
**Child 2:** It's in September.  
**Narrator 1:** 3  
**Narrator 2:** When's your birthday?  
**Child 3:** It's in March.  
**Narrator 1:** 4  
**Narrator 2:** When's your birthday?  
**Child 4:** It's in August.  
**Narrator 1:** 5  
**Narrator 2:** When's your birthday?  
**Child 5:** It's in October.  
**Narrator 1:** 6  
**Narrator 2:** When's your birthday?  
**Child 6:** It's in May

### Track 11

**Narrator 1:** 1  
**Girl:** Hello James. When's your birthday?  
**Boy:** It's in September. In fact... It's my birthday today.

**Girl:** Happy birthday, James! How old are you?

**Boy:** I'm eight today.

**Narrator 1:** 2

**Girl:** Do you have a brother or a sister?

**Boy:** Yes. I have a sister.

**Girl:** One sister?

**Boy:** Yes. One sister.

**Girl:** Her birthday is in June.

**Narrator 1:** 3

**Girl:** Is your sister's name Jenny?

**Boy:** No, it isn't. That's my aunt.

**Girl:** My sister is Anna.

**Boy:** Anna. Is that A-N-N-A?

**Girl:** Yes, that's right.

**Narrator 1:** 4

**Boy:** Look. This is a birthday calendar.

**Girl:** OK. Let's see. May. Who has a birthday in May?

**Boy:** There's my grandpa. Look. His birthday is in May.

**Girl:** Great. What's your grandpa's name?

**Boy:** His name is Bill. B-I-L-L.

**Girl:** B-I-L-L. His birthday is in May.

**Narrator 1:** 5

**Girl:** Wow! Look at these names. Lots of people have birthdays in July.

**Boy:** Yes, it's my aunt, my cousin, my mom and my dad's birthday in July. That's four people!

**Girl:** Four people have birthdays in July! That's fun!

**Narrator 1:** 6

**Girl:** Who's Lucy? Is she your mom?

**Boy:** No. It's my cousin. Her birthday is in February!

**Girl:** My birthday is in February, too.

**Boy:** Lucy is 10 in February.

### Track 12

Spring  
Summer  
Fall  
Winter

### Track 15

**Lola:** The UK is in the north. In December and January it's cold. It's winter.  
**Monty:** Australia is in the south. In December and January it's hot. It's summer.

### Track 18

**Monty:** When's your birthday?  
**Child 1:** It's in July.  
**Monty:** When's your birthday?  
**Child 2:** It's in January.  
**Monty:** When's your birthday?  
**Child 3:** It's in April.  
**Monty:** Color the number!  
**Monty:** When's your birthday?  
**Child 1:** It's in February.  
**Monty:** When's your birthday?  
**Child 2:** It's in August.  
**Monty:** When's your birthday?  
**Child 3:** It's in July.  
**Monty:** Color the number!  
**Monty:** When's your birthday?  
**Child 1:** It's in July.

**Monty:** When's your birthday?

**Child 2:** It's in May.

**Monty:** When's your birthday?

**Child 3:** It's in October.

**Monty:** Color the number!

**Monty:** When's your birthday?

**Child 1:** It's in February.

**Monty:** When's your birthday?

**Child 2:** It's in November.

**Monty:** When's your birthday?

**Child 3:** It's in May.

**Monty:** Color the number!

### Track 19

Man  
Woman  
Men  
People  
Baby  
Babies  
Women  
Girl  
Boy  
Person

### Track 22

**Narrator 1:** 1  
**Narrator 2:** How many people are there?  
**Child:** There's one woman. There are two babies.  
**Narrator 1:** 2  
**Narrator 2:** How many people are there?  
**Child:** There are two men. There are two girls.  
**Narrator 1:** 3  
**Narrator 2:** How many people are there?  
**Child:** There's a boy. There are three girls.  
**Narrator 1:** 4  
**Narrator 2:** How many people are there?  
**Child:** There are three women. There's one man.

### Track 23

Handsome  
Young  
Old  
Tall  
Pretty  
Strong

### Track 26

**Monty:** My graph shows people at the park. There are two men. There are seven girls.  
**Lola:** My graph shows people at the fair. There is one man. There are three boys.

### Track 27

W  
White  
Winner  
Winter  
Wold  
Woman  
Women

### Track 29

**Lola:** There's a boy.  
There are two women.]

There's a baby.  
Color the number!  
**Lola:** There's a girl.  
There's a man.  
There are three women.  
Color the number!

**Lola:** There's a boy.  
There's a woman.  
There's a person.  
Color the number!  
**Lola:** There's a girl.  
There are three men.  
There are two boys.  
Color the number!

### Track 30

Flag  
Roof  
Bedroom  
Bathroom  
Door  
Living room  
Kitchen  
Hall  
Dining room  
Garden

### Track 31

I live in a castle, a castle, a castle,  
I live in a castle, a castle, it's great!  
There's a kitchen and a living room,  
There's a garden and a dining room.  
Come and see my castle,  
There's a flag on the roof!  
I live in a castle, a castle, a castle,  
I live in a castle, a castle, it's great!  
There's a hall with a big door,  
There's a bedroom and a bathroom.  
Come and see my castle,  
There's a flag on the roof!  
I live in a castle, a castle, a castle,  
I live in a castle, a castle, it's great!

### Track 33

**Narrator 1:** 1  
**Narrator 2:** There aren't any flags.  
**Narrator 1:** 2  
**Narrator 2:** There isn't a bathroom.  
**Narrator 1:** 3  
**Narrator 2:** There isn't a dining room.  
**Narrator 1:** 4  
**Narrator 2:** There isn't a roof.

### Track 34

Flower  
Leaf  
Wall  
Pond  
Bush  
Bee

### Track 35

There's a tree in my garden, dear Princess,  
dear Princess,  
There's a tree in my garden, dear Princess,  
a tree.  
There's a bird on the wall, dear Princess,  
dear Princess,  
There's a bird on the wall, dear Princess, a  
bird.

There's a bush in my garden, dear Princess,  
dear Princess,  
There's a bush in my garden, dear Princess  
a bush.  
There's a bee on a flower, dear Princess,  
dear Princess,  
There's a bee on a flower, dear Princess, a  
bee.  
There's a pond in my garden, dear Princess,  
dear Princess,  
There's a pond in my garden, dear Princess,  
a pond.  
There's a frog on a leaf, dear Princess, dear  
Princess,  
There's a frog on a leaf, dear Princess a frog.

### Track 37

**Lola:** This house is in the jungle. It's made  
of wood.  
**Monty:** This house is in the desert. It's  
made of mud.

### Track 38

All  
Tall  
Fall  
Hall  
Wall  
Ball  
Small

### Track 39

On the wall in the hall, there's a picture.  
It's a photo of my brothers, Jim and Ted.  
Ted is small. Jim is tall. He has a ball.  
You can see it fall on Ted's head.

### Track 40

**Monty:** There's a kitchen.  
There isn't a bathroom. There's a  
bedroom.  
There's a garden.  
Color the number!  
**Monty:** There's a bedroom.  
There isn't a living room. There's a  
dining room.  
There's a door.  
Color the number!  
**Monty:** There's a kitchen.  
There isn't a bedroom. There's a  
bathroom.  
There's a garden.  
Color the number!  
**Monty:** There isn't a kitchen. There's a  
bedroom.  
There's a living room.  
There isn't a kitchen. There's a  
bathroom.  
Color the number!

### Track 42

Dizzy  
Happy  
Bored  
Excited  
Tired  
Scared  
Angry  
Hungry  
Sad

Thirsty

### Track 43

I'm not angry, I'm not sad – no!  
Let's explore! Come on! Let's go!  
I'm excited and I'm happy!  
Come and explore with me!  
I'm not hungry, I'm not tired – no!  
Let's explore! Come on! Let's go!  
I'm excited and I'm happy!  
Come and explore with me!  
I'm not thirsty, I'm not bored – no!  
Let's explore! Come on! Let's go!  
I'm excited and I'm happy!  
Come and explore with me!  
I'm not dizzy, I'm not scared – no!  
Let's explore! Come on! Let's go!  
I'm excited and I'm happy!  
Come and explore with me!

### Track 44

**Narrator 2:** Max and Ellie are at home. It's  
raining.  
**Ellie:** Look at the rain! I'm bored. Are you  
bored?  
**Max:** Yes, I am. Let's find a game.  
**Narrator 2:** What's in the box? There aren't  
any games. Max has a picture.  
**Ellie:** Look at these old things!  
**Max:** This is Grandpa. Look! He's an  
explorer. He's in the Arctic.  
**Narrator 2:** Now Ellie has a hat and a  
sweater. Max has a scarf. It's a  
magic scarf.  
**Max:** Ha ha! I have a scarf!  
**Max:** Ooh! I'm dizzy. Are you dizzy, Ellie?  
**Ellie:** Yes, I am. Max! We're in the Arctic!  
**Explorer:** Hello. Come and explore!  
**Narrator 2:** Look at the dogs! They can run  
fast.  
**Ellie:** This is fun! Are you scared, Max?  
**Max:** No, I'm not! I'm excited!  
**Narrator 2:** Max and Ellie are explorers now.  
**Ellie:** I like the Arctic!  
**Max:** Me too! I'm not bored now. I'm  
happy!  
**Narrator 2:** It's cold in the Arctic. There's lots  
of snow. Oh no! There's a bear.

**Bear:** Grr!  
**Max:** Help! It's a bear! Run, Ellie!  
**Ellie:** No, Max. Take off the scarf!  
**Narrator 2:** The explorers are at home.  
What an adventure!  
**Dad:** Come on, Ellie and Max! It's  
dinnertime.  
**Max:** Dinnertime! I'm hungry. Are you  
hungry?  
**Ellie:** Yes, I am!

### Track 45

**Narrator 1:** 1  
**Narrator 2:** Are you bored?  
**Ellie:** Yes, I am.  
**Narrator 1:** 2  
**Narrator 2:** Are you sad?  
**Ellie:** No, I'm not.  
**Narrator:** 3  
**Narrator:** Are you dizzy?  
**Max:** Yes, I am.

**Narrator 1:** 4  
**Narrator 2:** Are you tired?  
**Max:** No, I'm not.  
**Narrator 1:** 5  
**Narrator 2:** Are you scared?  
**Max:** Yes, I am.  
**Narrator 1:** 6  
**Narrator 2:** Are you hungry?  
**Ellie:** Yes, I am.

### Track 46

Gloves  
Cap  
Sunglasses  
Shorts  
Boots  
Sandals

### Track 47

Look at the explorers,  
They've got a magic scarf!  
Look at the explorers,  
Where are they now?  
He's wearing gloves,  
She's wearing boots,  
They're in the Arctic,  
And Ellie' got the scarf!  
Look at the explorers,  
They've got a magic scarf!  
Look at the explorers,  
Where are they now?  
She's wearing sandals,  
He's wearing shorts,  
They're on an island,  
And Max has got the scarf!  
Look at the explorers,  
They've got a magic scarf!  
Look at the explorers,  
Where are they now?  
She's wearing sunglasses,  
He's wearing a red cap,  
They're in a the jungle,  
And Ellie's got the scarf!

### Track 48

**Narrator 1:** 1  
**Narrator 2:** Look. There's a boy and a girl.  
They're in a store. Do you want  
to color the picture?  
**Boy:** Yes, please.  
**Narrator 2:** Look at the boy. He's wearing  
shorts.  
**Boy:** OK.  
**Narrator 2:** Color the shorts yellow.  
**Boy:** OK. He's wearing yellow shorts now.  
**Narrator 1:** 2  
**Narrator 2:** Can you see the girl?  
**Boy:** Yes. She's wearing sandals.  
**Narrator 2:** Color the sandals red.  
**Boy:** OK. Now she's wearing red sandals.  
**Narrator 1:** 3  
**Boy:** Look! The girl is wearing gloves, too!  
But it's hot and sunny!  
**Narrator 2:** Yes, it is. It's not weather for  
gloves!  
**Boy:** No, it isn't.  
**Narrator 2:** Please color the gloves pink.  
**Boy:** Pink gloves, OK.  
**Narrator 2:** Yes, she's wearing pink gloves.

**Narrator 1:** 4  
**Narrator 2:** Look at the boy again. He's  
wearing boots.  
**Boy:** Yes, I can see his boots.  
**Narrator 2:** OK good. Color the boots  
green. He's wearing green  
boots.  
**Boy:** OK. Now he's wearing green boots.  
**Narrator 1:** 5  
**Boy:** The boy is also wearing a cap. What  
color is the cap?  
**Narrator 2:** His cap is orange. Color the cap  
orange.  
**Boy:** OK ... He's wearing an orange cap.  
**Narrator 1:** 6  
**Boy:** And what about the girl's sunglasses?  
**Narrator 2:** Sunglasses? Oh yes. Color her  
sunglasses black.  
**Boy:** Black. OK.  
**Narrator 2:** Good. She's wearing black  
sunglasses.

### Track 50

**Lola:** Cotton is cool. Shirts are made  
of cotton. We wear them in hot  
weather.  
**Monty:** Wool is warm. Gloves are made  
of wool. We wear them in cold  
weather.

### Track 53

**Narrator 2:** Are you happy?  
**Lola:** Yes, I am.  
**Narrator 2:** Are you dizzy?  
**Lola:** No, I'm not. I'm hungry.  
**Narrator 2:** Are you excited?  
**Lola:** Yes, I am.  
**Lola:** Color the number!  
**Narrator 2:** Are you sad?  
**Lola:** Yes, I am.  
**Narrator 2:** Are you bored?  
**Lola:** No, I'm not. I'm thirsty.  
**Narrator 2:** Are you tired?  
**Lola:** Yes, I am.  
**Lola:** Color the number!  
**Narrator 2:** Are you happy?  
**Lola:** Yes, I am.  
**Narrator 2:** Are you hungry?  
**Lola:** No, I'm not. I'm dizzy.  
**Narrator 2:** Are you angry?  
**Lola:** Yes, I am.  
**Lola:** Color the number!  
**Narrator 2:** Are you happy?  
**Lola:** No, I'm not. I'm sad.  
**Narrator 2:** Are you bored?  
**Lola:** Yes, I am.  
**Narrator 2:** Are you happy?  
**Lola:** No, I'm not. I'm scared.  
**Lola:** Color the number!

### Track 54

Flute  
Clarinet  
Drum  
Violin  
Recorder  
Guitar  
Cello

Piano  
Xylophone  
Triangle

### Track 55

Xylophone  
Violin  
Guitar  
Flute  
Triangle  
Piano  
Clarinet  
Cello  
Drum  
Recorder

### Track 56

Make music with me! Play the piano and  
the drum!  
Make music with me! We can have lots of  
fun!  
I want to play the violin, the flute and  
guitar, too.  
I want to play the xylophone and make  
music with you!  
Make music with me! Play the piano and  
the drum!  
Make music with me! We can have lots of  
fun!  
I want to play the recorder, the clarinet  
and cello, too.  
I want to play the triangle and make music  
with you!  
Make music with me! Play the piano and  
the drum!  
Make music with me! We can have lots of  
fun!

### Track 58

**Narrator 1:** 1  
**Narrator 2:** Can she play the violin?  
**Girl:** No, she can't.  
**Narrator 1:** 2  
**Narrator 2:** Can he play the drums?  
**Girl:** Yes, he can.  
**Narrator 1:** 3  
**Narrator 2:** Can he play the recorder?  
**Girl:** Yes, he can.  
**Narrator 1:** 4  
**Narrator 2:** Can she play the piano?  
**Girl:** No, she can't.  
**Narrator 1:** 5  
**Narrator 2:** Can he play the cello?  
**Girl:** Yes, he can.  
**Narrator 1:** 6  
**Narrator 2:** Can he play the xylophone?  
**Girl:** No, he can't.

### Track 59

**Narrator 2:** James, can you play the  
xylophone?  
**Boy:** Yes, I can.  
**Narrator 2:** What about you, Lily? Can you  
play the xylophone?  
**Girl:** No, I can't.  
**Narrator 2:** Can you play the clarinet?  
**Girl:** No, I can't, but James can.  
**Narrator 2:** Oh, can you James?  
**Boy:** Yes, I can.

**Narrator 2:** James, can you play the cello?

**Boy:** No, I can't.

**Narrator 2:** What about you, Lily? Can you play the cello?

**Girl:** Yes, I can.

**Narrator 2:** And what about the triangle? Can you play the triangle, James?

**Boy:** Yes, I can!

**Narrator 2:** Lily, can you play the triangle?

**Girl:** Yes, I can! Listen!

### Track 59

Bench

Statue

Trash can

Sign

Path

Fence

### Track 62

Instruments make different sounds.

The recorder is a wind instrument. It uses air to make sounds. It has holes. You cover the holes with your fingers to change the note.

The guitar is a string instrument. You can pluck the strings to make sounds.

The strings are different sizes. They make different sounds.

The xylophone is a percussion instrument. You hit it to make sounds. The bars are different sizes. They make different notes.

### Track 63

1, 2, 3

### Track 64

**Lola:** This is a violin. It's a string instrument.

**Monty:** This is a xylophone. It's a percussion instrument.

### Track 67

**Narrator 2:** Can she play the piano?

**Monty:** No, she can't.

**Narrator 2:** Can he play the drums?

**Monty:** Yes, he can.

**Narrator 2:** Can he play the cello?

**Monty:** No, he can't.

**Monty:** Color the number!

**Narrator 2:** Can she play the piano?

**Monty:** Yes, she can.

**Narrator 2:** Can he play the violin?

**Monty:** Yes, he can.

**Narrator 2:** Can he play the flute?

**Monty:** No, he can't.

**Monty:** Color the number!

**Narrator 2:** Can she play the piano?

**Monty:** No, she can't.

**Narrator 2:** Can he play the drums?

**Monty:** No, he can't.

**Narrator 2:** Can she play the xylophone?

**Monty:** No, she can't.

**Monty:** Color the number!

**Narrator 2:** Can she play the piano?

**Monty:** Yes, she can.

**Narrator 2:** Can he play the violin?

**Monty:** No, he can't.

**Narrator 2:** Can she play the clarinet?

**Monty:** No, she can't.

**Monty:** Color the number!

### Track 68

Lamp

Bed

Cabinet

Mirror

Bathtub

Shelf

Painting

Sofa

Mat

Armchair

### Track 70

**Narrator 2:** It's Saturday. Jenny, Ben, Mia and Dan are in the forest. There's a big house. It has a big door.

**Mia:** Look at the house! It's big!

**Dan:** It's VERY big!

**Jenny:** The door is open!

**Narrator 2:** The children are in the living room. There's a sofa and an armchair. They're big.

**Dan:** Look at me! I'm on the sofa!

**Ben:** Where's Jenny? Is she in the hall?

**Mia:** No, she isn't.

**Narrator 2:** Where's Jenny? She isn't in the hall.

**Mia:** Jenny! Where are you?

**Ben:** Is she in the kitchen?

**Dan:** No, she isn't.

**Narrator 2:** Jenny is in the bedroom.

**Jenny:** Look! There's a big bed and a lamp and ... oh no!

**Jenny:** There's a giant! Help!

**Narrator 2:** Look at the giant! He's big! And he's fast!

**Jenny:** Help!

**Narrator 2:** But the giant isn't angry. He's bored. There aren't any other giants in the forest.

**Giant:** I'm bored. I want to play.

**Jenny:** Oh! Ok. I'm Jenny!

**Jenny:** These are my friends.

**Giant:** Hello!

**Dan:** Wow! You're a giant!

**Narrator 2:** Now the giant isn't bored. He's happy.

**Jenny:** The giant is our new friend!

**Dan:** Look at me!

**Giant:** Goodbye! Come again!

### Track 71

**Narrator 1:** 1

**Narrator 2:** Is she in the bath?

**Boy:** Yes, she is.

**Narrator 1:** 2

**Narrator 2:** Is he on the sofa?

**Boy:** Yes, he is.

**Narrator 1:** 3

**Narrator 2:** Is she in the cabinet?

**Boy:** No, she isn't.

**Narrator 1:** 4

**Narrator 2:** Is he in the bed?

**Boy:** No, he isn't.

### Track 72

Watch

Camera

Glasses

Radio

Phone

Keys

### Track 73

In the giant's house, what can you see? Where's the watch? Come and look with me!

Is it next to the phone or under the chair?

It's between the books! I can see it there!

In the giant's house, what can you see?

Where's the camera? Come and look with me!

Is it next to the phone or under the chair?

It's under the keys! I can see it there!

In the giant's house, what can you see?

Where are the glasses? Come and look with me!

Are they next to the phone or under the chair?

They're next to the radio! I can see them there!

### Track 74

**Narrator 1:** 1

**Narrator 2:** Can you see the camera?

**Girl:** Yes. I can see the camera.

**Narrator 2:** Put it between the books.

**Girl:** The books on the shelf?

**Narrator 2:** Yes. Put the camera between the books on the shelf.

**Narrator 1:** 2

**Narrator 2:** Now put the glasses on the sofa.

**Girl:** The glasses?

**Narrator 2:** Yes, put them on the sofa.

**Girl:** Can I put them between the girl and the cat?

**Narrator 2:** Yes. Put them on the sofa between the girl and the cat.

**Narrator 1:** 3

**Narrator 2:** Can you see the phone?

**Girl:** Yes, I can.

**Narrator 2:** Good! Put the phone on the table.

**Girl:** Next to the lamp?

**Narrator 2:** Yes, put the phone on the table next to the lamp.

**Narrator 1:** 4

**Narrator 2:** Can you see the radio?

**Girl:** Yes, I can.

**Narrator 2:** Good! Put the radio in the cabinet.

**Girl:** In the cabinet. OK.

**Narrator 1:** 5

**Narrator 2:** Now put the keys under the armchair.

**Girl:** Under the armchair?

**Narrator 2:** Yes. Put the keys under the armchair.

**Girl:** OK. The keys are under the armchair.

### Track 76

**Monty:** This is my map. The forest is in E2.

**Lola:** This is my map. The school is in C1.

### Track 79

**Narrator 2:** Where's the cat?

**Lola:** It's under the sofa.

**Narrator 2:** Where's the cat?

**Lola:** It's on the bed.

**Narrator 2:** Where's the cat?

**Lola:** It's between the bed and the cabinet.

**Lola:** Color the number!

**Narrator 2:** Where's the cat?

**Lola:** It's on the mat.

**Narrator 2:** Where's the cat?

**Lola:** It's in the cabinet.

**Narrator 2:** Where's the cat?

**Lola:** It's next to the painting.

**Lola:** Color the number!

**Narrator 2:** Where's the cat?

**Lola:** It's under the sofa.

**Narrator 2:** Where's the cat?

**Lola:** It's next to the mirror.

**Narrator 2:** Where's the cat?

**Lola:** It's under the cabinet.

**Lola:** Color the number!

**Narrator 2:** Where's the cat?

**Lola:** It's on the mat.

**Narrator 2:** Where's the cat?

**Lola:** It's between the books and the vase.

**Narrator 2:** Where's the cat?

**Lola:** It's on the armchair.

**Lola:** Color the number!

### Track 81

Reading

Cooking

Eating

Drinking

Drawing

Painting

Playing a game

Playing on the computer

Watching TV

Sleeping

### Track 82

What are you doing? Can I do it too?

Look! I'm reading. Can you see?

You can come and read with me!

What are you doing? Can I do it too?

Look! I'm cooking. Can you see?

You can come and cook with me!

What are you doing? Can I do it too?

Look! I'm drawing. Can you see?

You can come and draw with me!

What are you doing? Can I do it too?

Shh! I'm sleeping. Can you see?

You can ...

### Track 84

**Narrator 1:** 1

**Girl:** Hi Tom. Where are you?

**Boy:** I'm at home. I'm in the kitchen.

**Girl:** OK great. What are you doing?

**Boy:** I'm cooking.

**Narrator 1:** 2

**Girl:** Hi Nick. How are you?

**Boy:** I'm OK, but I'm really hungry.

**Girl:** Where are you?

**Boy:** I'm in the kitchen. I'm eating a banana.

**Narrator 1:** 3

**Boy:** Hi Lucy. Where are you?

**Girl:** I'm in the garden. Phew! It's hot.

**Boy:** What are you doing?

**Girl:** I'm playing a game. But I'm very thirsty.

**Boy:** Do you have a drink?

**Girl:** Yes, I have some water.

**Boy:** Lucy?

**Girl:** Sorry. I'm drinking! That's better!

**Narrator 1:** 4

**Girl:** Hi Ben. Where are you?

**Boy:** I'm in the living room.

**Girl:** What are you doing? Are you playing a game?

**Boy:** No, I'm not. I'm drawing a picture.

**Narrator 1:** 5

**Boy:** Hi Grace. Where are you?

**Girl:** I'm at home. I'm on the sofa.

**Boy:** What are you doing?

**Girl:** I'm watching TV.

**Narrator 1:** 6

**Boy:** Hi Sue. Where are you?

**Girl:** I'm at home. I'm in bed.

**Boy:** In bed? What are you doing?

**Girl:** I'm ... sleeping ...

### Track 85

Fishing net

Jump rope

Scooter

Skateboard

Trampoline

Wading pool

### Track 88

**Lola:** Skipping. This is an activity for outdoors.

**Monty:** Painting. This is an activity for indoors and outdoors.

### Track 91

**Monty:** What are you doing?

**Child 1:** I'm reading.

**Monty:** What are you doing?

**Child 2:** I'm cooking.

**Monty:** What are you doing?

**Child 3:** I'm playing a game.

**Monty:** Color the number!

**Monty:** What are you doing?

**Child 1:** I'm playing on the computer.

**Monty:** What are you doing?

**Child 2:** I'm watching TV.

**Monty:** What are you doing?

**Child 3:** I'm reading.

**Monty:** Color the number!

**Monty:** What are you doing?

**Child:** I'm reading.

**Monty:** What are you doing?

**Child:** I'm painting.

**Monty:** What are you doing?

**Child:** I'm sleeping.

**Monty:** Color the number!

**Monty:** What are you doing?

**Child 1:** I'm playing on the computer.

**Monty:** What are you doing?

**Child 2:** I'm drawing.

**Monty:** What are you doing?

**Child 3:** I'm cooking.

**Monty:** Color the number!

### Track 92

Cat

Hamster

Dog

Donkey

Parrot

Rabbit

Tortoise

Snake

Lizard

Stick bug

### Track 94

I have a cat but I'd like a dog,

I'd like a dog, I'd like a dog.

I have a hamster but I'd like a dog,

I have lots of pets!

I have a rabbit,

I have a lizard,

I have a stick bug,

And now I'd like a dog!

I have a cat but I'd like a dog,

I'd like a dog, I'd like a dog.

I have a donkey but I'd like a dog,

I have lots of pets!

I have a snake,

I have a tortoise,

I have a parrot,

And now I'd like a dog!

### Track 96

**Narrator 1:** 1

**Narrator 2:** Does she have a pet?

**Boy:** Yes, she does. She has a rabbit.

**Narrator:** 2

**Narrator:** Does she have a pet?

**Boy:** Yes, she does. She has a hamster.

**Narrator 1:** 3

**Narrator 2:** Does she have a pet?

**Boy:** No, she doesn't.

**Narrator 1:** 4

**Narrator 2:** Does she have a pet?

**Boy:** Yes, she does. She has a dog.

**Narrator 1:** 5

**Narrator 2:** Does he have a pet?

**Boy:** No, he doesn't.

**Narrator 1:** 6

**Narrator 2:** Does he have a pet?

**Boy:** Yes, he does. He has a parrot.

### Track 97

Fur

Wings

Feathers

Beak

Whiskers

Claws

### Track 100

**Monty:** This is a tortoise. It's a reptile. They have four legs. They don't have feathers or fur.

### Track 103

**Narrator 2:** Does he have a dog?

**Lola:** Yes, he does.

**Narrator 2:** Does she have a lizard?

**Lola:** No, she doesn't. She has a parrot.

**Narrator 2:** Does he have a tortoise?

**Lola:** Yes, he does.

**Lola:** Color the number!  
**Narrator 2:** Does he have a cat?  
**Lola:** Yes, he does.  
**Narrator 2:** Does he have a stick bug?  
**Lola:** No, he doesn't. He has a hamster.  
**Narrator 2:** Does she have a dog?  
**Lola:** Yes, she does.  
**Lola:** Color the number!  
**Narrator 2:** Does he have a dog?  
**Lola:** Yes, he does.  
**Narrator 2:** Does she have a parrot?  
**Lola:** No, she doesn't. She has a lizard.  
**Narrator 2:** Does he have a rabbit?  
**Lola:** Yes, he does.  
**Lola:** Color the number!  
**Narrator 2:** Does he have a dog?  
**Lola:** No, he doesn't. He has a cat.  
**Narrator 2:** Does he have a stick bug?  
**Lola:** Yes, he does.  
**Narrator 2:** Does she have a tortoise?  
**Lola:** No, she doesn't. She has a lizard.  
**Lola:** Color the number!

### Track 104

Cheese  
 Cake  
 Rice  
 Chicken  
 Ice cream  
 Water  
 Milk  
 Bread  
 Salad  
 Jam

### Track 107

**Narrator 2:** There isn't any cheese.  
**Narrator 2:** There's some rice.  
**Narrator 2:** There's some bread.  
**Narrator 2:** There isn't any milk.  
**Narrator 2:** There's some salad.  
**Narrator 2:** There isn't any ice cream.

### Track 108

Cup  
 Bowl  
 Plate  
 Spoon  
 Fork  
 Knife

### Track 109

Can I have a cup and a plate and a bowl?  
 They're for my picnic. They're for my picnic.  
 Can I have a fork and a knife and a spoon?  
 They're for my picnic, my picnic today!  
 Can I have some cake? Some cake for my picnic.  
 No, you can't. There isn't any cake.  
 Can I have some cheese? Some cheese for my picnic?  
 Yes, you can. There's some cheese here.  
 Can I have a cup and a plate and bowl?  
 They're for my picnic. They're for my picnic.  
 Can I have a fork and a knife and a spoon?  
 They're for my picnic, my picnic today!

### Track 111

**Lola:** This is my still-life painting. There's a green bowl at the front. There are

some nuts at the back. There's a cake on the right. There's a parrot on the left. All the objects contrast!

### Track 114

**Monty:** There's some cheese.  
**Monty:** There isn't any cake.  
**Monty:** There's some water.  
**Monty:** Color the number!  
**Monty:** There's some chicken.  
**Monty:** There isn't any ice cream.  
**Monty:** There's some bread.  
**Monty:** Color the number!  
**Monty:** There's some cheese.  
**Monty:** There's some cake.  
**Monty:** There isn't any rice.  
**Monty:** Color the number!  
**Monty:** There's some chicken.  
**Monty:** There's some ice cream.  
**Monty:** There isn't any milk.  
**Monty:** Color the number!

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