

Jessica Finnis

Starlight



Teacher's Toolkit

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

Teacher's Resource Materials

(Available as a secure download)

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

Story and Cross-Curricular DVD

- ★ Animated stories and CLIL content

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Teacher's Toolkit

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**The publishers advise that project work involving cutting and
sticking should be carried out under the supervision of an adult.**

Jessica Finnis

Starlight

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Teacher's Book

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Syllabus



	Vocabulary	Structures	Phonics
Starter: Back to school!	Core Classroom objects: <i>book, crayons, folder, glue, laptop, notebook, pen, pencil sharpener, ruler, scissors, table, microphone</i> Ordinal numbers: <i>1st –31st</i>	<i>When's (your birthday)? It's on April 25th. What's (your phone number / name / last name)? How old (are you)? How do you spell (your last name)? Whose is this? This (pen) is yours, (Rory's).</i>	
Unit 1: Pop Stars	Core Descriptions: <i>beard, eyebrows, freckles, bangs, mustache, earrings, glasses, ponytail, braid, wavy hair, straight hair, curly hair</i> Adjectives to describe people: <i>clever, friendly, funny, grumpy, helpful, lazy</i> CLIL Portraits: <i>appearance, expression, portraits</i>	<i>She has (wavy hair). Does he/she have (glasses)? Yes, he/she does. No, he/she doesn't. What's (your friend) like? He's / She's funny and helpful. He's / She's clever, but he's / she's grumpy.</i>	Phonemes: <i>/s/ and /st/ silly, Sally, socks, sea, sings, sand; strong, Stan, stands, street, statue, strawberries</i> Revision: <i>juice</i>
Unit 2: Sports Day	Core Sports (-ing forms): <i>dancing, fishing, playing soccer / basketball / tennis, running, riding a bike / a horse, surfing, sailing, swimming, walking</i> Sports verbs and words: <i>bouncing / catching / throwing the ball, basket, points, game</i> CLIL Safe sports: <i>before, during, after</i> Sports: <i>cricket, lacrosse, netball, court, pitch, helmet, racket, bat, players</i>	<i>Does he / she like (swimming)? Yes, he / she does. No, he / she doesn't. What's he / she doing? He's / She's (throw)ing the ball. I'm/he's/she's/they're (wearing shin pads) to (protect) my/his/her/their (legs).</i>	Phonemes: <i>/tʃ/ and /ʃ/ Chuck, chicken, cheese, chocolate, chair, Shirley, sheep, shorts, she, shirt, shoes</i> Revision: <i>house</i>
Game: Number Quiz	Review of family, physical descriptions, clothes, actions, Does your (mom) have...? Does your (sister) like...? What's your (friend) like...? What's (he/she) doing?		
Culture: Australia	Review of descriptions of animals		
Unit 3: Lift-off!	Core Jobs: <i>actor, artist, astronaut, bus driver, cook, doctor, farmer, librarian, nurse, teacher, train driver, waiter</i> A doctor's equipment: <i>adhesive bandages, blanket, medicine, roller bandage, ointment, thermometer</i> CLIL Astronauts: <i>jets, spacesuit, sun visor</i>	<i>What's his / her job? He's a (farmer). She's an (artist). Can the aliens / they (speak English)? Yes, they can. / No, they can't. Can he / she (use a computer)? Yes, he / she can. No, he / she can't. They can (read). They can't (paint). The (aliens) have (ears). Whose roller bandage is this? It's Doctor Zig's bandage. Whose things are these? They're Doctor Zig's / his things.</i>	Phonemes: <i>/θ/ and /d/ Seth, bath, fifth, mouth, teeth; old, blond, and, food, around, world</i> Revision: <i>water</i>
Review Story The Costumes Closet	Review: jobs words, colours words, sports words, doctor's equipment words, parts of the body words, <i>He / She is a / an (astronaut, cook, farmer, nurse, pop star). He has (gray eyebrows, a moustache). What are you doing? I'm (riding a horse, playing football, walking, dancing). Do you have (some cream, a bandage, a plaster)? Yes, I have / No, I haven't.</i> Extra: <i>costumes, dressing up, hurt, helpful</i>		
Unit 4: Animal Fun	Core Wild animals: <i>bat, bear, crocodile, elephant, giraffe, hippo, kangaroo, lion, lizard, monkey, snake, tiger</i> Habitats: <i>cave, desert, forest, jungle, land, water</i> CLIL Animal habitats: <i>habitat, native</i>	<i>Is it (running)? Yes, it is. / No, it isn't Do they / hippos live (in water)? Yes, they do. / No, they don't. Polar bears like (cold weather). Where does it live? It lives in (Africa). What do they eat? They eat (insects).</i>	Phonemes: <i>/ŋ/ and /n/ young, long, earring, dancing, drinking, eating; Stan, clown, man, on, moon, melon, spoon</i> Revision: <i>teacher</i>
Game: Snakes and Ladders	Review of animals, Who is...? Who are...? Can ... fly? Do ... in jungles? Is ... walking		
Culture: Tanzania	Review of places and animals.		





Skills	CLIL	Projects / Values
<p>Reading: reading and understanding a story about a school show; reading to identify days, months, dates and ordinal numbers</p> <p>Listening: listening for specific information (identifying days, months and dates; identifying classroom objects)</p> <p>Speaking: asking and answering about personal information (<i>When's your birthday? What's your phone number / name / last name?</i>)</p> <p>Writing: identifying and writing days and months of the year; writing questions and answers about personal information; identifying and writing ordinal numbers; writing classroom object words</p>		
<p>Reading: reading and understanding a story about a concert; reading descriptions of portraits</p> <p>Listening: identifying words describing people (listening for specific information); identifying words with the phonemes /s/ and /st/</p> <p>Speaking: asking and answering about people (<i>Does he have curly hair? What's your brother like? He's funny, but he's lazy.</i>); describing portraits (<i>He has big eyebrows.</i>)</p> <p>Writing: identifying and writing words to describe people; questions and answers; completing descriptions of people; writing about a portrait; writing an informaton card.</p>	Art: Portraits	A Musical Instrument / Be quiet and listen when other people are performing.
<p>Reading: reading and understanding a story about sports; identifying people from a description of activities; reading short texts about ancient sports</p> <p>Listening: identifying words related to sports and activities (listening for specific information); identifying words with the phonemes /tʃ/ and /ʃ/</p> <p>Speaking: asking and answering about activities (<i>Do you like swimming?</i>); describing sports activities</p> <p>Writing: writing questions and answers about activities; writing a description of activities; writing about preferences and activities; writing a scrapbook label.</p>	PE: Safe sports	Pulse Rate Charts / Exercise every day
<p>Reading: reading and understanding a story about planet Zing; reading short texts about abilities, possessions and clothes</p> <p>Listening: identifying words related to jobs, possessions and abilities (listening for specific information); identifying words with the phonemes /θ/ and /d/</p> <p>Speaking: asking and answering about ability (<i>Can they rollerblade?</i>); asking and answering about possessions (<i>Whose medicine is this?</i>)</p> <p>Writing: writing questions and answers about ability; writing questions and answers about possessions; writing about jobs and preferences; writing an advertisement</p>	Science: Astronauts	A New Uniform Poster / Protect your clothes. Keep them neat.
<p>Reading: reading and understanding a story about a safari park; reading short texts about animals, their activities and habitats</p> <p>Listening: identifying animals and words describing animal activities and habitats (listening for specific information); identifying words with the phonemes /ŋ/ and /n/</p> <p>Speaking: asking answering about animals (<i>What's the monkey doing?</i>); describing animals and their habitats (<i>Crocodiles live in rivers.</i>)</p> <p>Writing: writing questions and answers about animal activities; writing about animal habitats, completing descriptions of animals; writing a fact file for a leaflet about animals</p>	Science: Animal habitats	Native animals / Protect the habitats of animals in your area



	Vocabulary	Structures	Phonics
Unit 5: Lights, Camera, Action!	<p>Core Food: <i>beans, cookies, burgers, carrots, French fries, fish, meat, onions, peas, potatoes, sausages, toast</i> Mealtimes and prepositions of time: <i>in the morning, in the afternoon, in the evening, have breakfast, have lunch, have dinner</i></p> <p>CLIL Healthy eating: <i>nutrients, energy, Eatwell Plate, carbohydrates, vitamins, calcium, protein, fats, sugar</i></p>	<p><i>Would you like (a burger / some toast)? Yes, please. / No, thank you.</i> <i>When do you have (breakfast)? I have (breakfast) in the morning.</i> <i>What do you have for (breakfast)? I have (toast) for (breakfast).</i></p>	<p>Phonemes: <i>/ɪ/ and /i:/</i> <i>Billy, big, pig, drinks, milk, with, pink, hippos; Jean, teacher, eats, peas, cream, beach, sea</i> Revision: <i>drum</i></p>
Unit 6: Superheroes	<p>Core Daily routine: <i>brush my teeth, do my homework, feed the fish, get dressed, get up, go to bed, go home, go to school, go to sleep, take a shower, wash the dishes, wake up</i> Telling the time: <i>o'clock, (one) fifteen, (two) thirty, (three) forty-five</i></p> <p>CLIL Time zones: <i>earlier, later, midnight, midday/noon, time zones</i></p>	<p><i>He / She (wakes up), he / she (gets up), and then (has a shower).</i> <i>What time does he / she (get up)? He / She (gets up) at (seven forty-five).</i> <i>It's (one) hour later / earlier in (Madrid)</i> <i>It's (one o'clock) in the (afternoon).</i></p>	<p>Phonemes: <i>/b/ and /əʊ/</i> <i>Oliver, crocodile, frog, hops, clock, orange, socks; Roland, robot, alone, home, sofa, phone</i> Revision: <i>rabbit</i></p>
Game: Four in a row	Review of time, food, daily routines. Would ... ? What ... for ... What time ... ? I'd like ... When ... ? Would ... ?		
Culture: Thailand	Review of descriptions and food.		
Review Story Who Needs Magic?	<p>Review: <i>days of the week, times of day, classroom equipment, habitats, bee, lizard, flying, walking, clever, magic tools, school hall, laptop, pen, poster, web page, We can / can't (paint the scenery). You can (make the poster). We like (burgers).</i> Extra: <i>scenery, What's going on? It's broken</i></p>		
Unit 7: Fun Transportation Day	<p>Core Transport: <i>bike, boat, bus, helicopter, hot-air balloon, truck, motorcycle, on foot, plane, tandem, taxi, train</i> Basic directions and places related to transport: <i>bridge, country, path, river, street, town, left, right</i></p> <p>CLIL Bicycle safety: <i>bike, bike lane, bike path, bike rack, bright clothes, a helmet, lights, a bell</i></p>	<p><i>Are they going by (bus)? Yes, they are. / No, they aren't.</i> <i>Can you tell me the way to the (zoo)? Go up / down / along / across.</i> <i>Turn left / right.</i> <i>Wear a helmet. Ride on bike lanes or bike paths.</i></p>	<p>Phonemes: <i>/ɜ:/ and /eə/</i> <i>girl, bird, shirt, skirt; Claire, fairy, chair, air, hair</i> Revision: <i>teeth</i></p>
Unit 8: Around Town	<p>Core Places in the town: <i>café, movie theater, hospital, library, park, police station, school, store, fitness center, grocery store, swimming pool, town hall</i> Directions: <i>behind, in front of, opposite, near, bookshop, square</i></p> <p>CLIL Maps: <i>north, south, east, west, needle, compass, Global Positioning System (GPS)</i></p>	<p><i>Where were you? I was in the (movie theater).</i> <i>You were in the (park).</i> <i>The (grocery store) is in front of the (café).</i> <i>The (mountains) are in the (north).</i></p>	<p>Phonemes: <i>/æ/ and /ɑ:/</i> <i>happy, Pam, has, rabbit, and, bat, carrot, bag; Mark, artist, park, starfish, farmer, dark</i> Revision: <i>football</i></p>
Game: Out and About	Review of places, times, transportation. Where's ... ? ... by train? Can ... to the swimming pool?		
Culture: The Netherlands	Review of food, clothes and transportation		
Unit 9: Summer Camp	<p>Core Camping places and equipment: <i>field, fire, grass, hill, lake, leaves, backpack, sleeping bag, tent, flashlight, waterfall, woods</i> Country code: <i>Don't litter! Protect the animals! Close the gate! Don't pick flowers! Put out the fire! Walk on the path!</i></p> <p>CLIL Water cycle: <i>solid, liquid, gas, evaporates, condenses, freezes, melts</i></p>	<p><i>I / You / He / She / We (walk)ed to the waterfall.</i> <i>Don't litter!</i> <i>Walk on the path!</i> <i>(I/you/we) use (solid) water when (I/you/we) wash the car.</i></p>	<p>Phonemes: <i>/t/ and /d/</i> <i>fished, jumped, cooked, walked; closed, climbed, played, phoned</i> Revision: <i>photo</i></p>
Review Story The School Show	<p>Review: <i>places in town, prepositions, costumes, scenery, ready, excited, worried, party, smart, I was, the children were ... I walked / cycled across the bridge / along the river. There is / There are</i> Extra: <i>That's impossible! We can't come in! Quick! The show can begin.</i></p>		



Skills	CLIL	Projects / Values
<p>Reading: reading and understanding a story about lunchtime at a film studio; reading short texts about food, healthy eating</p> <p>Listening: identifying words related to food and mealtimes (listening for specific information); identifying words with the phonemes /l/ and /i:/</p> <p>Speaking: asking and answering about food preferences (<i>I like beans. I don't like potatoes. Would you like a burger?</i>); asking and answering about mealtimes (<i>What do you have for breakfast?</i>); describing healthy eating (<i>Carrots have got vitamins. We need vitamins to stop diseases.</i>)</p> <p>Writing: identifying and writing words about food; writing questions and answers about food and mealtimes; writing a healthy menu</p>	<p>Science: Healthy eating</p>	<p>Breakfasts around the world / Eat healthy food to get the nutrients you need</p>
<p>Reading: reading and understanding a story about Ace Girl; reading short texts about daily routines and different time zones</p> <p>Listening: identifying words related to daily routines and time zones (listening for specific information); identifying words with the phonemes /ɒ/ as in <i>frog</i> and /əʊ/ as in <i>phone</i></p> <p>Speaking: asking and answering about daily routines (<i>She has lunch, then she washes the dishes</i>); asking and answering about times (<i>What time does Ace Girl get dressed?</i>); describing time zones (<i>It's one hour later in Madrid.</i>)</p> <p>Writing: writing about people's daily routines; writing about time zones; writing about time zones in a web chat</p>	<p>Maths: Time zones</p>	<p>activities chart / Complete your assignments on time</p>
<p>Reading: reading and understanding a story about a tandem; reading short texts about bicycle safety</p> <p>Listening: identifying words related to transport, road safety, locations and following directions; identifying words with the phonemes /ɜ:/ and /eə/</p> <p>Speaking: asking and answering about transport (<i>Are they going by bus?</i>); asking and answering about basic directions (<i>Can you tell me the way to the zoo?</i>); describing road safety (<i>Wear a helmet!</i>)</p> <p>Writing: writing about transport; writing directions and giving advice about road safety; writing a bike safety diagram</p>	<p>P.E. Bicycle safety</p>	<p>Public transportation use bar graph / Help reduce pollution. Use public transportation</p>
<p>Reading: reading and understanding a story about a map; reading short texts about where people were; compass points, maps</p> <p>Listening: identifying words related to places, position and maps, identifying words with phonemes /æ/ and /ɑ:/</p> <p>Speaking: asking and answering about where people were (<i>Where were you at six o'clock?</i>); asking and answering about where places are (<i>Where's the bookshop? It's behind the school. The mountains are in the north.</i>)</p> <p>Writing: writing about where people were yesterday; writing a description about where places are in town; writing a weekend tour flyer</p>	<p>Geography: Navigation tools</p>	<p>3D map of a clean community / Keep your community clean. Don't litter</p>
<p>Reading: reading and understanding a story about a summer camp; reading short texts about camping places and activities; water and the weather, and the country code</p> <p>Listening: identifying words related to camping, water cycle; identifying words with the phonemes /t/ as in <i>fished</i> and /d/ as in <i>closed</i></p> <p>Speaking: describing activities in the past (<i>Yesterday she played football.</i>); describing the country code (<i>Don't drop litter!</i>); describing water and weather (<i>When there's cloud, water is a vapour.</i>)</p> <p>Writing: writing about camping activities; writing about activities in the past; writing rules; writing about water and the weather; writing a water use poster</p>	<p>Science: The water cycle</p>	<p>Save water poster / Save water WHEN YOU CAN</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 3

In *Starlight 3*, we follow the adventures of the characters Jeb, June, Rory and Rose, who are students at The Starlight School.

In the Starter Unit story, our characters' teacher, Miss Snow, tells the class that they must prepare a special summer show. She gives out four magic tools to help the children. June has a magic microphone to sing songs, Rory has a magic pen to write stories, Jeb has a magic laptop to find out things on the Internet, and Rose has a magic book. At the beginning of each unit, Rose opens her magic book to reveal a fictional location which sets the scene for the unit. The first vocabulary set is presented in the context of this location with a song. The unit theme continues in the illustrated story of the unit and subsequent lessons.

We join either Jeb, June, Rory or Rose as they present a lesson which is appropriate to their magic tool. Rory presents the unit story in *Rory's Story*. June presents a song in *June's Tune*. Rose presents cross-curricular information in *Rose Knows about...* in the CLIL lesson, and Jeb brings a value to life from his laptop in *Jeb's Value*. The preparations for the summer show are told in the *Revision Stories* where we see the four characters preparing the costumes, the scenery and resolving problems along the way.

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 3 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 3* speaking practice builds carefully and effectively from simple sentence-level production to longer spoken discourse. 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

Students learning English need to be able to make progress quickly with reading and writing. *Starlight 3* takes a very systematic approach to reading and writing to allow this to happen.

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 and paragraph level to writing at sentence and paragraph 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 and paragraph 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 3*, 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.

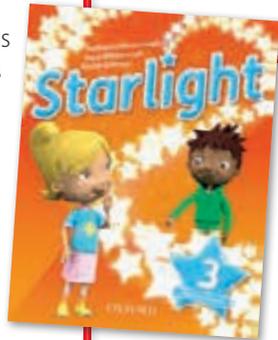
Review

Systematic recycling of all core language takes place in every unit. In *Starlight 3*, all the core vocabulary and grammar of the unit is revised in the Review lesson. The Review Lesson also includes a chance for students to reflect on their own learning in a 'What About You?' section where they answer a number of questions around the unit topic in a personalized way.

Component Overview

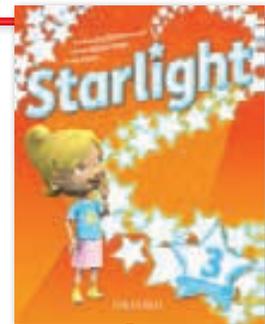
Student Book

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 pairwork activity per unit.



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.



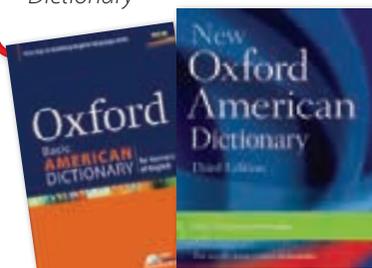
Online Play

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 the access code included on 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.

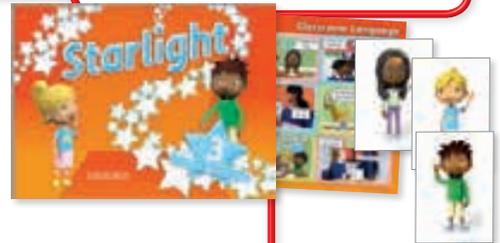


For the Teacher



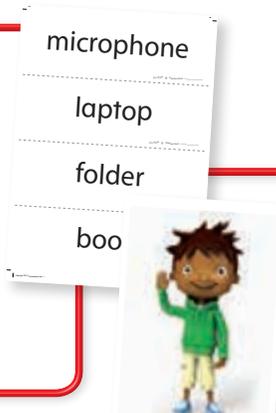
Teacher's Resource Pack

The Teacher's Resource Pack contains a large classroom language poster and unit flashcards 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 contains recordings of all the listening texts, reading texts, songs, and speaking dialogues.



Tour of a Unit

Vocabulary

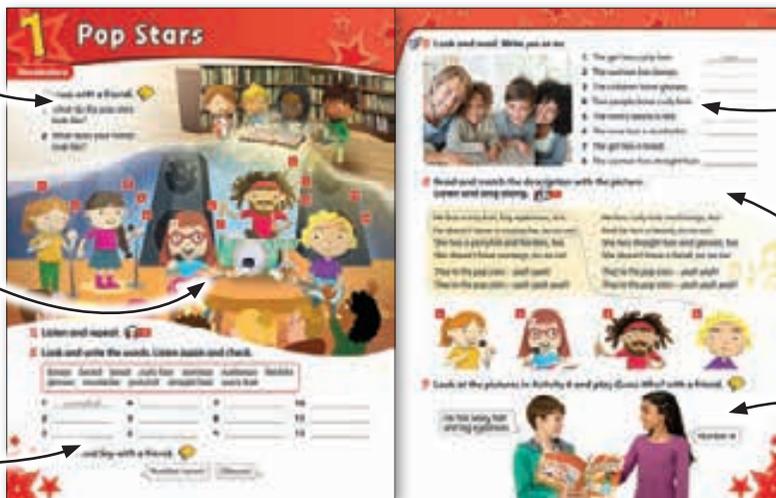
The Vocabulary Lesson teaches and practices the first key vocabulary set of 12 words. It shows Rory, Jeb, Rose and June, the course characters, in a story world setting. They enter this world through a magic book. The children learn about the magic book in the Starter Unit.

-  = Engage
-  = Practice
-  = Communicate

Questions to motivate students about the unit topic.

Key vocabulary contextualized in the children's fictional world entered through the magic book.

Production of the key vocabulary.



Student Book 3



Practice of the key vocabulary.

Practice of the key vocabulary through a song.

Active production of the key vocabulary.

Flashcards and wordcards for presentation and practice.



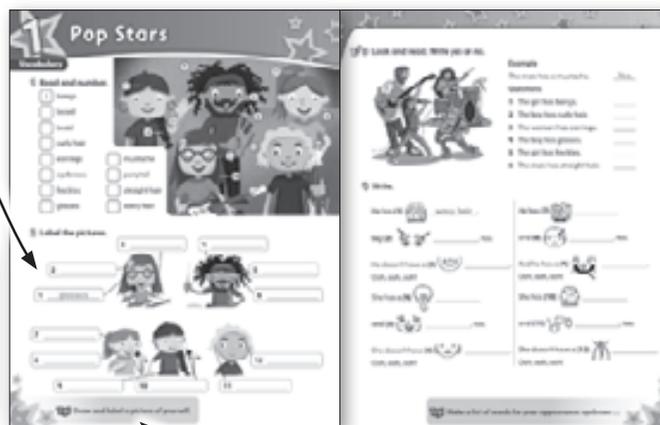
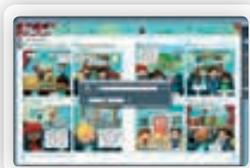
Flashcards



Starlight CPT level 3



Writing activity practicing the key vocabulary.



Workbook 3

Activity suggestions for fast finishers.



Flashcards

- Use the flashcards to present and practice key vocabulary.
- Alternatively, use the digital flashcards on the CPT 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.

Classroom Presentation Tool

- The Starlight CPT 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 is based on the same context as the imaginary world. 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 the imaginary world.

Active production of the key vocabulary.

Student Book 3

E P C

Students review the story and practice the target language.

Extra story worksheet for literacy development.

Animated story

Workbook 3

Story worksheet

Story and Cross-Curricular DVD

P E C

Student Book

- Students listen to the story and read along.
- Students act out the story, either as a whole class or in small groups.

Workbook

- In the first activities, students consolidate their comprehension of the story.
- The Book Club review activities help develop literacy skills. Students write about what they like and don't like in the story and then choose an adjective to describe it. They then choose a favorite scene and say why they like it.

Teacher's Resource Materials

- The optional Story and Reading worksheets 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

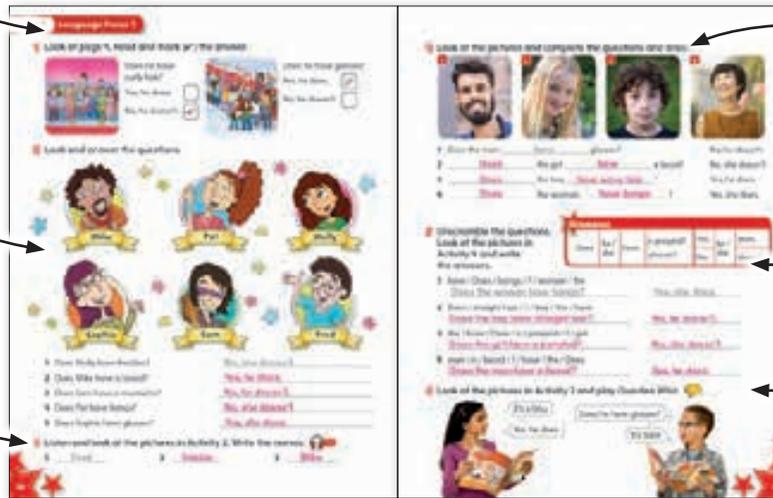
Language Focus 1 teaches and practices the grammar structure which was introduced in the story in the Reading Lesson. Students practice the structure in a pairwork game.

-  = Engage
-  = Practice
-  = Communicate

Activity to recognize the key vocabulary within the new structure.

Writing practice of the new structure.

Listening activity to consolidate understanding of the new structure.



Student Book 3

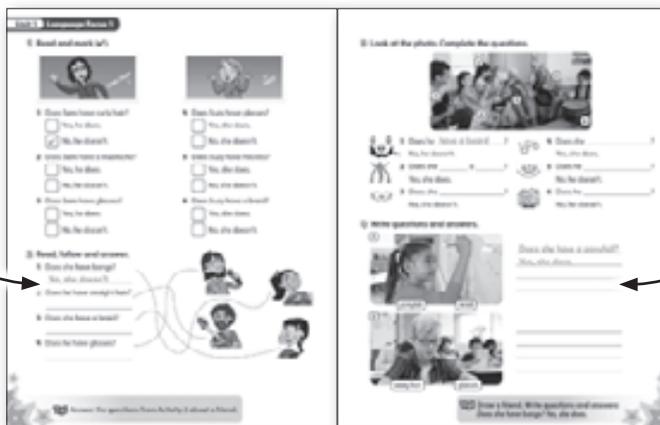


Production of the key structure.

Further production of the key structure.

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

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

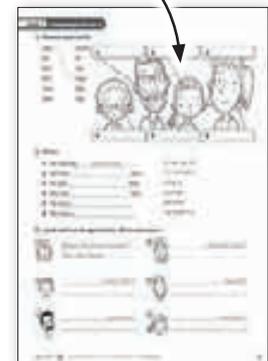


Workbook 3



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

Extra grammar practice worksheet.



Language Focus 1 worksheet



Student Book

- A reading activity teaches the new structure. Students look back at the unit story to focus on the key vocabulary within the structure.
- Students then practice producing the key structure by looking at pictures and writing answers to the questions, moving on to completing questions and then writing both questions and answers in full.
- 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, numbering or matching activities.
- In the following activities, they practice reading the new structure at sentence level through a read and answer activity.

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 and vocabulary.

Production of the key vocabulary and grammar structure.

Active production of the key vocabulary.

Student Book 3

E P C

New vocabulary set presentation via flashcards.

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

Key speaking practice via a communicative pair work game.

Flashcards

Workbook 3

Communicative practice

E P C

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 CPT for presentation via an interactive whiteboard.

Student Book

- Students listen to the recording and circle the pictures on the page.
- Students listen to the song and gradually join in singing themselves. Play the song several times.
- Students complete a pairwork activity which is provided in the back of the Workbook.

Workbook

- In the first activity, students practice recognizing the new vocabulary through a numbering, circling or matching activity.
- Students also practice writing the new vocabulary and the new grammar structure before doing a personalized activity.

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 as the course characters 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

Introduction to key concepts through a reading and listening text.

Practice of the key concepts through a critical thinking activity.

Further practice of the CLIL topic and vocabulary.



Student Book 3

CLIL video



Story and Cross-Curricular DVD

Writing activities practicing the key concepts and vocabulary.



Workbook 3



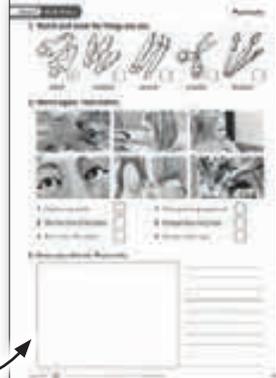
Extra practice of the vocabulary and structures presented around the CLIL topic.



CLIL worksheet

Further practice of the CLIL topic relating to the video content on the DVD



CLIL Video worksheet

Student Book

- First, students read and listen to a text, completing an activity to check general understanding.
- Students complete a critical thinking activity related to the topic, using the new vocabulary (and possibly recycled grammar structures from the unit).
- Students use the new concepts and language to complete a practice activity before producing some writing based on that activity.

Workbook

- Students practice reading and writing the new concepts and vocabulary they have learned.

Teacher's Resource Materials

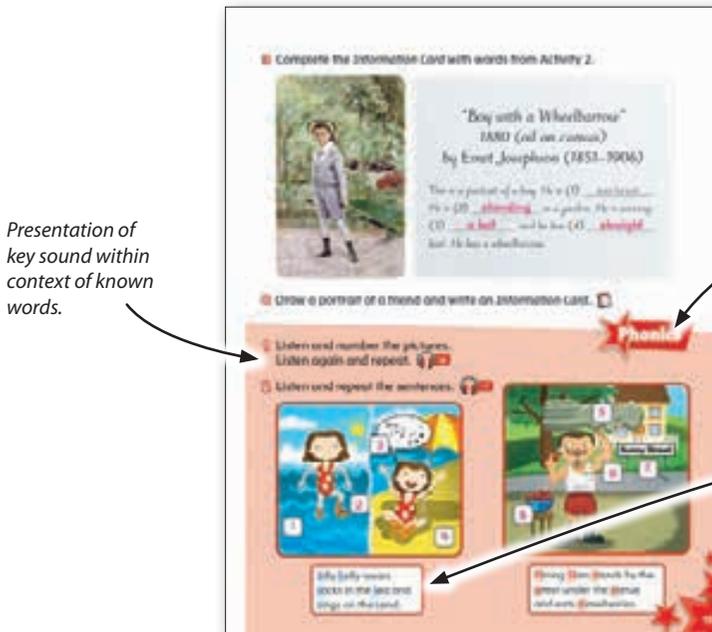
- The CLIL worksheet and video worksheet offer further exploitation of the content.

Story and Cross-Curricular DVD

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

Phonics

The Phonics Lesson presents and practices sounds and spelling. Students listen to and practice saying known words which contain these sounds, and practice recognizing and making the connection between their phonetic and written forms, and distinguishing between sounds.

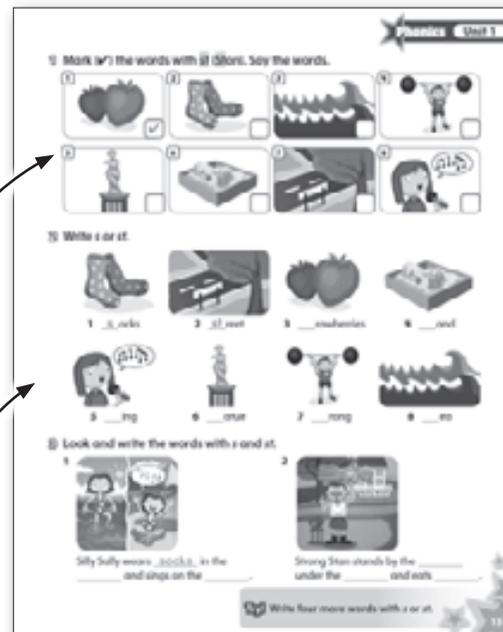


Presentation of key sound within context of known words.

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 3



Practice identifying the sound via a recognition activity.

Active practice of blending sounds to make words.

Workbook 3



Student Book

- Students listen and repeat known words containing the target sounds / letters.
- The teacher explains that the highlighted letters in the words are making particular sounds.
- Students listen and repeat the words several times, before moving on to listen and read chants with examples of the target sounds / letters.
- Students listen and repeat the chants line by line, then listen and repeat the chants with the recording.

Workbook

- In the first activity, students look at the pictures, think of the words and mark the words that have the target phonic sound.
- In the second activity, they write the missing letters in the words with the help of picture prompts. This practices blending the target sounds with others to make full words.
- They finish by revising the sounds from the chants and producing the words containing the sounds in written form.

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

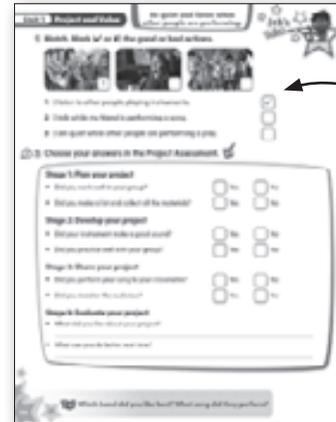
The page lists any extra materials required for the project.



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

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

Student Book 3



Evaluation and self-reflection on the project and skills.

Workbook 3



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

Value Stickers



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 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.

Writing activity reviews main vocabulary and grammar.

A self evaluation section encourages students to think about their own learning and provides extra, personalized practice of the key vocabulary and grammar structures.

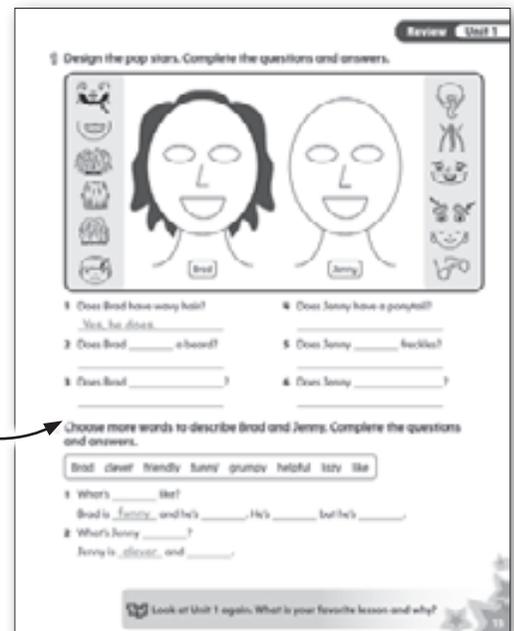


Student Book 3



Speaking activity reviews production of main language.

Review and written production of vocabulary and grammar.



Workbook 3



Student Book

- Students complete a writing activity that further practices the grammar and vocabulary from the unit.
- Students think about the things they liked in the unit, and provide personalized responses to questions about the unit topic.

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 3



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 3



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

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

Teacher's Book 3



Practice of new vocabulary and consolidation of the cultural information.

	In Australia	Where I live	Both
Why are they popular?	surfing, kangaroos		
Popular with tourists			
Popular with locals			
Other popular activities			

Workbook 3



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

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





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



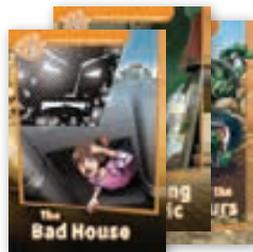
Level 2



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



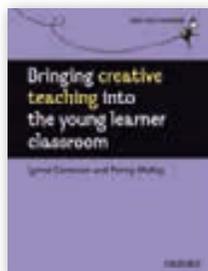
Professional Development

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

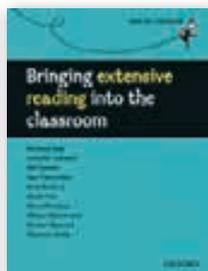
For other titles in the series go to www.oup.com/elt

Into the Classroom

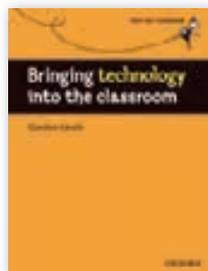
Short, practical guides to understanding and implementing new developments in teaching. Each guide focuses on a new development in teaching with ideas to help you introduce it into your classroom.



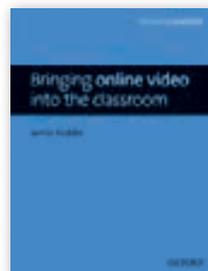
Bringing creative teaching into the young learner classroom



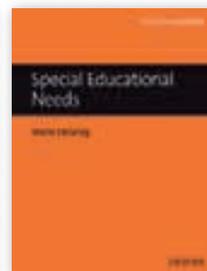
Bringing extensive reading into the classroom



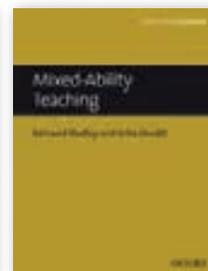
Bringing technology into the classroom



Bringing online video into the classroom



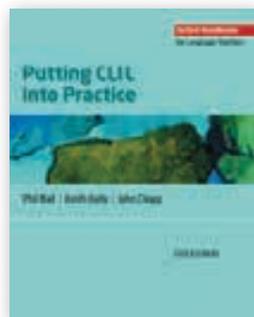
Bringing SEN into the classroom



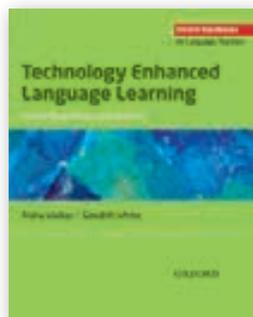
Bringing Mixed Ability into the classroom

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

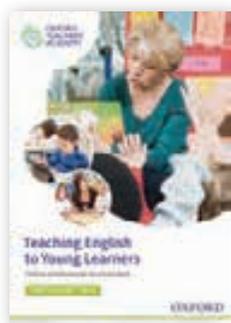


Teaching Young Language Learners

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



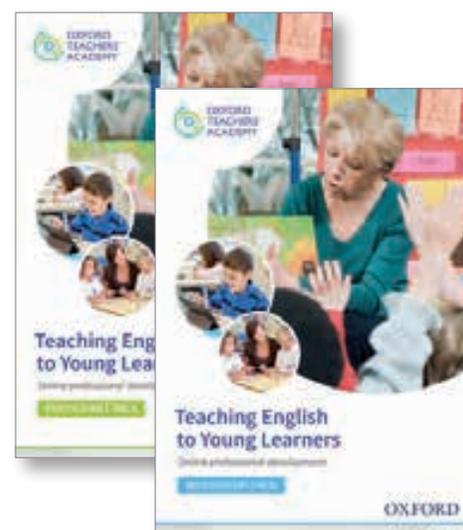
Teaching English to Young Learners

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

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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.

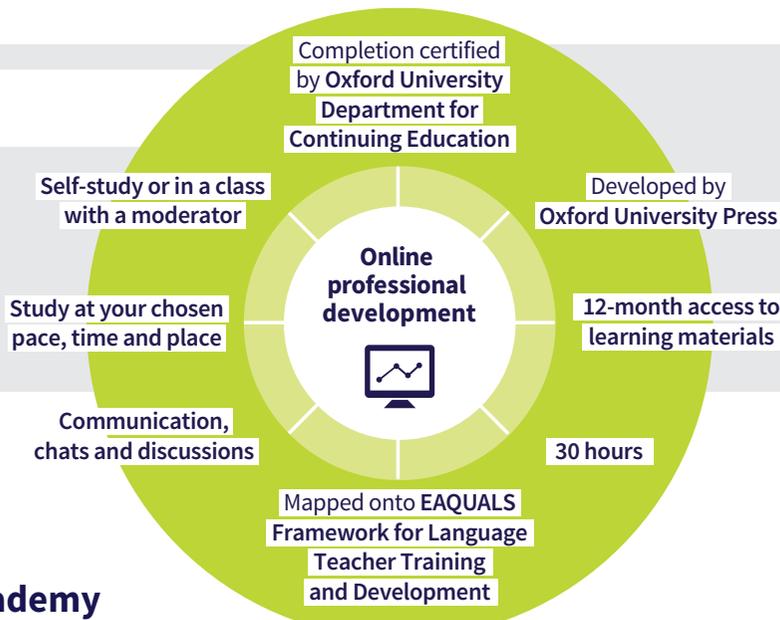
Session 7: Resources evaluation and lesson planning

- 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

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

The following games may be played with either the flashcards or the wordcards of the core language of the course. Some games use both.

Little by little

- This game can be used to revise vocabulary.
- Divide the class into teams.
- Ask them to put their hand up as soon as they can guess what it is you are drawing on the board.
- Begin to draw an item of vocabulary, little by little. Stop drawing when a team puts up their hands.
- If the team guesses correctly, they win a point and you can move on to another word. If the team guesses incorrectly, continue with the drawing until the word is guessed.

Find the pairs

- This game can be played with the unit flashcards and the corresponding wordcards.
- Take the cards and show them to the children one by one. As you do so, stick them face down on the board.
- Write a number next to each card.
- Divide the class into several teams. Teams take turns to choose a wordcard and a flashcard by calling out two numbers, e.g. one and eleven.
- As they say the numbers turn over the cards.
- The team wins the cards if the word and picture match. If they do not match, turn the cards face down again.
- Continue the game until all cards have been won.
- The team with most cards is the winner.

Diving board

- This game can be used to practice spelling new words.
- Draw a picture of a swimming pool on the board with a high diving board and 10 steps leading up to it.
- Draw a stick figure at the bottom of the steps. Give the person a name. Tell the children that the water is very, very cold. Tell them that they have to try and stop the man getting to the top of the steps by guessing the word in the swimming pool.
- Choose a word and draw a line for each letter on the board in the swimming pool.
- Ask children to guess letters that might be in the word. If they guess a letter correctly, write it on the corresponding line or lines in the word.
- If they guess incorrectly, move the stick figure onto the next step.

- If they fail to guess the word, draw the stick figure jumping into the cold pool!
- If they guess correctly, draw him at the bottom of the steps again with a smile on his face.

Keeping your eyes on the cards

- This game can be played with flashcards or wordcards to revise vocabulary.
- Take three or five cards and put them in a line, face down on the table or board.
- Tell the children to keep their eyes on the cards as you change their positions a number of times.
- Point to the middle card and ask them to tell you what card it is.
- This can be played as a whole class with children volunteering the answers, or the class can be divided into teams and the teams take turns to guess the word. It can also be played in pairs or small groups if the children have their own cards.

The alphabet game

- This game can be used to remember a random selection of vocabulary from past levels or units. It can help children to see how many words they know.
- Divide the children into teams.
- Write the alphabet on the board.
- The first team must tell you a word beginning with A, the next team a letter beginning with B and so on through the alphabet.
- Each team has three lives. They lose a life when they cannot think of a word beginning with a particular letter.
- Note: some letters are very difficult. If none of the teams can think of a word beginning with a letter, circle the letter and ask them to use a dictionary to find a word for homework.

Missing card

This game is also known as *Kim's Game*.

- Display the vocabulary flashcards / wordcards 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.

Snap

- Put a vocabulary wordcard on the board.
- Put the corresponding set of flashcards in a pile on your table.
- Hold up one flashcard, covering it with a piece of A4 paper. Slowly reveal the flashcard.
- If the flashcard does not match the wordcard the children say *No!* If it matches, they chorus *Snap!*

Bingo

- Put the vocabulary flashcards / wordcards 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.

Mystery words

- Distribute the wordcards around the class.
- Encourage the children to share so that everyone can see one. Leave the flashcards in a pile at the front.
- Secretly choose one of the words and write the initial letter on the board. Anyone whose word starts with that letter calls out their word.
- Continue writing the second letter. Anyone whose word still fits, calls it out.
- Continue until it is clear which word you are writing.
- The whole class reads the word.
- Ask a student to find the corresponding flashcard and hold it up.

Can you remembers

- This game is also known as *Vanishing Flashcards*.
- Display the vocabulary flashcards / wordcards on the board in a row.
- The children name each one in chorus.
- Turn the last flashcard / wordcard in the row face down on the board.
- The children name each flashcard / wordcard again, including the last one from memory.
- Repeat the procedure, so that finally the children are naming each flashcard / wordcard from memory.

Other classroom games

Words words words!

- Divide the board into two halves and write the name of a vocabulary set in each half, e.g. *Feelings* and *Instruments*.
- Divide the class into two teams, e.g. *Feelings* and *Instruments*. They stand in a line facing the board.
- 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.

Using the *Starlight Classroom Language Poster*

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 the rubrics in their books and mime these so the children become used to them.
- Praise children when they use classroom language.

Starter Unit Back to School!

Vocabulary pages 2–3

Lesson objectives

Practice asking for and giving personal information.

Language

Present simple Wh- questions: *What's your last name? When's your birthday?*

Ordinal numbers: 1st–31st

Months of the year

Classroom objects: book, crayon, folder, glue, laptop, microphone, notebook, pen, pencil, ruler, scissors, sharpener

Materials

Tracks 01–04; poster paper; Starter Unit Flashcards Set 1 (story characters); real classroom objects (book, crayon, folder, glue, laptop, microphone, notebook, pen, pencil sharpener, ruler, scissors); Workbook page 2

Warm up

Give each student a piece of poster paper. Tell them they are going to design a poster about themselves. Prepare one for yourself before class to show them. On the board write the sentence starters: *My name is ... My favorite color / sport / animal / food is ... I can ... I can't ...*

Tell the students to use the sentence starters to write sentences about themselves and draw pictures that represent them, such as a self-portrait, their family, their house. Make sure they know they can design the poster in any way they like.

Divide the class into groups of six and tell them to take turns to present their poster and tell the group about themselves.

1 Discuss with a friend. 🗣️

Hold up the flashcards one at a time and introduce the characters saying *This is Rose / Jeb / June / Rory and Miss Snow*. Show the flashcards again and ask *What's his / her name? How old are the children? (Eight / nine.)*

Ask the students to open their books and work in pairs. Ask *Where are the people? Who can you see in the picture? How many people can you see?* Tell the students to turn to their partner and answer the questions. Ask a volunteer pair to give you the answers to the questions. Ask *What's the date today?* Write it on the board.

2 Listen and circle the words.

Listen again and repeat. 🎧 01

Stick the flashcard of Miss Snow on the left side of the board. Draw a speech bubble with four gapped questions: s?

Vocabulary

1 Discuss with a friend. 🗣️

- How many people can you see?
- What's the date today?

MONTHS

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

OCTOBER

1st first	12th twelfth	23rd twenty-third
2nd second	13th thirteenth	24th twenty-fourth
3rd third	14th fourteenth	25th twenty-fifth
4th fourth	15th fifteenth	26th twenty-sixth
5th fifth	16th sixteenth	27th twenty-seventh
6th sixth	17th seventeenth	28th twenty-eighth
7th seventh	18th eighteenth	29th twenty-ninth
8th eighth	19th nineteenth	30th thirtieth
9th ninth	20th twentieth	31st thirty-first
10th tenth	21st twenty-first	
11th eleventh	22nd twenty-second	

How old are you? I'm eight / nine.

What's your last name? It's Jones / Brown!

When's your birthday? It's on March 5th / 10th.

2 Listen and circle the words. Listen again and repeat. 🎧 02

3 Listen, point and repeat. 🎧 03

4 Listen and circle the months. Listen again and chant along. 🎧 04

Back to school and it's my birthday!
Hooray! Hooray! But when's your birthday?

September 1st, 2nd, 3rd?
November 4th, 5th, 6th?
December 7th, 8th, 9th?
10th, 11th or 12th?

Back to school ...
September 13th, 14th, 15th?
November 16th, 17th, 18th?
December 19th, 20th, 21st?
30th or 31st?
Back to school ...

Stick the flashcard of Rory on the right side of the board and draw a speech bubble. In the speech bubble write the answers: *Rory, Smith, 9, September 3rd*. Point to the answer *Rory* and elicit the question *Miss Snow* asks. (*What's your name?*) Repeat for the other three questions. (*What's your last name? How old are you? When's your birthday?*)

Model the questions and answers for students to repeat chorally and individually. Have half the class ask the questions and the other half answer. Then ask individual students to ask and answer.

Ask two volunteers to read the dialogue in the books. Focus the students' attention on the two options for the answers. Play the first part of the recording and show the *eight* circled in the example. Play the rest of the recording for the students to circle the correct answer.

Ask different volunteers to share their answers with the class to check. Play the recording again stopping after each question and answer for the students to repeat together.

3 Listen, point and repeat. 🎧 02

Ask the children *What's this month?* Write it on the board. Say *My birthday is in ...* Ask a few volunteers, *What month is your birthday?*

Play the recording for students to listen and point at the months of the year. Play the recording again, pausing for students to repeat each month chorally. Ask *What's the first / third / tenth / twelfth month?*

Optional activity

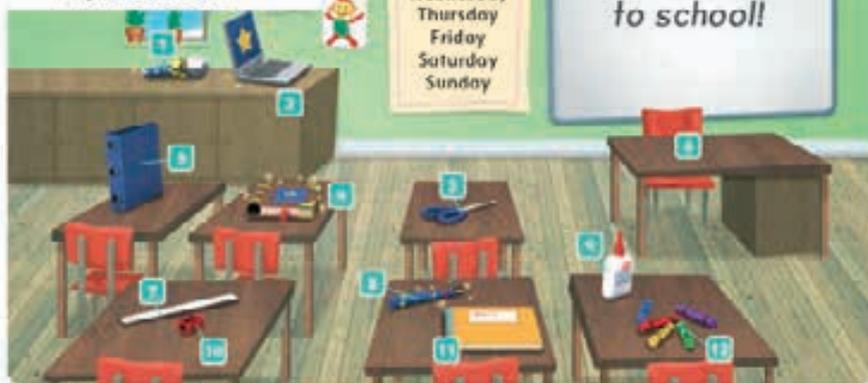
Write the question on the board *What's the ... (first) month?* Have the students work in pairs to take turns to ask and answer the question with different months. Demonstrate with a volunteer.

4 Listen and circle the months. Listen again and chant along. 🎧 03

Tell the students to close their books. Play the recording and ask *What months do you hear?* Tell the students to open their books, then play the recording again for students

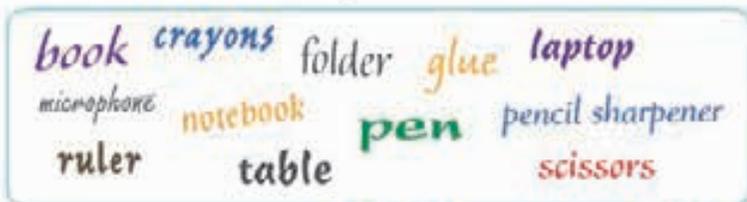
5 Discuss with a friend.

- 1 Look at the picture. What objects can you see?
- 2 Which objects can you see in your classroom?



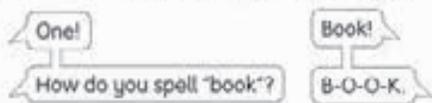
6 Listen and repeat.

7 Look and write the words. Listen again and check.



- | | | |
|--------------|------------|---------------------|
| 1 microphone | 5 scissors | 9 glue |
| 2 laptop | 6 table | 10 pencil sharpener |
| 3 folder | 7 ruler | 11 notebook |
| 4 book | 8 pen | 12 crayons |

8 Say the words with a friend. Practice spelling the words.



to listen and circle the months. Elicit what months they hear.

Play the recording again, pausing after each ordinal number for the students to repeat. Pay particular attention to the *th* sound. Help the students form the sound by example. Have the students work in pairs taking turns to point to and say the ordinal numbers on the board in the picture in Activity 1. Monitor and help with the pronunciation when necessary. Play the chant again for the students to chant along.

5 Discuss with a friend.

Tell students to close their books. Write the heading *In my classroom* on the board. Ask the students to tell you a couple of things they can see in the classroom and write them on the board.

Divide the class into pairs and tell them to copy the heading. Give the students a few minutes to write the names of as many things as they can see in the classroom. Tell the students to open their books and look at the picture. If they see any of the

things in the picture that are on their list, they mark them on their list. Ask volunteer pairs to tell you which words they marked for the class to listen and point to the object in their books as they hear the volunteer say them.

6 Listen and repeat.

Hold up the classroom objects one by one and elicit the word. Give them out to 12 different students and ask them to hold them up and ask *What's this?*

Play the recording and tell the students to look at the picture and point to the objects as they hear them. Play the recording again for the students to repeat chorally and individually. Pay attention to the *ph* in *microphone*, and the silent *c* in *scissors*.

7 Look and write the words. Listen again and check.

Give 11 volunteers a number from 2 to 12. Say *Number (1)* and encourage the students to say the object. Repeat with all the volunteers and the objects.

Have the students work individually to write the words next to the correct number. Monitor and help with spelling by pointing to the word in the book and the student's word if it's not spelled correctly. Play the recording again for students to check their answers.

8 Say the words with a friend. Practice spelling the words.

Ask a volunteer, *How do you spell teacher?* Encourage the volunteer to ask you how to spell something. Have the students work in pairs and assign them A and B. Tell Bs to close their books, while As say a word for Bs to spell. After six words the pairs change roles.

WORKBOOK ANSWERS

- 1 Rory 2 June 3 Rose 4 Jeb
- August 8 April 4 March 3 May 5 December 12 June 6 September 9 February 2 October 10 January 1 July 7 November 11
- Colors for the pictures: 1 pink 2 green 3 red 4 yellow 5 blue
It's a ...: 1 blue pencil sharpener 2 red microphone 3 green notebook 4 yellow pen 5 pink scissors

Try! Answers will vary.

Further practice / Homework

Workbook page 2

Starter Unit Miss Snow's Summer Show

Reading page 4

Lesson objectives

Understand and act out a story.
Review classroom objects.

Language

magic, show, summer, team, tool

Materials

🎧 Track 05; months of the year written on poster paper; poster paper; Workbook page 3 Activity 4

Warm up

Write the months of the year on different sheets of paper and stick them around the classroom on the walls. Tell the students to stand up. Say *The first month*. The students have to go and stand next to January. Continue with the rest of the months, saying the ordinal number. Repeat the activity but this time give special days, such as *Mother's Day is in this month*, *Christmas is in this month*.

1 Listen and read along. 🎧 05

Tell the students they are going to read and listen to a story called *Miss Snow's Summer Show*. Write the title on the board. Ask *Who is Miss Snow?* (*The teacher.*) *What shows do you have at school?* (*School plays, book day, projects, music.*)

On the board write the unit vocabulary: *book, crayon, folder, glue, laptop, microphone, notebook, pen, pencil, ruler scissors, sharpener*. Tell students to close their books. Play the recording for students to listen to and tell you which objects they hear in the story. Ask the students *What objects are in the story?* Mark the words on the board as they say them. Tell students to open their books, read the story silently to check their answers and underline the classroom objects in the text.

Write the question on the board: *When's the summer show?* (*July 20th.*) Ask the students to scan the text to find the answer and point to the date in the text.

Ask *What magic things are there in the show?* (*Songs, stories, websites.*) Point to frame 7 and ask *What can the book do?* Tell the students to talk to their partner. Ask a few pairs to share their ideas.

2 Act out the story. 🗣️

Divide the class into five groups and assign a role from the story to each group: Miss Snow, Rory, June, Jeb and Rose. Tell the groups to look at the story and make up some actions for their character.

Read out the captions for each of the frames and tell the groups to make up

1 Listen and read along. 🎧

1 The students are in the classroom with Miss Snow. They're very excited.

Good morning, everyone. This is a special lesson. It's a fun project!

There is a school show in the summer. You're a special team. You can help put on the show!

2 Miss Snow tells them about the show.

There are songs and stories in the show!

The show is on July 20th.

3 The students need special tools for the show.

Who would like this microphone?

Yes, please, Miss Snow!

This pen is for you, Rory.

4 There's a surprise for Rory and June. Their tools can do magic things.

Wow! Magic stories!

Wow! Magic songs!

5 Miss Snow gives Jeb a laptop.

Wow! Magic websites! I can find things out for the show.

6 Miss Snow has a very special tool for Rose.

This book is yours, Rose.

Let's see! Open it!

What can it do?

7 Rose opens the book.

Look at that!

Wow!

3 Act out the story. 🗣️

actions for their character for each stage of the story.

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 the group a different role: Miss Snow, Rory, June, Jeb and Rose. 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.

Personalize the story by asking *Which magic tool is your favorite? Why?* Give the students a couple of minutes to think about the magic tools before answering. Ask a few volunteers to share their ideas with the class.

Optional activity

In their groups of five, ask the children to make up a frame with a different magic tool. Give them some poster paper. Tell them to think about another classroom object, not in the story, that has a magic power. They draw the frame and write the dialogue. Give them an example: *A magic ruler that makes things shrink and grow.*

WORKBOOK ANSWERS

Notebook: Rose, magic pictures

Microphone: June, magic songs

Laptop: Jeb, magic websites

Pen: Rory, magic stories

Further practice / Homework

Workbook page 3 Activity 4; Starter Unit Story Worksheet

1 Listen and say the colors.

2 Listen and say the dates.

September 1st

September 2nd

September 3rd

September 4th

September 5th

September 6th

September 7th

3 Listen and write the information.

1 First name John 2 Last name Simms
 3 Age 10 4 Birthday October 14th 5 Phone Number 6513478

4 Read and match the information. Listen and repeat.

1 First name	When's your birthday?	I'm nine.
2 Last name	What's your phone number?	It's on July 29th.
3 Age	What's your first name?	A-L-L-E-N.
4 Birthday	How old are you?	It's 450136.
5 Phone number	How do you spell your last name?	It's Sarah.

5 Draw the form in Activity 3. Ask a friend the questions to complete the form.



3 Listen and write the information. 08

Put the Rose flashcard on the board. Under the picture write *Rose, Jones, 8, 5th September, 089872546*. Next to each answer draw a line with a question mark. Elicit the questions for each answer. (*What's your name? What's your last name? How old are you? When's your birthday? What's your phone number?*) Ask volunteers to write the questions on the board.

Look at the form together. Ask *What information do you listen for in number 2, 3, 4, 5? (A name, a number, a date, numbers.)*

Play the recording, pausing after the first dialogue and point to the example John. Play the rest of the recording for students to complete the form. Ask the students to compare their answers with their partner before you play the recording again for the students to check. To check as a class, ask volunteers to ask and answer the questions. They can use the questions on the board to support them.

4 Read and match the information. Listen and repeat. 09

Divide the students into pairs. Focus their attention on the form and the example line between the information. Tell the students to work together to match the information in the columns.

Play the recording for the students to check their answers.

Play the recording again, pausing after each question for the students to repeat chorally and individually. Choose volunteers to ask a question for another volunteer to answer. Have the students work in pairs to ask and answer the questions. Monitor and help with pronunciation and intonation.

5 Draw the form in Activity 3. Ask a friend the questions to complete the form.

Copy the form from Activity 3 onto the board. Ask a volunteer to come to the board, ask you the questions and complete the form for you. Divide the class into pairs and ask them to copy the table from Activity 3 into their notebooks. Tell the students to take turns to interview their partner, asking the questions and writing the answers on their form. Tell the students to look at the questions in Activity 4 to help them. Ask more confident students to close their books.

WORKBOOK ANSWERS

- 5 1 Wednesday, July 3rd 2 Friday, July 5th 3 Tuesday, July 9th 4 Sunday, July 14th 5 Saturday, July 20th
 6 1 What's 2 name 3 old 4 When's 5 phone

Further practice / Homework

Workbook page 3 Activities 5–6; Starter Unit Language Focus Worksheet

Starter Unit Language Focus page 5

Lesson objectives

Ask and answer personal questions.
 Complete a form with personal information.

Language

Wh questions: *When's your birthday? What's your phone number? What's your first name? How old are you? How do you spell your last name?*

Materials

Tracks 06–09; Rose Flashcard; Workbook page 3 Activities 5–6

Warm up

Tell the class you are thinking of a color, such as *red*. Tell them three objects that are this color (*an apple, my favorite shirt, a tomato*) and ask *What color am I thinking*

of? Divide the students into teams of four to think of a color and three objects that are that color. The teams take turns giving their three clues to the class for other teams to guess the color they are thinking of. The team who guesses correctly wins a point. The team with the most points wins.

1 Listen and say the colors. 06

Say the colors *yellow, orange, green, blue, purple, red, pink*. As you say each one, tell the students to point to things that are that color. Play the recording for students to listen to and repeat the colors.

2 Listen and say the dates. 07

Hold up your book and ask *What color is the date September 1st? (Yellow.)* Repeat with the rest of the dates.

Play the recording for students to repeat chorally and individually. Clap your hands to show the stress on the second syllable of *September*. Demonstrate how to form the *th* sound in the ordinal numbers by showing you have to stick out your tongue to make the sound.

Unit 1 Vocabulary

pages 6–7

Lesson objectives

- Identify features of faces and hair.
- Introduce adjectives relating to facial features and hair.
- Practice describing people's appearance through a song and follow-up activities.

Language

Beard, curly hair, earrings, eyebrows, freckles, bangs, glasses, mustache, braid, ponytail, straight hair, wavy hair
 Have for description: *He / She has (wavy hair.)*

Materials

- Tracks 10–11; Unit 1 Flashcards Set 1 (appearance); Workbook pages 4–5

Warm up

Divide the class into small teams. Start slowly drawing one of the classroom objects from the Starter Unit, little by little, on the board. Ask the students to put up their hands as soon as they can guess what it is you are drawing. Stop drawing when someone puts up their hand. If they guess correctly, their team wins a point and you continue with another classroom object. If they guess incorrectly, continue with the drawing. Repeat the game with different objects. The team with the most points at the end wins.

1 Discuss with a friend.

Show students the appearance flashcards, one by one, and elicit or give the name of the descriptive feature. Stick the flashcards on the board as a reference for the students. Say one of the descriptions, such as *wavy hair*, and say *Put your hand up if you have wavy hair*.

Divide the class into pairs. Ask students to open their Student Books to page 6 and look at the picture.

Point to the small picture and ask *What does Rose's magic book do? (It takes the children to a pop concert / music show.)*

Have two volunteers come to the board and ask them to point to the flashcards that describe Rose. Repeat with the other three children in the picture.

Divide the students into pairs. Ask a volunteer to read the two questions. Give the students a couple of minutes to answer the questions with their partner. Ask a few volunteer pairs to point to the pop stars and tell the class what they look like. Ask a couple of volunteers to describe their partner.

Vocabulary

- Discuss with a friend.**
 - What do the pop stars look like?
 - What does your friend look like?
- Listen and repeat.**
- Look and write the words. Listen again and check.**

bangs	beard	braid	curly hair	earrings	eyebrows	freckles
glasses	mustache	ponytail	straight hair	wavy hair		

1	ponytail	4	earrings	7	glasses	10	beard
2	freckles	5	braid	8	curly hair	11	wavy hair
3	bangs	6	straight hair	9	mustache	12	eyebrows
- Play Pick and Say with a friend.**

Number seven! Glasses!

2 Listen and repeat.

Focus students' attention on the picture, point to number 1 and ask *What's this? (A ponytail.)* Give students a number for them to say the corresponding feature. Play the recording, encouraging students to point to the features as they hear them. Play the recording again, pausing after each feature. Students repeat chorally and individually. Pay attention to the pronunciation of the consonant clusters, *br / gl / fr / str*, isolating the sounds.

3 Look and write the words. Listen again and check.

Point to the flashcard of the ponytail on the board. Ask a volunteer to write the word underneath. Students work individually, looking at the word pool and writing the words next to the correct number. Monitor and point out any mistakes for the students to correct.

Ask different volunteers to come to the board and write the correct word under each flashcard for the students to check their answers.

4 Play Pick and Say with a friend.

Hold up your book. Point to the number 7 in Activity 1 and ask *What's number seven? (Glasses.)* Encourage a volunteer to do the same for you.

Divide the class into pairs and tell them to take turns saying a number, with their partner saying the feature. After a few minutes, tell one student in each pair to close their books and repeat the activity to see if they can remember the features. After a few turns, the pairs change roles.

Additional resources

Unit 1 Wordcards

5 Look and read. Write yes or no.

Ask two volunteers to come to the front of the class and stand facing the students. Describe one of the volunteers, for example *(Jane) has a ponytail. She has glasses.* Ask the students *Are the sentences true?* Describe the other volunteer, but this time describe them incorrectly. Ask the students *Is the description correct? (No.)* Ask

5 Look and read. Write yes or no.



- | | |
|--------------------------------|-----|
| 1 The girl has curly hair. | yes |
| 2 The woman has bangs. | yes |
| 3 The children have glasses. | no |
| 4 Two people have curly hair. | yes |
| 5 The man's beard is red. | no |
| 6 The man has a mustache. | yes |
| 7 The girl has a braid. | no |
| 8 The woman has straight hair. | no |

6 Read and match the description with the picture. Listen and sing along.

He has wavy hair, big eyebrows, too
He doesn't have a mustache, oo oo oo!
She has a ponytail and freckles, too
She doesn't have earrings, oo oo oo!
They're the pop stars – yeah yeah!
They're the pop stars – yeah yeah yeah!

He has curly hair and bangs, too
And he has a beard, oo oo oo!
She has straight hair and glasses, too
She doesn't have a braid, oo oo oo!
They're the pop stars – yeah yeah!
They're the pop stars – yeah yeah yeah!



7 Look at the pictures in Activity 6 and play Guess Who? with a friend.

He has wavy hair and big eyebrows.

Number 4!



the volunteers if they can remember the sentences you said and ask them to write them on the board. Next to the correct descriptions write *yes* and next to the incorrect descriptions write *no*.

Divide the class into pairs and read out the instruction. Point to the example and say to the students *Point to the girl with curly hair*. Tell the class to work with their partner to complete the activity.

To check as a class, ask different volunteers to read out the sentences for the class to answer *yes* or *no*.

Optional activity

Bring in some pictures of people from magazines. Divide the class into groups of three. Ask the groups to write three sentences about the picture, two correct and one incorrect. They can use the sentences in Activity 5 as a model. The groups swap pictures and sentences and write *yes* or *no* next to each sentence. They return the pictures and sentences for the groups to check.

6 Read and match the description with the picture. Listen and sing along.

Ask the students to look at the picture in Activity 1 on page 6. Play the recording and tell the students to listen to the song and point to the pop star they hear described. Play the recording. Pause after the first description and say *Point to the pop star*. Repeat with the other three descriptions in the song.

Ask the students to look at the song in Activity 6 and the pop stars. Play the first description of the song and point out the example circled and matched to picture 4. Ask the students to work with a partner to match the descriptions. Play the song again, pausing after the second, third and fourth descriptions and ask *Who is it?*

Divide the class into ten groups. Assign each group a feature and give them the appropriate appearance flashcard. Have students look through the lyrics in their groups and circle their appearance word in the song. Play the song again. This time,

have students stand up and hold up their appearance flashcard when they hear their word in the song.

Play the recording again and sing along with the students. Have them follow the lyrics in the book as they sing. Repeat as necessary.

7 Look at the pictures in Activity 6 and play Guess Who? with a friend.

Tell the students to look at the pictures in Activity 6. Say *He has wavy hair and big eyebrows. Who is it? (Number 3.)* Point out the speech bubbles and read them aloud for students to follow along. Divide the class into pairs and tell the students to play the game with their partner, taking turns to describe a pop star for their partner to guess.

Optional activity

Divide the class into groups of four. The students take turns to describe one of the students in the group for the group to guess who it is.

WORKBOOK ANSWERS

- 1 1 bangs 6 beard 2 braid
4 curly hair 3 earrings
12 eyebrows 8 freckles
9 glasses 5 mustache 7 ponytail
10 straight hair 11 wavy hair
- 2 1 glasses 2 bangs 3 straight hair
4 beard 5 mustache 6 curly hair
7 ponytail 8 freckles
9 braid 10 earrings 11 wavy hair
12 eyebrows
- Try! Answers will vary.
- 3 The girl has bangs. Yes
The boy has curly hair. No
The woman has earrings. Yes
The boy has glasses. No
The girl has freckles. No
The man has straight hair. No
- 4 1 wavy hair 2 eyebrows
3 mustache 4 ponytail 5 freckles
6 earrings 7 curly hair 8 bangs
9 beard 10 straight hair
11 glasses 12 braid

Try! Answers will vary.

Further practice / Homework

Workbook pages 4–5

Unit 1 Reading pages 8–9

Lesson objectives

Understand and act out a story.

Review appearance in the context of the story.

Language

Have for description: *He / She has ...*

Yes / No question and answer: *Does he / she have ...? Yes he / she does. No he / she doesn't.*

Materials

🎧 Track 12; Unit 1 Flashcards (appearance); Unit 1 Storycards; DVD Unit 1 Story; Workbook pages 6–7

Warm up

Ask the students to stand up. Slowly describe one student. For example, *This student has brown hair. This student has blue eyes. This student has glasses. This student is wearing white sneakers.*

The students listen to the description and if they think it is them they put their hand up. As you continue to describe the student and the description gets more detailed, students put their hands down as they realize it's not them. Continue getting more detailed until the only student with their hand up is the one you are describing. Repeat the activity describing a different student. If you have confident students, ask one of them to volunteer to describe a classmate.

1 Look at the pictures and discuss with a friend. 🗣️

To review musical instrument vocabulary, mime singing and playing drums, piano and guitar for the students to identify. Read the title of the story aloud, *Where's My Guitar?*

Hold up the first storycard. Ask the students questions about the picture, *What are the people doing? (Playing music.) Who are the people? (Popstars / pop group.) How many people are there? (Four.)*

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 guitar in each frame.*

Divide the class into pairs and read the first and second question aloud. Have students work together to answer the questions. Check answers as a class.

Unit 1 Reading Where's My Guitar?

1 Look at the pictures and discuss with a friend. 🗣️

1 What musical instruments can you see? 2 Where do the children go?

2 Listen and read along. Write the names of the characters. 🎧

Fred

Molly

Sam Star

Pat

1 The Stars are famous pop stars. They have a big concert tonight, but Sam has a problem ...

Are you ready, Sam? Let's play!

Oh no! I don't have my guitar! Where is it?

2 Meanwhile, Pat, Molly and Fred are in the park. Pat and Molly are excited about the concert.

Look, Molly! The Stars have a concert tonight!

They're my favorite pop group! I love Sam Star!

Who's Sam Star? Hmm ... what's this?

3 Fred pulls and pulls and pulls. It's a guitar! Pat and Molly are excited.

Uff! Look! It says "Sam Star."

He doesn't have his guitar!

But he has a concert! Let's find him!

4 Pat, Molly and Fred go to the concert. But there are a lot of tall people. They can't see Sam Star.

Where's Sam Star?

I don't know! I can't see. And we don't have tickets.

Sam needs his guitar. Fred, can you jump?

Optional activity 🎧 12

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.

You may want to develop students' insight with further questions. Ask students, *How does Sam feel in frame 1 and frame 8? (He feels worried and happy.) How do the children in the story help Sam? (They find and return his guitar.) Why are the children so happy in frame 8? (Because The Stars is their favorite group and they have free tickets.)*

2 Listen and read along. Write the names of the characters. 🎧 12

Play the recording and have students read along.

Read the instructions aloud. Focus the students' attention on the picture of Fred and ask *What does he look like? (He has curly hair and glasses and freckles.)* Ask the students to point to Fred in the story. Have the students work in pairs to read the story and write the names of the characters.

To check as a class, point to each of the characters, elicit their name and ask *What does he / she look like? (He / She has long brown hair.)*



3 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 after Fred says *Pat, who's Sam?* and elicit the question *Does he have curly hair?* and Pat's answer, *No, he doesn't. He has straight hair.* Play the frame to check and pause again before Fred says *Does he have glasses?* for students to tell you what the children say.

3 Act out the story.

Divide the class into five groups and assign a role from the story to each group: Fred, Molly, Pat, the drummer and Sam. Ask the students to think of some actions for each of the characters in the story and to find props to use for the instruments. Play the part of the narrator yourself and then encourage the groups to act out their parts, saying the words from the story

and doing appropriate actions of their choice. Then divide the class into smaller groups of five students to act out the story by themselves. Monitor the groups and help where necessary. Make sure they the groups are using the key appearance vocabulary correctly. For groups that 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. When the groups act out the story, some volunteers from the class can be the crowd at the concert.

Personalize the story by asking *Who's your favorite group? Do you go to music concerts?*

Optional activity

Tell the students that you are going to try to retell the story from memory but you might need some help. Ask them to call out *stop* if they hear a mistake in the story. Say the following:

The Stars are a famous dance group. Sam doesn't have his piano. Fred, Molly and Sophie find Sam Star's guitar. They have tickets to the concert. Sam has curly hair and a beard. The children give Sam Star his guitar and Sam gives them some money. Fred is very unhappy.

Read your version of the story again but this time ask the students to correct the mistakes as you tell it.

WORKBOOK ANSWERS

- 1 Row 1: 3 1 4 row 2: 6 5 2
- 2 Sam Star: straight hair, glasses
Fred: curly hair, glasses
Pat: curly hair, ponytail
Molly: straight hair
- Try! Answers will vary.
- 3 1 pop stars 2 guitar 3 park
4 excited 5 guitar 6 can't 7 tall
8 under 9 tickets
- 4 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook pages 6–7; Unit 1 Reading Worksheet; Unit 1 Story Worksheet

Unit 1 Language Focus 1

pages 10–11

Lesson objectives

Ask and answer *yes / no* questions about appearance.
Review appearance vocabulary.

Language

Simple present *yes / no* questions and short answers with *have* for description: *Does he / she have long hair? Yes, he / she does. No, he / she doesn't.*

Materials

Track 13; Unit 1 Flashcards Set 1 (appearance); Workbook pages 8–9

Warm up

Hold up the appearance flashcards one by one, asking the question *Does he / she have (glasses)?* each time. Ask the students to stand up if the answer is *yes* and sit down if the answer is *no*.

1 Look at page 9. Read and mark (✓) the answer.

Ask students to open their Student Books to page 10. Point to the small pictures from the story and ask the students *Which frame of the story are the pictures from?* The students look again at the story on page 9 to find the answer (*Frames 5 and 6.*) Write the question. *Does he have curly hair?* on the board and circle *he*. Ask the students *Who is he? (Sam.)*

Tell the students to work in pairs, read the question and decide if the answer is *yes* or *no*. To check as a class, ask two volunteer pairs to say a dialogue each, responding with the correct answer.

2 Look and answer the questions.

Choose five volunteers and assign them a character each: Pat, Molly, Sophie, Sam and Fred. Hold up your book and point to the picture of Mike and describe him. *He has black, curly hair. He has a beard and mustache. He has big eyes.* Say the name of one of the other characters for the volunteer to describe them. Repeat the activity with the other four characters and volunteers.

Focus the students' attention on the *yes / no* questions under the pictures. Ask them to point to Molly. Ask *Does she have freckles? (No, she doesn't.)* Direct students' attention to the example where the answer is written. Have the students work individually to look at the pictures, read the questions and write their answers. Monitor students' work, paying attention to the punctuation of the short answers and help if necessary.

Unit 1 Language Focus 1

1 Look at page 9. Read and mark (✓) the answer.



Does he have curly hair?

Yes, he does.

No, he doesn't.



Does he have glasses?

Yes, he does.

No, he doesn't.

2 Look and answer the questions.



1 Does Molly have freckles?

No, she doesn't.

2 Does Mike have a beard?

Yes, he does.

3 Does Sam have a mustache?

No, he doesn't.

4 Does Pat have bangs?

No, she doesn't.

5 Does Sophie have glasses?

Yes, she does.

3 Listen and look at the pictures in Activity 2. Write the names.

1 Fred

2 Sophie

3 Mike

Have the students work in pairs to ask and answer the questions to check their answers are the same. If their answers are different, ask them to call you to check.

Optional activity

In pairs, the students take turns to close their books and ask and answer the questions in Activity 2. To make it more challenging, students make up their own questions to ask.

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 developing the project.

3 Listen and look at the pictures in Activity 2. Write the names.

Ask a volunteer to describe Fred to the class. (*He has curly, brown hair. He has*

freckles. He has glasses.) Play the first part of the recording and ask *Does the boy have straight hair? (No, he doesn't.) Does he have freckles? (Yes, he does.)* Ask *Who is it? (Fred.)* Show the example written on the line. Play the rest of the recording for the students to look at the picture and identify who is being described.

Ask the students to compare their answers with a partner, before you play the recording again to check as a class.

4 Look at the pictures and complete the questions and answers.

On the board write the gapped questions, ... *Fred ... glasses? (Yes, he does.) ... Sam ... a beard? (No, he doesn't.)* Ask a volunteer to come to the board and with the help of the class complete the questions: *Does Fred have glasses? Does Sam have a beard?* Circle the *does have* and the question mark in both questions. Circle the *Yes / No* and *does* and *doesn't* in the answer.

4 Look at the pictures and complete the questions and answers.



- 1 Does the man have glasses? No, he doesn't.
 2 Does the girl have a braid? No, she doesn't.
 3 Does the boy have wavy hair? Yes, he does.
 4 Does the woman have bangs? Yes, she does.

5 Unscramble the questions. Look at the pictures in Activity 4 and write the answers.

Grammar					
Does	he / she	have	a ponytail? / glasses?	Yes, he / she	does. / doesn't.
				No,	

- 1 have / Does / bangs / ? / woman / the
Does the woman have bangs? Yes, she does.
 2 Does / straight hair / ? / boy / the / have
Does the boy have straight hair? No, he doesn't.
 3 the / have / Does / a / ponytail / ? / girl
Does the girl have a ponytail? No, she doesn't.
 4 man / a / beard / ? / have / the / Does
Does the man have a beard? Yes, he does.

6 Look at the pictures in Activity 2 and play Question Whiz.



Have students open their Student Books and look at the four photographs. Ask a couple of volunteers to ask questions about the people for the class to answer. Tell them to look at the questions on the board to help them. Do the first one as an example. *Does the man have glasses? (No, he doesn't.)*

Divide the students into pairs, focus their attention on the example question and have them work together to complete the questions. Monitor and, if they need help, point to the examples on the board and the Grammar box, to support them.

Check answers as a class by asking volunteers to write questions 2 to 4 on the board. Encourage the class to help the volunteers and correct them if necessary.

5 Unscramble the questions. Look at the pictures in Activity 4 and write the answers.

Read the instructions aloud and focus students on the first scrambled question. Ask *Is it correct? (No.) Why? (Because it's scrambled / in the wrong order.)* Point to

the example unscrambled question and ask the students to look at the woman in Activity 4 and point to her bangs. Show the short answer in the example. Then tell the students to work individually to write the questions and answers. Monitor and help with the word order and punctuation.

Ask the students to work in a group of three to compare and correct each other's answers. Monitor and help correct any mistakes.

6 Look at the pictures in Activity 2 and play Question Whiz.

Choose a volunteer to pair up with and say the dialogue with them. Tell the students to look at the pictures of the characters in Activity 2. Tell the volunteer to choose a character and say if it's a boy or a girl. Ask questions (*Does he / she have bangs?*) until you can identify the character.

Divide the students into pairs for them to play the game. Monitor and make a note of any errors to go over when the activity is finished.

Optional activity

Divide the class into several teams. Ask each team to think of a famous pop star. Choose one team to answer while the other teams take turns to ask questions about the pop star until one team guesses who it is. The winning team takes the next turn to answer.

WORKBOOK ANSWERS

- 1 1 No, he doesn't. 2 No, he doesn't.
 3 Yes, he does. 4 No, she doesn't.
 5 Yes, she does. 6 Yes, she does.
 2 1 No, she doesn't. 2 No, he doesn't.
 3 Yes, she does. 4 Yes, he does.
 Try! Answers will vary.
 3 1 have a beard? 2 have a braid?
 3 have earrings? 4 have glasses?
 5 have a mustache? 6 have curly hair?
 4 Picture 1: Does she have a ponytail.
 Yes, she does. Does she have a braid?
 No she doesn't.
 Picture 2: Does he have wavy hair? No
 he doesn't. Does he have glasses? Yes,
 he does.
 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

Use adjectives to describe people's personality.

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

Language

Adjectives: *clever, friendly, funny, helpful, grumpy, lazy*

Present simple *to be* + adjective: *He's (grumpy) and he's very (helpful). She's (funny), but she's (lazy).*

Materials

Track 14; Workbook pages 10–11, 119

Warm up

Draw a picture of a swimming pool on the board with ten steps leading up to a diving board. Draw a stick figure at the bottom of the steps. Tell the students they have to try and stop the man getting to the top of the steps by guessing the word in the swimming pool. Choose a word, such as *curly*, and draw a line for each letter on the board in the swimming pool. Ask students to guess letters that might be in the word. If they guess a letter correctly, write it on the corresponding line in the word. If they guess incorrectly, move the stick figure onto the next step. If they fail to guess the word within ten turns, draw the stick figure jumping into the cold pool!

1 Circle the words with a friend.

Listen and check 14

Stick a picture of a famous comedian or person on the board. Ask the students *What does he / she look like?* Ask *What is he / she like?* If they can't answer the question, say *He / She's funny / friendly.* Try to elicit other adjectives to describe personality and write them on the board.

Tell the students to open their Student Books to page 12 and look at the pictures. Point to each of the pictures and ask questions, such as *Is the math equation difficult?* (*Yes.*) *Can he do it?* (*Yes.*)

Have the students work in pairs to look at the pictures and circle the words. Monitor, but don't give them the answers.

Play the recording for students to listen to the song and point to the words as they hear them. Play the recording again for students to check their answers.

Hold up your book and point to each picture and elicit the word. Play the recording again for students to repeat chorally and individually.



Unit 1 Language Focus 2

1 Circle the words with a friend. Listen and check.



1 **clever** / funny



2 lazy **helpful**



3 funny / **grumpy**



4 **friendly** / grumpy



5 helpful / **funny**



6 **lazy** / clever

2 Listen again and sing along.

This is my friend! And his name is Tony He's clever and he's helpful, But he's very, very grumpy!	My friend Tony, my friend Daisy, Very grumpy, very lazy! Clever, grumpy, friendly, lazy, Yes, that's Tony and that's Daisy.	This is my friend! And her name is Daisy. She's friendly and she's funny, But she's very, very lazy!
--	--	---

3 Read the lyrics and mark (✓ or ✗) the sentences.

1 Daisy is funny, but she's very lazy. <input checked="" type="checkbox"/>	3 Tony is grumpy, but he's very funny. <input checked="" type="checkbox"/>
2 Daisy is lazy, but she's very clever. <input checked="" type="checkbox"/>	4 Tony is helpful, but he's very grumpy. <input checked="" type="checkbox"/>

4 Complete your chart and play with a friend.

What's your brother's name?
 What's he like?

His name is Rafool.
 He's friendly and he's funny.



Additional resources

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

2 Listen again and sing along.

Divide the board in two and write *grumpy* and *lazy* on one side and *helpful*, *clever*, *funny* and *friendly* on the other side. Ask *Which adjectives are positive?* Show a thumbs up for *helpful*, *clever*, *funny* and *friendly*. Point to *grumpy* and *lazy* and ask *Thumbs up or thumbs down?* Have the students look at the song and underline the positive adjectives with red and the negative adjectives with blue.

Ask the students *Who are you like, Tony or Daisy? Why?* Play the recording again for the students to sing along to.

3 Read the lyrics and mark (✓ or ✗) the sentences.

Focus students' attention on the pictures of Daisy and say *Daisy is funny, but she's very lazy.* Ask *Is that true?* (*Yes.*) Write the sentence on the board and circle the *but*, saying *Is funny positive or negative?*

(Positive.) *Is lazy positive or negative?*
(Negative.)

Tell the students to look at the sentences and make sure they see the checkmark in the example. Tell the students to work individually to read the sentences and complete the activity.

Monitor their work and help if necessary. Ask different volunteers to tell you if each sentence is true or false to check the answers.

4 Complete your chart and play with a friend. Workbook page 119

Tell the students to look at the chart on page 119 in the Workbook. Point to each picture and elicit the adjectives. Tell the students to choose two people from their family and draw a picture of them in the first chart. Show your Workbook and introduce your family members saying *This is my (sister).* Show the students as you mark a couple of the adjectives next to the picture and say *She is (clever) and (funny).*

5 Read and mark (✓) the chart for Max and Lorna.

What's Max like?
He's friendly and he's funny. He's helpful, but he's lazy.

What's Lorna like?
She's funny, but she's grumpy. She's lazy, but she's very clever.

Max	✓		✓	✓		✓
Lorna		✓		✓	✓	✓
Jane	✓					✓
Charlie		✓	✓			

6 Look at the chart and complete the questions and answers.

- 1 What's Jane like? She's friendly and she's funny.
- 2 What's Charlie like? He's helpful, but he's grumpy.
- 3 What's Max like? He's friendly and he's helpful/funny.
- 4 What's Lorna like? She's funny and she's clever.

Grammar

What's	Max	like?	He's	funny and	he's	helpful.
	your friend		She's	clever, but	she's	grumpy.

7 Write questions and answers about family members.

Ask and answer with a friend.

What's your sister like?
She's clever, but she's grumpy.

What's your grandpa like?
He's funny and he's friendly.

Tell the students to mark the adjectives that describe their family members. Call a volunteer to the front of the class and show their pictures in their Workbook. Ask *Who are the people? What's your (brother's) name? What's he like?* Show the students how you fill in the second chart with the name of your partner's family member and mark the adjectives with your partner. Model the question *What's he like?* for the students to repeat chorally and individually. Divide the students into pairs to take turns to ask and answer questions about their family member and fill in the second chart. Monitor and prompt students to use the target language *What's he / she like?* correctly.

Optional activity

Give each student some card and show them how to cut out an oval the size of their own face.

Ask them to draw their face with two different expressions, one on each side of the card, for example *sad* and *happy*. When they have finished, ask them to hold up their mask in front of their face and say how they feel, such as *Now I'm sad. Now I'm happy.*

5 Read and mark (✓) the chart for Max and Lorna.

Hold up your book and point to the pictures along the top row to elicit the adjectives. Point to Max and ask *What do you think he's like?* Take all suggestions. Read out the description of Max and ask the students to point to the pictures when they hear the adjectives. Read the instructions and have the students work in pairs to complete the chart for Max and Lorna. To check as a class, ask different volunteers to say a sentence each to describe Max and Lorna.

6 Look at the chart and complete the questions and answers.

Write the sentence *Jane's friendly and she's funny.* on the board. Circle the *and* asking *Is funny positive or negative? (Positive.) Is friendly positive or negative? (Positive.)* Focus the students' attention on the example question and answer and ask the students to complete the sentence about Jane: *She's friendly and funny.*

Divide the students into pairs and tell them to complete the activity. Point to the Grammar box and tell them to use it to help them write the sentences. Monitor and check the students are using *and* and *but* correctly.

Additional resources

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

7 Write questions and answers about family members. Ask and answer with a friend.

Elicit a list of family members and write on the board, such as *mom, dad, grandpa, aunt, cousin.* Choose a volunteer and ask *What's your aunt like?* Encourage the volunteer to reply with a full sentence. (*She / he is ... and / but ...*)

Divide the class into pairs. Have the pairs take turns to interview each other, asking three questions about their partner's family members. When the students have finished ask them to write three sentences about their partner's family members using the example sentences in Activity 7 as a model.

WORKBOOK ANSWERS

- 1 4 clever 2 helpful 6 funny 5 lazy 1 grumpy 3 friendly
Words that should be colored: clever, helpful, funny, friendly
- 2 clever, friendly, funny, grumpy, helpful, lazy
1 She's clever. 2 He's lazy.
3 She's helpful. 4 She's grumpy.
5 He's friendly. 6 He's funny.

Try! Answers will vary.

- 3 a friendly and helpful b lazy but clever c clever and funny d clever but grumpy e funny but lazy
- 4 What's Fred like? He's grumpy, but he's clever.
What's Molly like? She's helpful and funny.
What's Pat like? She's lazy, but she's friendly.
- 5 What's Sam's grandma like? She's thoughtful but she's grumpy.
He's funny but he's lazy.
He's clever and he's friendly.

Try! Answers will vary.

Further practice / Homework

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

Lesson objectives

Understand descriptions of people in portraits.
Practice describing people in portraits.

Language

Describing a portrait: *appearance, background, expression, portrait*

Verb to be + adjective: *He / She is ...*

Present simple for description and possession: *He / She has blue eyes. He / She has a guitar.*

Present continuous: *He / She is wearing*

Materials

Track 15; pictures of famous international and national artworks, including portraits; poster paper; pencils; Workbook page 12

Warm up

Before the students come into the classroom, stick the pictures of artworks around the walls. Tell the students to imagine the classroom is an art gallery. Ask the students to walk around the classroom with a partner looking at the artworks, discussing which ones they like and why.

1 Listen and read along. Match the description with the pictures.

Point to one of the portrait artworks and say *This is a portrait. It's a picture of a person.* Write *portrait* on the board and tell the students they are going to learn about portraits and famous artworks. Ask the students to open their Student Books to page 14 and look at the pictures. Ask four volunteers to choose a picture and describe what they see. Encourage the class to help, prompting with questions: *What about their clothes / expression? Where are they? What are they doing?*

Play the recording and ask the students to listen and follow the text in their books. Point to picture b and the example 1 in the box. Ask students to read paragraph 1 and ask *What words help you know this is a description of picture b? (A guitar, a black dress.)* Tell the students to underline these words in paragraph 1.

Have the students work in pairs to read the text again and match the descriptions to the picture. Tell them to underline the words in the text that help them.

To check as a class, ask *Which picture matches paragraph 2 / 3 / 4?*

2 Read again and complete the chart.

On the board write the three column headings: *Expression, Appearance, Objects.* Tell the students to look at picture b and

Unit 1 CLIL Art

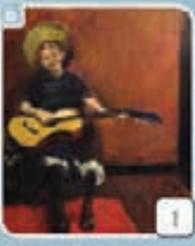
Rose Knows about

Portraits

1 Listen and read along. Match the description with the pictures.

Artists paint portraits to show how people look. A portrait is a picture of a person or people. When we look at portraits, we can see the appearance of the person, their expression (are they happy or sad, for example), and the objects that are important to them.

- She is sitting. She has a guitar and she is wearing a black dress and a hat. The background is brown.
- She is standing next to a bucket. She is wearing a long white dress and a hat. In the background, we can see flowers and trees.
- He is standing. He has a stick in his hand. He is wearing a gray sweater. In the background, we can see clouds in the sky.
- He is sitting on a tree trunk. He is wearing a white shirt and brown shorts.



2 Read again and complete the chart.

	Expression	Appearance	Objects
1	happy	black dress, hat	guitar
2		white dress, hat	
3		gray sweater	stick
4		white shirt, brown shorts	

ask *Is she happy or sad? (Happy.)* Point to *Expression*, say *Her expression is happy* and write *happy* in the column. Ask *What's she wearing? (A black dress.)* Write this under *Appearance*. Ask *What does she have? (A guitar.)* Write this under *Objects*.

Have the students work individually to silently read the descriptions again and write the key words in the columns of the chart in their books.

To check as a class, ask different volunteers to come to the board and write the words in the columns on the board. Ask the students to check their answers and correct any errors.

Optional activity

Ask the students to work with a partner to think of a title for each of the pictures. Ask a few volunteers to share their titles with the class.

3 Complete the Information Card with words from Activity 2.

On the board write *Boy with a Wheelbarrow*. Draw a picture of a wheelbarrow. Tell the students this is the title of a portrait. Ask *What do you think is in the picture? What's the boy's expression? What's he wearing? What does he have?*

Tell the students to open their books and look at the picture in Activity 3. Ask *Were your guesses correct? Is he happy? (No.) Say He looks serious.*

Focus students' attention on the information card and tell them they need to complete the card with words from Activity 2.

On the board write the numbers 1, 2, 3 and 4. Ask volunteers to come to the board and write the words from their information card next to the correct number on the board.

B Complete the Information Card with words from Activity 2.



"Boy with a Wheelbarrow"
1880 (oil on canvas)
by Ernst Josephson (1851–1906)

This is a portrait of a boy. He is (1) serious.
He is (2) standing in a garden. He is wearing
(3) a hat and he has (4) straight
hair. He has a wheelbarrow.

4 Draw a portrait of a friend and write an Information Card.

1 Listen and number the pictures. Listen again and repeat.

2 Listen and repeat the sentences.



Silly Sally wears socks in the sea and sings on the sand.



Strong Stan stands by the street under the statue and eats strawberries.

Phonics

Phonics

Lesson objectives

Practice pronouncing words beginning with /s/ and /st/.

Materials

Tracks 16–17; Workbook page 13

Warm up

Divide the students into six teams. Write the alphabet on the board. The first team tells you a word beginning with A, the next team a letter beginning with B and so on through the alphabet. If none of the teams can think of a word beginning with a letter, circle the letter and ask them to find a word for homework.

1 Listen and number the pictures. Listen again and repeat.

Ask the students to open their Student Books, cover the text and look at the pictures. Ask them to put their hand up if they can name any of the items they can see. Write the words on the board, with the s words together. Point to the s words and ask *What letter do they start with? (S.)* Circle the s and the st in the words. Tell the students that the name of the letter is es but the sound is /s/.

Play number 1 of the recording and tell the students to point to the sea. Play the recording all the way through and tell the students to listen and write the number in the order they hear the things. Play the recording a second time, pausing after each word is said for the students to check their answers.

Play the recording a final time for students to repeat chorally and individually.

2 Listen and repeat the sentences.

Tell the students to close their books. Play the recording, stopping after each line for the students to repeat. Tell the class to open their books, look at the sentences and read along out loud as you play the recording again.

WORKBOOK ANSWERS

- 1 1 ✓ 4 ✓ 5 ✓ 7 ✓
2 1 socks 2 street 3 strawberries
4 sand 5 sing 6 statue 7 strong
8 sea
3 1 socks, sea, beach 2 street, statue, strawberries
Try! Answers will vary.

Further practice / Homework

Workbook page 13

4 Draw a portrait of a friend and write an Information Card.

Ask a volunteer to come to the front of the class. Tell them you are going to draw a portrait of them. Point to the columns *Expression, Appearance, Objects* on the board. Tell them how you would like them to pose. For example, say *Sit on a chair, reading a book. You are grumpy!* Start sketching the volunteer on a big sheet of paper on the board. It doesn't have to be perfect!

Divide the students into pairs and assign them A and B. Tell the A students they are going to draw a portrait of B and give them a sheet of poster paper. Tell them to give instructions on how they want their partner to pose, their expression and an object for them to hold. Give the students a time limit and then have the pairs change roles.

Ask the students to write an information card, as in Activity 3, under the picture. They should include a title, date, their

name and a description. They can use the texts in Activities 1–3 to help them.

Have the students stick their portraits on the classroom wall. The students then walk around the room with their partner looking at the portraits and discussing which ones they like.

WORKBOOK ANSWERS

- 1 Portraits Expression Appearance
Pose Background
2 Possible answers:
Picture 1: happy. She's wearing a dress. She's sitting down. She's holding a guitar. She's in a room.
Picture 2: serious. She's wearing a dress. She's standing. We can see flowers and trees.

Try! Answers will vary.

Further practice / Homework

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

Unit 1 Project and Value

page 16

Lesson objectives

Planning and making an instrument.
Experimenting with how to make sounds and improve the instrument.
Collaborating and communicating in groups.

Value

Be quiet and listen when other people are performing.

Materials

Track 14; guitar (empty cereal box, paper towel roll, three rubber bands); drum (empty cylindrical oatmeal box with cover, two wooden spoons); shaker (empty plastic water bottle with lid, dried beans or lentils); colored paper; colored acrylic paint; brush; glue; self-adhesive tape; sequins or confetti; Unit 1 Stickers; Workbook page 14

Warm up 14

Divide the class into groups. Ask one group to hum, one group to whistle, one group to beatbox and one group to click their fingers. Play the friend song from the Language Focus 2 lesson and ask the groups to hum, whistle, beatbox and click their fingers along with the song. Repeat with the groups changing sounds.

Value: Read and stick

Ask students to open their Student Books to page 16 and find *Jeb's Value* at the top. Read the value aloud while students follow along. Tell the students to look at the photo of the children and ask *What instruments can you see?* (*A shaker, a guitar and a drum.*) Tell the class that they will make one of these instruments today.

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 *Jeb's Value*.

A Musical Instrument

Stage 1: Plan your project.

Divide the class into groups of four. Ask *What famous bands do you know?* Write the names of the bands they tell you on the board. Tell the class to imagine they are a band. Ask *What's the name of your band?* *What instruments are each of you playing in the band?*

Have students get the material they need for their chosen instrument and discuss in their groups how to make each instrument.

Unit 1 Project and Value

A Musical Instrument

Materials

- ★ Guitar: one empty cereal box, one paper towel roll, three rubber bands
- ★ Drum: one empty cylindrical oatmeal box with cover, two wooden spoons
- ★ Shaker: one empty plastic water bottle with lid, dried beans or lentils
- ★ Colored paper, colored acrylic paint, brush, glue, self-adhesive tape, sequins or confetti

★ Read and stick.

Be quiet and listen when other people are performing.





Stage 1: Plan your project.

- 1 Work in groups. Create a band. Think of a name.
- 2 Decide which instrument you want to play.
- 3 Collect the materials you need for your instrument.

Stage 2: Develop your project.

- 1 Make your instrument. Test it and decorate it.
- 2 Get together with your band. Experiment making sounds. Choose a song to play and practice.

Stage 3: Share your project.

- 1 Show your instruments to other bands.
- 2 Play your song to other hands.
- 3 Look at the audience: is everyone quiet and listening?

Stage 4: Evaluate your project.

Save your Project Record.

Stage 2: Develop your project.

In their groups, the students help each other to make the instruments. When the students are happy with the sounds of the instruments in their groups, they decorate them.

The groups choose a song to play in their groups. Tell them to think about nursery rhymes and class songs that are simple and easy to play. Give the groups time to practice playing and singing their songs.

Stage 3: Share your project.

Focus students' attention on *Jeb's value* again and ask *When groups are showing and playing their song, what do you do?* (*Be quiet and listen.*) Have the groups take turns to show their instruments to the class and tell them how they made them. Then they play their song to the class.

Stage 4: Evaluate your project.

This 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 mark *yes* or *no*. 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 Photo sequence: 1 2 3
Good or bad actions: 1 ✓ 2 X 3 ✓
4 X

2 Answers will vary.
Try! Answers will vary.

Further practice / Homework
Workbook page 14

2 Vocabulary

pages 18–19

Lesson objectives

Identify sports.

Practice talking about sports through a song and follow-up activities.

Language

Sports: *basketball, dancing, fishing, playing soccer / tennis, riding a bike / horse, running, sailing, surfing, swimming, walking*

I like / don't like + gerund: I like / don't like running.

Materials

Tracks 18–19; Unit 2 Flashcards Set 1 (sports); Workbook pages 16–17

Warm up

Draw a big spider on the board. In the center of its body write the word *Sports*. Ask the children if they know the name of any sports in English. Write any sports they suggest next to each leg of the spider. Encourage them to guess one for each leg.

1 Discuss with a friend. 🗣️

Divide the class into pairs. Ask students to open their Student Books to page 18 and look at the picture. Ask *What can you see in the picture?* (*Children, a horse, bikes, balls, boats.*) Read question 1 aloud and ask the students to discuss the question with their partner. Elicit a few of the sports from volunteer pairs.

Read question 2 aloud and ask the students to turn to their partner and tell them what sports they like.

2 Listen and repeat. 🎧 18

Focus students' attention on the picture. Play the recording for students to point to the sports as they hear them.

Play the recording again, stopping after each word for the students to repeat the words in chorus and individually. Pay particular attention to the sound *sh* in *fishing* and *s* in *soccer, surfing* and *sailing*, reminding the students of the pronunciation lesson in Unit 1.

3 Look and number the words. Listen again and check.

Ask the students to look at the sports words and match them to the pictures. Point to number 1, *running*, and ask the students to find *running* in the picture and point to it.

Ask students to work with a partner to find the other sports in the picture and number the words. Check answers as a class by saying a number, not in order, for volunteers to say the sport.

Vocabulary

1 **Discuss with a friend.** 🗣️

- 1 What sports are the children doing?
- 2 What sports do you like doing?

2 **Listen and repeat.** 🎧

3 **Look and number the words. Listen again and check.**

10 dancing	2 playing soccer	5 riding a horse	3 surfing
7 fishing	9 playing tennis	1 running	8 swimming
6 playing basketball	12 riding a bike	4 sailing	11 walking

4 **Play Look It Up with a friend.** 🗣️

Optional activity

Ask 12 volunteers to come to the front of the class and give them a sports flashcard each. Ask volunteers in the class to say a sport and the student with the corresponding flashcard steps forward. Repeat with different volunteers calling out sports.

Additional resources

Unit 2 Wordcards

4 Play Look It Up with a friend. 🗣️

Tell the students to look at the picture in Activity 1. Say a sport such as *running* and ask the students *What number?* (*One.*)

Pair yourself with a volunteer and say *Playing soccer. What number?* (*Two.*) Encourage the volunteer to say a sport and ask you what number. Repeat a couple of times.

Divide the class into pairs and tell them to take turns, saying a sport for their partner to say the number as in your demonstration.

Monitor, paying attention to the students' pronunciation of the sports.

5 Complete the words.

Stick the sports flashcards on the board. Under the sailing flashcard, write *sa_ l_ _ g*. Ask a volunteer to come to the board and complete the word.

Have the students work individually to complete the words in their books.

While the students are doing the activity, under each flashcard write the gapped words. When they finish, ask them to check their words and spelling with a partner.

To check as a class, ask volunteers to come to the board and complete a word each. If there are any spelling mistakes, point them out for the class to correct.

6 Mark (✓) the sports the singer likes. Listen and sing along. 🎧 19

Say *I like dancing* and put your thumb up. Say *I don't like playing tennis* and put your thumb down.

5 Complete the words.



1 sa i l i n g

7 wa l k i n g



2 r i d i n g
a h o r s e

8 pl a y i n g
ba s k e t b a l l



3 sw i m m i n g

9 fi s h i n g



4 pl a y i n g
te n n i s

10 r i d i n g
a b i k e



5 p l a y i n g
s o c c e r

11 da n c i n g



6 ru n n i n g

12 su r f i n g



5 Mark (✓) the sports the singer likes. Listen and sing along.



It's Sports Day! Hooray, hooray!

It's Sports Day! Let's go and play!

Oh, I like sailing. I like fishing.

I like riding a horse!

I like playing basketball,

Riding a bike and walking, of course!

It's Sports Day! ...

But I don't like running or surfing.

I don't like dancing at all!

I don't like playing soccer.

Playing tennis or swimming, at all!

It's Sports Day! ...

WORKBOOK ANSWERS

1 e 2 i 3 f 4 c 5 b 6 l 7 d
8 a 9 h 10 g 11 j 12 k

Try! Answers will vary.

2 1 basketball 2 sailing 3 walking
4 horse 5 surfing 6 swimming

7 soccer 8 bike 9 dancing

10 tennis 11 running 12 fishing

3 1 sailing 2 fishing 3 riding a horse

4 playing basketball 5 riding a bike

6 walking 7 running 8 surfing

9 dancing 10 playing soccer

11 playing tennis 12 swimming

Try! Answers will vary.

Further practice / Homework

Workbook pages 16–17

Play the recording and tell the students to put their thumbs up when they hear *like* and thumbs down when they hear *don't like*.

Direct the students' attention to the song.

Point to the riding a bike activity and ask *Does the singer like riding a bike? (Yes.)*

Show the checkmark next to the picture of the bike. Have the students work with a partner and mark the sports the singer likes. Ask volunteers to say the sports the singer likes, such as *I like riding a bike*.

Ask the students to stand behind their desks and as a class make up actions for the sports. Play the recording and ask the students to do the sport action when they hear the word in the song.

Tell the students to open their books and play the recording again for students to sing along and do the actions. Repeat the activity as necessary and if the students are enjoying singing.

Optional activity

Ask the students to rewrite the song for themselves. Tell them to substitute the sports in the song for the sports they like and don't like.

Unit 2 Reading

pages 20–21

Lesson objectives

Understand and act out a story.
Find key information in a text.
Review sports.

Language

Simple present: *He / She likes / doesn't like jumping.*

Materials

Track 20; Unit 2 Flashcards Set 1 (sports); Unit 2 Storycards; DVD Unit 2 Story; Workbook pages 18–19

Warm up

Play the game *Slap the Board* with the sports flashcards. Show the flashcards one by one and ask *What's the sport?* 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 sports and ask the student to slap the corresponding picture on the board. Repeat the activity with different students and sports.

1 Look at the pictures and discuss with a friend.

Tell the students to look at the pictures of the story on page 20. Ask questions about the picture: *What are the animals? (Frogs.) Where are they? (In the water.) What are they doing? (Jumping.)*

Ask a volunteer to read the two questions aloud. Have the students work in pairs to count the frogs and name the sports. Ask volunteer pairs to share their answers.

Unit 2 Reading I Don't Like Jumping!

1 Look at the pictures and discuss with a friend.

1 How many frogs talk in the story? 2 What sports can you name?

2 Listen and read along. Write true or false.

1 Frank likes playing basketball. true 3 Frank doesn't like swimming. false
 2 Phil doesn't like surfing. false 4 Fiona and Phil like jumping. true

1 Frank the frog is in the water with his friends. The other frogs are jumping. They like jumping. Does Frank like jumping? No, he doesn't!

2 Jumping is important for frogs. Fiona and Phil want to help Frank. Phil has an idea.

3 Phil and Frank stand on big leaves. Phil likes surfing. Does Frank like surfing? Yes, he does!

4 Phil surfs and Phil jumps. Frank surfs, but he doesn't jump.

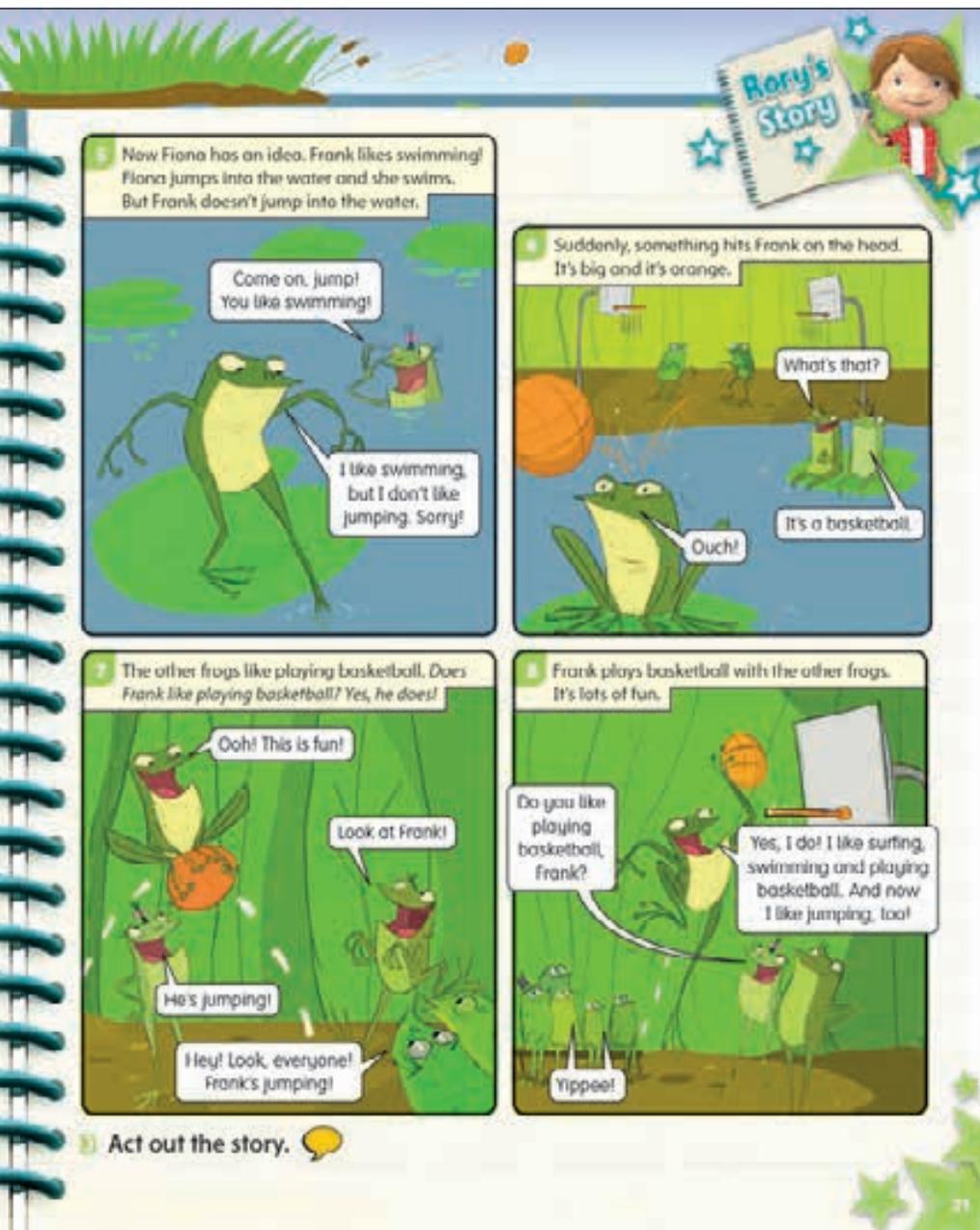
Optional activity

Stick the eight storycards on the board in the wrong order. Have the 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.

2 Listen and read along. Write true or false.

20

Play the recording for students to listen and follow in their books. Have the class shout *Jumping* every time they see / hear the word in the story. Read the instructions aloud. On the board write *Frank likes playing basketball.* Ask *Is this sentence true or false? (True.)* Ask the students to point to the frame in the story where we learn Frank likes playing basketball (Frame 7). Have the students work individually to listen and read the story and write *true* or *false*.



WORKBOOK ANSWERS

1 Pictures from left to right, top to bottom: 3, 4, 2, 1

2 Frank: jumping ☹️, surfing 😊, swimming ☹️, basketball 😊
 Fiona: jumping ☹️, swimming ☹️, basketball ☹️
 Phil: jumping 😊, surfing 😊, basketball ☹️

Try! Answers will vary.

3 1 jumping 2 doesn't 3 surfing
 4 like 5 Fiona 6 swimming
 7 basketball 8 playing

4 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 18–19; Unit 2 Reading Worksheet; Unit 2 Story Worksheet

Optional activity

Play the video. Pause before the following places in the video and elicit the sentences: before Phil says *Frank doesn't like jumping*; before Frank says *Yes! I like surfing*; before Frank says *I like swimming, but I don't like jumping*; before Frank says *Yes, I do! I like surfing, swimming and playing basketball*. And now *I like jumping, too!*

Play the part of the narrator yourself and then encourage the groups to act out their storycard in turn. Make sure you tell the groups who is next in the order of the story. If any groups are having a problem with the dialogue, you can 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 *What sports don't you like? I don't like ... Why?*

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 storycards 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.

Optional activity

Ask the students to complete the story activities on page 18 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

Practice asking and answering questions about likes and dislikes.
Review sports.

Language

Simple present: *Does he / she like? Yes, he / she does. No, he / she doesn't. He / She likes / doesn't like walking.*

Materials

Track 22; Unit 2 Storycards;
Unit 2 Flashcards Set 2 (body parts);
Workbook pages 20–21

Warm up

Tell the students to work in pairs. Ask them to sit with one partner behind the other, then take turns to write a sport with one finger on their partner's back. When their partner guesses the sport, the pairs change roles and repeat the game.

1 Look at pages 20–21 and circle the answers.

Ask students *What are the names of the frogs in the story? (Frank, Phil and Fiona.) What sports does Frank like? (Swimming, surfing and basketball.)* On the board, write the question and short answers *Does Frank like jumping? Yes, he does / No, he doesn't.* Ask a volunteer to come to the board and circle the correct answer. (*No, he doesn't.*) Have the students work in pairs to look at the story and circle the correct answers in their books.

Check answers with the class by asking volunteer pairs to read out the question and correct answer.

2 Listen and complete the chart.

21

Focus the students' attention on the chart and point to each sport for the students to name it. Play the recording for the students to listen and point to the pictures of the sports when they hear them.

Then tell them to find Felix. Show the checkmark and X in the key and say *Tell me what Felix likes. (He likes running and walking. He doesn't like dancing.)* Tell the students they will hear two children discussing Felix. The students have to listen and mark the sports. Play the first exchange between the girl and the boy and ask *Does Felix like surfing? (Yes, he does.)* Point to the example and mark the surfing column for Felix. Point to the fishing column for Felix and ask *Does he like fishing? (We don't know.)* Play the second exchange and pause for the students to write an X. Point to the sailing column for

Unit 2 Language Focus 1

1 Look at pages 20–21 and circle the answers.





1 Does Frank like jumping? Yes, he does. No, he doesn't.

2 Does Frank like surfing? Yes, he does. No, he doesn't.

3 Does Frank like playing basketball? Yes, he does. No, he doesn't.

2 Listen and complete the chart.

Grammar

Does	he / she	like	dancing?	Yes, No,	he / she	does. doesn't.
	Frank		surfing?			

✓ = likes ✗ = doesn't like

						
Frank	✗	✓	✓	✓	✗	✓
Phil	✗	✓	✗	✓	✓	✓
Felix	✓	✓	✗	✓	✗	✓
Fiona	✓	✓	✓	✗	✓	✗
Dora	✓	✗	✓	✗	✓	✓
Flo	✓	✗	✓	✓	✗	✗

3 Look at the chart and write the answers.

- Does Flo like sailing? Yes, she does.
- Does Phil like fishing? No, he doesn't.
- Does Dora like running? No, she doesn't.
- Does Frank like walking? Yes, he does.

Felix and ask *Does he like sailing? (We don't know.)* Play the third exchange, pause for the students to write a checkmark.

Play the recording and pause after the narrator says *Find Fiona* and ask the children to point to Fiona. Play the exchange about Fiona for the students to mark the sports.

Play the recording and pause after the narrator says *Find Flo* and ask the children to point to Flo. Play the exchange about Flo for the students to mark the sports.

Have the students compare their answers and ask if they are the same or different before you play the recording again.

On the board write the question *Does Felix like surfing? (Yes, he does.) Does Felix like fishing? (No, he doesn't.)* Underline the *does* in the questions and draw a line to link to the *he does, he doesn't* in the answers. Model the questions and answers for students to repeat chorally and then have them question and answer in open pairs.

To check the answers to the activity as a class, ask volunteers to ask the questions

about Felix, Fiona and Flo for other volunteers to answer.

Optional activity

Choose one of the frogs from the chart. Tell the students *I have a favorite frog and you have to ask questions about what he / she likes to guess who it is.* They have to look at the chart and encourage them to ask *Does he like running / sailing / walking / fishing?* Ask the students to work in pairs and choose a favorite frog. They take turns to ask and answer, as in the demonstration, to find out each other's favorite frog.

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.

11 Look at the information and complete the questions and answers.

<p>Name: Anna</p> <p>Likes:</p>		<p>Name: Billy</p> <p>Likes:</p>	
<p>Doesn't like:</p>		<p>Doesn't like:</p>	

- Does Anna _____ like _____ swimming? Yes, she does.
- Does** _____ Billy **like** _____ riding a bike? Yes, he does.
- Does Anna** _____ like fishing? No, she doesn't.
- Does** _____ Billy like **riding a horse/sailing** ? No, he doesn't.
- Does Anna like** _____ surfing? Yes, she does.

12 Write the questions and answers.

- Does Billy like riding a bike? Yes, he does.
- Does Anna like playing soccer? No, she doesn't.
- Does Billy like riding a horse? No, he doesn't.
- Does Anna like playing tennis? Yes, she does.

13 Cover your book. Play Memory with a friend.



3 Look at the chart and write the answers.

Refer the students to the questions you wrote on the board in Activity 2 and the Grammar box. Tell students to look at the questions and go through number 1 with them as an example. Students complete the activity in their book. Monitor and check their punctuation and make sure they write the full short answer. Check together as a class by asking a volunteer to write the short answers on the board.

4 Look at the information and complete the questions and answers.

Tell the students to look at the photos of Anna and Billy. Ask *What sports does Anna / Billy like?* (Swimming, riding a bike.) *What sport doesn't Anna / Billy like?* (Playing soccer, playing basketball.)

Look at question 1 as a class. Have students look at the information about Anna and point to *swimming*. Point to the answer *Yes, she does* and *like* in the

question. Have the students work in pairs to complete the questions. Tell them to look at the Grammar box, the questions on the board and Activity 3 to help them. Monitor and help where necessary. Have the pairs join another pair to compare and check their answers. Tell the groups to call you if they have any different answers or problems.

5 Write the questions and answers.

Stick the riding a bike flashcard on the board and write *Billy* above it. Write a mark next to it. Draw a big question mark and elicit the question *Does Billy like riding a bike?* Tell the students to look at the information about Billy to answer the question and elicit the short answer *Yes, he does*.

Let the students work individually to write the rest of the questions and answers.

Ask two volunteers to ask and answer the questions to check as a class.

Model the questions and answers, with expression and falling intonation, for the students to repeat chorally and

individually. Have the students work with their partner asking and answering the questions paying attention to the pronunciation.

5 Cover your book. Play Memory with a friend.

Choose a volunteer to pair up with. Ask the volunteer to close their book and ask *Does Billy like riding a bike?* (*Yes, he does.*) *Does Anna like playing soccer?* (*No, she doesn't.*) Change roles with the volunteer for them to ask you a question about Anna and Billy.

Divide the class into pairs and assign them A and B. Tell A to close their books and B to ask six questions about Anna and Billy. The pairs change roles and repeat the activity.

WORKBOOK ANSWERS

- 1 No, he doesn't. 2 Yes, he does. 3 Yes, he does. 4 No, he doesn't. 5 No, she doesn't. 6 Yes, she does.
 - 1 Yes, she does. 2 No he doesn't. 3 No, she doesn't. 4 Yes, he does.
- Try! Answers will vary.**
- 1 Does Emma like surfing? 2 Does Max like running? 3 Does Emma like dancing? 4 Does Max like riding a bike?
 - Does he like fishing? No, he doesn't. Does he like playing soccer? Yes, he does. Does she like riding a horse? Yes, she does. Does she like playing basketball? No, she doesn't.
- Try! Answers will vary.**

Further practice / Homework

Workbook pages 20–21; Unit 2 Language Focus 1 Worksheet

Unit 2 Language Focus 2

pages 24–25

Lesson objectives

Identify household objects

Possessive adjectives: *his* and *her*.

Practice school objects and possessive adjectives through a song and follow-up activities.

Language

Household objects: *brush, comb, shampoo, soap, toothbrush, towel*

Possessive adjectives: *This is his / her brush*

Materials

🎧 Tracks 22–24; Unit 1 Flashcards Set 1 (sports); a ball; Workbook pages 22–23, 120

Warm up

Stick the sports vocabulary flashcards on the board in a row. The students name each one in chorus. Turn the last flashcard in the row face down on the board. The students name each flashcard again, including the last one from memory. Repeat the activity, so that finally the students are naming each flashcard from memory.

1 Look and write the numbers.

Listen and check. 🎧 22

Show the students the ball and ask *What is it? What sports do you play with a ball? (Soccer, tennis, basketball.) What can you do with a ball? (Throw it, catch it, bounce it, kick it.)* If the students don't know the vocabulary, give the ball to a volunteer to demonstrate what you can do with a ball and write the words on the board.

Ask the students to look at the pictures of the frog and ask *What sport is the frog playing? (Basketball.)*

Point to the first picture and elicit the action. Show the number 1 next to *catching the ball*. Tell the students to work with a partner to number the words. Play the recording for the students to listen, point to the pictures and repeat the words. If necessary, play the recording again.

Optional activity

Give out a few balls to volunteers and ask them to take turns to do an action with the ball for the class to say the action.

Additional resources

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



Unit 2 Language Focus 2

1 Look and write the numbers. Listen and check. 🎧

2 bouncing the ball 1 catching the ball
4 throwing the ball 3 basket 5 points



2 Read and complete. Listen and check. 🎧

bouncing catching basket points throwing

*Here we are at the basketball game!
Here we are at the basketball game!
See them run, see them play.
Here we are at the basketball game!*

Look at him! Frank's his name.
He's (1) catching the ball!
What a game!
Look at Frank! Watch him play!
He's (2) bouncing the ball!
He's great today!

*Here we are at the basketball game ...
Look at Frank! The (3) basket's over there!
He's (4) throwing the ball up in the air!
Look at Frank! Watch him play!
He's scoring lots of (5) points today!
Here we are at the basketball game ...*

3 Listen again and sing along.

4 Complete your picture and play with a friend. 📖 🗨️



Boy: What's number two doing?
Girl: He's throwing the ball.

2 Read and complete. Listen and check. 🎧 23

Tell the class to close their books. Play the song and ask *What's the frog's name? (Frank.) What sport is he playing? (Basketball.)*

Ask the class to open their books and point to the word pool and the slash through *catching*. Ask them to find *catching* in the song and point to it. Tell the students to complete the song with the words from the word pool. Play the recording for the students to check their answers, pausing before each gap to elicit the word.

3 Listen again and sing along.

Play the song again for the students to sing along. As a class, make up some actions to go with the song such as miming running, catching, watching, bouncing, throwing, cheering. Play the recording again for the students to do the actions as they sing along.

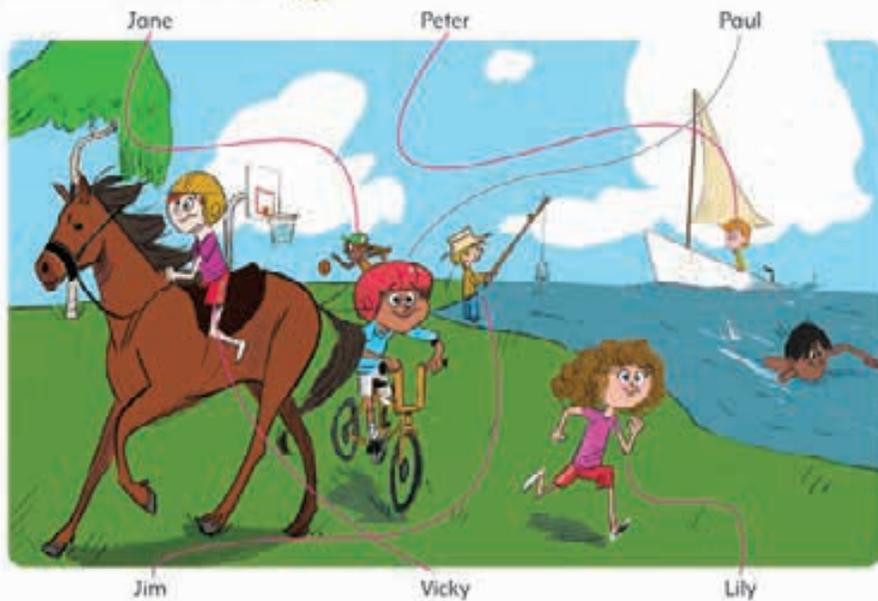
Optional activity

Tell the class that you are going to be a sports commentator and ask them to imagine that they are playing basketball. Tell them to listen to your commentary and to do the actions. Use an expressive voice to do an imaginary sports commentary, such as *The match started. He has the ball. He's running. He's bouncing the ball. He's throwing the ball. Did he score a point? No he didn't! Ahhh! No, he's catching the ball. He's bouncing the ball. He's throwing the ball. Yes! He's scoring a point!*

4 Complete your picture and play with a friend. Workbook page 120 🎯

Divide the students into pairs and assign them A and B. Tell the students to look at page 120 in their Workbook. Tell the students who are A to look at the first picture and write the numbers 1–6 on the frogs' T-shirts and the B students do the

5 Listen and draw lines. 



6 Look at the picture in Activity 5 and answer the questions.

- 1 What's Paul doing? He's riding a bike.
- 2 What's Jane doing? She's bouncing a ball.
- 3 What's Jim doing? He's fishing.
- 4 What's Vicky doing? She's riding a horse.
- 5 What's Peter doing? He's sailing.

7 Draw a picture of five friends in the playground. Describe your picture to a friend. Point, ask and answer with a friend.  

Peter is throwing a ball. Carla is running.

Grammar

What's	Paul	doing?	He's	throwing a ball.
	Jane		She's	riding a horse.

What's he doing?

He's throwing a ball.

same for the second picture. Complete the activity yourself as an A.

Focus the students' attention on the dialogue in the Student Book. Pair yourself up with a volunteer who is a B. Ask your partner *What's number 2 doing?* (*He's...*) Show the students how you write number 1 on the T-shirt of the frog doing the action on your picture. Encourage your partner to ask, *What's number... doing?* (*He's...*) Tell your partner to write the number on the frog doing the action in their picture.

The pairs play the game, taking turns to ask and answer what their frogs are doing.

5 Listen and draw lines.  24

Tell the students to look at the picture, point to the children and ask *What is he/she doing?* (*He's/She's...ing.*) Play the recording and pause after the first dialogue and the instructions. Point to the example line from *Paul to the boy riding a bike*. Play the rest of the recording for students to draw lines from the names to the sports. Have students compare with

their partner before you play the recording again.

To check as a class, ask volunteers to tell you what each child is doing, such as *Paul is riding a bike*.

Additional resources

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

6 Look at the picture in Activity 5 and answer the questions.

Focus students' attention on the example. Write the sentence on the board: *He's riding a bike*. Ask concept questions, such as *Can you see Paul on the bike now?* (*Yes.*) *Is he doing the activity now, in the picture?* (*Yes.*) On the board, write *he's = he is*. Circle the 's and the *ing* in the sentence.

Have the students work with their partner to look at the picture in Activity 5 and write the sentences. Monitor and check they are using the present continuous correctly. Refer them to the example sentence on the board and the Grammar box to help them.

6 Draw a picture of five friends in the playground. Describe your picture to a friend. Point, ask and answer with a friend. 

On the board, draw a couple of people doing different sports and write names on their T-shirts. Give the students a few minutes to draw five of their friends doing sports and name them. Ask a volunteer to come to the board and describe your pictures to them such as *This is... He/She is...ing*. Divide the class into pairs and tell them to describe their pictures to each other.

Pair yourself up with another volunteer. Look at their pictures and point to each picture and ask *What's he/she doing?* Encourage your partner to reply with full sentences. Tell the students to find a different partner and take turns to ask and answer about each other's pictures.

If you hear repeated errors in grammar or pronunciation go over these, as a class, at the end of the activity.

Optional activity

Divide the class into teams. Ask a volunteer to come to the front of the class and whisper a sport to them. Tell them to go back to their team and mime the sport. The first team to guess what their team member is doing and say the correct full sentence (*He/She is...ing.*) wins a point. Repeat with other volunteers and sports. The team with the most points wins the game.

WORKBOOK ANSWERS

- 1 a 3 b 5 c 2 d 4 e 1 f 6
- 2 1 throwing 2 catching
3 bouncing 4 scoring 5 running
- Try! Answers will vary.
- 3 1 scoring 2 catching 3 riding a bike 4 throwing the ball
5 running 6 jumping
- 4 1 He's running. 2 He's catching the ball. 3 He's walking. 4 He's bouncing the ball.
- Try! Answers will vary.

Further practice / Homework

Workbook pages 22–23; Unit 2 Language Focus 2 Worksheet

Lesson objectives

Listen to and understand the importance of safety in sports.

Use the present simple to talk about actions to do before, during and after sports for safety.

Language

Cool, during, heartbeat, safely, shin pads, stretch

Materials

Track 25; Workbook page 24

Warm up

Ask the students to listen and do the actions you tell them to do, but only if you say *Simon says*, such as *Simon says throw the ball*. If any students do the action when you haven't said *Simon says*, they can't play until the next round of the game.

1 Listen and read along. Number the pictures.

On the board write *Play sports safely*. Tell the students to talk to their partner and discuss ideas for playing sports safely. Tell them to think about things to do *before*, *after* and *during* playing the sport and write these as headings on the board. Give an example yourself, such as *drink lots of water because you get hot*. Write *drink water* under the heading *during*. After a few minutes, take some of the students' ideas and write them on the board.

Tell students to listen and follow the text in their books to see if any ideas are the same as on the board. Ask the students *Which ideas are the same?* and mark them on the board. Ask *Which sport is the text about?* (Soccer.)

Point to the first paragraph and the picture marked 1. Ask the students *Which words help you to know paragraph one matches this picture?* (Soccer players, shorts and T-shirts, during the game.) Tell the students to underline these key words in paragraph one.

Let the students read silently, underlining key vocabulary in the paragraphs before they number the pictures.

Ask volunteers to tell you the matching paragraph number and picture and any words that helped them do the activity. Talk about which of the safety points are common to other sports, not only soccer. (Most of them could be, except shin pads and soccer shoes.) Ask *What sports do you play? When do you drink water / stretch / wear special clothes?*

Unit 2 CLIL RE.

1 Listen and read along. Number the pictures.

Rose Knows about *Safe Sports*

It is important to play sports safely. We can do a lot of activities before, during and after sports to protect our bodies and keep them safe.

- When we exercise, our heartbeat and breathing are fast and we get hot. Soccer players wear shorts and T-shirts during a game to keep their bodies cool.
- During a game, it is important to protect our bodies. Soccer players wear shin pads to protect their legs, and they wear soccer shoes to help them on grass.
- Before and after sports, it is important to stretch to warm up our muscles.
- Soccer players need to drink water before and after a game, because their bodies use lots of water when they play.

2 Read again and complete the chart.

Soccer Players ...	When?	Why?
drink water	Before and after	Because their bodies use a lot of water.
wear shorts and a T-shirt	During	To keep their bodies cool
do stretches	Before and after	To warm up their muscles.
wear soccer shoes	During	To help them run
wear shin pads	During	To protect their legs

2 Read again and complete the chart.

Hold up your book and point to the chart, reading out the safety points for soccer players. Ask the students *What number paragraph do we see shin pads in?* (Paragraph two.) Say *Point to where the paragraph tells us when soccer players wear shin pads.* (During a game.) *Point to where the paragraph tells us why the players wear them.* (To protect their legs.)

Divide the class into pairs to read, discuss and complete the table. Monitor and help where necessary, pointing to where the students can find the information if they are having problems.

On the board write the sentence *Soccer players wear shin pads during the game to protect their legs*. Ask different volunteers to make sentences about soccer players to check the answers as a class.

3 Complete the Scrapbook Label with words from Activity 2.

Let the students look at the photograph. Ask *What can you see in the photo?* Ask volunteers to make sentences about the photo such as *A boy is playing soccer. He's wearing shorts, a T-shirt, soccer shoes and shin pads*. Focus students' attention on the label and the completed example. Tell them to complete the label using words from Activity 2. They can check the text in Activity 1 if they need more support. To check as a class, say the gapped number for volunteers to give you the word.

4 Read and complete the Scrapbook Label with words from the box.

Mime swimming and ask students to tell you any safety tips for swimmers such as *make sure there is an adult / lifeguard, wear goggles and fins, use a float*. If the students don't give you *fins* and *goggles* give them the words and demonstrate wearing goggles over your eyes and fins on your feet.

8 Complete the Scrapbook Label with words from Activity 2.

This is me at school. I'm (1) playing soccer. I'm wearing (2) shin pads to protect my (3) legs. I'm also wearing (4) shorts and a T-shirt to keep my body cool, and (5) soccer shoes because they are good for running on grass.



9 Read and complete the Scrapbook Label with words from the box.

eyes help him swim swimming swimming pool

This is my brother, Max! He's in the (1) swimming pool. He's (2) swimming. He's wearing goggles to protect his (3) eyes. He's also wearing fins to (4) help him swim.



10 Write a Scrapbook Label for a photo of yourself.

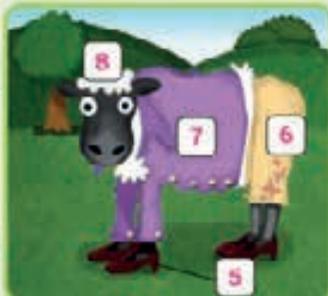
1 Listen and number the pictures. Listen again and repeat.

2 Listen and repeat the sentences.

Phonics



Chuck the chicken eats cheese and chocolate under a chair!



Shirley the sheep wears shorts. She wears a shirt and shoes as well!

Point to the photo of Max and his goggles and fins and ask *What's this?* Point to the word pool and show *swimming pool* crossed out and written in the label. Tell the students to work with a partner to complete the labels.

As a class check ask different volunteers to read out a sentence each.

5 Write a Scrapbook Label for a photo of yourself.

Draw a picture of yourself doing a sport such as playing tennis. Tell the students about the picture as you write the label, such as *This is me. I'm on the tennis court. I'm playing tennis. I'm wearing white shorts and a white T-shirt to keep me cool. I'm also wearing a hat to protect my head.* Tell the students to choose a sport and make a label for themselves, as in your example. Tell them to use your example and Activity 3 and 4 to help them. Monitor and underline any mistakes in the target language or vocabulary for the students to try and correct. Choose a few volunteers to present their label to the class.

WORKBOOK ANSWERS

1 1 heartbeat 2 kneepads
3 stretches 4 muscles 5 water

2 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 24; Unit 2 CLIL Worksheet; Unit 2 CLIL Video Worksheet

Phonics

Lesson objectives

To differentiate between the sounds /ʃ/ and /tʃ/.

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

Materials

① Tracks 26–27; Unit 2 Flashcards (toothbrush, mouth, teeth); Workbook page 25

Warm up

Divide the board in half, on one side write the words *shin, show, shell* and on the other side write *cheeks, chick, chin*. Say the words and ask the students to identify the two sounds. Write *sh* above the *sh* words and *ch* above the *ch* words. Ask *What are the sounds?* Elicit any more words they know and write them on the board.

1 Listen and number the pictures. Listen again and repeat.

Tell the students to look at the pictures. Ask *What can you see in the picture?* Write any additional *sh* or *ch* words that they say to the lists. Play the recording, pausing after the first word *chair*. Show the students the number 1 in the box next to the chair. To check as a class, say a number for the class to tell you the word. Play the recording again, pausing for the students to repeat chorally and individually. To help with the pronunciation, isolate the target sounds and show how your tongue and lips are relaxed, with no voice, as you let the air out for /ʃ/ and how your tongue goes behind your top teeth, is stiff, teeth are closer together and you force out the air for /tʃ/. Say different numbers for small groups and individuals to say the words.

2 Listen and repeat the sentences.

Ask students to look at the pictures again. Play the recording for students to listen and point to the pictures as they hear the words. Play the recording again, pausing after each line for the students to repeat. Ask the students to close their books and play the recording one more time, encouraging the students to join in saying the sentences.

Optional activity

Divide the class into pairs. The students take turns to say the sentences to their partner, as fast as possible. Encourage the students to over-emphasize the /sh/ and /ch/ sounds.

WORKBOOK ANSWERS

1 1 ✓ 2 ✓ 4 ✓ 6 ✓
2 1 sh 2 ch 3 sh 4 sh 5 ch
6 ch 7 sh 8 ch
3 1 chair, chicken, chocolate, cheese
2 sheep, shirt, shorts, shoes
Try! Answers will vary.

Further practice / Homework

Workbook page 25

Unit 2 Project and Value

page 28

Lesson objectives

Comparing different types of exercise and explaining results.

Present results in the form of a graph.

Value

Physical activity is good for you.

Exercise every day.

Materials

Classroom clock with second hand; one ruler, one pencil and one sheet of grid paper per student; Unit 2 Stickers; Workbook page 26

Warm up

Do some warm-up exercises to get students thinking about different types of exercise. Tell the students to stand up and follow your instructions. Say *Do ten jumping jacks. (Students jump up and down flapping their arms and legs in and out.) Run on the spot for one minute. Touch your toes ten times. Do five squats. (Students stand with feet apart and bend and straighten their legs.)*

Value: Read and stick

Ask students to open their Student Books to page 28 and find *Jeb's Value* at the top. Read the value aloud while students follow along. Ask *Which exercise in the warm-up was most difficult? What exercise do you do every day?*

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 *Jeb's Value*.

Pulse Rate Charts

Stage 1: Plan your project.

Show the students how to measure their pulse rate. Use your middle and index finger and put them just below the wrist until you can feel the pulse. Ask the students to stand up and walk in place and then jump in place for two minutes. Tell them to feel their pulse again. Ask *How does it feel now? Is it faster? How do you feel? (Hot, awake, heart beating faster, tired, breathing heavily.)* Explain that the pulse rate goes up during exercise because the heart is working faster to give muscles the energy they need.

Divide the class into pairs and tell them to think of two different exercises, one slow and one fast, that they can do in the classroom. Point to the example chart and tell the pairs to copy the chart to record their exercises in. *Children's normal*

Unit 2 Project and Value

Pulse Rate Charts

Materials

- Classroom clock with second hand
- One ruler per student
- One pencil per student
- One sheet of grid paper per student

Read and stick.

Physical activity is good for you.
Exercise every day.

Stage 1: Plan your project.

- 1 Work with a friend. Think of two different activities to do and record them, for example:
Slow exercise: walking in place for 2 minutes
Fast exercise: jumping in place for 2 minutes
- 2 Use the pencil and ruler to make two charts for slow and fast exercise.
- 3 Practice measuring your pulse.

Stage 2: Develop your project.

- 1 Take turns measuring your pulse at rest. Write down the number of beats per minute.
- 2 Take turns doing the slow exercise. Measure your pulse every minute.
- 3 Repeat with the fast exercise.

Stage 3: Share your project.

- 1 Attach your charts to a classroom wall.
- 2 Present your results to other teams.
- 3 Discuss with the class. Why is it important to exercise every day?

Stage 4: Evaluate your project.

Save your Pulse Rate Charts.

resting pulse rate is approx. 70–100 beats per minute, so if they are too high or too low they are probably doing it wrong.

Stage 2: Develop your project.

Tell the pairs to take their pulse rates and write the results in their notebooks. Then tell them to take turns to do the slow exercise and measure their pulse immediately after, then two and three minutes after they finish the exercise, and write down the results. Have the students repeat the activity and the three measurements with the fast exercise. Ask *What happens to the rate? Were you correct?* Finally, tell the pairs to record their pulse rates in their charts.

Stage 3: Share your project.

Ask the pairs to stick their charts on the wall. Have the pairs walk around and look at the different exercise and results.

Ask *Why is it important to do exercise every day? (To be healthy and active, to keep the blood flowing and to keep the heart and lungs working efficiently.)*

Stage 4: Evaluate your project.

This activity can be done as each stage is completed. Ask students to open their Workbooks to page 26 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect on their project and mark *yes* or *no*. 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 can play sports. ✓ I can walk to school. ✓

Try! Answers will vary.

Further practice / Homework

Workbook page 26

1 Look and complete the questions and answers.



- | | |
|---|--|
| 1 Does he like swimming?
No, he doesn't. | 4 What's she doing?
She's catching/throwing the ball. |
| 2 Does she like surfing?
Yes, she does. | 5 What's he doing?
He's riding a bike. |
| 3 Does he like playing soccer?
No, he doesn't. | 6 What's he doing?
He's dancing. |

2 Write your answers.

What About You?

<p>★ Which sports do you like doing? _____</p> <p>★ Does your best friend like all these sports, too? _____</p> <p>★ What's your best friend doing now? _____</p>	<p>★ Which sports don't you like doing? _____</p> <p>★ What do you do before sports? _____</p> <p>★ What do you do after sports? _____</p>
---	--

3 Ask and answer the questions with a friend.



correct them. The students return each other's books and correct their own work.

2 Write your answers.

Ask different volunteers to choose a question to ask you until you have answered all the questions in the chart. Make sure that when you answer, you give full answers.

Write your answer to question 1 on the board, such as *I like playing tennis.*

Have the students work individually to write the answers for themselves. Monitor and encourage the students to write full answers.

3 Ask and answer the questions with a friend.

Place two chairs opposite each other at the front of the class and sit in one. Ask a volunteer to come and join you and sit in the opposite chair. Tell them to close their book. Interview the volunteer using the questions from the chart. Pay attention and listen carefully to their answers, responding with comments such as *Really? That's interesting.*

Divide the students into pairs and tell them to sit opposite each other. Assign them A and B and tell B to close their books. A interviews B and then they swap roles and A closes their book. For more confident students, you can tell both students to close their books and see if they can remember the six questions. On the board write prompts for each question, such as *1 sports / like? 2 best friend / sport? 3 best friend / now? 4 sports / like doing? 5 before sports? 6 after sports?*

Additional resources

The Unit 2 Test can be given now.

WORKBOOK ANSWERS

- 1 Billy: riding a bike, dancing; Anna: playing basketball, running
 1 Does Billy like dancing? No, he doesn't. 2 Does Billy like riding a bike? Yes, he does. 3 Does Anna like playing basketball? Yes, she does.
 4 Does Anna like running?
 2 1 What's he doing? He's playing basketball. 2 What's she doing? She's catching the ball. 3 What's he doing? He's throwing the ball.
 4 What's he doing? He's bouncing the ball. 5 What's she doing? She's scoring a point. 6 What's she doing? She's bouncing the ball.

Try! Answers will vary.

Further practice / Homework

Workbook page 27

Unit 2 Review page 29

Lesson objectives

Review the vocabulary and language learned in the unit.

Language

Sports vocabulary

Does he / she like + gerund and short answer Yes, he / she does and No, he / she doesn't

Present simple and present continuous Yes / No and Wh questions and answers about sports.

Materials

Unit 2 Flashcards Set 1 (sports); Workbook page 27

Warm up

Write *running* 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 *running*, they shout *Snap!* Repeat with all flashcards.

1 Look and complete the questions and answers.

Ask the students to look at the photos 1–3 and say *Look at the children's faces and the mark boxes in the corner. Does he / she like the sport?* Then ask them to look at photos 4–6 and ask *What's he / she doing?*

Have the students work in pairs to complete the activity. Monitor and help, checking the word order and punctuation. Point to the question marks to ensure they know they have to write the questions.

Have each pair join another pair and take turns to ask and answer the questions to check their answers.

Ask each pair to swap their Student Books with another pair. Give different volunteers a number and ask them to write the question and answer on the board for the students to check each other's work. Tell them to only circle the mistakes, not

Unit 2 Review Game

page 30

Lesson objectives

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

Language

Appearance words, personality words

Simple present *yes / no* questions: *Does he / she have bangs? Does he / she like playing soccer?*

Present simple: *What's he / she like? He's / She's grumpy.*

Present continuous question and answer: *What is he / she doing? He's / She's playing soccer.*

Materials

Track 11; one die per pair; six counters per student

Warm up 11

Sing the song from Unit 1 Vocabulary Lesson. Divide the class into four groups and give each group a different pop star description. Give the groups a couple of minutes to make up actions. Have the students stand up, then play the recording. Each group sings their part of the song with actions.

1 Play Number Quiz.

Divide the class into pairs and give each student ten counters (different colors for each student in the pairs) and a die per pair. Assign the students A and B.

Hold your book up to show the class the game. Roll a die, say the number (such as *three*) and point to the corresponding number strip on the game. Pair yourself up with a volunteer, read out the question for strip 3: *Does your mom / dad / brother / sister like ...?* and point to the first picture (playing soccer). Ask your partner *Does your sister like playing soccer?* Encourage your partner to answer the question.

Put one of your counters on the soccer picture in row 3 and tell the students this square can't be used again.

Tell your partner to roll the die, find the correct numbered row and question

Game

1 Play Number Quiz.

30

and choose a picture. They ask you the question. When you have answered, your partner puts their counter on the chosen picture. Continue for a couple more rounds of the game and tell the students to continue playing, asking and answering questions but not repeating any questions that are covered by a counter.

Explain the winner of the game is the first student who has rolled all the dice numbers from one to six.

When the pairs have a winner, tell them to play again.

Monitor and help the students to play the game, demonstrating where necessary and noting down mistakes without interrupting them. 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 choose one of the squares from the game board and draw their own version.



Australia

Culture



1 Match the words with the pictures.

- 2 dancing
- 3 wildlife
- 1 surfing

2 Read and label the paragraphs.

Sports Animals Traditions

Australia is in the continent Oceania. It is a big island. The capital city is Canberra. Most people in Australia speak English. Australia is famous for the outback, which is a very big and dry part of the country. Australians like spending time outdoors because of the sunny, warm climate and all the open space.



a Sports

Australians love going to the beach. Water sports, like swimming, sailing and surfing, are very popular. Australians also like other sports, for example: soccer, tennis and rugby.



b Traditions

Aboriginal Australians have a very long and interesting history. Aboriginal dances, like Corroboree, are part of their culture. People paint their faces and dance to traditional music.



c Animals

Australia is famous for its wildlife. You can find a lot of animals there, like kangaroos and koalas.

3 Complete the Venn diagram with outdoor activities.



Culture page 31

Lesson objectives

To familiarize students with cultural aspects of Australia and compare them to their own culture.

Understand the main points of a short text and demonstrate how to extract information to be presented in a Venn diagram.

Language

Aborigine, kangaroo, koala, Oceania, outback, rugby, traditions, wildlife

Sports vocabulary

Materials

Pictures of koalas, kangaroos, a boomerang; world map / map of Australia; Workbook page 112

Warm up

Stick the pictures of the koalas, kangaroos and boomerang on the board. Tell the

students that these things are all from the same country and ask *Which country is it?* (Australia.) Elicit the words for the pictures, or tell the students and write the words under the picture. Stick a world map on the board and ask a volunteer to come and point to Australia. Ask *Is Australia in Asia / Europe / South America?* (No.) *Where is it?* (Oceania.) Ask *What sport do they like playing in Australia?* (All sports but especially cricket, rugby, soccer.) *What other information do you know about Australia?*

1 Match the words with the pictures.

Point to each of the three photos in turn and ask *What can you see?* Ask *Which picture shows people dancing?* (Picture 2.) Point to the number 2 next to *dancing*. Have the students work with a partner to match pictures 1 and 3. Check the answers by asking *What's picture 1 and 3?* Explain to the students that *wildlife* means animals that live free and in nature.

2 Read and label the paragraphs.

Write the questions on the board: *What's the capital city of Australia?* (Canberra.) *What language do they speak?* (English.) *What's the weather like?* (Sunny.) Tell the students to read the introduction and turn to their partner to discuss the questions. Ask volunteers the questions to check the answers.

Point to the titles and the example written above paragraph 1. Have the students read the text individually and silently to label the paragraphs.

Ask three volunteers to read a paragraph each. When they finish reading ask the class *What's the title of the paragraph?*

3 Complete the Venn diagram with outdoor activities.

Ask the students *What activities do you do outdoors?*

Tell the students to read the text again and underline any outdoor activities.

Hold up your book and point to the Venn diagram. Point to the circle titled *Australia* and explain that this is where the students write outdoor activities that people do in Australia. Then show the students the *Where I Live* and *Both* areas. Tell them that in the *Both* section they write any activities that they do in Australia and in their country and in the *Where I Live* section they write things that they do that are not in the Australia text. Have the students work with a partner to write the outdoor activities in the sections. While the students are working, copy the Venn diagram onto the board. Ask different volunteers to come to the board and write the activities in the correct section of the Venn diagram to check the activity.

Ask *What activities are the same in Australia and your country?* *Are there any other similarities / differences between your culture and Australia?*

Optional activity

Tell the students to write the title *Sports* in their notebooks and write a paragraph about their country, using the first paragraph on Australia as a model. For students who need extra support, write sentences starters on the board, such as *We love ... / ... and ... are very popular.*

WORKBOOK ANSWERS

1 music A sport D wildlife B / C koala C beach D kangaroo B traditions A surfing D dancing A

2 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 112

Unit 3 Vocabulary

pages 32–33

Lesson objectives

Identify jobs.

Practice talking about people's jobs through a song and follow-up activities.

Language

Jobs: actor, artist, astronaut, bus driver, cook, doctor, farmer, librarian, nurse, teacher, train driver, waiter

Materials

Tracks 28–30; Unit 3 Flashcards Set 1 (jobs); Workbook pages 28–29

Warm up

Write the sounds *sh*, *ch*, *s* on the board. Have the students work in teams of four and give them six minutes to think of as many words as they can beginning with the sounds. Tell them not to open their books. Say *Stop!* after six 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 Discuss with a friend. 🗣️

On the board draw a big sun with ten radiating lines coming out from it. Ask the students to copy the word *sun* into their notebooks. Ask the students *What jobs can you name?* Elicit one and write it at the end of one of the lines. Tell the students to work with their partner and write as many jobs as they can on their sun. Ask different volunteers to come to the board and write a job each, making sure they don't repeat any words.

Read out the second question: *What job does your mom or dad do?* Ask the students to turn to their partner and tell them. Help with any job vocabulary if they need it and add any new jobs that come up to the word sun on the board.

2 Listen and repeat. 🎧 28

Focus students' attention on the picture and point to the actor. Ask *What job does he do?* Play the recording, pausing for students to point to the people as they hear the jobs. Play the recording again, stopping after each word, for the students to repeat chorally and individually. Pay particular attention to the /er/ ending on *driver*, *farmer*, *teacher*, *waiter*.

3 Look and write the words. Listen again and check.

On the board write the question: *What job does he / she do?* (*He's / She's a / an ...*) Point to person number 1 in the picture and ask

3

Lift-off!

Vocabulary

1 Discuss with a friend. 🗣️

- 1 What jobs can you name?
- 2 What job does your mom or dad do?

2 Listen and repeat. 🎧

3 Look and write the words. Listen again and check.

actor artist astronaut bus driver cook doctor
 farmer librarian nurse teacher train driver waiter

1 actor	4 doctor	7 teacher	10 waiter
2 train driver	5 nurse	8 bus driver	11 artist
3 farmer	6 librarian	9 cook	12 astronaut

4 Play Two in a Row with a friend. 🗣️

Numbers one and nine!

Actor and cook!

the question to a volunteer to elicit the answer. (*She's a train driver.*) Encourage the volunteer to ask the question, pointing to a different person and choosing another volunteer to answer. Continue like this for all 11 jobs.

Have the students work in pairs to write the jobs. Play the recording for the students to check their answers.

4 Play Two in a Row with a friend. 🗣️

Tell the students to look at the picture in Activity 1 for one minute and then close their books. Say *Number 1 and 9!* Encourage the students to respond with the jobs. (*Actor and cook.*) If they get it wrong, have them look at their books again, then repeat the game with another pair of jobs until they get the right answer. When they get the right answer, it's their turn to ask you. Have the students work in pairs to play the game, as in the demonstration.

Optional activity

Divide the class into pairs. Tell them to take turns, pointing to the people asking and answering *What job does he / she do?*

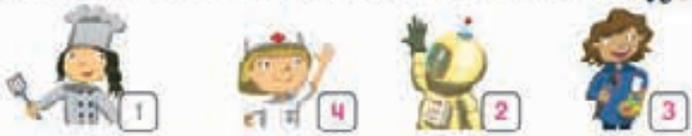
Additional resources

Unit 3 Wordcards

5 Listen and order the pictures (1–4.) Listen and sing along. 🎧 29

Stick the job flashcards on the board. Ask a volunteer to come to the board. Say the words in any order and have the volunteer write the numbers 1–12 under each picture in the order they hear the words. Tell the students to look at the pictures in the book. Play the recording of verse 1 and ask the students to point to the picture of the job they hear. (*Cook.*) Show the number 1 under the picture of the cook. Tell the class to listen to the rest of the song and number the pictures in the order they hear the jobs. Have the students compare their answers with the

Listen and order the pictures (1-4). Listen and sing along.



Look at him! He's a farmer.
He's a waiter, she's a cook,
A teacher and a bus driver, too.
Come and have a look!
Everyone's here! Ready? Lift-off!
The astronaut's ready to go.
Five, four, three, two, one!
Let's go, let's go, let's go!

Look at her! She's an artist.
She's a librarian, he's an actor,
A doctor, a nurse, a train driver, too!
Come and see them all!
Everyone's here! Ready? Lift-off!
The astronaut's ready to go.
Five, four, three, two, one!
Let's go, let's go, let's go!



WORKBOOK ANSWERS

- 1 10 actor 11 artist 12 astronaut
9 bus driver 6 cook 4 doctor
5 farmer 2 librarian 3 nurse
8 teacher 1 train driver 7 waiter
2 librarian nurse cook train driver
astronaut actor farmer teacher
waiter doctor bus driver artist
Try! Answers will vary.
3 1 farmer 2 waiter 3 cook
4 teacher 5 bus driver 6 artist
7 librarian 8 actor 9 doctor
10 nurse 11 train driver
4 1 A 2 B 3 A 4 B
Try! The missing job is astronaut.

Further practice / Homework
Workbook pages 28-29

Listen and mark (✓) the box.

1 What job does Sally's dad do?



2 Who is Sally's mom?



3 What job does Sally's aunt do?



4 Where is Sally's uncle?



Play Mime and Guess with a friend.



class before you play the recording again to check.

Ask the students to choose one of the jobs in the verses and make up an action for it. Play the chorus and make up some actions as a class, such as miming being an astronaut in space, or being a rocket and counting down with the chorus. Play the song and tell the students to stand up and do their action when they hear their job and join in as a whole class for the chorus.

6 Listen and mark (✓) the box.

Focus the students' attention on the picture in number 1. Point to each one and ask *What's this job?* (A teacher, a waiter, an actor.) Have the students work in pairs to look and identify the jobs in numbers 2-4. Play number 1 of the recording, pausing to ask the students *What job does Sally's dad do?* (He's a teacher.) Play the other three dialogues for the students to mark the correct box. Ask the students to compare their answers with a partner. Ask *Are your answers the same or different?* If any

of the pairs say *different*, play the recording again for a class check. Ask different volunteers the questions to elicit the answers *She is a / an ... He is in the ...*

7 Play Mime and Guess with a friend.

On the board write out the speech bubbles and ask two volunteers to say the dialogue. Model the dialogue, with expression and appropriate intonation, for the students to repeat chorally and individually. As an example of the game, mime a job such as a cook and ask *What's my job?*

Divide the class into pairs. The students take turns to mime a job to their partner for them to guess. Monitor and help with the pronunciation where necessary.

Unit 3 Reading

pages 34–35

Lesson objectives

Understand and act out a story.

Demonstrate an understanding of the form *can / can't + infinitive*: *She / He can / can't fix the rocket.*

Ask and answer questions about what people can and can't do.

Language

Can / Can't + the infinitive, present simple to be it's + noun / adjective, present continuous He / She is ...ing

Materials

Track 31; Unit 3 Storycards; DVD Unit 3 Story; Workbook pages 30–31

Warm up

Divide the class into 12 groups. Say one of the jobs such as *nurse* 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 discuss with a friend.

Hold up the first storycard and say *This is a story called A Visit to Planet Zing*. Tell the students that the man's name is Arnie. Ask the students *What's his job? (He's an astronaut.) What can you see in the picture? (Space, a rocket, a cat, a dog, a planet.) What is Arnie's problem? (The rocket is broken.)*

Tell the students to look at the pictures on page 34 in their book. Say *Point to Arnie and the aliens*.

Divide the class into pairs and ask a volunteer to read the questions aloud. Have the students look through the whole story and work together to answer the questions.

Check the pairs' answers by pointing to the characters one by one and encouraging the students to count with you. Ask *What jobs can you name? (Astronaut, doctor, bus driver.)* Ask the students to point to the characters that do the jobs.

Optional activity 31

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 Read and circle the words. Listen and check.

Focus students' attention on frame 1 of the story. Ask *Does the cat think Arnie can fix the rocket? (No.) What does the cat say? (No, he can't. We can't go / going home!)* Write the sentence on the board. Circle *can't* and draw a line connecting it to *to go* to show students the use of the infinitive after *can / can't*.

Divide the students into pairs to read the story and circle the correct words. Play the recording for students to check their answers. Assign five volunteers a character each: Arnie, the cat, the dog, the doctor and the bus driver. With you being the narrator, tell the volunteers to read the story aloud with the correct circled word. Tell the class to shout *stop* if they have a different word.

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 *Can he ...? We can't ... I can't / I can ...* Play the video again. Pause the video before: *Can he fix the rocket? Can Arnie see it? Can Arnie hear it? Can the aliens use a computer? Can he help? Can your friend fix rockets? Can they fly home now?* Elicit the questions and short answers.

3 Act out the story.

Divide the class into groups of six and assign each student in a group a role from the story: the narrator, Arnie, the cat, the dog, the doctor, the bus driver.

Ask the groups to think of some actions for each of the characters in the story and to find props to use for the computer and tools.

In preparation for acting out the story, have the students use the story in the



WORKBOOK ANSWERS

- 1 Pictures top row: 4, 3, 5
bottom row: 1, 2, 6
- 2 astronaut ✓ X doctor X X
bus driver ✓✓✓✓
- Try! Answers will vary.
- 3 1 cat 2 rocket 3 strange
4 scared 5 see 6 doctor
7 can't 8 bus driver 9 can
- 4 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook pages 30–31; Unit 3 Reading
Worksheet; Unit 3 Story Worksheet

book to practice the script by reading their roles aloud. 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 in their groups with actions and dialogue. Monitor the groups and help where necessary. For any groups having a problem with the dialogue, make sure they are using the key language *can* + infinitive correctly. For groups that 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.

Ask students *How do Arnie and the cat and dog feel in frame 1 / frame 3? (Worried, scared.) Why are they scared of the aliens? (Because they think they will hurt them; they are different.)*

Optional activity

Tell the students to draw aliens from Planet Zing with different jobs. Ask them to show their pictures to their friends and explain what job the aliens do.

Unit 3 Language Focus 1

pages 36–37

Lesson objectives

Practice asking about what people can do.
Review jobs vocabulary.

Language

Questions and short answers: *Can he / she / they (fly)? Yes, he / she / they can. No, he / she / they can't.*

Materials

Track 32; Unit 3 Storycards; Workbook pages 32–33

Warm up

Divide the class into teams of four. Write the anagram *bsoj* (*jobs*) on the board and ask if anyone can tell you the word. Write these anagrams on the board *onasttaur* (*astronaut*), *sub ridevr* (*bus driver*), *rocat* (*actor*), *taiwer* (*waiter*), *rotdoc* (*doctor*), *cook* (*ocok*), *eachtre* (*teacher*), *bilrinara* (*librarian*), *mefrar* (*farmer*), *tistra* (*artist*). The teams find and write the words in their notebooks. The first team to finish shouts *STOP!* All teams stop writing. Ask a team member to write the words on the board for the class to check. Each team gets a point for each correctly spelt word. The winning team is the one with the most points, with the team who finished quickest getting ten bonus points if all the answers are correct.

1 Look at pages 34–35. Read and match the pictures with the questions and answers.

Ask the students to recap the story of *A Visit to Planet Zing!* using the storycards to prompt them. Stick the storycards 1, 3, 5 and 7 on the board and elicit the following questions: *Can he fix the rocket?* (*No, he can't.*) *Can Arnie hear it?* (*No, he can't.*) *Can he help?* (*No, he can't.*) *Can they fly home now?* (*Yes, they can.*)

Ask the students to open their books to page 36. Point to the first picture and question and answer c. Tell the students to work with a partner to match the pictures with the dialogues.

To check as a class, ask three volunteers to write the question and answer under the correct storycard on the board. Model the questions and answers for the students to repeat chorally and individually.

2 Listen and number the pictures.

Ask *What can you see in the pictures? What can the aliens do?* Have the students work with a partner to look at the pictures and tell each other what they can see in the pictures and what the aliens can do.

Unit 3 Language Focus 1

1 Look at pages 34–35. Read and match the pictures with the questions and answers.






c Can Arnie hear it? No, he can't.

d Can he fix the rocket? No, he can't.

a Can they fly home now? Yes, they can.

b Can he help? No, he can't.

2 Listen and number the pictures.

Planet Wow



3

Planet Flash



1

Planet Ting



4

Planet Zap



2

3 Read and write the answers.

1 On Planet Ting, can the aliens cook?

2 On Planet Flash, can the aliens rollerblade?

3 On Planet Zap, can the aliens dance?

4 On Planet Wow, can the aliens point?

No, they can't.

Yes, they can.

No, they can't.

Yes, they can.

Ask volunteer pairs to share their answers with the class.

Play the recording and stop after the first dialogue. Show the students the number 1 in the box in the picture of Planet Flash. Ask *What can the aliens do?* (*They can play the piano and cook.*) Tell the students to point to the aliens. Play the rest of the recording for the students to number the pictures. Have the students compare their answers with their partner before you play the recording again.

To check answers as a class, say the name of a planet such as *Planet Zing* and ask volunteers to tell you the number of the dialogue.

Optional activity

Tell the students that you have chosen a planet and they have to ask questions and guess which one it is. Ask the students to work in pairs and take turns to choose a planet for their partner to ask questions to find out which planet they are thinking of.

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 Read and write the answers.

Tell students to look at the questions and go through number 1 with them as an example. Tell them to point to *Planet Ting* and ask *Can they cook?* (*No, they can't.*) Tell them to point to the alien who can't cook. Students complete the activity. Monitor and check the punctuation, specifically the comma after *No* and *Yes* and the apostrophe *t* in *can't*. Check together as a class by asking volunteers to ask and answer the questions.

1 Read and complete the questions and answers.



- Can he rollerblade?
Yes, he can.
- Can the baby swim?
No, she can't.
- Can the woman cook?
No, she can't.
- Can the children run?
Yes, they can.



Grammar				
Can	he / she	swim?	Yes, he	can.
	your brother	make cakes	No, she	can't.
	they		No, they	can't.



2 Mark (✓ or X). What can you and a family member do?

✓ = can
X = can't

Me			
My			

3 Write three questions about your friend's family member.

- Can your cousin ride a bike? No, she can't.
- _____
- _____
- _____

4 Ask your friend the questions in Activity 6 and write the answers.



4 Read and complete the questions and answers.

On the board write *Can he / she ...?* Focus students' attention on the Grammar box and to show the word order and the infinitive after *can*. Point to the first picture and ask a volunteer to make the question for another volunteer to answer.

Have the students work individually to complete the questions and answers. Tell the students to compare their answers with a partner by asking and answering the questions.

5 Mark (✓ or X). What can you and a family member do?

Ask the students to tell you as many family members as they can and write them on the board. Have the students look at the photographs and tell them about yourself and one of your family members, such as *I can ride a bike but my mom can't ride a bike. My mom and I can't surf.* As you say the sentences mark the boxes in the table.

Have the students work individually to mark the table for themselves and choose a family member to write about.

6 Write three questions about your friend's family member.

Focus the students' attention on the example question and point to all the family members on the board. Tell the students to write three questions to ask their partner and tell them to choose different family members to ask about.

7 Ask your friend the questions in Activity 6 and write the answers.

Choose a volunteer to pair up with and ask them questions about a family member, such as *Can your cousin ride a bike?* Encourage them to answer with the full short answer *Yes, he / she can. No, he / she can't.* Have the students work in pairs to ask their partner the questions they wrote in Activity 6. Monitor and make notes of any grammatical or pronunciation errors to go over at the end of the class.

WORKBOOK ANSWERS

- 1 Yes, they can. 2 No, they can't.
3 No, he can't. 4 Yes, they can.
5 No, they can't. 6 Yes, he can.
- 1 Yes, they can. 2 No, they can't.
3 Yes, they can. 4 No, they can't.

Try! Answers will vary.

- 1 Can she surf? Yes, she can.
2 Can he swim? No, he can't.
3 Can she sing? No, she can't.
4 Can he fly? No, he can't.
5 Can they ride a horse? No, they can't.
- 1 Can she sing? No, she can't.
2 Can she fly? Yes, she can.
3 Can she surf? No, she can't.
4 Can they ride a horse? No, they can't. 5 Can he swim? Yes, he can.

Try! Answers will vary.

Further practice / Homework

Workbook pages 32–33; Unit 3 Language
Focus 1 Worksheet

Unit 3 Language Focus 2

pages 38–39

Lesson objectives

Identify things that a doctor has.

Say whom things belong to using the possessive *s*.

Practice words related to a doctor's work through a song and follow-up activities.

Language

Adhesive bandages, blanket, medicine, ointment, roller bandage, thermometer

Possessives: *Whose (blanket) is this? It's Doctor Zig's blanket.*

Materials

Tracks 33–34; Unit 3 Flashcards Set 1 (the doctor's things); Workbook pages 34–35, 121

Warm up

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

1 Match the words with the objects. Listen and check. 33

Ask the students *Who do you go and see if you are sick? (A doctor.)* Ask the students to tell you what the doctor has in his bag or in his office to elicit *adhesive bandages, blanket, medicine, ointment, roller bandage, thermometer.*

Tell students to look at the picture and call out what they can see. Point to each of the objects in turn and ask *What's this?*

Have the students work in pairs to match the words and objects, showing them number 1 as an example. Play the recording for the students to listen and check their answers. Play the recording again, pausing after each word for the students to repeat the words chorally and individually. Pay attention to the pronunciation of *medicine* (only two syllables, the *i* is silent) and */blankit/*, and the stress on the second syllable of *adhesive* and *thermometer*.

Additional resources

The Unit 3 Flashcards Set 2 can be integrated at any point from here on.

2 Listen and sing along. 34

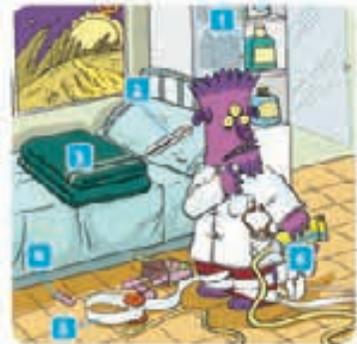
Tell the students to close their books. Play the song and ask *What's the name of the planet? (Planet Zing.)* The song is in British English so write *plaster, cream* and



Unit 3 Language Focus 2

1 Match the words with the objects. Listen and check. 

4 plasters 3 blanket 1 medicine
6 cream 5 bandage 2 thermometer



2 Listen and sing along. 

3 Look and complete the answers.



1 Whose medicine is this?
2 Whose blankets are these?
3 Whose plasters are these?
4 Whose bandage is this?



It's Doctor Zig's medicine.
They're Doctor Zig's blankets.
They're Doctor Zog's plasters.
It's Doctor Zog's bandage.

4 Complete your picture and play with a friend.  



bandages on the board and tell the class these are British English words and elicit the American English, *adhesive bandage, ointment* and *roller bandages*.

Tell the students to look at the song in their books and underline the vocabulary from Activity 1.

Play the recording for the students to listen to and follow in their books. Ask questions to check comprehension, such as *Whose blanket / thermometer is it?* Play the song again for students to sing along.

3 Look and complete the answers.

Focus the students' attention on the picture and ask *What are the names of the doctors? (Doctor Zig and Doctor Zog.) What objects does Doctor Zig have? (Blankets, medicine.) What objects does Doctor Zog have? (Roller bandages, adhesive bandages.)*

Write the first sentence and answer on the board and circle *Whose* and the apostrophe *s* in *Zig's*. The students continue individually to complete the sentences.

Have the students swap their books with a partner. Ask volunteers to come to the board to write the sentences. Tell students to check each other's sentences and make any corrections.

4 Complete your picture and play with a friend. Workbook page 121

Tell the students to open their workbooks to page 121. Point to the bags in Activity 1 and tell the students to draw six items in Doctor Zig's or Doctor Zog's bag. Do an example by drawing and labeling two bags on the board and drawing a couple of things in each bag.

Focus the students' attention on the dialogue in the Student Book and read out the dialogue for the students to repeat. Choose a volunteer and ask them *Whose medicine is this?* Tell the volunteer to look where they drew the medicine and tell you *It's Doctor ...'s medicine*. Draw the medicine in the correct doctor's bag in your workbook in Activity 2. Ask the

5 Look and complete the questions.



- 1 Whose books are these ?
They're Ali's books.
- 2 Whose hat _____ is this?
It's Sam's hat.
- 3 Whose earrings are these ?
They're Ella's earrings.
- 4 Whose bandage is this _____ ?
It's Jen's bandage.

6 Look at the picture in Activity 5 again. Write questions and answers.

plaster cream shoes socks

- 1 Whose shoes are these? _____
They're Sam's shoes.
- 2 Whose plaster is this? _____
It's Ella's plaster.
- 3 Whose socks are these? _____
They're Ali's socks.
- 4 Whose cream is this? _____
It's Sam's cream.

Grammar

Whose	hat	is this?	It's	my	hat.
	earrings	are these?	They're	Ella's	earrings.

7 Draw pictures of objects that belong to family members. Write questions and answers.

1 Whose computer is this? It's my brother's computer.

8 Ask and answer the questions with a friend.

Whose boots are these? They're my mom's boots.

volunteer to ask you a question and tell them whose bag to draw the object in. Divide the students into pairs and have them sit back to back with their Workbooks open. Tell them to take turns to ask and answer about the objects, as in your demonstration, and draw them in the correct bag. Monitor and listen, note down any errors especially the singular and plural *this* and *these* to go over after the class has finished the activity.

5 Look and complete the questions.

Ask a volunteer to give you their Workbook and Student Book and ask *Whose books are these?* Encourage the class to answer in full *They're ...s books*. Ask another volunteer for a pen and ask *Whose pen is this?* (*It's ...s pen*.) Focus the students' attention on the Grammar box and ask *Why is it 'are these' earrings?* (*Because there are two earrings.*) *Why is it 'is this' with hat?* (*Because there is one hat.*) Point out the *it's* for singular and the *they're* for plural. Go through the example question as a class and then

tell the students to complete the other questions on their own. Ask volunteers to read out their questions to check answers.

Additional resources

The Unit 3 Language Focus 2 Worksheet can be integrated at any point from here on.

6 Look at the picture in Activity 5 again. Write questions and answers.

Say the following words *adhesive bandage, ointment, shoes, socks* and ask the students to point to the objects in the picture in Activity 5. Go through the example question and answer as a class. Ask *Why is the question 'whose'?* (*Because we want to know the name of the person who has the shoes.*) *Why is it 'these'?* (*Because there are two shoes.*) *Why is the answer 'They're Sam's shoes'?* (*Because there is more than one shoe.*) Point to the pictures one by one and ask *How many adhesive bandages / socks / ointment?*

Tell the students to work individually to write the questions and sentences using

the example and the Grammar box to help them. Monitor and help with the grammar, checking the plurals match with the form *this* and *these*, *it's* and *they're*.

To check as a class, ask different volunteers to write the questions and answers on the board.

7 Draw pictures of objects that belong to family members. Write questions and answers.

On the board draw pictures of objects the students know such as a computer and books. Tell the class *These things belong to someone in my family*. Encourage the students to ask *Whose computer is this? Whose books are these?* Answer the questions: *It's my brother's computer. They're my sister's books*. Write the correct questions with your answers next to them.

Have students draw four pictures and next to each picture write the question and answer, as in Activity 6.

8 Ask and answer the questions with a friend.

Ask a volunteer to show you one of the pictures and ask *Whose ... is this / are these?* For the volunteer to answer *They are / It is my ...s ...*

Tell the students to work in pairs, pointing at each other's pictures and asking and answering the questions.

Optional activity

Ask the students to work in teams of six to play a class guessing game. Go around the class and collect one classroom item from each student in the class. Ask each team a question in turn, such as *Whose is this pen?* Encourage the children to answer using the sentence, *It's (Jordi's) pen*.

WORKBOOK ANSWERS

- 1 Picture, left to right: 4, 1, 3, 5, 6, 2
2 1 bandages 2 plasters 3 cream 4 medicine 5 thermometer
vertical word: blanket
Try! Answers will vary.
3 1 Whose thermometer is this? It's Zinga's thermometer.
2 Whose plasters are these? They are Pinga's plasters.
3 Whose blanket is this? It's Binga's blanket.
4 Whose roller bandage is this? It's Zinga's roller bandage.
5 Whose cream is this? It's Pinga's cream.
6 Whose medicine is this? It's Ringa's medicine.
Try! Answers will vary.

Further practice / Homework

Workbook pages 34–35; Unit 3 Language Focus 2 Worksheet

Unit 3 CLIL

pages 40–41

Lesson objectives

Read and listen to a text about astronauts.

Practice using the possessive *s* to talk about an astronaut's things.

Use a mind map to organize information.

Language

Breathe, helmets, jets, solar system, spacesuits, sun visors, tanks

Materials

Track 35; poster paper; Workbook page 36

Warm up

On the board draw a three-by-three grid, and ask the students to copy it. Write the following words on the board: *actor, artist, astronaut, bus driver, cook, doctor, farmer, librarian, nurse, teacher, train driver, waiter*. Ask the students to choose nine words from the list and write one word in each box in their grid. Call out words from the list and tell the students to cross off the words in their grid as they hear them. The first student to complete a line of three shouts *Bingo!* to win.

1 Read and circle the words. Listen and check.

Tell the students to imagine they are an astronaut. Ask *What things do you need?* Start them off by saying *a suit, a rocket*. Give them a couple of minutes to answer the question with their partner. Ask a few pairs to share their ideas.

Ask the students to open their books to page 40 and look at the pictures. Ask *What is the text about?* (*Astronauts, space, rockets*.) Point to the words in the boxes in the two pictures and ask *Did you think of any of these things?*

Write the title of the first paragraph on the board and circle *study*. Tell the students to read the paragraph and ask *What words tell you the correct title is 'What do astronauts study?'* (*They study stars*.)

Tell the students to read the next two paragraphs and circle the correct word in the heading. Monitor and help where necessary, pointing out key words in the text to help them.

Play the recording for students to listen and check their headings.

2 Read again and complete the mind map.

Tell the students to close their books. Draw a mind map on the board and write *Space* in the middle of it. Tell the students

Unit 3 CLIL Science

1 Read and circle the words. Listen and check.

What do astronauts study / carry / eat?

Astronauts travel to space in rockets. They study stars, planets and our solar system.

What do astronauts wear / use / study?

When astronauts go outside, they wear spacesuits to protect their bodies. They wear helmets with sun visors to protect their eyes.



rocket



What do astronauts carry / wear / eat?

There is not any air in space. Astronauts carry air tanks so they can breathe. They have water tanks, too, so they can drink. They have microphones so they can talk to other astronauts, and cameras so they can take photos. Astronauts also carry jets or small rockets on their backs, so they can move in space.

2 Read again and complete the mind map.

so they can move in space

so they can drink

so they can take photos

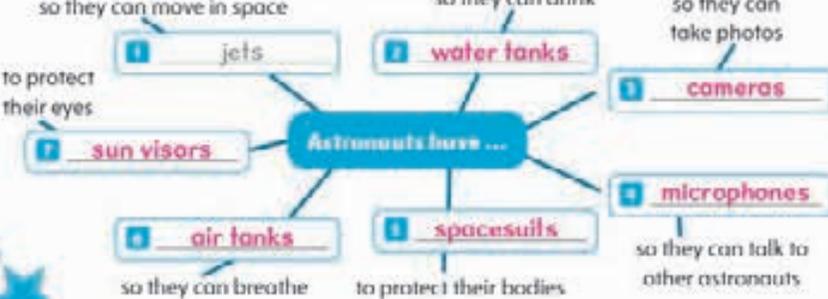
to protect their eyes

Astronauts have ...

so they can breathe

to protect their bodies

so they can talk to other astronauts



to copy the mind map in their notebooks and work in groups of four to write as many words as they can associated with space. Start them off by writing *rocket* on one of the mind map lines on the board.

Ask some groups to share their words and then ask *Why is a mind map useful?* (*Helps you remember key information. Good way to organize information.*)

Draw the students' attention to the mind map on page 40. Point to the example number 1 and ask *In which paragraph do we read about jets?* (*Paragraph 3.*) *Why do they carry them?* (*So they can move in space.*)

Tell the students to work in their groups of four to complete the mind map by finding the information in the main text.

Ask different groups *What's number 2?* Encourage them to give full answers such as *Astronauts have jets so they can move in space.*

3 Complete the Spacesuit Advertisement with words from Activity 2.

Ask the students *Where do you see advertisements?* (*In newspapers, magazines, TV, billboards.*) *What information do they give?* (*The name of the product, why it's special, what it can do, where you can buy it, the price.*) Tell the students to look at the advertisement in Activity 3 and ask *What's the advertisement for?* (*A shop selling things you need in space.*) *What's the name of the shop?* (*SpaceGear.*) *What's the phone number?* (*510 741064.*)

Divide the class into pairs and tell them to look at the example and then complete the advertisement with words from Activity 2.

To check as a class, ask different volunteers to read out their sentences, make sure they don't repeat the same objects.

1 Complete the *Spacesuit Advertisement* with words from Activity 2.

2 Design and write a *Spacesuit Advertisement*.

1 Listen and number the pictures. Listen again and repeat.

2 Listen and repeat the sentences.

Phonics



Seth takes a bath on the 5th of July and cleans his mouth and teeth.



The old lady has blond hair and eats food from around the world.

4 Design and write a *Spacesuit Advertisement*.

On the board draw a mind map with *Our Spacesuit* in the middle. Divide the class into groups of four and tell them to copy the mind map. Tell the students they are going to design and write an advertisement for a spacesuit but first they have to plan it. Tell them to think about their spacesuit, what it protects, what it can do for you, what special features it has and make notes on their mind maps. Give out the poster paper for them to draw their spacesuit.

Under the picture tell the students to write the advertisement using the one in Activity 3 as a model.

Have the groups join with another group to show and present their advertisements to each other.

Optional activity

Stick the advertisements around the classroom. Tell the students to walk around and read them and decide which spacesuit they would buy and why. Ask a few volunteers to tell you which they would choose and why.

WORKBOOK ANSWERS

- 1 air tank 4 helmet 1 jets 5 rocket 6 spacesuit 3 sun visor 2
- 2 1 rockets 2 spacesuits 3 sun visors 4 air tanks 5 jets
- 3 space suit: wear, to protect their bodies
jets: carry, to move in space
air tank: carry, to breathe
helmet with sun visor: wear, to protect their eyes

Try! Answers will vary.

Further practice / Homework

Workbook page 36; Unit 3 CLIL Worksheet; Unit 3 CLIL Video Worksheet

Phonics

Lesson objectives

To differentiate between the sounds /tʰ/ and /d/ at the end of words.
Practice listening to, reading and pronouncing the sounds /tʰ/ /d/.

Materials

Tracks 36–37; Workbook page 37

Warm up

Write the sounds *ch* and *sh* on each side of the board and tell the students to copy them into their notebooks. Tell them you are going to dictate some words and they have to listen and write the words under the correct sound. Dictate the first word, *Chuck* and ask the students which column to write it under, as an example. Dictate these words: *chicken, shirt, cheese, sheep, shoes, chocolate, Shirley, shorts, chair, she.*

1 Listen and number the pictures. Listen again and repeat.

Write the words *bad* and *bath* on the board and circle the *d* and the *th*. Tell the students they are going to practice these two sounds. Model the words and show how the *th* is with your tongue out but the *d* is with your tongue behind your top teeth on the roof of your mouth. Have the students practice the sounds in isolation. Have the students look at the two pictures before you play the recording.

Have the students work with a partner to number the pictures, in the order they hear them in the sentences. Play the recording for the students to check.

2 Listen and repeat the sentences.

Play the recording for students to follow in their books.

Divide the class into four groups. Play the recording again pointing to different groups at random to say different sentences. 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 ✓ 4 ✓ 7 ✓
- 2 1 fifth 2 mouth 3 bath 4 blond 5 world 6 food 7 teeth 8 old
- 3 1 Seth, bath, fifth, mouth, teeth 2 old, blond, food, world

Try! Answers will vary.

Further practice / Homework

Workbook page 37

Unit 3 Project and Value

page 42

Lesson objectives

Evaluating and designing a uniform for a particular job.

Discuss the value of taking care of possessions.

Value

Protect your clothes. Keep them neat.

Materials

Poster board; rulers; pencils; scissors; glue sticks; pictures of uniforms from old magazines or the Internet; colored pens and pencils; Unit 3 Stickers; Workbook page 38

Warm up

Stick some magazine pictures of people in uniforms on the board. Elicit the jobs and draw lines from different pieces of clothing. Ask volunteers to come to the board and label the clothes. Leave the pictures and labels on the board as a reference for the students for the lesson.

Value: Read and stick

Ask students to open their Student Books to page 42 and find *Jeb's Value* at the top. Read the value aloud while students follow along. Ask *How do you protect your clothes? (Fold them, put them in the cupboard, wash them, be careful with them.) Are you tidy? Who tidies your clothes, you or your parents?*

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 *Jeb's Value*.

A New Uniform Poster

Stage 1: Plan your project.

Divide the class into groups of four and tell them to make a list of jobs that need a uniform. Start them off saying *a nurse*. As they are making their lists, give out a few magazines to each group. Tell the students to choose one of the jobs from their list and look through the magazines to find pictures of people doing the job. If you have access to computers, let the students use the Internet to find pictures of people doing different jobs around the world.

Stage 2: Develop your project.

Give each group a sheet of poster board and tell them to divide it into two parts. Divide a piece yourself as an example. On the left side write the heading *(Police officers) around the world*. Tell the students to copy the heading but adding the job they chose. Tell the students to cut out pictures of people who do the job and

Unit 3 Project and Value

A New Uniform Poster

Materials

- One sheet of poster board
- Ruler, pencil, scissors and glue stick
- Pictures of uniforms from old magazines or the Internet
- Colored pens and pencils

Read and stick.
Protect your clothes. Keep them neat.

Stage 1: Plan your project

- Work in groups and discuss. Choose a job that needs a uniform.
- Find pictures of people who do the job.

Stage 2: Develop your project.

- Get together with your group and divide the poster board into two parts.
- Cut out pictures of the people who do the job.
- Make a collage with your pictures on the left. Then, design and draw a new uniform on the right.

Stage 3: Share your project.

- Get together with your group. Attach your poster to a classroom wall.
- Walk around the classroom and look at all the uniform designs.
- Discuss with your group. Which uniforms are practical? How does each uniform look?

Stage 4: Evaluate your project.
Save your Project Record.

stick them on the left under the heading. On the right, write the heading *This is our design for a (police officer's) uniform*. Let the students discuss the job and suggest a good uniform for it. Have them design a uniform and draw it under the heading.

Stage 3: Share your project.

Tell each group to stick their poster on the wall. Have the students walk around the classroom with a partner, looking at the uniform designs. On the board write *Which uniform is practical? Explain Practical means it is useful for the job. How does each uniform look?* Tell the students to discuss the questions with their partner as they look at the posters.

Ask the students *Why do certain jobs need uniforms? (To save ordinary clothes getting dirty. To make the people recognizable to the public. To inspire respect.) What makes certain uniforms practical? What do you think about your school uniform?*

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 40 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect about their project and answer *yes* or *no*. 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

- Wear Don't eat Put away
 - Answers will vary.
- Try! Answers will vary.

Further practice / Homework
Workbook page 38

1 Look and complete the questions and answers.



- 1 Can the artist paint _____ ?
Yes, she can _____ .
- 2 Can the astronaut go to the Sun?
No, he can't _____ .
- 3 Can the waiter write?
Yes, he can _____ .
- 4 Whose medicine is this _____ ?
It's the nurse's medicine _____ .
- 5 Whose roller bandages are these _____ ?
They're the doctor's roller bandages _____ .
- 6 Whose books are these _____ ?
They're the librarian's books _____ .

2 Write your answers.

What About You?

- ★ Think of a family member. What job does your family member do?

- ★ Can your family member speak English?

- ★ Can your family member rollerblade?

- ★ Can you play the piano?

- ★ Can you use a computer?

- ★ What's your dream job?

3 Ask and answer the questions with a friend.



2 Write your answers.

Go through the table with the class, asking different volunteers to read out the questions. Explain that *dream job* is their perfect job. The students work alone to write the answers to the questions. Monitor and make sure they are writing full answers.

Optional activity

Tell the students to think of one more question to add to the table and write it under question 6. Give an example yourself, such as *What is your favorite uniform? (Police, army.)*

3 Ask and answer the questions with a friend.

Give different volunteers a question number from Activity 2 for them to ask you. Give full and interesting answers. Divide the class into groups of six and assign each student a number. Tell the students to take turns asking their question to the group and answering the other students' questions.

Ask the different groups *What interesting things did you learn about your friends?*

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 Can the teacher fix a rocket? No, he can't. 2 Can the cook make a sandwich? Yes, she can.
3 Can the waiter fly a plane? No, he can't. 4 Can the artist paint a picture? Yes, she can.
- 2 1 Whose blanket is this? It's Kit's blanket. 2 Whose medicine is this? It's Mr. Zap's. 3 Whose cream is this? It's Rex's. 4 Whose roller bandages are these? They're Doctor Zog's.

Try! Answers will vary.

Further practice / Homework

Workbook page 39

Unit 3 Review page 43

Lesson objectives

Review the vocabulary and language.

Language

Jobs

Whose medicine / bandages is this / are these? They're / It's the nurse's medicine. They're the doctor's bandages.

Materials

Track 34; Unit 3 Flashcards Set 1 (jobs); Workbook page 39

Warm up 34

Sing the song from Unit 3 Language Focus 2 Lesson again to energize the students. Turn down the volume and encourage the students to sing it unaccompanied.

1 Look and complete the questions and answers.

Stick the jobs flashcards on the board. Point to different jobs and ask questions such as *Can the artist paint? (Yes.) Can the nurse go to the moon? (No.) Whose medicine is this? (It's the doctor's medicine.) Whose books are these? (They're the librarian's books.)*

Ask the students to open their books, look at the photos and call out the jobs.

Ask a volunteer to read out the example question and answer. Tell the students to work individually to complete the second and third questions and answers. Choose a different volunteer to read out the example question and answer number 4. The students complete the other questions and answers.

Have the students compare their answers with their partner. Ask different pairs to come to the board to write the answers to check as a class.

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

Sports, doctor's things, jobs, descriptions

Present continuous: *What are you doing? I'm dressing up. Do you have a bandage? Yes, I do / No, I don't.*

Materials

Track 38; Unit 3 Flashcards Set 1 (jobs); Workbook page 116

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: *The nurse has an adhesive bandage.* 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 *Miss Snow is a nurse.* 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 discuss with a friend. 🗨️

Stick the jobs flashcards on the board as a reference. Ask a volunteer to read out the two questions.

Tell the students to name work with their partner to name all the jobs on the board and think of some additional ones. Then tell them to look each picture of the story and name as many objects (clothes, classroom things, doctor's things) and to describe the different people in the pictures.

The Costumes Closet

1 Look at the pictures and discuss with a friend. 🗨️

1 What jobs can you name?

2 What objects can you name?

2 Listen and read along. Complete the sentences. 🎧

1 It's Miss Snow's wig.

2 It's Jeb's mustache.

3 They're Rose's glasses.

4 They're Rory's boots.

Optional activity

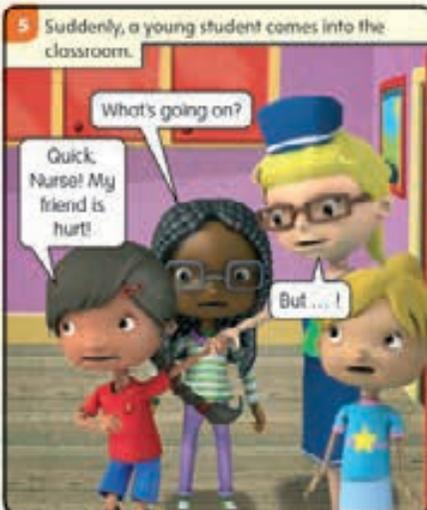
Photocopy and cut up the story into the eight frames. Make enough copies for one set per group of four students. Divide the class into groups of four and tell them to close their books. Give each group a set of the cut-up story. Tell them to work together to put the story in the correct order. Once they have ordered the story, tell them to look in their books and check the order with the story on pages 44–45.

2 Listen and read along. Complete the sentences. 🎧 38

Ask the students to look at the story. Ask *Who is Miss Snow? (The teacher.) Where are the children? (In the classroom.) What are they doing? (Dressing up, wearing costumes.)*

Play the recording for the students to listen and follow in their books. Ask *What jobs can you see? (An astronaut, a cook, a farmer, a pop star, a nurse.) Why do the children think Miss Snow is the school nurse? (Because she is wearing a nurse's uniform.)*

Point to Jeb's hat in frame 2 and ask *Whose hat is this? (It's Jeb's hat.)* Point to Miss Snow's bag in frame 4 and ask *Whose bag is this? (It's Miss Snow's bag.)*



3 Act out the story.

Have the students work individually to look at the pictures and re-read the story to complete the sentences. Show the example *It's Miss Snow's wig* and ask the students to point to the wig in the story. Tell students to check their answers with their partner, ask *Are your answers identical?* If the answers are not the same, check which ones and go through them as a class.

3 Act out the story.

Divide the students into groups of seven and assign each student in the group a role: Miss Snow, Jeb, June, Rory, Monty, the school nurse and Rose. 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 before they practice acting out the story.

WORKBOOK ANSWERS

- 1 2 glasses 3 a helmet
1 a mustache 6 a ponytail
4 a roller bandage 5 a soccer ball
- 2 1 costumes, Miss Snow 2 like, Jeb 3 walking, June 4 riding, Rory 5 ponytail, Miss Snow 6 nurse, Miss Snow
- 3 1 Whose ponytail is this? It's Miss Snow's ponytail. 2 Whose glasses are these? They're Rose's glasses. 3 Whose mustache is this? It's Jeb's mustache. 4 Whose boots are these? They're Rory's boots.

Try! cream, plasters, roller bandage

Further practice / Homework

Workbook page 116

Optional activity

Ask the students *Do you like dressing up? What's your favorite costume?*

Tell the students to draw a picture of themselves in their favorite costume doing an activity. Draw an example of yourself on the board in a costume / uniform doing a sport or activity. The students present their picture to their partner. Use your picture to do an example presentation: *This is me. I am wearing ... and ... I am a ... I am ...ing.* The students take turns with their partner to present and explain their picture.

Unit 4 Vocabulary

pages 46–47

Lesson objectives

Identify zoo animals.

Practice talking about zoo animals through a song and follow-up activities.

Language

Zoo animals: bat, bear, crocodile, elephant, giraffe, hippo, kangaroo, lion, lizard, monkey, snake, tiger

Materials

Tracks 39–40; Unit 2 Flashcards Set 1 (sports); Unit 3 Flashcards Set 1 (jobs); Unit 4 Flashcards Set 1 (zoo animals); Workbook pages 40–41

Warm up

Stick the sports and jobs 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, for example *Bring me a picture of a nurse*. 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 they are correct they keep the flashcard. Repeat the activity with different flashcards and students.

1 Discuss with a friend. 🗣️

Draw a long snake on the board, with 12 sections. Write the title *Zoo Animals* in the head of the snake. Ask the students if they know the name of any zoo animals. Write any animals they suggest in the sections of the snake.

Show students the zoo animals flashcards one by one and elicit or give the name of the animals.

Divide the class into pairs. Ask students to open their Student Books to page 46 and look at the picture. Read question 1 aloud. Point to the elephant and ask *What animal is this?*

Tell the students to work together to see how many animals they can name.

Read question 2 aloud and tell the students about your favorite animal, such as *My favorite animal is the tiger because I like the orange and black stripes. They are strong and exciting*. Ask a volunteer *What's your favorite animal?* 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.

2 Listen and repeat. 🎧 39

Stick the zoo animals flashcards around the wall. Play the recording and ask the students to point to the zoo animal as they hear it.

4 Animal Fun

Vocabulary

1 Discuss with a friend. 🗣️

- 1 What animals can you name?
- 2 What is your favorite animal? Why?

2 Listen and repeat. 🎧 39

3 Look and write the words. Listen again and check.

bat		bear		crocodile		elephant		giraffe		hippo	
kangaroo		lion		lizard		monkey		snake		tiger	

1 <u>bat</u>	4 <u>lion</u>	7 <u>tiger</u>	10 <u>snake</u>
2 <u>giraffe</u>	5 <u>kangaroo</u>	8 <u>hippo</u>	11 <u>crocodile</u>
3 <u>elephant</u>	6 <u>monkey</u>	9 <u>bear</u>	12 <u>lizard</u>

4 Play Pick and Say with a friend. 🗣️

Number one!

Bat!

Play the recording again for the students to repeat the words in chorus. Pay particular attention to the sound *ph* in *elephant*, the *g* in *giraffe*, the *ea* sound in *bear*, the *s* in *snake* and the *z* in *lizard*.

Play the recording a final time for individual students to say the words for the class.

3 Look and write the words. Listen again and check.

Point to the example *bat* and then ask *What's number 2?* (*Giraffe*.)

Tell the students to work individually to write the words next to the correct number. 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 by playing the recording.

Optional activity

Write *parts of the body* on the board (*head, tail, feet, ears, nose, mouth, neck, legs*) and the question *Whose (nose) is this? It's (the monkey's) nose*. Point to the *bear's* nose and ask *Whose nose is this? (It's the bear's nose.)* Divide the class into pairs and have them take turns pointing to parts of the animals' bodies and asking and answering.

Additional resources

Unit 4 Wordcards

4 Play Pick and Say with a friend. 🗣️

Tell the students to look at the picture in Activity 1 for one minute to remember all the animals. Tell them to close their books, then say *Number 1* for them to tell you which animal it is. (*Bat*.)

Have the students work in pairs and assign them A and B. Tell the A students to open their books and the B students to keep their books closed. The A student says a

5 Look, read and complete.



- 1 This animal is big and gray. an elephant
- 2 This animal has a long tail and it jumps very high. a kangaroo
- 3 This animal doesn't have legs and it is very long. a snake
- 4 This animal lives in Africa and it has a mane. a lion
- 5 This animal can fly, but it isn't a bird. a bat
- 6 This animal likes bananas and swinging. a monkey
- 7 This animal is big and it is black. a bear
- 8 The animal is green and it has a long tail. a lizard

6 Complete the words. Listen and check.

<p>They're the animals in the zoo! A b _ _ r, a snake and a kangaroo, An elephant, a tiger, a hippo, too! They're the animals in the zoo!</p> <p>The m _ _ n k _ _ y is swinging. The b _ at is flying. The l _ _ z _ _ rd is walking. Ooh, ooh, ooh! They're the animals in the zoo!</p>	<p>They're the animals in the zoo! A bear, a snake and a kangaroo, An elephant, a tiger, a hippo, too! They're the animals in the zoo!</p> <p>The c _ r _ o _ c _ o _ d _ i _ l _ e is swimming. The l _ i _ o _ n is running. The g _ i _ r _ a _ f _ f _ e is eating. Ooh, ooh, ooh! They're the animals in the zoo!</p>
---	--

7 Listen again and sing along.

WORKBOOK ANSWERS

- 1 1 kangaroo 2 bat 3 monkey
4 lion 5 lizard 6 snake
7 elephant 8 bear 9 crocodile
10 tiger 11 giraffe 12 hippo

Try! Answers will vary.

- 2 bat, bear, crocodile, elephant, giraffe,
hippo, kangaroo, lion, lizard, monkey,
snake, tiger

- 1 crocodile 2 monkey 3 snake
4 lizard 5 tiger 6 elephant
7 lion 8 hippo 9 bear
10 kangaroo 11 bat 12 giraffe

- 3 1 bear 2 snake 3 kangaroo
4 elephant 5 tiger 6 hippo
7 monkey 8 bat 9 lizard
10 crocodile 11 lion 12 giraffe

Try! Answers will vary.

Further practice / Homework

Workbook pages 40–41

number for the B student to identify the animal. After six animals, tell the pairs to change roles.

5 Look, read and complete.

Hold up the flashcard of the elephant and ask a volunteer to describe it: *It's big and gray*. Repeat with a different animal flashcard and volunteer.

Read out the example and show the answer. (*Elephant*.)

Ask the students to work with their partner, taking turns to read out the sentences and discussing which animal is described. Once they have identified all the animals, tell them to write their answers. Monitor and make sure they remember the article and point out any spelling mistakes.

6 Complete the words. Listen and check.

On the board write the gapped words, *b _ _ r* (*bear*) and *t _ g _ r* (*tiger*). Ask two volunteers to come to the board and complete the words. Tell the students to

look at the song and work with a partner to complete the words. Tell them to look at the words in Activity 3 to help them. Play the song for the students to check their answers. Ask the students *What's the monkey / bat / lizard / crocodile / lion / giraffe doing?* As you elicit what each animal is doing, ask the students to do the action. Play the song for the students to listen to and do the actions as they hear them.

7 Listen again and sing along.

Divide the class into two. Play the song and tell one half to sing the song and the other half to do the actions. Play the song again and change the roles.

Unit 4 Reading

pages 48–49

Lesson objectives

Understand and act out a story.

Ask and answer questions about what characters are doing using the present continuous tense.

Language

Present continuous: *Is it walking? Yes, it is / No, it isn't. It's running.*

Materials

Track 41; Unit 4 Flashcards Set 1 (zoo animals); Unit 4 Storycards; DVD Unit 4 Story; Workbook pages 42–43

Warm up

Hold all the zoo animal flashcards with the pictures facing towards you. Turn over one of the cards and very quickly show it to students. The student who guesses the card 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 discuss with a friend.

Say to the students *Imagine I'm an alien and I have never seen any zoo animals. Ask What's a kangaroo? Encourage the students to describe the kangaroo in as much detail as they can.*

Ask a volunteer to read out the questions. Tell the students to turn to their partner and discuss the questions. Ask a few pairs to share their ideas.

Point to the story and ask *Where are the animals? (In a safari park.)* Point to frame 1 and ask *Who is the lion looking for? (His friend, the kangaroo.)* Does the giraffe know what a kangaroo is? (No.)

2 Listen and read along. Number the animals as they appear in the story.

Play the recording for the students to follow in their books. Divide the class into pairs and read the instructions aloud. Have the students work together to look at the whole story and number the animals in the order they see them in the story. Check the students' understanding of the story by pointing to various frames and asking questions. Point to frame 2 and ask *Why can't the lion see? (Because he is small / short.)* Point to frame 3 and ask *What animal is flying? (A bat.)* Point to frame 4 and ask *What animal is green? (A crocodile.)* Point to frame 6 and ask *What animal isn't brown and isn't jumping? (The tiger.)* Point to frame 7 and ask *Why does the giraffe think the frog is a kangaroo? (Because it's brown and it's jumping.)*

Unit 4 Reading What's a Kangaroo?

1 Look at the pictures and discuss with a friend.

1 What animals can you see? 2 What are the animals doing?

2 Listen and read along. Number the animals as they appear in the story.

1 It's a sunny day in the safari park. The lion is looking for its friend. It sees the giraffe. The giraffe is new in the safari park.

2 The lion is short, but the giraffe is tall. It can see everything.

3 The lion and the giraffe look for the kangaroo. The giraffe sees an animal. It's flying around and around.

4 The giraffe sees another animal. It's in the water.

Optional activity

Stick the Unit 4 flashcards Set 1 on the board. Ask the students to work in groups of four. Tell them to look at the animals and write a list of them in order from the biggest to the smallest. When all the groups have finished, ask them to help you order the flashcards on the board from the biggest to the smallest.

Optional activity

Play the story, pausing after each storycard and asking *What animals 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.

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 without the sound and tell student B what's happening and what they can see. Play the first four frames of the video, pausing after the lion says *Well, it isn't a kangaroo. Kangaroos are brown.* The pairs swap roles and repeat the activity for the last 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



8 Act out the story.

WORKBOOK ANSWERS

1 1 c 2 b 3 e 4 f 5 a 6 d

2 kangaroo: jump, brown

frog: jump, brown

Suggested answer: Because the kangaroo and the frog are the same color and they both can jump.

Try! Answers will vary.

3 1 yes 2 no 3 no 4 yes 5 no
6 no 7 yes 8 yes

4 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 42–43; Unit 4 Reading

Worksheet; Unit 4 Story Worksheet

doing an action for a monkey swinging in a tree and freeze. 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 six and assign a role from the story to each group: the lion, the giraffe, the tiger, the monkey, the kangaroo. The sixth student plays the other animals. 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 that are having a problem with the dialogue, make sure they are using the key language correctly: *Is it ...ing? It's ...ing.* For more confident groups, tell them to close their books and act out the story from memory.

Personalize the story by asking *Who is your favorite character? What's your favorite part of the story?*

Optional activity

Tell the students to look again at the story and focus on the crocodile, the bat, the frog and the kangaroo. Tell them to write a response for each of the animals to the giraffe and the lion to include in the story. If you do this activity before the students act out the story you can tell them to include these lines. When they act out their stories, the rest of the class has to identify the new lines.

Unit 4 Language Focus 1

pages 50–51

Lesson objectives

Practice asking about what animals are doing using the present continuous tense.

Review zoo animals.

Language

Present continuous: *Is it jumping?* *Yes, it is.* *No, it isn't.*

Materials

Track 42; Unit 4 Flashcards Set 1 (zoo animals); Unit 4 Storycards; Workbook pages 44–45

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 zoo animal 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 call out what's on the other student's flashcard. The first student to call 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 Look at pages 48–49. Match the questions and answers with the picture of the speaker.

Stick the storycards number 5 and 6 on the board. Ask *Is the monkey jumping?* (*No, it isn't.*) *Is the tiger jumping?* (*No, it isn't.*) *What's the monkey doing?* (*Swinging.*) *What's the tiger doing?* (*Walking.*) *Which animals are jumping?* (*The frog and the kangaroo.*)

Tell the students to open their books to page 50. Point to the pictures and ask *What are the animals?* (*A giraffe, a lion, a frog and a bat.*)

Point to the example question and ask *Who says 'Is it jumping?'* (*The lion.*) Show the students the line from the question to the lion. Tell the students to work with a partner to match the questions and the answers to the animal who says them. Tell them to look back at the story to help them.

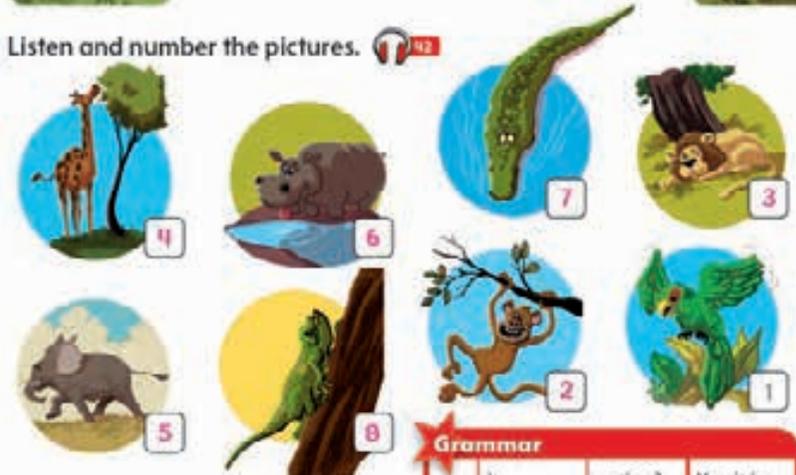
Check answers with the class by assigning two volunteers the roles of the giraffe and the lion and have them say the correct questions and answers.

Unit 4 Language Focus 1

1 Look at pages 48–49. Match the questions and answers with the picture of the speaker.



2 Listen and number the pictures.



3 Look at the pictures in Activity 2. Answer the questions.

- Is the elephant eating?
No, it isn't.
- Is the lizard climbing?
Yes, it is.
- Is the hippo sleeping?
No, it isn't.

Grammar			
Is it	the giraffe	eating?	Yes, it is.
		running?	No, it isn't.

- Is the parrot drinking?
No, it isn't.
- Is the giraffe eating?
Yes, it is.
- Is the monkey swinging?
Yes, it is.



2 Listen and number the pictures.

Tell the students to look at the picture of the parrot and ask *Is it eating?* (*No, it isn't.*) *It's flying.*

Divide the students into pairs and tell them to look at the pictures and say what each animal is doing.

Play number 1 of the recording and pause for the students to see the number 1 next to the parrot. Play the rest of the recording for students to write the numbers next to the pictures.

Ask the students to compare their answers with their partner before playing the recording again and checking as a class.

Optional activity

Stick the zoo animals flashcards on the board. Describe one of the animals for the students to guess: *It's big and gray. It's running.* Have the students work in pairs, describing animals and saying what they are doing for their partner to guess.

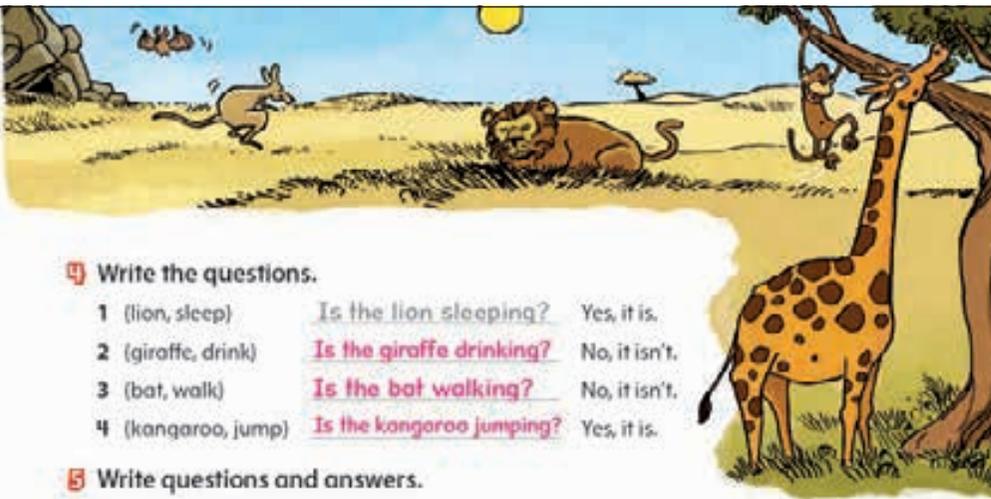
Project connection

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 at the pictures in Activity 2. Answer the questions.

On the board write *Is the elephant eating?* And ask a volunteer to write the answer. (*No, it isn't.*)

Tell students to look at the questions in the book. Say *Point to the elephant* and focus their attention on the first sentence as an example. Students complete the activity in their book. Monitor and check their punctuation. Check together as a class by asking a volunteer to write the answers on the board. Encourage the class to help the volunteer if you spot a punctuation mistake.



4 Write the questions.

- | | | |
|--------------------|--------------------------|---------------|
| 1 (lion, sleep) | Is the lion sleeping? | Yes, it is. |
| 2 (giraffe, drink) | Is the giraffe drinking? | No, it isn't. |
| 3 (bat, walk) | Is the bat walking? | No, it isn't. |
| 4 (kangaroo, jump) | Is the kangaroo jumping? | Yes, it is. |

5 Write questions and answers.



1 Is she swimming? No, she isn't.

2 Is she riding? Yes, she is.



3 Is he drinking? No, he isn't.

4 Is she writing? Yes, she is.



5 Is he sleeping? Yes, he is.

6 Is he climbing? No, he isn't.



6 Look at the pictures in Activity 5 and play Guess the Picture with a friend.



4 Write the questions.

On the board write the answer: *Yes, it is.* Ask a volunteer to come to the board. Say *lion, sleep* and have the volunteer write the question *Is the lion sleeping?* Encourage the rest of the class to help them. Circle the *Is* and the *ing* in *sleeping*. Do a quick concept check by asking the students *Does a lion sleep all the time? (No.) And now? (Yes.) So it's sleeping now? (Yes.)* Focus students' attention on the Grammar box on page 50.

Give out the zoo animals flashcards to 11 students, keeping one for yourself. Show the class your flashcard, mime a giraffe drinking and ask *Is the giraffe drinking? (Yes, it is.)* Ask one of the students with a flashcard to hold up the card, mime the animal doing an activity and ask the question. Continue with all 11 students and flashcards.

Look at the example question as a class. Have students look at the picture and point to the sleeping lion. Ask the students to work individually to write the

questions. Tell the students to check their answers with their partner by asking and answering the questions.

5 Write questions and answers.

Point to the pictures and ask the students *What is he / she doing?* Focus the students' attention on the word pool and ask a volunteer to make a sentence about the girl in picture 1, such as *She's drinking*. Tell the students to work with a partner to write the numbers of the photos next to the word as in the example. Call out the numbers one by one to elicit the words to check as a class.

The students then work individually to write the questions and answers. Remind them to look at the answers, *No* or *Yes*, before they write the questions and look at the example together. Choose volunteers to ask and answer the questions for the class to check.

6 Look at the pictures in Activity 5 and play Guess the Picture with a friend.

Pair yourself up with a student and tell them to choose one of the pictures in Activity 5. Ask them questions (*Is it a boy or a girl? Is he / she (swimming)?*) until you know which picture it is and say *Is it number ...?* Then choose a picture and encourage the student to ask you questions, referring them to the example dialogue for support. Have the students work in pairs to play the game. They take turns to choose a picture and ask and answer questions to guess which picture. 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 later.

WORKBOOK ANSWERS

- 1 1 crocodile, sleeping
2 kangaroo, jumping
3 tiger, running (walking)
4 bear, climbing
2 1 No, it isn't. 2 Yes, it is. 3 No, it isn't. 4 Yes, it is. 5 No, it isn't. 6 Yes, it is.

Try! Answers will vary.

- 3 1 Is the parrot flying? Yes, it is.
2 Is the snake swimming? No, it isn't.
3 Is the bear eating? No, it isn't.
4 Is the lizard jumping? No, it isn't.
5 Is the giraffe drinking? Yes, it is.
6 Is the tiger running? Yes, it is.
4 1 Is the boy eating? No, he isn't.
2 Is the girl riding a bike? Yes, she is.
3 Is the boy (eating)? No, he isn't.
4 Is the girl (jumping)? No, she isn't.
5 Is the boy sleeping? Yes, he is.
6 Is the girl drinking? Yes, she is.

Try! Answers will vary.

Further practice / Homework

Workbook pages 44–45; Unit 4 Language Focus 1 Worksheet

Unit 4 Language Focus 2

pages 52–53

Lesson objectives

Talk about animal habitats.

Ask and answer questions about where animals live.

Practice words related to animal habitats through a song and follow-up activities.

Language

Habitats: cave, desert, forest, jungle, land, water

Present simple *yes / no* questions to ask and answer about where animals live: *Do tigers live in caves? Yes, they do / No they don't.*

Materials

Track 43; Unit 4 Flashcards Set 2 (zoo animals); Workbook pages 46–47, 122

Warm up

Write the Unit 4 animal words (*bat, bear, crocodile, elephant, giraffe, hippo, kangaroo, lion, lizard, monkey, snake, tiger*) on the board. Place the zoo animals flashcards face down on your desk. Ask a volunteer to come to the front, take a flashcard and stick it next to the correct word on the board. Repeat for the other flashcards.

1 Look and circle the habitats. Listen and check.

43

Write the word *habitat* on the board in a big circle. Draw lines from the circle and write *desert* at the end of one line and *water* at the end of another. Ask the students *What animals live in the desert? (Snakes, lizards.) Where do crocodiles live? (In the water.)* Tell the students *Water and deserts are two types of habitats where animals live.* Ask them if they know any more habitats. Write any words they give you up on the board.

Tell students to open their Student Books to page 52 and look at the habitat pictures. Point to the first picture and show the circled *forest*. Have the students work with a partner to circle the correct habitat for each picture.

Play the song for the students to listen and check their answers. 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 *j* in *jungle* and make sure they know it's *desert* not *dessert*.



Unit 4 Language Focus 2

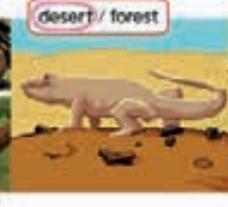
1 Look and circle the habitats. Listen and check. 

forest / cave



water / jungle

desert / forest



jungle / water

land / cave



cave / desert

2 Listen again and sing along.

<p><i>Is your house a good place for a kangaroo? No!</i></p> <p><i>Is your house a good place for a tiger, too? No!</i></p> <p>Do tigers live in forests And in jungles, too?</p> <p>Do lizards live in deserts? Yes, they do!</p>	<p><i>Is your house ... for a hippo, too? No!</i></p> <p>Do hippos live on land And in water, too?</p> <p>Do bats live in caves? Yes, they do!</p>	<p><i>Is your house ... for an elephant, too? No!</i></p> <p>Do elephants like houses With a kitchen and a hall? No, they don't! Not at all!</p>
--	--	--

3 Read the lyrics and mark (✓) the answer.

1 Do tigers live in caves?	Yes, they do. <input type="checkbox"/>	No, they don't. <input checked="" type="checkbox"/>
2 Do lizards live in deserts?	Yes, they do. <input checked="" type="checkbox"/>	No, they don't. <input type="checkbox"/>
3 Do hippos live on land and in water?	Yes, they do. <input checked="" type="checkbox"/>	No, they don't. <input type="checkbox"/>
4 Do bats live in water?	Yes, they do. <input type="checkbox"/>	No, they don't. <input checked="" type="checkbox"/>

4 Complete your chart and play.  



Do crocodiles live in jungles?

Do they live in forests?

No, they don't.

No, they don't.



Optional activity

Have the students work in groups of four and name different animals that live in the different habitats. Start them off by saying *Tigers live in the jungle*.

Additional resources

The Unit 4 Flashcards Set 2 and Unit 4 Wordcards Set 2 can be integrated at any point from here on.

2 Listen again and sing along.

Play the song all the way through and ask the students to point to the pictures in Activity 1 when they hear the words.

Divide the class into six groups and give each group a verse of the song. Give the groups a couple of minutes to practice their lines. Play the recording for the groups to sing their verse. Tell the class to close their books. Play the recording quietly and have the groups sing their lines loudly. Repeat a couple of times.

3 Read the lyrics and mark (✓) the answer.

Tell the students to look at the questions and circle the habitats. Read the instructions and point out the example answer. Have the students work in pairs to answer the questions.

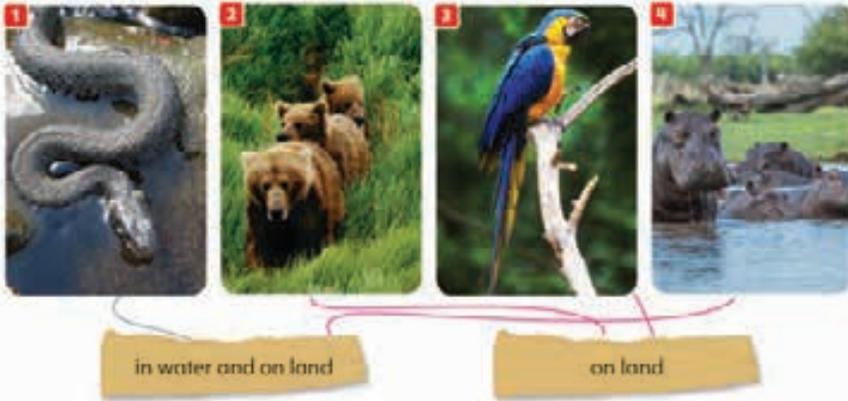
Optional activity

Bring in some pictures of different types of habitats. Show the pictures asking *Which animals live here?* Have two volunteers ask and answer with the picture you show. Repeat with a few pairs of volunteers.

4 Complete your chart and play. Workbook page 122

Ask students to open page 122 in their Workbooks and tell you what they see. Focus the students' attention on the checkmark in the first column and ask *Do snakes live in the jungle? (Yes, they do.) Do bears live in the jungle? (No, they don't.)*

5 Match the animals with their habitats. Complete the questions and answers.



- 1 Do snakes live in water and on land ? Yes, they do.
- 2 Do bears live in water and on land? No, they don't.
- 3 Do parrots live on land ? Yes, they do.
- 4 Do hippos live in caves/forests/deserts? ? No, they don't.

Grammar

Do	hippos	live	on land?	Yes, they do.
Do	they	live	in caves?	No, they don't.

6 Choose five animals. Write questions and answers.

bats bears crocodiles elephants giraffes hippos kangaroos lions lizards snakes tigers

1 Do kangaroos live in water? No, they don't.

7 Play 'Can you remember?' with a friend.

Do bats live in caves? Yes, they do.

6 Choose five animals. Write questions and answers.

Focus the students' attention on the word pool. Tell them to choose five animals and write a question and answer about habitat for each one as in the example. Remind them to write the questions in their notebooks.

7 Play 'Can you remember?' with a friend.

Divide the class into pairs and ask them to close their books. Tell the students to take turns asking their partner the questions they wrote. Tell them they have to try and remember where the animals live to answer correctly. If they don't know, they tell their partner they don't know and their partner tells them.

WORKBOOK ANSWERS

- 1 d Tigers live in forests. 2 c Hippos live on land. 3 f Bats live in caves. 4 e Hippos live in water. 5 a Lizards live in deserts. 6 b Tigers live in jungles.
- 2 1 Yes, they do. 2 No, they don't. 3 Yes, they do. 4 No, they don't. 5 Yes, they do. 6 Yes, they do.

Try! Answers will vary.

- 3 1 Do tigers live in deserts? No, they don't. They live in forests and jungles. 2 Do bats live in caves? Yes, they do. They live in caves. 3 Do lizards live in forests? No, they don't. They live in deserts. 4 Do hippos live on land and in water? Yes, they do. They live on land and in water.
- 4 Do they live in caves? No, they don't. They live in jungles and forests. Do they live in deserts? No, they don't. They live on land and in water. Do they live on land? Yes, they do.

Try! Answers will vary.

Further practice / Homework

Workbook pages 46–47; Unit 4 Language Focus 2 Worksheet

Ask for a volunteer to come and demonstrate the game with you. Tell them you are A and they are B. Use your own chart and ask the volunteer to use theirs. Complete the marks in the blank rows. Ask the questions about the animals in the chart, such as *Do snakes live in jungles? (Yes, they do.)* Show the students how you complete the blank rows, marking the boxes according to the answers you hear. Divide the students into pairs to play the game with their own charts. Monitor, encouraging the students to use the target language and short answers.

Optional activity

Tell the students to draw funny pictures of an animal in a place it doesn't live and a place it does live. Give an example yourself by drawing a tiger in a bath. They write two questions and answer them, such as *Do tigers live in a bath? No, they don't. Can tigers swim? Yes, they can.* Encourage them to show their pictures to their friends.

Additional resources

The Unit 4 Language Focus 2 Worksheet can be integrated at any point from here on.

5 Match the animals with their habitats. Complete the questions and answers.

Point to the photos and elicit the animals. Read the instructions to the students and have them match the animals and habitats. Before they write the questions and answers, write the question and answer *Do snakes live in water and on land? Yes, they do.* Circle the *do* and the *live* and the *do* in the short answer. Tell the students to look at the Grammar box. Ask *Why do we use the plural snakes / hippos? (Because we are talking about all hippos, not a specific one.) Why do we say "Do they live"? (Because there is more than one hippo.)* Have the students complete the Activity, using the Grammar box and Activity 3 to help them. Ask different students to write the questions on the board for the class to check.

Unit 4 CLIL

pages 54–55

Lesson objectives

Read and listen to a text about animal habitats.

Practice describing animals and their habitats.

Language

Africa, Australia, bamboo, China, fish, rivers, roots, seals, the Arctic, the sea

Materials

Track 44; Workbook page 48

Warm up

Divide the board into four sections and write the headings *jungle, water, desert, Arctic* in the sections. Divide the students into groups of four. Tell them to think of as many words as they can that they associate with these habitats. Give them examples to start them off, such as *trees, bird, sand*. The words do not only have to be from the unit. Give them a few minutes before asking groups to share their words.

1 Listen and read along. Match the descriptions with the pictures. 44

Hold up your book and point to the photographs one by one asking *What's the animal?* (A kangaroo, a panda, a crocodile, a bear.)

Divide the class into four groups and assign each group an animal: kangaroo, panda, crocodile, bear. Ask the groups to write as many facts as they know about their assigned animal. Write some questions on the board to prompt them: *Where do they live? What do they eat? What noise do they make? What color are they? What do they look like?*

Ask the groups to share their facts about their animal with the class.

Tell the students to read the text and see if any of the facts about the animals were correct.

Play the recording for students to read and follow. Tell the students to match the descriptions and the photos and write the number next to the description as in example three. Play the recording, stopping after paragraph 1, and ask *Which photo?* to check the answers together as a class.

2 Read again and complete the chart.

On the board write *place, animal, weather, food*. Write *crocodile* under the *animal* heading. Ask the students *Where do crocodiles live? (In rivers.) What weather do*



Rose Knows About
Animal Habitats

Unit 4 CLIL Science

1 Listen and read along. Match the descriptions with the pictures.

The place where an animal lives is called its **habitat**. An animal is **native** to a place where its natural habitat is. Different habitats have different weather and food. Animals find the food they need in their habitats.

3 Some crocodiles are native to Africa. They need the sun and water, so they live in rivers and on land. They eat fish and small animals.

2 Pandas need weather that is not too hot or too cold. They live in forests in China. They climb trees in the forest. Pandas eat bamboo.

4 Polar bears need to live in the snow. They live in the Arctic, near the sea. It's very cold there and there's lots of snow. They swim in the sea to find food. Polar bears eat fish and seals.

1 Kangaroos are native to Australia. They live in the long grass in hot places. Kangaroos eat grass and roots.






2 Read again and complete the chart.

Place	Animal	Weather	Food
Africa	crocodile	sunny	fish/small animals
Arctic	polar bear	very cold	fish/seals
China	panda	not hot/cold	bamboo
Australia	kangaroo	hot	grass/roots

they like? (Sun.) What do they eat? (Fish and small animals.)

Look at the chart together and tell the students to fill it in for *crocodiles*. Have the students work with a partner completing the chart for the other three animals using the text to find the answers.

To check as a class, ask different volunteers to tell you about each animal.

3 Complete the Animal Fact File with words from Activities 1 and 2.

Ask the students *What animal is it? (A panda.) What can you remember about pandas? (They eat bamboo. They live in China. They live in forests.)* Have the look at Activities 1 and 2 and underline any words related to pandas. Have the students join with their partner to use the words they underlined to complete the chart.

Ask different volunteers to tell you one fact about pandas.

4 Draw your favorite animal. Write an Animal Fact File.

On the board draw your favorite animal in its habitat. Tell the class about your picture. For example, *Elephants are big and gray. They live in the jungle in Asia and Africa. They eat leaves and grass.*

Tell the students to draw their favorite animal in its habitat. Then they copy the fact file chart from Activity 3 and complete it for their animal.

Have the students work in pairs to use their fact file to tell their partner about their animal. Ask a couple of volunteers to come to the board to present their fact files. Ask the class *Why is it important to take care of the different habitats? (Because the animals need them to live in and eat.) What happens when an animal's habitat is destroyed? (They die or have to find another place to live.)*

3 Complete the *Animal Fact File* with words from Activities 1 and 2.

Animal Fact File	
Animal	panda
Color(s)	Black and white
Size	1.2 to 1.5 meters
Favorite weather	not very hot or cold
Food	bamboo
Native to	China
Another fact	They climb trees.



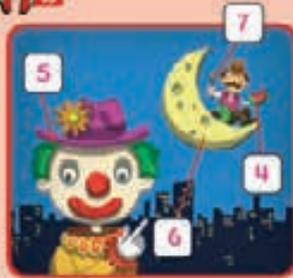
4 Draw your favorite animal. Write an *Animal Fact File*.

1 Listen and number the pictures. Listen again and repeat.

2 Listen and repeat the sentences.



A young girl with a long earring is dancing, drinking and eating!



Stan the clown sees a man on the moon with a melon and a spoon.

Phonics

1 Listen and number the pictures. Listen again and repeat. 45

On the board write *young* and *clown*, circle the *ng* and *n*. Model the words for the students to repeat. Isolate the *ng* sound and explain the students make the sound in their throat by pulling their tongue to the back. Isolate the *n* sound and explain the top of the tongue goes behind the top teeth as they say the sound. Ask a few volunteers to say the sounds in isolation and then in *young* and *clown*.

Have the students look at the pictures. Say *Point to the earring, drinking, eating, clown, man, moon, melon*. Play the recording for the students to number the pictures as they hear the words. Use the recording again to model the words for the students to repeat chorally and individually. Repeat as necessary.

2 Listen and repeat the sentences. 46

Play the sentences, one by one, 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.

Ask the students to stand up and march on the spot, make sure they are all in time as they say the sentences. Repeat the activity, but this time ask them to march and say the sentences as fast as possible.

Optional activity

Ask the students to work with a partner to think of other words they know with the /ng/ and /n/ sound in them.

WORKBOOK ANSWERS

- the Arctic: polar bears
China: pandas
Africa: crocodiles
Australia: kangaroos
 - Animal: African elephant
Color and size: large and gray
Habitat: the savannah or the forest
Food: fruit, grass and leaves
Another fact: answers will vary
 - Answers will vary.
 - Answers will vary.
- Try! Answers will vary.

Further practice / Homework

Workbook page 48; Unit 4 CLIL Worksheet;
Unit 4 CLIL Video Worksheet

Phonics

Lesson objectives

Practice pronunciation of and differentiate between the sounds /ng/ and /n/.

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

Materials

Tracks 45–46; Workbook page 49

Warm up

Ask a volunteer to come to the board. Stand behind them. Trace a letter on their back and ask the student to guess the letter. Repeat with a couple more letters. Have the students work in pairs and take turns to trace letters on each other's backs.

WORKBOOK ANSWERS

- 1 2 ✓ 3 ✓ 5 ✓ 7 ✓ 8 ✓
2 1 melon 2 spoon 3 earring
4 eating 5 drinking 6 clown
7 dancing 8 the moon
3 1 young, long, earring, dancing,
drinking, eating 2 Stan, clown, man,
moon, melon, spoon
Try! Answers will vary.

Further practice / Homework

Workbook page 49

Unit 4 Project and Value

page 56

Lesson objectives

Understand and apply good personal values.

Practice skills toward the development of a project.

Value

Wild animals need a habitat. Protect the habitat of animals in your area.

Materials

Empty paper towel roll; single-hole punch; scissors; two tongue depressors; peanut butter; birdseed; string; Unit 4 Stickers; Workbook page 50

Warm up

Write the word *habitat* 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 make a word beginning with each letter of the word *habitat*. Give them an example, such as write *horse*, in a line from the *h*. The first team to finish wins ten points. Each team wins a point for each word.

Value: Read and stick

Ask students to open their books to page 56 and find *Jeb's Value* at the top. Read the value aloud while students follow along. Ask *How can we help protect habitats?* (*Don't litter. Don't make too much noise where animals live. Respect their space.*)

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 *Jeb's Value*.

Bird Feeding Station

Stage 1: Plan your project.

Ask the students *Do you feed the birds in your garden? What do you feed them? How do you feed them?* Point to the picture of the children with the bird feeder. Ask *Do you have one of these? Say It's a birdfeeder; we are going to make one of these today.*

Divide the class into groups of four to discuss question 1. Give the students time to think where in the school would be a good place. Students should make sure to place the birdfeeder away from domestic or wild animals, like dogs, cats, squirrels, rabbits and in a place where the birds feel safe and are likely to visit. Ask for some ideas and write them on the board. Make sure you treat all ideas seriously.

Focus the students' attention on the chart and the headings: *Day 1–Day 3*. Tell the students the numbers are the number of

Unit 4 Project and Value

Bird Feeding Station

Materials

- ★ One empty paper towel roll
- ★ One single-hole punch
- ★ Scissors
- ★ Two tongue depressors
- ★ Peanut butter
- ★ Birdseed
- ★ String

Read and stick.

Wild animals need a habitat. Protect the habitat of animals in your area.



Stage 1: Plan your project.

- 1 Decide where to place the bird feeder.
- 2 Copy the chart onto grid paper to record data.

Stage 2: Develop your project.

- 1 Punch two holes close to one end of the paper towel roll. Cut two slits along the tube. Slide a tongue depressor through each slit. Spread peanut butter on the tube. Then sprinkle the birdseeds on it. Pass the ends of the string through each hole and tie them.
- 2 Hang the feeder in the place you chose.
- 3 Look at the birds. Make a chart and write the number of birds that use the feeder.

Stage 3: Share your project.

- 1 Attach your chart to a wall.
- 2 Present your results to your classmates. Explain: How does your *Bird Feeding Station* help protect the habitat of animals in your area?

Stage 4: Evaluate your project.

Save your Project Record.



Day 1	Day 2	Day 3
12	17	22

birds that visited the birdfeeder. Tell the students to copy the chart.

Stage 2: Develop your project.

Divide the class into groups. Give each group the project materials. Read step 1 sentence by sentence for the groups to work together to make the feeder. Once they have finished part 1, ask the pairs *Where are you going to hang the feeder?*

Tell the groups they need to check their birdfeeders regularly to count the birds for the next three days and complete their charts. Ask *What time of day is a good time to check?* (*Sunset or midday.*)

Let the groups go one at a time to put their feeders in their chosen place. The other students in the class can go on to Stage 3 while they are waiting.

Stage 3: Share your project.

Tell the students to stick their charts on the walls and that they will share the results of their feeder station in three days. Ask *What are birds scared of?* (*Animals and loud noises.*) *What other information could*

you include in a fact file? (*The type of birds. How long they stay and eat. Their colors.*)

Stage 4: Evaluate your project.

This stage can be at any point. Ask students to open their Workbooks to page 54 Activity 2. Read the instructions for Stage 1 and help students reflect on their project by marking *Yes* or *No*. Repeat for 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 Yes, she is. No, he isn't. Yes, they are.
 - 2 Answers will vary.
- Try! Answers will vary.

Further practice / Homework
Workbook page 50

1 Look and write the missing questions and answers.



- 1 Is the bear swimming ?
No, it isn't.
- 2 Is the hippo sleeping?
No, he isn't.
- 3 Is the lizard climbing ?
Yes, it is.
- 4 Do kangaroos live on land ?
Yes, they do.
- 5 Do crocodiles live in water and on land?
Yes, they do.
- 6 Do tigers live in forests?
Yes, they do.

2 Write your answers.

What About You?

<p>★ Find a picture of an animal in this unit. Is it flying/swimming/running? _____</p>	<p>★ What animals are native to your country? _____</p>
<p>★ What are your favorite animals? _____</p>	<p>★ Where do they live? _____</p>
<p>★ Do they live on land or in water? _____</p>	

3 Ask and answer the questions with a friend.

What are your favorite animals?
Lions, giraffes and tigers!

Optional activity

Ask the students to invent a crazy animal. Tell them to invent information about where it lives, what it eats and what it is doing now. Ask them to draw a picture and write sentences. Display the crazy animals' descriptions for other children to read about.

2 Write your answers.

Look at the chart together as a class and ask different volunteers to read out loud a question each.

Tell the class to work individually to write their answers to the questions. Monitor and check their grammar, spelling and punctuation.

3 Ask and answer the questions with a friend.

Assign half the class the letter A and the other half B. Tell the B students to stand up and find an A partner to sit with. Tell the A students to close their books and the B student to interview them, asking the questions. When they have finished, have them change roles.

Optional activity

If you have audio or video recording equipment, ask the students to volunteer to be recorded. Tell them to interview one another about animals and their habitats using the questions from the chart. When they have practiced, record them doing the interview. If there is time in this lesson, play the interviews to the class.

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 snake 2 elephant 3 lion 4 bat
5 monkey 6 tiger 7 giraffe
8 kangaroo
- 2 1 Do polar bears live in Africa? No, they don't. They live in the Arctic.
2 Do hippos live in water and on land? Yes, they do. 3 Is the crocodile jumping? No, it isn't. It is sleeping.
4 Is the lizard jumping? No, it isn't. It is climbing.

Try! Answers will vary.

Further practice / Homework

Workbook page 51

Unit 4 Review page 57

Lesson objectives

Review the vocabulary and language learned in the unit.

Language

Zoo animals
Present continuous: *Is the hippo sleeping?*

Materials

Unit 4 Flashcards Set 1 (zoo animals); Workbook 51

Warm up

Write *bear* 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 bear, they shout *Snap!* Repeat with all flashcards.

1 Look and write the missing questions and answers.

Ask the students to open their Student Books and look at the photos in Activity 1. Have the students work in pairs to say what each animal is and what it is doing in the photos.

Look at the example question and answer in number 1 together. Ask *What is the bear doing?* (*He's walking.*) Have the students work with their partner to complete 2–3.

Look at the example question and answer in number 4 together. Ask *Do kangaroos live on land?* (*Yes, they do.*) Have the students work with their partner to complete 5–6.

Optional activity

Ask the class to interview you about animals. Tell them to think of a question to ask you about your favorite animal. Choose volunteers to ask you the questions and answer the questions in a full and interesting way.

Unit 4 Review Game

page 58

Lesson objectives

Review the vocabulary and language learned in Units 3 and 4.

Language

Zoo animals, doctor's things

Possessive *s*: *Whose are these? They're the doctor's bandages.*

Simple present: *Do giraffes live in water? Yes, they do / No, they don't.*

Can giraffes fly? Yes, they can / No, they can't.

Materials

One counter per student; one die per group of four students

Warm up

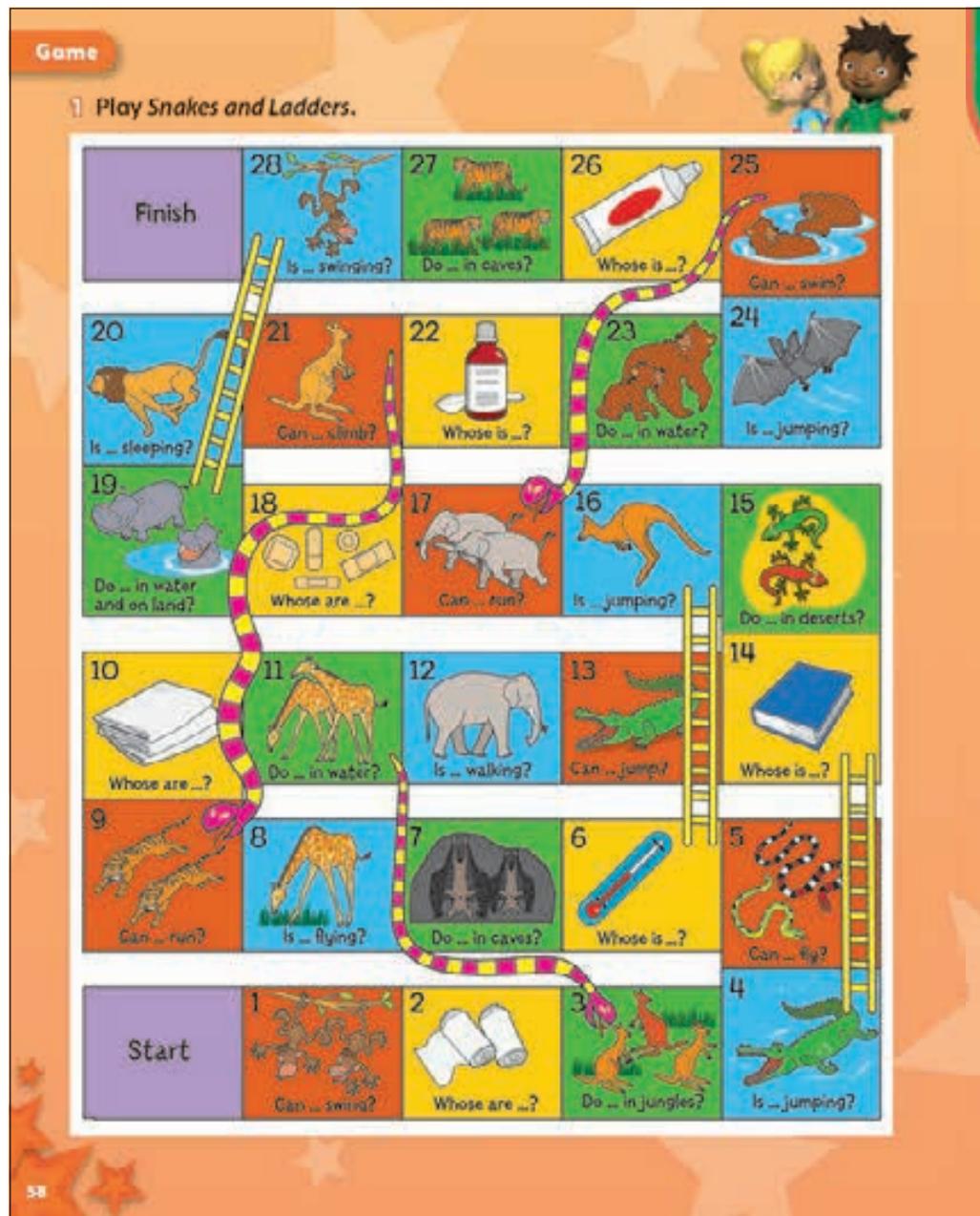
Play *Tic-tac-toe* with the class. The winning team is the first team to get three in a row. On the board draw a three-by-three grid and number the squares 1–9. In each square write one of the vocabulary words from Units 3 and 4, such as *waiter*, *giraffe*, *cook*. Divide the class into two teams. Tell 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 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. Continue until one team gets three in a row. The game introduces them to the concept of three in a row and making the sentences, setting them up to play the review game in groups.

1 Play Snakes and Ladders.

Divide the class into groups of four and give out the counters. If you don't have enough counters, students can cut out bits of paper and color them to use instead.

Hold up the game on page 58 and ask *Do you know how to play Snakes and Ladders?* Point to the snake and ask *What do you do if you land here? (You go down the snake.)*

Point to the bottom of a ladder and ask *What do you do if you land here? (You go up the ladder.)*



Explain the game to the students. They take turns, rolling the dice and moving around the board. When they land on a square, they use the text and pictures to ask their group the questions. If they land at the bottom of a ladder, they move up to the square at the top of the ladder. If they land on the tail of a snake, they move back to the square with the head of the snake. The winner is the student who arrives at the finish first.

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. Go up! Go down!* Say the sentences for the students to repeat and 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 questions and answers are correct or not. When they finish, they play again.

Optional activity

If there is time, tell the students to choose three of the squares from the gameboard and write three questions and answers.



Tanzania

Culture



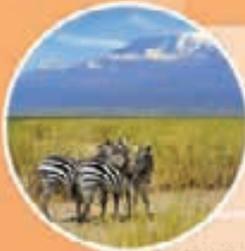
1 Look at the pictures and choose the best title for the text.

A Visit to the Zoo

A Wild Holiday

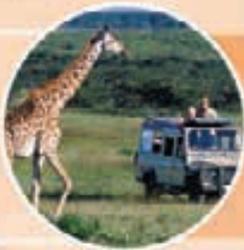
A Look at Tanzania

2 Read and circle seven animals.



Tanzania is in East Africa. The capital city is Dodoma. Most people in Tanzania speak Swahili and English. One of the most famous places is Mount Kilimanjaro, which is the highest mountain in Africa, and is also a volcano.

The Serengeti National Park is the home of a lot of wild animals, like elephants, giraffes, lions, zebras and hippos. People can visit the Serengeti on safaris to see the wild animals in their natural habitats.



Tanzania is the home of many tribes. The Maasai are a famous tribe because of the respect and care they show for wild animals. The Maasai are nomads: they do not live in only one place. They move and live in different places. The Maasai have cows and goats. These animals are very important to them because they give the Maasai food and clothes.

3 Complete the chart with the names of wild animals.

Wild Animals	
Tanzania	Where I live
elephants, giraffes, lions, zebras, hippos	

a partner before you check as a class. Ask the students *Why do you think this is the best title?*

2 Read and circle seven animals.

Ask the students *What animals do you think you will read about in the text?* Have the students read the text silently and find the seven animals and circle them in the text. Ask the students *Would you like to visit Tanzania? What do you find interesting about the country?*

3 Complete the chart with the names of wild animals.

Ask the students *What wild animals do we have in this country?* Tell them to work in groups of four and make a list. Ask each group for their ideas and write them on the board. *Where do they live?* Make sure they tell you the kind of habitat.

Tell the students to look at the chart and the headings. Divide the students into pairs and tell them to complete the chart. Ask volunteer pairs to tell you the animals they have listed.

Optional activity

Tell the students to write about their country and choose a title. The students draw three pictures of animals, habitats and people, like the photos with the reading. Under each picture they write a sentence using the text in their Student Books as a model. Ask the students to swap their writing with another student. They read each other's work to see if they have the same or different information.

WORKBOOK ANSWERS

1 Photo 1: Mount Kilimanjaro, zebras
Photo 2: Serengeti National Park, giraffes

Photo 3: The Maasai tribe, clothes

2 Tanzania has a lot of wild animals, such as elephants, giraffes, lions, zebras and hippos. You can visit these animals in their natural habitat at Serengeti National Park. Tanzania also has cows and goats. These animals live with the Maasai.

Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 113

Culture page 59

Lesson objectives

Raise awareness of different countries' wildlife and culture and make comparisons to their own country.

Present and practice vocabulary related to animals.

Develop integrated skills.

Language

Capital city, mountain, nomads, Tanzania, volcano, zebra

Additional vocabulary related to the reading text

Materials

World map / map of Tanzania;
Workbook page 113

Warm up

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

into groups of four and ask them to share anything they know about Tanzania. Give your own example: *It's in Africa*. Point to it on the map. Ask groups to share the ideas with the class.

1 Look at the pictures and choose the best title for the text.

Write the three titles on the board: *A Visit to the Zoo*, *A Wild Holiday*, *A Look at Tanzania*. Tell the students they are titles for a reading. Ask the students to talk to their partner about what information they think is in a text with these titles. Do an example yourself to get them started. Point to *A Wild Holiday* and say *I imagine it's about an adventure, maybe dangerous, some wild animals*. Tell the students to do the same for the other two titles.

Tell the students to open their Student Books to page 59 and read out the instructions. Tell the students to look at the photos and tell you what they see. Tell them to look again at the photos and the titles and then choose the best title. Have the students compare their answer with

Unit 5 Vocabulary

pages 60–61

Lesson objectives

Identify different food.

Practice naming foods through a song and follow-up activities.

Language

Food: *bean, burgers, carrots, cookies, fish, French fries, meat, onions, peas, potatoes, sausages, toast*

Materials

④ Tracks 47–48; Unit 5 Flashcards Set 1 (foods); Workbook pages 52–53

④ Warm up

Play *Smiley Face* with some of the vocabulary from Unit 4. Write a gapped word on the board such as _____. (*Hippo*.) If you want to make it easier tell the students *The word group is animals*. Tell the students 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 letter 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, 2 ears and hair!), giving the students eight guesses. The student who guesses the word chooses the next word and conducts the game with your help.

1 Discuss with a friend. 🗨️

Stick all the food flashcards on the board. Ask the students to look at the foods and ask *What are these pictures of? (Food.) Who is the person who makes food? (A cook.)* Divide the students into pairs and ask *What foods do you eat at home? What foods do you like?* Give them a couple of minutes to talk together and ask a few pairs to share their answers with the class. Point to each of the food flashcards one by one and elicit or give the name of the food.

2 Listen and repeat. 🎧 47

Play the recording and point to the food flashcards on the board as they are said. Focus students' attention on the picture in Activity 1 and the numbered foods. Play the recording again for students to repeat the words chorally and individually. Pay particular attention to the schwa sound in the second syllable of *sausages* and the *sh* in *fish* and the *un* sound not *on* for *onions*. Make sure the students are pronouncing the final letters for all the vocabulary.

5

Lights, Camera, Action!

Vocabulary

🗨️ **Discuss with a friend.**

- 1 What foods do you eat at home?
- 2 What foods do you like?

🎧 **Listen and repeat.**

👁️ **Look and number the words. Listen again and check.**

12 beans	2 cookies	4 meat	9 potatoes	11 burgers	7 fish
6 onions	5 sausages	10 carrots	8 French fries	3 peas	1 toast

🗨️ **Play Look It Up with a friend.**

Explain that *Toast is uncountable unless you're talking about slices of toast, so you can't say two toasts*. Ask the students *Which of the foods can be counted? (Peas, beans, French fries, cookies, sausages, potatoes, onions, carrots, burgers.) You can't count toast, meat or fish.*

Optional activity

Have a volunteer come to the board and point to a flashcard for the class to say the food. Repeat with other volunteers and flashcards.

Additional resources

Unit 5 Wordcards

3 Look and number the words.

Listen again and check.

Have students work with a partner, look at the picture and take turns asking and answering: *What's number 1?* Do an example with a volunteer asking *What's number 3?* (*It's peas.*) When they have finished, tell the students to number the words. Play the recording for the students

to check their answers. Ask different volunteers to come to the board and write the correct words under the food flashcards on the board.

4 Play Look It Up with a friend. 🗨️

Assign the students A and B. Rub off the words under the flashcards and number the cards 1–12. Give the students a minute to look at the flashcards and remember the numbers. Tell the A students to sit with their back to the board. B students say a word for A students to say the corresponding number. Do an example with one of the A students.

5 Look and complete the descriptions.

Tell the students to look at the picture in Activity 1. Tell them *The cooks are cooking a meal for a TV show*. Ask *What foods do you think are good / not good together?* Give an example: *Fish and chips are good together*. Take all their suggestions.

Point to the photos in Activity 5 and ask *What is it?* Have the students work

5 Look and complete the descriptions.



1 Burger and French fries.



2 sausages, potatoes and beans.



3 meat, peas and carrots/potatoes.



4 cookies and milk.



5 toast and butter.



6 fish and onions.

6 Listen and order the pictures (1–5). Listen again and sing along.



Good morning! We're the cooks!
Here's our kitchen. Take a look!
We like fish and toast and meat.
Lots of lovely things to eat!
Good morning ...

We like sausages, potatoes and peas.
Burgers with onions? Ooh! Yes, please!
Good morning ...
We don't like French fries, cookies or beans.
We like carrots. Mmm! Yes, please!

7 Play I like—I don't like with a friend.

I like potatoes.

I don't like sausages.

individually to write the descriptions of the food. Have volunteers read out their answers to check as a class.

6 Listen and order the pictures (1–5). Listen again and sing along. 48

Tell the students to close their books. Write *don't like* on the board. Tell the students to listen to the song. Ask *Which food doesn't the singer like?* Play the recording for the students to make a note of the foods the singers don't like.

Ask a volunteer to write the words they don't like on the board. (*French fries, cookies, beans.*)

Tell the students to listen to the song again and number the pictures in the order they hear them. Play the first four lines of the song and point to the example 1 next to the fish. Play the rest of the recording for students to number the pictures. Ask a volunteer to tell you the order. Start them off by saying *fish—one*.

Play the song again. Tell the students to rub their stomachs for the foods they like and make an ugly face for the foods they don't like. Play the song one more time for them to sing along to.

7 Play I like—I don't like with a friend.

Tell the students to look at the picture in Activity 1. Tell the students about the food you like and don't like saying *I like potatoes. I don't like carrots.*

Divide the class into pairs and have them take turns to tell their partner what food in the picture they like and don't like.

WORKBOOK ANSWERS

- 1 1 beans 2 burgers 3 carrots
4 cookies 5 fish 6 French fries
7 peas 8 potatoes 9 meat
10 onions 11 sausages 12 toast
Left to right: 6, 5, 12, 4, 7, 10, 3, 11, 9, 2, 1, 8

Try! Answers will vary.

- 2 Row 1: burgers and salad tea and cookies toast and jelly
row 2: sausages with beans and potatoes fish, peas and French fries meat, beans and potatoes

- 3 1 fish 2 toast 3 meat
4 sausages 5 potatoes 6 peas
7 burgers 8 onions 9 cookies
10 French fries 11 beans
12 carrots

Try! Answers will vary.

Further practice / Homework

Workbook pages 52–53

Unit 5 Reading

pages 62–63

Lesson objectives

Understand and act out a story.

Review food vocabulary in the context of a story.

Modal verb *would* to offer and ask for food.

Language

Questions with *would*: *Would you like some chicken?*

Asking for something: *We'd like some chicken.*

Materials

Track 49; Unit 5 Storycards; DVD Unit 5 Story; Unit 5 Flashcards Set 1 (food); Workbook pages 54–55

Warm up

Stick the food flashcards on the board. Choose a food and describe it, such as *It's green, it's good with fish. It's brown, it's good with French fries*. Ask the students to guess what food it is. Ask volunteers to choose a food and describe it for the class to guess.

1 Look at the pictures and discuss with a friend.

Hold up your book, covering the title of the story. Read out the captions only for each frame, such as frame 1: *It's lunchtime in the film studio. Everyone is very hungry. Lunchtime is one hour.* Ask the students to listen to the story as you tell it and think about what the title could be. Read the story 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 Hungry Movie Stars!* Ask *What movie stars do you know?* (Robert Pattinson, Jennifer Lawrence.) Ask the students questions about the picture. *Where are the people?* (On set, in a movie studio.) *What kind of movie is it?* (Old drama, Cinderella.) *Who is the man with the megaphone?* (The director.) *How long do they have for lunchtime?* (One hour.)

Stick the food 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 and say *Point to the food you can see in the story. Ask What jobs can you name in the story?*

Hungry Movie Stars!

Unit 5 Reading

- Look at the pictures and discuss with a friend.
 - What foods can you name?
 - What jobs can you name?
- Read and complete the story. Listen and check.

burger fish French fries lunchtime sandwiches sausages

1 It's lunchtime on the movie set. Everyone is very hungry. Lunchtime is one hour.

I'm hungry

Cut! It's lunchtime. Come back in one hour

2 Tony, the cook, is cooking lunch for the actors, but the stars want special food. They aren't very friendly.

KITCHEN

Mmm, cheese sandwiches

Penelope, would you like some cheese sandwiches?

No, thank you! I'd like some chicken.

3 Lenny the waiter isn't very happy. He brings the stars chicken and French fries.

Here you are

We don't like this chicken.

We'd like some fish.

4 Lenny gives the chicken to the other actors. They're very happy.

Would you like some chicken?

Yes, please!

Hurry up!

Optional activity 49

Play the recording, holding up the storycards 1 and 2 for the students to listen and look. Ask the students *What happens next?* Have the students talk to their 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 Read and complete the story.

Listen and check. 49

Focus the students' attention on the gaps in the story and the word pool above. Read out the first caption and point to *lunchtime* crossed out in the word pool. Tell students to look at the story and work with a partner to fill the gaps with the correct words from the word pool. Play the recording for the students to check their answers.

To check as a class, choose a volunteer and ask them to read out the completed sentence in frame 2. Continue with different volunteers to complete the sentences in frames 3, 5, 6 and 7.

Write the following questions on the board: *What does Penelope want to eat?* (Chicken / fish / sausages.) *How does the waiter feel?* (Not happy, angry.) *Why are the movie stars grumpy?* (Because they don't like the food.) *What do the stars eat?* (Nothing.) *Why?* (Because the other actors eat the lunch.)



Personalize the story by asking *Do you go to restaurants? What is your favorite kind of restaurant? What do you like to eat when you go there?*

Optional activity

Ask the students to complete the story activities on page 61 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 Row 1: 3, 1, 6 row 2: 2, 5, 4

2 Stars ☹☹☹☹☹

Actors ☺☺☺☺☺

Suggest answer: They didn't like the food.

Try! There are glasses of water on the table.

3 1 hungry 2 cooking 3 friendly

4 some 5 like 6 chicken

7 sausages 8 a 9 stars

10 Lunchtime

4 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 54–55; Unit 5 Reading

Worksheet; Unit 5 Story Worksheet

Optional activity

Divide the students into groups of four. Assign each group a character: waiter, Penelope, Penelope's friend, other actors. Tell them that you are going to play the story and the students must remember what each of their roles said such as the students assigned Penelope should focus on her and remember what she says in the video. Play the video as many times as necessary. If they can't remember the exact words tell them to have a guess. To check as a class, ask all the Penelopes to tell you what she said. Repeat for all the characters.

3 Act out the story.

Divide the class into groups of six. Assign each student in the group a character in the story: three movie stars, Lenny the waiter, one other actor and the narrator. Tell the students they are going to change the food in the story. Refer them back to Activity 1 on page 60 and tell them Choose

different foods to include, instead of the food in the story. The students then look at the story again and change the food words to their new set. Give them an example by saying *I choose cookies.* On the board write *Penelope would you like some cookies?* Cross out *cheese sandwiches* and write *cookies.* The students write their new script. Monitor and help.

Once the students have written the new script, tell them to practice reading the story in their groups, taking different roles. Encourage the groups to act out their parts, saying their dialogues and doing appropriate actions.

Have each group act out their story. The rest of the groups watch and identify the different foods.

To encourage students to think about the story. Ask *Who is more polite, the stars or the other actors? (The other actors.) Is the waiter polite? (Yes.) Why does Lenny get angry? (Because the stars change their orders.) What happens to the food the stars don't want? (The waiter gives it to the other actors.) How do the stars feel at 2 o'clock? (Hungry!)*

Unit 5 Language Focus 1

pages 64–65

Lesson objectives

Practice offering food to people and accepting or refusing the offer.
Review the food vocabulary.

Language

Modal verb *would* to offer and request food: *Would you like some French fries?*
Yes, I would. No, I wouldn't. I'd like some French fries.

Materials

Track 50; Unit 5 Flashcards Set 1 (food); Workbook pages 56–57

Warm up

Divide the class into two teams, A and B. Give out six of the food flashcards to six volunteers in team A. Ask one of the volunteers to show their flashcard to team B. Team B look at the flashcard and together spell the word. If they spell it correctly the team wins one point. Repeat with all six flashcards. Give out the other six food flashcards to Team B and repeat the activity. The winning team is the team with the most points.

1 Look at pages 62–63. Circle the picture of the speaker.

Ask the students to look at the story again on page 62. Say *Come back in one hour.* Ask *Who says this in the story? (The director.)* Point to the character. Say *Mmm, cheese sandwiches.* Ask *Who says this? (The other actors.)* Point to the character.

Read out the instructions and focus the students' attention on the pictures of the characters in number 1. Ask *In which frame do you see the first questions? (Frame 2.)* Who says it? (*The waiter.*) Show the picture of the waiter circled. Ask *Which frame do you see 'No, thank you!?' (Frame 2.)* Who says it? (*Penelope.*) Show the students how you circle picture of Penelope.

Have the students continue the activity with their partner. Monitor and help by pointing out the lines in the story.

Check answers with the class by asking volunteers to read out the lines for the class to say who said it.

Ask the students to look at the lines again and say *Point to the questions. Point to the sentences.* Write *Would you like some fish?* on the board. Ask *Is this the same as 'Do you want some fish?'* (Yes.) Explain *Would you like ...? is more polite / formal.* Write *I'd like a burger.* on the board. Ask *Does the actor want a burger?* (Yes.) Again, explain *I'd like is more polite / formal than I want.*

Unit 5 Language Focus 1

1 Look at pages 62–63. Circle the picture of the speaker.

1   Penelope, would you like some cheese sandwiches? No, thank you!  

2   Would you like some chicken? Yes, please!  

3   I'd like a burger. And we'd like some sausages.  

4   Would you like some fish? Yes, please!  

2 Listen and mark (✓) the chart.

						
Ben		✓	✓		✓	
Lucy	✓			✓	✓	
Kim		✓	✓			✓
Alex	✓			✓		✓

3 Look and complete the sentences and questions.

- 1  I'd like some French fries _____, please.
- 2  _____ I'd like some carrots _____, please.
- 3  _____ Would you like some peas _____? Yes, please.
- 4  Would you like some fish _____? No, thank you.
- 5  _____ Would you like some sausages _____? Yes, please.

2 Listen and mark (✓) the chart.

On the board put the flashcards of fish, sausages and peas. Ask a volunteer to come to the board and tell them to mark the foods they hear you say. Say *I'd like fish. I'd like peas.* Ask the volunteer *Would you like some peas?* If they say yes, mark the peas. Repeat the question with sausages.

Hold up your book and point to the photographs of the food one by one, asking *What's this?* Play number 1 of the recording only and ask *Which food would Ben like? (Fish, potatoes and peas.)*

Play the rest of the recording for students to listen to and mark the food the children would like. Play the recording again, pausing after each speaker to ask different volunteers *What would Lucy / Kim / Alex like?*

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 Look and complete the sentences and questions.

Tell students to look at the pictures and read the first example sentence. Point to numbers 3–5 and ask *Are they questions? (Yes.)*

Have students complete the exercise individually, in their book. Tell them to look again at Activity 1 to help them. Monitor and check their word order and punctuation.

Check together as a class by asking volunteers to write the full sentences and questions on the board.

4 Complete the dialogue.



Waiter: Hello. Would you like a burger?
 Boy: No, thank you. I'd like a sausage, please.
 Waiter: Would you like a potato, too?
 Boy: No, thank you. I'd like some salad, please.
 Waiter: Here you are.
 Boy: Thank you!

Grammar

I'd like	a	burger.	Would you like	a	sausage?	Yes, please.
	some	carrots.		some	peas?	No, thank you.

5 Write your own dialogue. Use different food words.

Waiter: Hello. Would _____
 You: _____
 Waiter: _____
 You: _____
 Waiter: Here you are.
 You: _____

6 Look at the chart in Activity 2. Play Find the Person.



4 Complete the dialogue.

Look at the pictures as a class and ask *Where is the boy? (In a restaurant.) Is he asking for food? (Yes.)*

Read out the dialogue and for the gaps say *beep* and elicit the words such as *No, thank you. Beep a sausage please.* Elicit *I'd like* and tell the students to write it. Continue like this for the whole dialogue.

Have the students work in pairs to complete the dialogue. When they have completed the dialogue ask them to take turns being the waiter and the boy and read the dialogue out loud.

Ask a volunteer pair to read the dialogue for the class to check. Model the question for the students to repeat chorally and individually. Hold up the different food flashcards and have the students substitute *burger* in the dialogue for the food on the flashcard. Encourage other students to respond, *Yes, please. No, thank you.*

Focus the students' attention on the Grammar box. Ask *Why is it a burger?*

(Because there is only one.) Why is it some carrots? (Because there is more than one but we don't need to know how many.) Write *I would like a burger* on the board. Rub out *would* to leave *I'd like* to show the contraction and what the *d* means.

5 Write your own dialogue. Use different food words.

Have the students work individually to write a dialogue. Tell them to look at Activity 4 to help them. Monitor and give support, pointing out errors, especially with word order. Have the students work in pairs and take turns to practice each other's dialogues.

Monitor and check for pronunciation of the food vocabulary and the target language.

6 Look at the chart in Activity 2. Play Find the Person.

Ask two volunteers to read out the example dialogue. Pair yourself up with a volunteer and tell them to choose a child from Activity 2 but don't tell you the name.

Ask questions such as *Would you like some peas?* until you can guess who they are.

Divide the class into pairs for them to play the game, taking turns to question and answer, and guess who they are.

WORKBOOK ANSWERS

- 3, 4, 2, 1
- 1 Would you like some sausages?
2 Would you like a burger?
3 Would you like some fish?
4 Would you like some toast?

Try! Answers will vary.

- Hello. Would you like some toast? 1 No, thank you. I don't like toast. I'd like some cookies, please. 2 Would you like some milk, too? 3 Yes, please. And I'd like some fruit salad, please. 4 Here you are. 5 Thank you. 6
- Hello, would you like some sausages? No, thank you. I'd like a burger and some fries. And peas, too? Yes, please. And some lemonade. Here you are. Thank you.

Try! Answers will vary.

Further practice / Homework

Workbook pages 56–57; Unit 5 Language Focus 1 Worksheet

Unit 5 Language Focus 2

pages 66–67

Lesson objectives

Ask and answer questions about mealtimes.

Practice talking about mealtimes through a song and follow-up activities.

Language

Present simple: *When do you have breakfast? In the morning.*

Times of the day: *afternoon, breakfast, dinner, evening, lunch, morning*

Materials

Track 51; Unit 5 Flashcards Set 1 (food); Workbook pages 58–59, 123

Warm up

Hold up the French fries flashcard and ask one of the students *Would you like some French Fries?* If they say *Yes please*, give them the flashcard and ask them to ask another student. If they say *No, thank you*, ask another student. Continue with different flashcards and different students.

1 Write the words. Listen and check.

51

Ask the students questions to elicit times of the day, such as *When do you have Math / English / gym?* (*In the morning / afternoon.*) *How many times do you eat in a day?*

Write the words *afternoon, breakfast, dinner, evening, lunch, morning* on the board. Ask a volunteer to match the time and the meal such as *breakfast—morning*. Tell students to work individually to look at the words in the word pool and write them in the correct gaps. Point to *morning* as the example.

Play the recording for the students to listen and check their answers. Ask *Do you have any different answers?* If the students do, go through them on the board as a final check.

Additional resources

The Unit 5 Flashcards Set 2 can be integrated at any point from here on.

2 Listen again and sing along.

Point to each picture and ask the students *What time of day is it?* (*In the morning, in the afternoon, in the evening.*) *What food can you see?*

On the board write *Camera! Action! Work all day then ... cut!* As a class make up some actions such as rolling a camera, clapping for *Action*, running for *work all day* and *every day*, and a scissor motion for *cut*. Play the song and ask the students



Unit 5 Language Focus 2

1 Write the words. Listen and check.

afternoon breakfast dinner evening lunch morning

1 in the morning 3 in the afternoon 5 in the evening
 2 have breakfast 4 have lunch 6 have dinner



*Camera! Action! Work all day!
 Camera! Action! Every day!
 Camera! Action! Work all day!
 Work all day then ... cut!*

It's breakfast time, breakfast time!
 Orange juice and toast for me.
 I have breakfast in the morning
 Then I have a cup of tea.

Camera! Action! Work all day ...

It's lunchtime. Lunchtime!
 Chicken, chips and peas for me.
 I have lunch in the afternoon
 Then I have a cup of tea.

Camera! Action! Work all day ...

It's dinnertime. Dinnertime!
 Cheese, bread and salad for me.
 I have dinner in the evening
 Then I have a cup of tea.

Camera! Action! Work all day ...

2 Listen again and sing along.

3 Write the answers.

1 When do you have breakfast? I have breakfast in the morning.

2 When do you have lunch? I have lunch in the afternoon.

3 When do you have dinner? I have dinner in the evening.

to do the actions every time they hear the chorus.

Divide the class into three and assign them *breakfast, lunchtime, dinnertime*. Give them a couple of minutes to read and practice their verse. Play the song for the groups to sing their verse. The whole class joins in for the chorus. Play the song one more time for the students to sing along to.

Optional activity

Ask the students to rewrite the verses of the song about their own breakfast, lunch and dinner. Show them how to change the second line of each verse to put in something that they eat for breakfast. If they don't drink tea for breakfast, they can change the final line to *But I don't have a cup of tea* in order to maintain the rhyme. Ask three volunteers to tell you a verse from their song. Write the three new verses up on the board and ask the class to sing the song with the new lyrics.

3 Write the answers.

Write *When do you have breakfast?* and ask a few volunteers. They will probably say *In the morning*, which is fine, but if a student gives you the full sentence (*I have breakfast in the morning*), write it on the board. If nobody offers it, write the full answer anyway.

Tell the students to write the full answers for the questions.

Check the answers as class by asking volunteers to ask a sentence for other volunteers to respond.

4 Read and choose the answer.

Point to dialogue 1 and ask *Why is the answer "In the afternoon?"* (*Because the question is "When?"*) *What's the question for chicken and French fries?* (*What would you like for lunch?*) *What's the question for "Yes, please?"* (*Would you like chicken and French fries?*) If you feel the students need the support to understand the difference between the questions, write them on the board with the answers.

Read and choose the answer.



- 1 Mary: When do you have lunch?
Fred: **A** Yes, please.
B Chicken and French fries.
C In the afternoon.
- 2 Mary: What do you have for lunch?
Fred: **A** In the afternoon.
B I have sandwiches.
C Yes, it is.
- 3 Mary: What do you have for dinner?
Fred: **A** I have meat and potatoes.
B Yes, please.
C In the evening.

Grammar

When do you have	breakfast? lunch? dinner?	I have	breakfast lunch dinner	in the morning. in the afternoon. in the evening.
What do you have	for breakfast? for lunch? for dinner?	I have	toast and juice soup and salad chicken and potatoes	for breakfast. for lunch. for dinner.

Read the question and complete the answer.

On your birthday, what do you have for breakfast, lunch and dinner?

On my birthday, I have (1) _____ and (2) _____ for breakfast. I have (3) _____ and (4) _____ for lunch. (5) _____

Complete your chart and play.



Read the instructions aloud and have the students work with a partner to circle the correct response. Tell them to look at the Grammar box to help them.

Have the students practice the dialogue with their partner. As they are practicing, monitor and check they all have the correct responses.

5 Read the question and complete the answer.

Tell the students about your birthday and what you eat and drink, using the same format as in the activity such as *On my birthday I have chocolate cake and coffee for my breakfast.*

Tell the students to work individually to complete the sentences. Then have the students read their sentences to their partner. Ask *Do you have the same food as your partner for your birthday? What's different?*

Additional resources

The Unit 5 Language Focus 2 Worksheet can be integrated at any point from here on.

6 Complete your chart and play.

Workbook page 123

Ask the students to open page 123 in their Workbooks. Ask them to draw the food they eat for the three meals in the chart in Activity 1. Tell them that they can choose to draw the foods wherever they like.

There is no "correct" answer here. Ask for a volunteer to come and demonstrate the game with you. Use your own chart and ask the volunteer to use theirs. Establish what foods they have drawn for each meal. Ask questions about the chart, such as *What do you have for breakfast? (Toast and orange juice.)* Show the students how you complete the second chart, drawing on the chart according to the answers you hear.

Divide the students into pairs to play the game with their own charts.

WORKBOOK ANSWERS

- 1 1 lunch 2 morning 3 dinner
4 breakfast 5 evening
6 afternoon

- 2 In the: morning, afternoon, evening
have: breakfast, lunch, dinner
3 1 I have dinner in the evening.
2 I have breakfast in the morning.
3 I have lunch in the afternoon.

Try! Answers will vary.

- 4 1 B 2 C 3 B 4 A 5 C

- 5 1 What do you have for dinner? I have fish and French fries. 2 What do you have for breakfast? I have toast and orange juice. 3 What do you have for breakfast? I have toast, an apple and a cup of tea / coffee. 4 What do you have for lunch? I have some chicken and a sandwich.

Try! Answers will vary.

Further practice / Homework

Workbook pages 58–59; Unit 5 Language Focus 2 Worksheet

Unit 5 CLIL

pages 68–69

Lesson objectives

Read and listen to a text about healthy eating.

Practice talking about food groups and healthy eating.

Language

Balanced diet, calcium, carbohydrates, dairy, grains, energy, nutrients, protein, tubers, vitamins

Materials

Track 52; colored pencils; poster paper; Workbook page 60

Warm up

On the board draw a food 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 food 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 Read and color. Listen and check. 52

Point to Rose and say *She knows about healthy eating. What do you know about healthy eating?* Tell students to turn to their partner and tell them what they know. Ask a few pairs to share they what they know.

On the board write the headings *fats and sugars (cookies), grains and tubers (bread), dairy foods (cheese), legumes and animal products (beans and meat), fruit and vegetables (carrots).* Ask students to give you some ideas of foods for each heading.

Point to the Eatwell Guide and ask *Can you see any of the foods on the board on the plate?*

Focus their attention on the color bands around the plate. Ask *What color section are the onions / cookies / cheese / bread / fish in? (Green, purple, blue, yellow, pink.)*

Tell the students to read the text and color the boxes next to each paragraph according to the type of food in the photo of the plate. Show them the first box is colored purple and it's about sugar and cookies. Give the students time to work individually before they compare their answers with a partner.

Play the recording pausing each time, after the speaker says *Look at the (purple section) (fats and sugars)* for the students to check their answers.

Unit 5 CLIL Science

Read and color. Listen and check.

Rose Knows about *Healthy Eating*

Our bodies need nutrients and energy to do activities and stay healthy. It is important to eat different foods to have a balanced diet. The Eatwell Guide is a picture that can help us decide what to eat from each food group. There are five food groups in the Eatwell Guide.

Oils and spreads

We only need a very small amount of oils, spreads, fats and sugars.

Dairy foods

We need dairy foods (milk, yogurt, cheese) for protein and calcium. We need calcium for strong bones and teeth.

Grains and tubers

Bread and pasta are made from grains (wheat, corn, rice). Potatoes and yucca are tubers: they grow in the ground. We need grains and tubers for carbohydrates. We need carbohydrates for energy.

Legumes and animal products

We need legumes (beans, lentils) and animal products (meat, fish, eggs) for protein. We need protein for strong muscles.

Fruit and vegetables

We need fruit and vegetables for vitamins. We need vitamins for a healthy body.

Read again and complete the chart.

Nutrients	Food Group	Why Do We Need These Nutrients?
Protein (P)	dairy foods, legumes and animal products	for strong muscles
Carbohydrates (CARB)	grain and tubers	for energy
Calcium (CAL)	dairy foods	for strong bones and teeth
Vitamins (VIT)	fruit and vegetables	for a healthy body

2 Read again and complete the chart.

Ask the students to look at the chart. Point to protein and ask them to point to it in the text (the legumes and animal products paragraph). Repeat with the other nutrients.

Tell the students to work with a partner to complete the chart, re-reading the text to find the answers.

Draw the chart on the board and have different volunteers come to the board to add different information and to complete the chart as a class check.

3 Complete the Healthy Menu with words from Activities 1 and 2.

Ask the students *What's a healthy lunch?* Take all their suggestions and write them on the board. On the board write *VIT, CARB, CAL, P* and ask the students what the abbreviations stand for. Ask a volunteer to look at the healthy lunch list and write the abbreviations next to the correct food.

Have the students work in groups of four to look at the menu and complete it with words from Activities 1 and 2. Point out the abbreviations next to the food to ensure they write them.

Monitor and check the groups' answers.

4 Create a Healthy Menu.

Have the students work in pairs. Tell them to copy the outline of the menu from Activity 3 onto their poster paper.

Tell them choose a meal (lunch or dinner) and make a list of healthy foods.

Once they have decided on the food for the menu, tell them to write the menu, using the one in Activity 3 as a model. Have the students decorate the menu with pictures of food.

Join three pairs together and ask them to read each other's menus. Ask *Which menu would you like?*

WORKBOOK ANSWERS

1 Sequence clockwise: fruit and vegetables grains and tubers dairy

Complete the *Healthy Menu* with words from Activities 1 and 2.

THE HEALTHY CAFE

Appetizers
Tomato soup (VIT) with bread (CARB)
Chicken (P) and salad (VIT)

Entrées
Rice (CARB), beans (P), cheese (CAL+P),
tortillas (CARB) and salad (VIT)

Desserts
strawberries (VIT) and yogurt (CAL + P) Banana smoothie:
bananas (VIT) and milk (CAL + P)

Create a *Healthy Menu*.

Listen and number the pictures. Listen again and repeat.

Listen and repeat the sentences.

Phonics



Billy, the big pig, drinks milk with pink hippos!



Jean, the teacher, eats peas and ice cream on the beach next to the sea.

products fats and sugars legumes and animal products

2 fats and sugars grains and tubers
fruit and vegetables dairy products
protein

3 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 60; Unit 5 CLIL Worksheet;
Unit 5 CLIL Video Worksheet

Phonics page 69

Lesson objectives

Differentiate between the sound /i/ and /ea/.

Practice listening to, reading and saying words with the /i/ and /ea/ sounds.

Materials

Tracks 53–54; Workbook page 61

Warm up

Write two columns on the board with the sounds /ng/, /n/ 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 *young* and ask a volunteer to write it in the correct column.

Read out the following words: *long, Stan, clown, earring, dancing, man, moon, drinking, eating, melon, spoon.*

To check as a class, repeat the words and have different volunteers come to the board and write them in the correct column.

1 Listen and number the pictures. Listen again and repeat. 53

Write *big* and *bean* on the board and circle the *i* and the *ea*. Say the words for students to repeat, exaggerate the long *ea* as you widen your mouth in comparison to the short *i* where your mouth is narrower. Have the students practice saying the words with their partner.

The students look at the pictures and tell you what they can see. Play the first word on the recording, then pause and ask *What's the word? (Pig.)* Show the number 1 in the box next to the pig. Play the recording all the way through 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 repeat the sentences. 54

Play the sentences for the students to read and follow. Show the highlighted /i/ and /ea/ sounds and ask the students to shout out the sound as they read and listen. Play the recording and encourage the students to join in.

Have the students work with a partner saying the sentences to each other.

Ask volunteer pairs to say the sentences for the class.

Optional activity

Choose five words from the Activity. Ask the students to guess which words you have chosen. Give them ten guesses. Have a few students take turns to choose five words while the rest of the class guess. Help students with the pronunciation of the target sounds where necessary.

WORKBOOK ANSWERS

1 2 ✓ 5 ✓ 6 ✓ 8 ✓

2 1 peas 2 pig 3 sea 4 beach
5 hippo 6 ice cream 7 milk
8 drink

3 1 Billy, pig, drinks, milk, with, pink, hippos 2 Jean, teacher, eats, peas, cream, beach, sea

Try! Answers will vary.

Further practice / Homework

Workbook page 61

Unit 5 Project and Value

page 70

Lesson objectives

Explore healthy food and a balanced diet.

To make a food pyramid to demonstrate a healthy diet.

Value

Eat healthy foods to get the nutrients you need.

Materials

Construction paper; ruler; pencil; scissors; glue stick; pictures of food from old magazines or the Internet; colored pens and pencils; Unit 5 Stickers; Workbook page 62

Warm up

Divide the board into two halves and write the name of a vocabulary set in each half, such as *jobs* and *food*.

Divide the class into two teams, such as *jobs* and *food*. Give the first volunteers in each team a marker. Say *Go!* The first volunteer in each team runs to the board and writes a word in their vocabulary set. Then they run back and give the marker to the next student to run to the board and write another word. After a while say *Stop!* The team with the most words spelled correctly is the winner.

Value: Read and stick

Ask students to open their Student Books to page 70 and find *Jeb's Value* at the top. Read the value aloud while students follow along. Ask *What did we learn about a healthy and balanced diet? (We need a mix of nutrients / protein in our diet.) What do you need to eat more / less of?*

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 *Jeb's Value*.

Food Pyramid

Stage 1: Plan your project.

Point to the picture and tell the children it is a food pyramid and they are going to make one. Tell the students to look at the different sections of the pyramid and ask *What food is in the big section at the bottom? (Fruit and vegetables.) What food is in the small section at the top? (Fats and sugars.) Are the sections the same as the Eatwell Guide? (Yes.)*

Have the students work in groups of four and read out each instruction one by one, so they do one step at a time in their groups. Tell them to look at the Eatwell Guide to help them.

Unit 5 Project and Value

Food Pyramid

Materials

- One sheet of construction paper
- Ruler, pencil, scissors and glue stick
- Pictures of food from old magazines or the Internet
- Colored pens and pencils

Read and stick.

Eat healthy foods to get the nutrients you need.



Stage 1: Plan your Project.

- 1 Work in groups. Make a list of the different types of food we eat.
- 2 Decide if we should have a small amount or a lot of the different foods.
- 3 Put the amount of food we should eat in order, from a little amount to the most.

Stage 2: Develop your Project.

- 1 Draw a food pyramid on the sheet of construction paper.
- 2 Cut out pictures of the different foods from old magazines or the Internet.
- 3 Glue the pictures onto the food pyramid. Put the foods we should eat only a little at the top and the foods we should eat the most at the bottom. Label the food groups.

Stage 3: Share your project.

- 1 Get together with your group. Attach your food pyramid to a classroom wall.
- 2 Walk around the classroom and look at all the food pyramids.
- 3 Compare and contrast the results of another group with yours.
- 4 Discuss with your group. How much of the different foods do you eat? Do you get the nutrients you need every day?

Stage 4: Evaluate your project.

Save your Project Record.



Stage 2: Develop your project.

Give out poster paper to the groups for one student in each group to draw the pyramid. Give out the magazines for the other students in the group to cut out pictures of food that they have on their list from Stage 1.

Before they do step 3, tell the groups to look at how they ordered the foods in Stage 1. Remind them that the foods that we should eat more of go on the bottom and the foods we should eat less of go at the top. Again refer them to the Eatwell Guide.

Stage 3: Share your project.

Ask two groups to join together to compare and share their food pyramids. Ask *What are the differences / similarities?* Stick the pyramids on the wall and have the students walk around with a partner to discuss what foods they eat and which section they eat most foods from.

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 68 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect about their project and mark *yes* or *no*. 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 **Picture 1:** healthy, vitamins
Picture 2: unhealthy, sugar
Picture 3: answers will vary
- 2 Answers will vary.
Try! Answers will vary.

Further practice / Homework
Workbook page 62

Look and write the missing questions and answers.



- 1 Would you like some meat and carrots? Yes, please.
- 2 Would you like some cookies? No, thank you.
- 3 When do you have lunch? I have lunch in the afternoon.
- 4 When do you have breakfast? I have breakfast in the morning.
- 5 What do you have for dinner? I have a burger and French fries for dinner.
- 6 Would you like vegetables, French fries and fish? Yes, please.

Write your answers.

What About You?

★ What food do you like? _____	★ Why do we need these nutrients? _____
★ What food don't you like? _____	★ What do you have for lunch? _____
★ What do you have for breakfast? _____	★ When do you have dinner? _____
★ What nutrients are in your breakfast? _____	★ Would you like some fish for breakfast? _____

Ask and answer the questions with a friend.

What food do you like?

I like chicken and carrots.

answers as a class before they do the rest of the questions. If the students find it difficult and are making a lot of errors tell them to look back at pages 64–67 for help.

2 Write your answers.

Assign eight volunteers the numbers 1–8. Say five and ask the volunteer who is number 5 to ask another student question 5. Continue until the volunteers have asked all eight questions.

Have the students work individually to answer the questions for themselves. Monitor and make sure they write full sentences, not just one-word answers.

3 Ask and answer with a friend.

Have the students work in pairs. The students take turns to ask and answer their questions. Monitor and help the students with pronunciation.

On the board write the sentence starters: *The interesting fact I learnt about my friend is ...* Tell the students to write a fact they learnt and found interesting about their partner using the sentence starter. Ask a few volunteers to share their sentences.

Optional activity

Ask the students to work in small groups. Ask them to write some true and false statements about food and healthy eating. When they have finished, join the groups into two teams. Teams take turns to read a statement about food, then the other team says true or false.

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 Would you like a burger, French fries and peas? Yes, please. 2 Would you like some cookies? No, thanks. I'd like some (fish). 3 Would you like meat and carrots? Yes, please. 4 Would you like some fish, beans and onions? No, thanks. I'd like (some cookies).
- 2 1 When do you have dinner? I have dinner in the evening. What do you have for dinner? I have meat, potatoes and peas. 2 When do you have breakfast? I have breakfast in the morning. What do you have for dinner? I have some orange juice and a sandwich.

Try! Answers will vary.

Further practice / Homework

Workbook page 63

Unit 5 Review page 71

Lesson objectives

Review the vocabulary and language learned in the unit.

Language

Offering: *Would you like...?*

Asking and answering about meal times: *When do you have lunch?*

Times of the day, meals, food.

Materials

Unit 4 Flashcards Set 1 (animals); Unit 5 Flashcards Set 1 (food); Workbook page 63

Warm up

Give the food and animal flashcards to different students. Encourage the students to share so that everyone can see one, if there is not one per student. Secretly choose one of the flashcard words, such as hippo, and write the initial letter on the

board: *h*. Any student whose word starts with that letter calls out their word. Write the second letter. Anyone whose word fits calls it out. Continue until the word is clear. The whole class reads the word.

1 Look and write the missing questions and answers.

Ask the students to look at the photos of food and ask *What foods can you see? Which ones are healthy / unhealthy?*

On the board stick the flashcards of the meat and carrots and draw a big question mark next to them. Ask a volunteer to come to the board and write the question: *Would you like some meat and carrots?* Encourage the class to help them. Tell the volunteer to ask a student the question and write their response next to the question. Write *In the morning* on the board and above it draw a question mark. Ask another volunteer to come to the board and write the question: *When do you have breakfast?*

Divide the class into pairs and ask them to complete questions 1 and 2. Check their

Unit 6 Vocabulary

pages 72–73

Lesson objectives

Identify different daily routines.

Practice naming daily routines through a song and follow-up activities.

Language

Daily routines: *brush my teeth, get dressed, go to bed, take a shower, do my homework get up, go to school, wake up, feed the fish, go home, go to sleep, wash the dishes*

Materials

Tracks 55–56; Unit 4 Flashcards Set 1 (animals); Unit 5 Flashcards Set 1 (food); Unit 6 Flashcards Set 1 (daily routines); Workbook pages 64–65

Warm up

Divide the class into two teams. Ask a volunteer from each team to sit 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 *giraffe*. Choose words which 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 Discuss with a friend.

Write on the board *Morning, Afternoon, Evening*. Ask the students to think about the morning and to picture in their head what they do. Give an example yourself, such as *I get dressed in my uniform*. Ask volunteers to tell you something they do in the morning. Ask them if they know how to say it in English. If not, tell them how to say it. Repeat for the afternoon and evening.

Divide the class into pairs. Ask students to open their Student Books to page 72 and read questions 1 and 2 aloud. Tell the students to discuss the questions with their partner.

Ask a few volunteers to share their answers with the class.

2 Listen and repeat.

Ask students to look at the picture and ask *Where is the boy? Is he a normal boy? (No, he's a superhero.) Do you know the names of any other superheroes? (Superman, Thor, Black Widow, Ironman.)*

6 Superheroes

Vocabulary

1 Discuss with a friend.

- 1 What activities do you do in the afternoon?
- 2 What activities do you do on the weekend?

Listen and repeat.

3 Look and number the words. Listen again and check.

5 brush my teeth	4 get dressed	11 go to bed	3 take a shower
9 do my homework	2 get up	7 go to school	1 wake up
6 feed the fish	8 go home	12 go to sleep	10 wash the dishes

4 Play Two in a Row with a friend.

Numbers one and seven!

Wake up and go to school!

Focus students' attention on the pictures and the numbered activities. Ask the students to turn to their partners and name as many activities as they can.

Play the recording for students to repeat the words. Pay particular attention to the *sh* in *brush, fish, wash, dishes* and *shower*, the *s* in *school* and *sleep* and the short *i* in *fish* and *dishes*.

Play the recording again for the students to repeat the words in chorus and individually.

3 Look and number the words. Listen again and check.

Hold up the daily routines flashcards, one by one, and elicit the words, paying attention to the pronunciation.

Read the first part of the instructions and tell the students to work with their partner to number the words. Show them the number 1 next to *wake up* and ask them to point to activity 1 in the picture.

Play the recording again, pausing after each word for the students to call out the number, to check answers as a class.

4 Play Two in a Row with a friend.

Say two numbers, for example *one and three*, and encourage the students to tell you the words from Activity 2.

Ask the students to look at the picture in Activity 1 and choose five words. Tell them to write only the numbers not the words in their notebook.

Have the students close their Student Books and give their notebook to their partner. The students look at the numbers their partner wrote and write the corresponding words from Activity 2. Tell the pairs to open their books and take turns to read out their answers for their partner to check.

Read the lyrics and circle the activities the superhero does after school. Listen and sing along.



Monday, Tuesday, Wednesday, Thursday

It's a Superhero Day!

Friday, Saturday and Sunday

It's a Superhero Day!

I wake up, I get up, I have a shower.

Wow! I'm a fast superhero today!

I get dressed, I brush my teeth, I feed the fish.

Wow! I'm a fast superhero today!

Monday, Tuesday, Wednesday, Thursday ...

I go to school, I go home, I do my homework.

Wow! I'm a fast superhero today!

I wash the dishes, I go to bed, I go to sleep.

Phew! I'm a tired superhero today!



Complete the crosswords. Find the mystery activities.

The mystery activities are g e t u p and g o h o m e.

5 Read the lyrics and circle the activities the superhero does after school. Listen and sing along. 🎧

56

Ask a few volunteers *What do you do after school?* and write the activities on the board.

Play the song and ask students if any of the activities on the board were mentioned in the song. Tell them to call them out for you to circle.

Direct the students' attention to the pictures above the song and ask *What are the routines?* (Homework, feed the fish, wash dishes, shower and sleep.)

Tell the students to read the song lyrics silently and circle the pictures of the things the superhero boy does after school.

Say to a volunteer *Imagine you are the superhero boy. What do you do after school?*

Encourage them to respond *I go home. I do my homework. I wash the dishes. I go to bed. I go to sleep.* to check the answers as a class.

Play the recording again for students to follow the song in their books. As a class, make up some actions for the routines such as miming getting dressed or having a shower.

Play the song again for the students to sing along to and do the actions. Tell them to imagine they are the superhero boy and do the actions very fast.

Optional activity

Hold up one of the flashcards, such as *brush my teeth* and ask *When do you brush your teeth?* Encourage the students to answer *In the morning / afternoon / evening.*

Give a volunteer a flashcard and ask them to make a sentence, such as *I brush my teeth in the morning.* Repeat the activity with different volunteers and flashcards.

Additional resources

Unit 6 Wordcards

6 Complete the crosswords. Find the mystery activities.

Point to each of the activities and elicit what they are. Ask students to point to where *go to bed* is written. Tell the students to complete the crosswords, writing the words across from the corresponding number as in the example.

Check the crossword as a class by pointing to the mystery words going down and asking *What are the mystery activities?* Have the students write the activities in the gapped sentence.

WORKBOOK ANSWERS

1 Row 1: 11, 5, 10, 4, 8

row 2: 12, 2, 3, 6

row 3: 1, 7, 9

2 Row 1: brush my teeth, go to bed, go to school

row 2: get dressed, get up, do my homework

Try! Answers will vary.

3 1 wake up 2 get up 3 take a shower 4 get dressed 5 brush my teeth 6 go to school 7 go home 8 do my homework 9 wash the dishes 10 go to bed

4 1 wake up 2 get up 3 take a shower 4 get dressed 5 brush my teeth 6 feed the fish 7 go to school 8 go home 9 do my homework 10 wash the dishes 11 go to bed 12 go to sleep

Try! Answers will vary.

Further practice / Homework

Workbook pages 64–65

Unit 6 Reading

pages 74–75

Lesson objectives

Understand and act out a story.
Find specific information in a text.
Review daily routines in the context of a story.

Language

Simple present for daily routines:
I wake up in the morning.

Materials

🎧 Track 57; Unit 5 Flashcards Set 1 (food); Unit 4 Flashcards Set 1 (animals); Unit 6 Storycards; DVD Unit 6 Story; Workbook pages 66–67

Warm up

Have the students stand in a big circle. Go round each student telling them they are a food or an animal. Tell them when you say a food, those students who are foods have to change places as quickly as possible. If you say an animal, those students who are animals change places.

Play the first round as an example, say *carrot*. Then say *elephant*. The students who are the slowest to change places or who change when it's not their turn sit down. The winners are the last few students left standing.

1 Look at the pictures and discuss with a friend. 🗣️

Hold up the first storycard. Ask the students questions about the picture, such as *Who is this? (Jill.) Where is she? (In her bedroom.) Is it the morning or the evening? (The morning.) Do you think she is a normal girl? Explain that Her name is Jill and she is a schoolgirl, but also a superhero. Ask the students Why are superheroes different from normal people? (They are strong / they help people / they can fly / they have special powers.)*

Hold up the second storycard with the first and ask *What do you think happens in the story? Have the students 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 read the story on page 74 and 75 in their book. Ask *Were your predictions of the story correct?*

Divide the class into pairs and ask them to read the two questions. Have the students work together to look at the story and answer the questions. Ask volunteer pairs for their answers.

Unit 6 Reading Superhero Schoolgirl!

🗣️ Look at the pictures and discuss with a friend.

1 What daily activities can you name? 2 What pets does Jill have?

🎧 Read and circle the words. Listen and check.

1 It's Monday morning and it's a school day. Jill is in bed / in school. She gets up, and then she takes a shower.

I like Mondays!

2 Jill gets dressed, and then she gets dressed again. Why? Because she's a superhero!

3 Jill can do special things with her superpowers. She has breakfast and she feeds the fish ... at the same time!

4 Then she goes to school. She helps people on her way.

Look! It's Ace Girl!

Optional activity 🎧 57

Play the story pausing the story after each storycard and ask *What daily routines can you see? What happens next?* Tell the students to look at the storycards and listen and enjoy the story. Play the recording again, 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 Read and circle the words. Listen and check. 🎧 57

Put the daily routines flashcards out on a desk. Ask *Can you remember what Super Schoolgirl does every day?* Ask volunteers to come to the board and stick the flashcards in the order they appear in the story. Do the first one yourself and stick the wake up flashcard on the board. The order is: get up, take a shower, get dressed, have breakfast, feed the fish, go to school, go home, do homework, wash the dishes.

Play the recording for the students to check the order and ask volunteers to move the flashcards if necessary.

Have the students work in pairs to circle the correct words in the sentences. Point out the example in frame 1.

Play the recording for the students to check their answers. Ask the students to tell you if they need to hear it again to check.



Optional activity

Ask the students to complete the story activities on pages 72–73 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 5.

WORKBOOK ANSWERS

- Picture a: Can you feed the fish, please? Picture b: My cat is under the car. Picture c: My kite is on the roof. Picture d: Where's my key? Picture e: OK. I'm coming. Don't worry.
- Before school: gets up, gets dressed, feeds the fish.
On the way to school: helps people.
At recess: helps her friends.
After school: does her homework, does the dishes.

Try! Answers will vary.

- 1 gets up 2 takes 3 dressed 4 superhero 5 feeds 6 goes 7 helps 8 friends 9 home 10 homework 11 tired 12 dishes

4 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 66–67; Unit 6 Reading Worksheet; Unit 6 Story Worksheet

Optional activity

Play the video the whole way through and ask students to call out the daily routine when they see it. Pause the video each time before the narrator says *She gets up, and then she takes a shower. Jill gets dressed, and then she gets dressed again. She has breakfast and she feeds the fish. Then she goes to school. Then she goes home. Jill does her homework.* Elicit the sentences from the students and then continue the recording to check.

If you have time, play the video again 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: narrator, Jill, Mom, friends and people (these can be played by two students).

Ask the students to think of some actions for the characters in the story and to find some 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 their parts, saying the words from the story and doing appropriate actions. Monitor the groups and help where necessary. For any groups having a problem with the dialogue, make sure they are using the key language *Can you help me?* and the daily routines 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.

Personalize the story by asking *Is it good to be a superhero? Why, why not? Do you want to be a superhero? Imagine you are a superhero. What special powers would you like to help your mom and dad?*

Unit 6 Language

Focus 1 pages 76–77

Lesson objectives

Practice sequencing daily routines.

Review the days of the week.

Language

Present simple third person: *She gets up.*

Connectives *and, then*: *She gets up and takes a shower, then she goes to school.*

Materials

Track 58; Unit 6 Flashcards Set 1 (daily routines); Workbook pages 68–69

Warm up

Choose one of the daily routine flashcards. Don't show the flashcard, but 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 Look at pages 74–75. Complete the sentences in the story with 1, 2 or 3 words.

Ask the students *What day is it today? What days do you go to school? What days don't you go to school? What day of the week is your favorite? Can you remember what day Superhero Schoolgirl Jill likes? (Monday.)* On the board write *Jill likes Mondays*. Underline *likes*. Ask *What does Jill do after she gets up? (She takes a shower.)* On the board write *She gets up and then she takes a shower*. Underline each individual word in *takes a shower*.

Ask the students to open their books to page 76. Focus their attention on the gapped sentences. Tell them to read the story again silently and complete the sentences.

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 go through the answer as a class.

2 Listen and number. Listen again and check. 58

Hold up your book and point to the pictures, one by one, asking volunteers to make sentences. Do the first one yourself saying *She wakes up*.

Play the first part of the recording, pausing after *This is Jill. On Saturday morning, she wakes up*. Point to the example number 1.

Unit 6 Language Focus 1

 Look at pages 74–75. Complete the sentences in the story with 1, 2 or 3 words.

- 1 Jill likes Mondays.
- 2 She gets up, and then she takes a shower.
- 3 She gets dressed, and then she gets dressed again, because she's a superhero.
- 4 She feeds the fish and she has her breakfast at the same time.
- 5 She helps her friends at recess.
- 6 She does her homework at home.
- 7 She washes the dishes for her mom.

 Listen and number. Listen again and check. 



 Look at the pictures and complete the sentences.



On Monday evenings, Jill (1) gets dressed, then she (2) feeds the fish. She (3) plays tennis and she (4) eats dinner, and then she (5) washes the dishes.

Play the rest of the recording for the students to number the pictures.

Ask volunteers to point and say the numbers of the pictures. Don't say if they are correct or not at this stage. Play the recording again to check as a class, pausing after each one for students to point to the correct picture.

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 Look at the pictures and complete the sentences.

On the board, stick the flashcards get dressed, feed the fish, play tennis, have dinner, wash the dishes. Above the flashcards, write *Monday evening*. Ask volunteers to help you describe Jill's Monday evening. Point to each flashcard

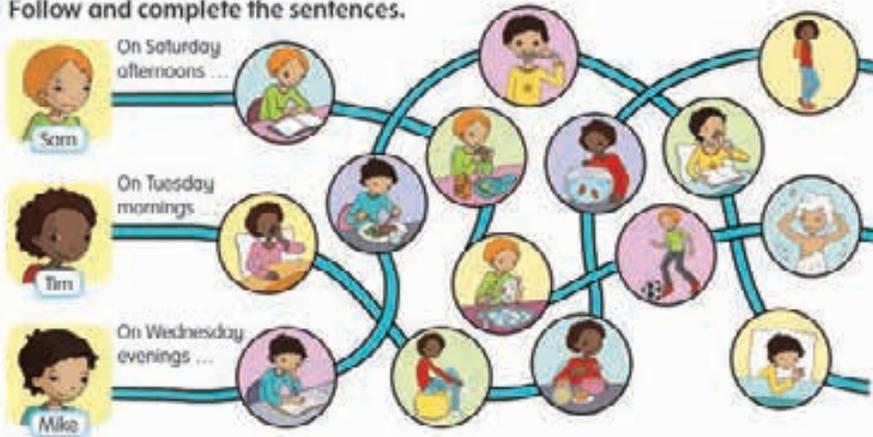
and elicit sentences, such as *She gets dressed*, and ask the volunteer to write the sentence. If the students don't use any connectives to connect the sentences, such as *and* and *then*, don't worry at this stage. Once all the sentences are on the board, ask the students if they can connect two sentences together with *and* or *then*. Leave the sentences on the board as a reference.

Students then work individually to complete the activity in their book. Monitor and check the spelling and the third person *s* on the verbs. Check together as a class by asking volunteers to read out the sentences.

4 Follow and complete the sentences.

Hold up your book and show the three children, Sam, Tim and Mike. Follow the maze with your finger to the first picture and ask the children to do the same. Continue following the maze from picture to picture with the students following in their books. Focus students' attention on

10 Follow and complete the sentences.



On Saturday afternoons, Sam (1) does his homework. He has lunch, then he (2) washes the dishes. He (3) plays soccer, and then he (4) takes a shower.

On Tuesday mornings, Tim (5) wakes up. He gets dressed, then he has breakfast. He feeds the fish, and then he goes to school.

On Wednesday evenings, Mike (6) does his homework. He eats dinner, then he brushes his teeth. He goes to bed, and then he goes to sleep.

Grammar				
He	wakes up,	then	he	goes to school,
She	gets dressed,	and then	she	has breakfast.
Mike	takes a shower,			feeds the fish.

11 Play *Who's this?* with a friend.



the first sentence and tell them to point to the first picture of Sam. Ask *What activity do you write in number 2? (Washes the dishes.)*

Have the students work in pairs to follow the maze for each child and complete the sentences.

To check as a class, say *number 3, 4, 5 and 6* to elicit the answer. Ensure they answer with the third person *s*.

Focus the students' attention on the Grammar box. Circle the third person *s* in the sentences on the board from Activity 4. Ask *Why do we need the s? (Because it is he and she.)* Then point to *and then* in the Grammar box. Ask *Which activity is first, gets dressed or has breakfast? (Gets dressed.)* Explain and then connect two sentences together.

Optional activity

Ask the students to choose a family member and a day and draw a section of a maze, like the section for Sam, for their family member to show what he or she does on that day. Do an example on the board for one of your family members and say *This is my dad. He gets up every morning and then he has a shower and then he has breakfast.* Have the students share their maze with a partner, pointing to the pictures and saying what their family member does.

5 Play *Who's this?* with a friend.

Choose one of the children from Activity 4. Tell the students to guess who you are thinking of. Say a sentence, such as *He has a shower.* Students look at the maze, find the activity and tell you the name. Tell the students to look and remember the names and activities and then one of the pair closes their book. The student with their book open says sentences for their partner to guess who they are talking about.

WORKBOOK ANSWERS

- 1 3 has 4 fish 5 bed 6 evening
7 go to bed 8 go to work

Try! Answers will vary.

2 On Tuesday mornings, Thunder Boy gets up and then he takes a shower. He gets dressed and then he feeds the fish.

On Wednesday afternoons, Cat Girl goes home and then has lunch. She feeds the fish and then rides a bike.

On Thursday evenings, Rocket Boy has dinner, does homework, plays soccer and washes the dishes.

Try! Answers will vary.

Further practice / Homework

Workbook pages 68–69; Unit 6 Language
Focus 1 Worksheet

Unit 6 Language Focus 2

pages 78–79

Lesson objectives

Present and practice telling the time.
Practice talking about what time we do things.

Language

Times: *one o'clock, seven fifteen, six fifteen, ten thirty, three forty-five*

Present simple, third person questions and answers: *What time does she wake up? She wakes up at 10 o'clock.*

Materials

Track 59; Unit 6 Flashcards Set 1 (daily routines); Workbook pages 70–71, 124

Warm up

Go around the class and ask for one random letter from each student. Write each letter on the board. Make sure there are enough vowels and consonants in the selection.

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 of them on the board. The team with the longest word and the team with the most words win the game.

1 Write the times with a friend. Listen and check.

59

Draw a clock face on the board and write the numbers 1–12 as on a clock. Draw a line down the middle and another line across the middle in the opposite direction. Write *o'clock, fifteen, thirty and forty-five* in the relevant place on the outside of the clock face. Get a short strip and a long strip of paper. Stick the short piece so it points at the 6 and the long piece so it points to the 12. Point to the 6 and the 12 and say *It's six o'clock*. Repeat the activity with the times *six fifteen, six thirty and six forty-five*.

Tell students to open their Student Books to page 78 and look at the pictures. Point to the time in each picture and elicit or give the time. Point to the word pool and tell the students to work with a partner to write the times under the correct picture. Play the song for the students to listen and check their answers.

Play the recording again, pausing after each time for the students to repeat, chorally and individually. Pay particular attention to their pronunciation of the *th* in *thirty* and the *f* sound in *fifteen*.



Unit 6 Language Focus 2

1 Write the times with a friend. Listen and check.

one o'clock seven fifteen six fifteen
 ten thirty three forty-five



seven fifteen



one o'clock



three forty-five



six fifteen



ten thirty

2 Listen again and sing along.

Ace Girl, Ace Girl
Superhero schoolgirl!
What time do you wake up?

Every day, I wake up at seven fifteen,
Then I fly to school.
I have lunch at one o'clock.
Wow, Ace Girl, you're really cool!

Ace Girl, Ace Girl
Superhero schoolgirl!
What time do you fly home? (Repeat)

I fly home at three forty-five,
Then I have dinner at six fifteen.
I go to bed at night at ten thirty.
Wow, Ace Girl! That's a cool routine!

3 Read and match the questions with the answers. Complete the answers.

1 What time does Ace Girl fly home?	a She has lunch _____ at one o'clock.
2 What time does she have lunch?	b She has dinner _____ at six fifteen.
3 What time does she go to bed?	c She goes to bed at _____ ten thirty.
4 What time does she have dinner?	d She flies home at three forty-five.

4 Complete your chart and play.



What time does Ace Girl get dressed?

She gets dressed at seven thirty.

Optional activity

Use a real clock or draw a big clock face on the board. Put the hands at two o'clock and say *It's two o'clock*. Ask the children to repeat. Do the same for *two fifteen, two thirty, two fifteen* and *two forty-five*. Now put the hands at different times and ask the students *What time is it?* Ask different volunteers to come to the board and move the hands and ask the class *What's the time?*

Additional resources

The Unit 6 Flashcards Set 2 and Unit 6 Wordcards Set 2 can be integrated at any point from here on.

2 Listen again and sing along.

On the board write *What does Jill do at seven fifteen?* Have students look at the pictures in Activity 1 and ask the question on the board. (*She wakes up.*) Ask volunteers to ask the question with the other times for other students to answer.

Ask the students to show you seven fifteen with their arms. Repeat with all the times from Activity 1.

Play the song again for the students to do the actions when they hear the times in the song. Ask questions to check comprehension: *Is Ace Girl a superhero? (Yes.) Is Ace Girl a schoolgirl? (Yes.) What time does Ace Girl wake up? (Seven fifteen.) What time does she fly home? (Three forty-five.)* Play the song again for the students to sing along.

3 Read and match the questions with the answers. Complete the answers.

Direct the students' attention to the first example question and answer. Tell them to point to the line in the song where the answer is. (*Line 3 of the first verse.*) Tell the students to work individually to look at the questions and then find the answer in the song and underline it. When they have underlined all the answers, tell them to complete the sentences.

3 Complete the chart for yourself and a family member. Draw and write the times.

4 Complete the questions and answers. Write the times.

- 1 What time do you wake up _____? I wake up at _____.
- 2 What time does your _____ wake up? _____ wakes up at _____.
- 3 **When do** _____ you have breakfast? I **have breakfast** at _____.
- 4 **When does** your _____ have breakfast? _____ at _____.

Grammar

do	you	have lunch?	I	have lunch	at	one	o'clock.
What time	does	he / she your mom	He / She My mom	goes to bed		eight	fifteen.
		go to bed?				five	thirty.
							forty-five.

7 Use the information in Activity 5 to play *Spy Interrogation* with a friend.

Have the students compare their answers with their partner before you go through each question, asking volunteers to read the questions and answers for the class to check.

4 Complete your chart and play. Workbook page 124

Ask the students to open page 124 in their Workbooks. Ask them to draw the times on the clocks when Ace Girl does the different activities in Activity 1. Tell them that they can choose whatever times they like—there is no “correct” answer here. Ask for a volunteer to come and demonstrate the game with you. Use your own chart and ask the volunteer to use theirs. Ask the questions about their chart: *What time does Alice wake up? What time does she get dressed?* Encourage your partner to tell you the times from their chart. Show the students how you complete the second chart, completing the clocks according to the answers you hear. Divide the students into pairs to play the game with their own charts. Monitor and help where necessary.

Additional resources

The Unit 6 Language Focus 2 Worksheet can be integrated at any point from here on.

5 Complete the chart for yourself and a family member. Draw and write the times.

Hold up your book and point to the photos to elicit the activities. Have students work individually to write the times on the clocks for themselves and one of their family. Ask them to write the times under each clock. Monitor and check their spelling and punctuation in o'clock and forty-five.

6 Complete the questions and answers. Write the times.

On the board write the questions: *What time do you have lunch? I have lunch at one o'clock. What time does your mom have lunch? She has lunch at one o'clock.* Circle the *do* and *have* in the question and join them with a line. Ask *Why do we use “do” and “have”?* (Because it's a question with you.) Circle *have* in the answer and ask

Why do we use “have lunch”? (Because it's a sentence and it's first person—I.) Circle the *does* and *have* in the second question and connect them with a line. Ask *Why do we use “does have”?* (Because it's a question with he / she—third person.) Circle the *she* and *has* in the second answer and join them with a line. Ask *Why do we use “has lunch”?* (Because it's a sentence with she—third person.)

Focus the students' attention on the example question. Tell the students to look at their clock for *wake up* in Activity 5 and write the answer. Tell the students to complete the rest of the questions and answers using the chart.

Refer them to the questions and answers on the board and the Grammar box to help them. Monitor, checking their second and third person collocation in the questions and answers.

7 Use the information in Activity 5 to play *Spy Interrogation* with a friend.

Model the questions and answers for the students to repeat chorally. Ask volunteers to ask and answer the questions across the class. Show the daily routines flashcards one by one to elicit the question with different routines.

Divide the class into pairs and tell them to take turns to interview their partner about them and their family member. Tell them to use the Grammar box to help them form the questions, substituting the daily routine only.

Monitor, but don't interrupt. Note down any common errors the students are making to go over after the activity.

WORKBOOK ANSWERS

- 1 1 c 2 a 3 d 4 b
- 2 1 Joe gets up at seven fifteen.
2 Grace goes to school at seven thirty.
3 Alfie has lunch at twelve forty-five.
4 Beth does homework at six o'clock.

Try! Answers will vary.

- 3 1 have breakfast, seven fifteen
2 does, She, seven o'clock
3 go to school? go to school
4 she (your mom), goes to bed at ten thirty

4 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 70–71; Unit 6 Language Focus 2 Worksheet

Unit 6 CLIL

pages 80–81

Lesson objectives

Become familiar with the concept of time zones.

Compare time zones of other countries.

Language

Capital cities, Earth, east, noon, midnight, round, time zone, west

Materials

Track 60; flashlight; globe; Workbook page 72

Warm up

Draw four clock faces on the board and ask the students to copy them. Tell the students you are going to say times and they have to draw them on the clocks. Say *three fifteen* and ask a volunteer to come to the board and draw it on one of the clocks. Dictate the following times, *four thirty, seven forty-five, nine o'clock, eight fifteen*.

To check as a class, ask a volunteer to draw the times on the clocks on the board.

1 Listen and read along. Circle the city names. 60

Hold up the globe and ask the students *What is it?* Ask a volunteer to show you their country, England and Australia.

Say *We are going to learn about time zones* and ask students if anyone knows anything about them. Explain that when it is 11 o'clock in their country it is a different time in some other countries. This is because the sun rises at different times in different countries as the Earth turns. To demonstrate this, darken the classroom and shine a flashlight beam on the globe, talking about times in different parts of the world. Show how one city is in the light and another on the other side of the globe is in the dark, so that it is daytime in one city and night in the other.

Ask the students to open their books to page 80 and look at the world map and the time line. Say *Midnight is in the middle of the night at 12 o'clock and midday is in the middle of the day at 12 o'clock*.

Ask the students *What's our capital city? What other capital cities do you know?* Write their answers on the board. Play the recording for students to listen and follow in their books.

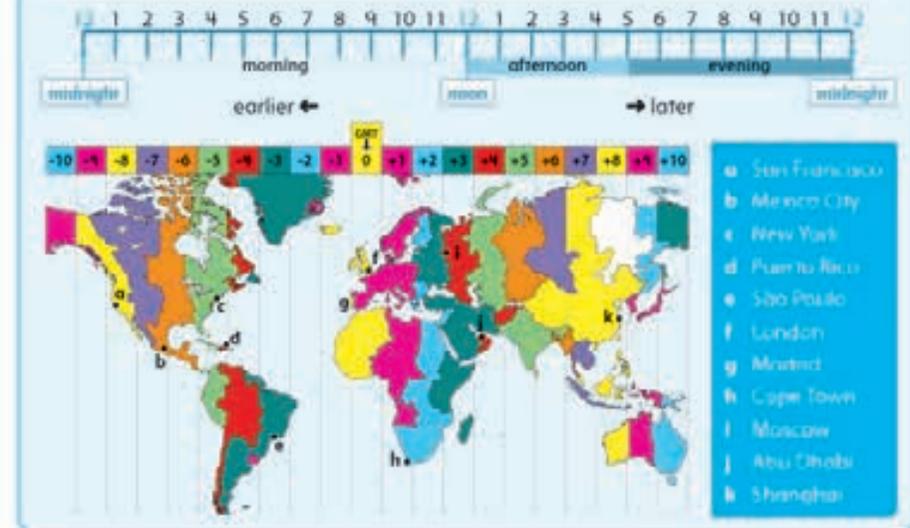
Have the students read the text silently on their own and circle the cities. Ask different volunteers to tell you a city they circled.



Unit 6 CLIL Math

1 Listen and read along. Circle the city names.

Planet Earth is round. The sun only lights one part of the planet at a time. When it is day in one country, it is night on the other side of the planet. The world has twenty-four different time zones. The time in places to the west of London is earlier, and the time in places to the east is later. The time in New York is five hours earlier than London. When it is 5:00 in the afternoon in the UK, it is noon in New York. When it is midnight in the UK, it is 7:00 in the evening in New York. It is important to know what time zone you are in when you travel to another part of the world or when you chat with friends that live in another country.



2 Complete the chart with information from Activity 1.

City	Hour(s) Earlier or Later than London	Time When It's Noon in the UK	Time When It's Midnight in the UK
Shanghai	8 hours later	8:00 in the evening	8:00 in the morning
São Paulo	3 hours earlier	9:00 in the morning	9:00 in the evening
Madrid	0	noon	midnight

2 Complete the chart with information from Activity 1.

Ask the students to look at the world map and ask *What do the numbers at the top mean?* (+1 means the zone is one hour later than London. -1 means the time zone is one hour less than London.) Give an example by pointing to London and saying *It's three o'clock in London. Point to Moscow and say Moscow is three hours later than London. What time is it? (Six o'clock.)* Ask the students to point to London and say it's 5 o'clock. Ask them to point to Madrid and ask *Is it later or earlier than London? (Earlier.) How many hours? (Two.) What time is it in Madrid? (Three o'clock.)*

Tell the students to look at the map and point to Shanghai. Ask *Is it later or earlier than London? (Later.) How many hours? (Eight.)* Show the answer in the chart. Point to the next column and say *It's midday in London in the UK. What time is it in Shanghai? (Eight o'clock in the evening.)* Point to the next column and say *It's midnight in London in the UK. What time is it in Shanghai? (Eight o'clock in the*

morning.) Tell the students to write the answer in the column.

Divide the class into groups of four. Tell them to work together to complete the chart using the text and the timeline.

Monitor and help where necessary pointing out the zones and showing how to use the timeline to help them add and subtract the times and work out if it's day or night.

3 Complete the Web Chat with words from Activities 1 and 2.

Tell the students that children from different countries are chatting to each other on the web. Point to the blue square and ask *Where does this person live? (London.) What's the time? (Midday.)* Point to the yellow square and ask *Where does this person live? (Shanghai.) How many hours later is it? (Eight.) What's the time? (Eight o'clock in the evening.)* Tell the students to write the time in gap 2.

Have the students work individually to complete the other two chats. Tell them

Complete the Web Chat with words from Activities 1 and 2.

Choose different cities and write a Web Chat with a friend.

1 Listen and number the pictures. Listen again and repeat.

2 Listen and repeat the sentences.



Oliver, the crocodile's friend, is a frog. He hops around a clock in orange socks!



Roland the robot is alone at home, sitting on the sofa, talking on the phone.

Phonics

Lesson objectives

Practice pronouncing words with the sounds /b/ and /əʊ/.

Practice reading words with the sounds /b/ and /əʊ/.

Materials

Tracks 61–62; Workbook page 73

Warm up

On the board write the sounds /i/ and /ea/ and elicit a word with each sound such as *big, cream*. Divide the class into teams and give them five minutes to write as many words as they can remember with the sounds. 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.

1 Listen and number the pictures.

Listen again and repeat. 61

Tell the students to cover the sentences under the pictures. Have them work with their partner to name as many things as they can in the pictures.

Ask volunteers to tell you the words and write any words they say with the *o* sound on the board such as *clock, phone*. Say *clock* and *phone*. Ask *Can you hear the difference?* Isolate the two *o* sounds to demonstrate the difference.

Play the recording for the students to number the pictures. Play the recording again to model the words for the students to repeat chorally and individually. Repeat as necessary.

2 Listen and repeat the sentences. 62

Play the recording line by line for the students to repeat.

Divide the class into four groups, and assign each group one of the sentences. Give the groups a few minutes to practice saying their sentences.

Tell the groups to say their lines clearly and loudly in the correct order without the recording.

Play the recording one more time for all the students to join in.

WORKBOOK ANSWERS

- 1 2 ✓ 3 ✓ 7 ✓ 8 ✓
- 2 1 blue 2 blue 3 blue 4 red 5 red 6 red 7 red 8 blue
- 3 1 Oliver, crocodile, frog, hops, clock, orange, socks 2 Roland, robot, alone, home, sofa, phone

Try! Answers will vary.

Further practice / Homework

Workbook page 73

to choose a country for each and then complete the other information.

Tell the students to compare their chats with a friend and check each other's information. If the students are not sure, ask them to tell you for you to check.

4 Choose different cities and write a Web Chat with a friend.

Tell the students to copy the outline of the web chat in Activity 3 and draw three colored squares to write their chat. Tell them to copy the chat from the person in London but change the time from midday. Have the students work in pairs to choose two more countries and write a web chat for each. Tell them to use the chats in Activity 3 as a model for their writing. Have the pairs swap their web chats with another pair. Tell them to read the chats and check the times and details are correct. If they find a mistake tell them to circle it. The pairs return the web chats and correct any errors.

WORKBOOK ANSWERS

- 1 1 time zones 2 GMT 3 noon 4 midnight
- 2 a San Francisco 4 am b Mexico City 5 am c New York 7 am d Puerto Rico 7 am e Sao Paulo 9 am f London 12 pm g Madrid 1 pm h Cape Town 2 pm i Moscow 3 pm j Abu Dhabi 4 pm k Shanghai 8 pm
- 3 eight four eight hours later eight evening three in the evening (last two answers will vary)

Try: Answers will vary.

Further practice / Homework

Workbook page 72; Unit 6 CLIL Worksheet; Unit 6 CLIL Video Worksheet

Unit 6 Project and Value

page 82

Lesson objectives

To evaluate how much time is spent on daily activities.

Present information in a clear and attractive way.

Value

Complete your assignments on time.

Materials

Track 56; grid paper; ruler; colored pens or pencils; Unit 6 Stickers; Workbook page 74

Warm up 56

Ask the students to stand up. Play the song from the Unit 6 Vocabulary Lesson to sing along to and do the actions.

Value: Read and stick.

Ask students to open their Student Books to page 82 and find *Jeb's Value* at the top. Read the value aloud while students follow along. Ask *When do you do your homework? How many hours do you spend on it every day? Why is it important to give your assignments / homework to your teacher on time? (It's not polite to be late. To learn how to organize your 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 *Jeb's Value*.

Daily Activities Chart

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 to share what they discussed. If not, divide them into groups of four to share with each other all the activities they do every week.

On the board write *reading* and *walking*. Draw a square next to each and color different colors. Explain to the students that this is a key and they need to make their own key for the activities they do. Under each activity in the key, tell the students to think about how long they spend doing it every week. As an example, under *reading* in your key write *Monday to Friday 9 o'clock to 11 o'clock at night*. Tell the students to write the hours and the times. Give the students the grid paper. Focus their attention on the graph and tell them to copy it onto their grid paper.

Stage 2: Develop your project.

The students think about the activities they did today and color the chart for each activity for the number of hours.

Unit 6 Project and Value

Daily Activities Chart

Materials

- Grid paper
- Ruler
- Colored pens or pencils

Read and stick.
Complete your assignments on time.

Stage 1: Plan your project.

- Think of activities that you do. Choose a color for each activity. Make a key, for example: reading: blue; doing homework: red; watching TV: yellow.
- Write how much time you spend every week doing each activity. Write the times.
- Draw a chart for your activities. Write the days of the week and the number of hours.

Stage 2: Develop your project.

- Every day for one week, color in the squares for how long you spend on each activity.
- At the end of the week, count the squares. Write the total number of hours for each activity.

Stage 3: Share your project.

- Work in groups. Look at each other's charts.
- Compare and contrast the results of your charts.
- Discuss with your group: Do you spend enough time doing your assignments? Is there an activity that you can spend less time doing?

Stage 4: Evaluate your project.
Save your Daily Activities Chart.

Example Grid:

Activity	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Reading	1	1	1	1	1	1	1
Doing homework	1	1	1	1	1	1	1
Watching TV	1	1	1	1	1	1	1

Tell the students they have to fill in the chart every day for a week. At the end of the week, everyone will count up all the hours they spend on each activity.

Ask the students *How long do you think you spend doing your homework / doing exercise / reading / watching TV / playing sports?* Have the students make predictions about how long they think they spend on each activity in a week and make a note of their predictions in their notebook. Tell the students it will be interesting to see how correct their predictions are.

Stage 3: Share your project.

Tell the students to work in groups of four to share their charts and compare the results. Ask *Are your results similar or different? What activities would you like to spend more / less time doing?*

Read out the questions in step 3 and ask the students to discuss them in their groups.

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 80 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect on their project and mark *yes* or *no*. 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 Photo 1: watch TV photo 2: you play video games photo 3: Do your homework before you call a friend.

2 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 74

1 Look and complete the sentences.



- | | |
|---|--|
| <p>1 He has breakfast, and then he brushes his teeth _____.</p> <p>2 She feeds the fish, and then she goes to school.</p> <p>3 He goes home _____, and then he does his homework _____.</p> | <p>4 She washes the dishes _____ at six fifteen _____.</p> <p>5 He has breakfast at seven o'clock _____.</p> <p>6 She plays soccer at five forty-five _____.</p> |
|---|--|

2 Write your answers.

What About You?

<p>★ What time do you wake up? _____</p> <p>★ What do you do in the morning? _____</p> <p>★ What time do you have lunch? _____</p> <p>★ What does your friend do in the afternoon? _____</p>	<p>★ What time do you have dinner? _____</p> <p>★ What do you do after dinner? _____</p> <p>★ What time do you go to bed? _____</p> <p>★ When it's noon in the UK, what time is it where you live? _____</p>
--	--

3 Ask and answer the questions with a friend.

What time do you wake up? I wake up at seven o'clock.

students to write one additional surprise question, which they don't answer. Model each question for the students to repeat, chorally and individually.

3 Ask and answer the questions with a friend.

Tell the students sit back to back with their partner. Tell them to imagine they are talking to a friend in another country on the phone and they want to learn about their life. Tell one student in each pair to close their books and listen carefully to the questions and answer their partner in full. Tell the other student to read out their questions slowly and clearly. Remind them not to forget their surprise question. Tell the students to change roles when they have finished the interview.

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 In the morning, I wake up, then I get dressed and I go to school. In the afternoon, I go home and I do my homework. In the evening, I have dinner, then I wash the dishes and then I go to bed.
- 2 1 feed the fish? seven thirty
2 get up, gets up at seven o'clock
3 does, have dinner, She has dinner at seven fifteen.
4 What time does, take a shower, He takes a shower at six forty-five.

Try! Answers will vary.

Further practice / Homework

Workbook page 75

Unit 6 Review page 83

Lesson objectives

Review the vocabulary and language learned in the unit.

Language

Daily routines, times

Present simple *Wh* questions: *What time do you ...? What do you do?*

Present simple for habits, third person statements: *He gets up.*

Materials

Track 79; Unit 6 Flashcards Set 1 (daily routines); Workbook page 75

Warm up

Write *brush my teeth* 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 *brush my teeth*, they shout *Snap!* Repeat with all the flashcards.

1 Look and complete the sentences.

Ask the students to open their Student Books and look at the photos in Activity 1. Elicit a sentence for each picture from volunteers, such as *He brushes his teeth*.

Divide the class into groups of five. Assign each student in the group a number. Tell the students to complete the sentence for the number you gave them, such as *All the number 2 students complete sentence 2*.

Tell the students to dictate their sentence to the rest of their group for the students to write them. If the students don't think the sentence is correct, have them discuss it together and look back in the unit to check. If they still can't agree, ask them to call you to check.

Ask different volunteers to read out a sentence each to check finally as a class.

2 Write your answers.

Ask the students to read the questions and write their answers in the chart. Ask the



Thailand

Culture



1 Look at the pictures and mark (✓) the place you want to visit. Tell a friend why.

2 Read and answer the questions.

1 What do Thai people love doing?

They love sharing their food with friends and family.



Most Thai people love sharing their food with family and friends. They like eating rice, curry, soup, meat, fish and vegetables.



2 What animal do Thai people love?

They love elephants.

Thailand is in Asia. There are a lot of languages in Thailand, but most people speak Thai. The capital city is Bangkok. There are more than eighty canals in Bangkok and many floating markets. From May to September, it rains almost every day. Thailand is famous for its delicious food, interesting temples and beautiful beaches.



Thailand has thousands of temples. Some of the temples are very old. People often visit the temples on the weekend and on important days. A lot of the temples have statues of elephants. Thai people love elephants. They are a symbol of Thailand.

3 Complete the Venn diagram with the names of foods.



Culture page 85

Lesson objectives

Can identify similarities and differences between food in their country and Thailand.

Present and practice food vocabulary.

Understand the main points of a short text and extract information to present in a Venn diagram.

Language

Beaches, canals, curry, languages, markets, temples, statues, symbol

Additional vocabulary related to the reading text

Materials

World map / map of Thailand;
Workbook page 114

Warm up

Write *Thailand* on the board and if you have a world map or a map of Thailand

stick this on the board. Divide the students into groups of four and ask them to share anything they know about Thailand. Give your own example, *It's in Southeast Asia*, and point to it on the map. Ask groups to share the ideas with the class.

1 Look at the pictures and mark (✓) the place you want to visit. Tell a friend why.

Tell the students to open their Student Books on page 85. Tell them to look at the photos of Thailand and mark the place they would like to visit. Demonstrate the activity by pointing to a photo yourself and saying *I want to visit this place because it looks beautiful. I like the temples and the big statue of the elephant*. Have the students turn to their partner and tell them why they want to visit the place they marked.

2 Read and answer the questions.

Write these words on the board: *canals, statues, temples, markets, languages*. Ask the children to find these words in the text

and underline them. On the board write the question: *Which words can you see in the photographs? Which photos?* Have the students work with a partner to match the words with the photos.

Say the words, one by one, and ask volunteers to point to the photos where they see the things.

Ask two volunteers to read out a question each. Tell the students to read the text silently and answer the questions. Ask volunteers the questions to check as a class.

3 Complete the Venn diagram with the names of foods.

Write *similarities / differences* on the board. Divide the class in half and tell one half to read the text again and with a partner make a list of all the things that are similar between Thailand and their country and the other half to make a list of all the things that are different.

Ask the groups to tell you the similarities and differences they found.

Copy the Venn diagram onto the board. Point out that rice is a food they eat in Thailand and in their country. Tell the students to work individually to complete the Venn diagram. Have the students compare their diagrams and add any information their partner has that they don't.

Optional activity

Tell the students to write a web chat about their country to a friend in Thailand. The students draw two pictures to represent their country. Under each picture they write a sentence. Give an example by drawing a picture on the board of, for example, a food from your country. Under the picture write *Hello! I'm ... I'm from ... In my country we speak ... The capital city is ... The weather is ... In my country we love ... You can visit ...* Leave the sentences on the board as a model for the students.

WORKBOOK ANSWERS

1 temples A and C floating market B elephant A curry B vegetables B

2 1 Thai 2 capital city 3 beaches 4 symbol 5 vegetables

3 Languages: Thai
symbol: elephant
things to do on weekends: visit temples, go to the beach
food: rice, curry, soup, meat, fish and vegetables

Try! Answers will vary.

Further practice / Homework

Workbook page 114

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

Time, activities, food, classroom objects

Present continuous: *I'm painting. He's flying.*

Materials

🎧 Track 63; Workbook page 117

Warm up

Divide the class into four teams. In turn, give each team a word from the story they are going to read (*magic pen, magic laptop, lunch, scissors, sky, lizard, hamburgers, afternoon*) and tell them to make a sentence with the word. If the sentence is correct you will give them one point. The winning team is the team with the most points. Tell the other teams to listen carefully because if another team says an incorrect sentence they have the chance to correct it and earn an extra point.

1 Look at the pictures and discuss with a friend. 🗣️

Point to the people in frame 1 and ask *Who are they?* (Rory, June, Jeb and Rose.) *Where are they?* (At school.)

Read out the two questions and ask the students to look at the story and turn to their partner and discuss the questions. Ask pairs to share their answers. Check comprehension by asking *What is the students' problem?* (The magic tools are broken.) *How does Miss Snow help them?* (She tells them to draw themselves, they don't need the tools.)

2 Listen and read along. Write and draw the times. 🕒 63

Tell the class to close their books. Ask the students *What food is in the story?* (Hamburgers, French fries and fruit.) *What animals are in the story?* (Bee and lizard.) *What times are in the story?* (Take all suggestions but don't correct them.) Write their answers for each question on the board.

Who Needs Magic?

🗣️ **Look at the pictures and discuss with a friend.**

- 1 What are the students doing?
- 2 What classroom objects can you name?

🗣️ **Listen and read along. Write and draw the times.**

- 1 The students are in the school auditorium at ten thirty.
- 2 The school lunch is at twelve forty-five.
- 3 The show ends at four fifteen.
- 4 Miss Snow has some food for the students at three o'clock.

Panel 1: It's Tuesday. It's ten thirty. The students are in the school auditorium. We need to paint the scenery for the show. And we need to make a website and a poster.

Panel 2: Rory and June want to paint the scenery. Rory has his magic pen. Can your magic pen draw? Yes, it can. What's going on? Oh no! It's broken!

Panel 3: Meanwhile, Jeb and Rose want to make a website and a poster. Open your magic laptop, Jeb. OK. Let's see. Oh no! It's broken!

Panel 4: Now it's ten forty-five. School lunch is at twelve forty-five. They only have two hours. Here's Miss Snow! Hello, everyone! Miss Snow, we can't draw the scenery. Our magic tools are broken! We can't make the website or the poster.

Tell the students to open their books, play the recording for the students to listen, follow in their books and check if their answers on the board are correct.

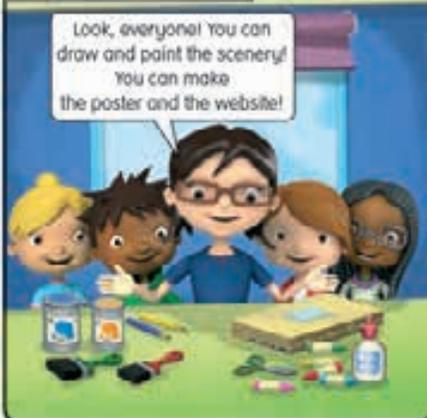
Tell the students to work individually to write and draw the times from the story. Ask volunteers to say the times to check as a class.

Ask a few volunteers *Do you like school shows? What can you do to help in a school show? Why is it good to draw and write and not use the Internet all the time? (To be creative, work in a team, if the computer is broken it isn't a problem!)*

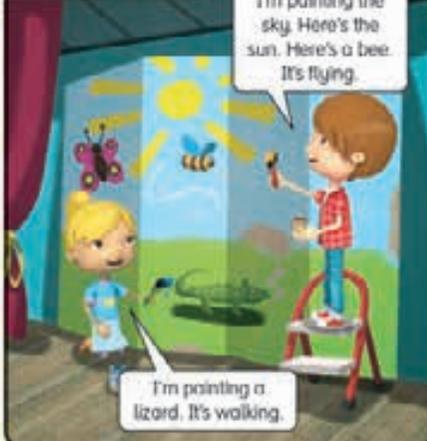
Optional activity

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: *Underline the times in blue / the classroom objects in yellow / the food in green / the animals in brown / the activities in red.*

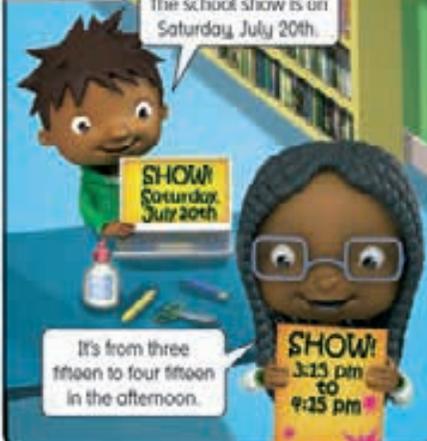
5 Miss Snow has pencils and paint for Rory and June. She has crayons, scissors, glue and a laptop for Jeb and Rose.



6 Rory and June paint the scenery. They like painting.



7 Jeb makes a website and Rose makes a poster.



8 Now it's three o'clock! School lunch is over! But Miss Snow has hamburgers, French fries and fruit for the students.



3 Act out the story.

3 Act out the story.

Divide the students into groups of five and assign each group a character: Rory, Jeb, June, Rose and Miss Snow. Tell the groups 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 parts.

Play the part of the narrator yourself. As you read the captions, pause after each one to allow the groups to act out and say their lines for their character.

Make a note of any errors in vocabulary or grammar presented in the last few units, 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 they are going to make up a story about preparing for a school show and there is a problem. Tell the groups to discuss the story and think of a problem before they draw the storyboard and write the captions as in their Student Book story.

When the groups have finished, have the groups pair up with another group. The groups take turns to show their storyboard and tell their story.

If you have students who enjoy drama and acting, ask them to act out their story for the class.

WORKBOOK ANSWERS

- 1 1 c 2 a 3 c 4 a 5 c
- 2 1 burgers 2 lunch 3 thirty
- 4 laptop 5 pencils 6 sky
- 3 Answers will vary.
- Try! A lizard, walking.

Further practice / Homework
Workbook page 117

Unit 7 Vocabulary

pages 88–89

Lesson objectives

Identify means of transportation.

Practice talking about transportation through a song and follow-up activities.

Language

Types of transportation: *bike, boat, bus, helicopter, hot-air balloon, motorcycle, on foot, plane, tandem, taxi, train, truck*

Materials

④ Tracks 64–66; Unit 6 Flashcards Set 1 (daily routines); colored pencils; Workbook pages 76–77

Warm up

Show the flashcards, one by one, and ask *What's the daily routine?* Ask the students to stand at their desks. Hold up one of the daily routine flashcards and say a daily routine. If the daily routine 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 Discuss with a friend. ②

Draw a train on the board with an engine and eight cars. Write *transportation* on the engine. Ask the students to work in groups of four to write down as many types of transportation as they can. Tell them they will add the words to the train on the board later. Start them off by writing *car* in the first car on the train on the board.

Ask the groups *What types of transportation can you name?* Ask volunteers to come and write a word on each of the cars on the board, make sure they don't repeat any.

Read out the second question and tell the students to turn to their partner to answer the question. Ask a few pairs to share their answers.

2 Listen and repeat. ④ 64

Focus students' attention on the picture and the numbered types of transportation. Ask *Which types of transportation are the same as the ones on the board?*

Play the recording for the students to repeat the words in chorus. Pay particular attention to the sound *i* in *bike*, *u* in *bus*, *h* in *hot* and the consonant cluster *tr* in *train* and *truck*. 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.

7

Fun Transportation Day

Vocabulary

1 Discuss with a friend.

- 1 What types of transportation can you name?
- 2 What types of transportation do you do use?



2 Listen and repeat.

3 Look and write the words. Listen again and check.

bike boat bus helicopter hot-air balloon motorcycle
 on foot plane tandem taxi train truck

1 <u>plane</u>	4 <u>truck</u>	7 <u>motorcycle</u>	10 <u>boat</u>
2 <u>hot-air balloon</u>	5 <u>train</u>	8 <u>bus</u>	11 <u>on foot</u>
3 <u>taxi</u>	6 <u>helicopter</u>	9 <u>bike</u>	12 <u>tandem</u>

4 Play Pick and Say with a friend.

Number six!

Helicopter!

3 Look and write the words. Listen again and check.

Point to the picture and ask the students to point to the plane in the picture in Activity 1. Ask *What number is it? (1.)* Show *plane* written next to number 1.

Have students work individually to write the words from the word pool next to the picture number.

Check answers as a class by saying the number for the students to tell you the type of transportation.

4 Play Pick and Say with a friend. ④

Close your book and ask a volunteer to say a number from 1 to 12. Say the corresponding type of transportation for the number they say. Repeat with a couple of other volunteers.

Divide the students into pairs and ask each pair to join with another pair. Tell one pair to close their books. The other pair says six numbers for the other pair to identify the type of transportation. Tell them to give

a point for each correct answer. The pairs swap roles and play again. The pair with the most points wins.

5 Listen, color and draw. ④ 65

Direct the students' attention to the picture. Ask *What types of transportation can you see? (A boat, a bus, a helicopter, a plane, a train, on foot.)* *Where are the boats? (On the river.)* *What are the bus driver and the train driver wearing? (A uniform.)* *How many people are there? (Six.)*

Tell the students they need colored pencils because they are going to listen to a conversation and they will be told to color and draw things in their picture.

Play the example and ask the students *What do you do? (Color the blue boat.)* *Which one? (The one under the tree.)* Give the students time to color the boat before you play the next dialogue.

Play the second and third dialogues, pausing between them to give the students time to follow the instructions.

5 Listen, color and draw.  65



6 Complete the words. Listen and check.  66

I go to school on fo o t .
I go to school by b i ke.
But I'd like to travel by lorry or bus,
Taxi or motorbike!
I'd like to travel by b o at.
I'd like to travel by t r a in.
I'd like to travel by
he l i c o p t e r
To school and home again!

I go to school on foot...
I'd like to travel by tan d e m.
I'd like to travel by p l a n e.
I'd like to travel by h o t - a i r
b a l l o o n
To school and home again!
I go to school on foot...

7 Listen again and sing along.

8 Play Yes or No with a friend. 



Play the recording a second time for the students to check their pictures. Walk around the class and look at their pictures as they listen to make sure they have all followed the instructions correctly.

6 Complete the words. Listen and check.  66

Tell the students how you go to school. For example, *I go to school by car*. Then tell them how you would like to go to school. Choose an unusual means of transportation, such as *I'd like to go to school by hot-air balloon*. Ask a few volunteers, *How would you like to go to school?*

On the board write the gapped phrase *fo__* and ask a volunteer to come to the board and complete it. Tell the students to work with a partner to complete the words in the song. Tell them to look back at Activity 3 to help them and make sure they are spelling the words correctly. Play the song for the students to check their answers.

7 Listen again and sing along.

Divide the class into groups of four. Tell them to look at the types of transportation in the song and think of an action for each one. Start them off by saying *The train goes* (move your arms by your side like train wheels).

When they have thought of the actions, tell half of each group to sing the song while the other half of the group does the actions. Tell them to change roles.

Play the song for the class and tell the students to choose to sing the words or do the actions for the types of transportation as they hear them.

Play the song a final time for everyone to stand up and sing along to.

Optional activity

Tell the students to rewrite the first verse: *I go to school on foot. I go to school by bike. But I'd like to travel by truck or bus, taxi or motorbike!* Tell them to change the types of transportation so it is about them. Have some of the students share their verse with the whole class.

Additional resources

Unit 7 Wordcards

7 Play Yes or No with a friend. 

Choose a volunteer and say *Your mom travels by car*. Encourage the student to say *Yes or No*. Repeat with the sentence *Your uncle travels by hot-air balloon*.

Divide the students into pairs and tell them to look at the speech bubbles. Have them take turns to say how each other's family members travel and to answer *yes* or *no*.

Monitor and note down any common pronunciation errors in the types of transportation vocabulary.

WORKBOOK ANSWERS

1 7 bike 1 helicopter 2 plane
 4 train 5 boat 12 motorcycle
 10 tandem 9 truck 6 bus 11 on
 foot 8 taxi 3 hot-air balloon

Try! Answers will vary.

2 (Coloring activity)

3 on foot, bike, motorcycle, taxi, truck, bus, boat, train, helicopter, tandem, plane, hot-air balloon

Try! Answers will vary.

Further practice / Homework

Workbook pages 76–77

Unit 7 Reading

pages 90–91

Lesson objectives

- Understand and act out a story.
- Identify types of transportation in a text.
- Ask and answer questions about what characters are doing using the present continuous tense.

Language

- Present continuous: *They are going by bus.*
- Types of transportation

Materials

- Track 67; Unit 7 Storycards; DVD Unit 7 Story; Workbook pages 78–79

Warm up

Play the game *Slap the Board* with the types of transportation flashcards. Show the flashcards one by one and ask *What is it?* After the students answer correctly, stick each of the 12 flashcards on the board.

Ask two volunteers to come to the board and have them stand facing the board. Say one of the transportation 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 discuss with a friend.

Hold up the first storycard and say *This is a story called Dad's Tandem*. Ask the students questions about the picture. *Where are the people? (Dad and son.) Where are they? (In town.) What are they doing? (Looking at an advertisement.)*

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 see in the pictures. Take all their ideas but don't give the story away.

Tell the students to look at the pictures on page 90 in their book. Say *Point to the tandem*.

Divide the class into pairs and read the questions aloud. Tell the students to turn to their partner and look at the whole story together to answer the questions. Ask questions about the story to check understanding: *What time is the fair? (Two o'clock.) Does Billy like the tandem in frame 2? (No.) Why not? (He has to ride it, it's hard work, slow and everyone laughs!) Does he like the tandem in frame 8? (Yes.) Why? (Because they ride past the traffic.) What do all his friends say when they see the tandem? (Hurry up!) How do the other people feel about going by tandem*

Unit 7 Reading Dad's Tandem

1 Look at the pictures and discuss with a friend.

1 What types of transportation are there in the story? 2 How do you go to school?

2 Listen and read along. Write the types of transportation.



bus



motorcycle



on foot



taxi



car

1 Billy and his dad are in town. They see a poster on a tree.



Look, Dad! A fair it's today!

It starts at two o'clock. It's in Bigtown.

2 It's a long way from Billy's house to Bigtown. Billy's dad doesn't have a car.



We can go to the fair on my tandem!

Oh no! Not the tandem!

3 Sam and his dad are going to the fair by car.

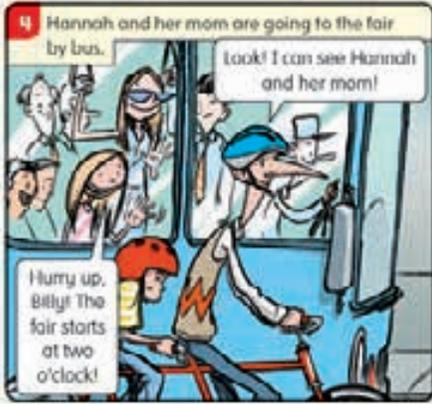


Look! I can see Sam and his dad!

Are they going by bike?

No, they aren't. That's a tandem. It's for two people.

4 Hannah and her mom are going to the fair by bus.



Look! I can see Hannah and her mom!

Hurry up, Billy! The fair starts at two o'clock!

in frame 7? (They think they are lucky.) Who arrives first at the fair? (Billy and his dad.)

Optional activity 67

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 again, 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. Have the class help them to stand in the correct order of the story.

2 Listen and read along. Write the types of the transportation.

Point to the little pictures of the types of transportation and ask *How are they going to the fair? (By boat, by motorcycle, on foot, by helicopter, by car.)*

Read the instructions aloud and show the word *bus* written under the picture of the bus. Play the recording for the students to follow in their books. Have the students in pairs find the types of transportation in the story and write the words under the correct picture.

Check answers by asking volunteers to make sentences about the small pictures. Give the first one as an example: *Hannah and her mom are going by bus.*



WORKBOOK ANSWERS

- 1 1 wants 2 doesn't want 3 taxi
 4 motorcycle 5 a lot of 6 at the fair
- 2 Sam and his dad: car
 Hannah and her mom: bus
 Lily and her dad: motorcycle
 Theo and his mom: taxi
 Billy and his dad: bicycle
- Try! The fair starts at 2 o'clock.
 3 1 B 2 D 3 D 4 D 5 B 6 B
 4 Answers will vary.
 Try! Answers will vary.

Further practice / Homework
 Workbook page 78–79; Unit 7 Reading
 Worksheet; Unit 7 Story Worksheet

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 narrators says *Sam and his dad are going to the fair by car* and elicit the sentence. Repeat the activity pausing before *Hannah and her mom are going to the fair by bus*. *Theo and his mom are going to the fair by taxi*. *Lily and her dad are going to the fair by motorcycle*.

3 Act out the story.

Divide the class into groups of four and assign a role from the story to each student: narrator, Billy, Billy's dad (the other two students play the friends). 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. 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 having a problem with the dialogue, make sure they are using the key types of transportation 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.

Personalize the story by asking *Which form of transportation looks more fun? What is the message of the story? (Sometimes fast is not always best!)*

Optional activity

Ask the students to complete the story activities on pages 88–89 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 6.

Unit 7 Language Focus 1

pages 92–93

Lesson objectives

Present continuous Yes / No questions and answers.

Review the types of transportation.

Language

Present continuous questions and answers: *Are they going by car? Yes, they are. / No, they're not.*

Materials

Track 68; Unit 7 Flashcards Set 1 (types of transportation); Workbook pages 80–81

Warm up

Stick all the types of transportation 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 children to turn around or if you have a moveable board turn it around. Remove a flashcard, such as the plane. Tell the children 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 Look at pages 90–91. Read and mark (✓) the answer.

Mime traveling on a type of transportation such as driving a bus. Ask the students to guess the form of transportation. Ask two volunteers to mime another type of transportation and ask the class questions *Are they going by car / bus / train?* Say the wrong types of transportation on purpose so the students hear you repeating the question.

Read the instructions to the class. Ask them to work individually to mark the correct response.

Check the answers with the class by asking two volunteers to ask and answer the questions.

2 Listen and number. Listen again and check. 68

Tell students to look at the picture and ask volunteers to describe the different characters. Start them off by pointing to the people on the bike and say *They are going by bike. They are wearing green T-shirts.*

Tell the students they are going to hear someone describing the people and they have to listen and number the people in the picture. Play the first description, pause the recording and point to the example 1.

Unit 7 Language Focus 1

1 Look at pages 90–91. Read and mark (✓) the answer.



Are they going by bike?

Yes, they are.

No, they aren't.

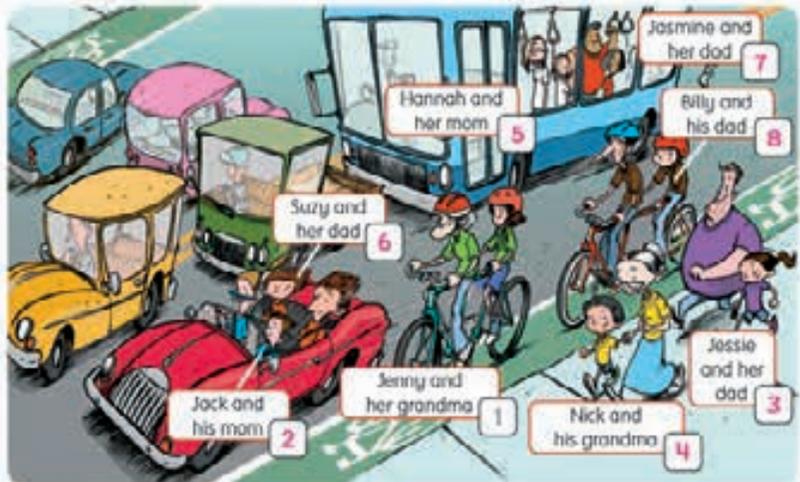


Are they going by tandem?

Yes, they are.

No, they aren't.

2 Listen and number. Listen again and check. 68



3 Read and complete the answers.

1 Are Jasmine and her dad going to the fair by bus?

Yes, they are.

2 Are Suzy and her dad going to the fair by car?

Yes, they are.

3 Are Billy and his dad going to the fair on foot?

No, they aren't.

4 Are Nick and his grandma going to the fair by motorcycle?

No, they aren't.

5 Are Jessie and her dad going to the fair on foot?

Yes, they are.

Play the rest of the recording for the students to complete the activity.

Ask the students to compare their answers with a partner before you play the recording again for them to check.

Ask volunteers to make sentences about the people to check as a class. Do the example for them: *Jenny and her grandma are going by tandem.*

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 developing the project.

3 Read and complete the answers.

Write the question *Are Jasmine and her dad going to the fair by bus?* on the board. Circle *going to*. Ask *Are they at home now?* (No.) *Are they at the fair now?* (No.) *Where are they now?* (On the bus.) *Is the answer Yes or No?* (Yes, they are.) Write the answer on

the board and circle *they* and *are*. Ask *Why do we use "they are"?* (Because there is more than one person.)

Tell the students to work with a partner to read the questions and write the short answers. Ask volunteer pairs to read out the questions and answers as a class check. Model each question for the class to repeat. Then ask the pairs to practice asking and answering the questions together.

4 Look at the picture in Activity 2 and complete the questions.

Ask the students to look at the questions and tell them to read number 1. Ask them to point to *by bus* in Activity 2. Tell the students to work individually to complete the questions.

Ask a volunteer to come to the board and write the questions. Ask different volunteers to call out the questions for them to write. As a class check if the questions are correct or not and if not how to correct them, pay attention to the prepositions *by* and *on*, and spelling.

4 Look at the picture in Activity 2 and complete the questions.

- 1 Are Jenny and her grandma going to the fair by bus? No, they aren't.
- 2 Are Jessie and her dad going to the fair on foot? Yes, they are.
- 3 Are Jack and his mom going to the fair by car? Yes, they are.
- 4 Are Suzy and her dad going to the fair on foot/by tandem? No, they aren't.

Grammar

Are they going	to school	by car?	Yes, they are.
Are Jack and his mom going	to the fair	on foot?	No, they aren't.
They're going	to school	by train.	
Lily and her dad are going	to the fair	by bus.	

5 Look at the pictures. Write questions and answers.



1 (helicopter) Are they going by helicopter?
No, they aren't. They're going by plane.



2 (bike) Are they going by bike?
Yes, they are.



3 (train) Are they going by train?
Yes, they are.



4 (bus) Are they going by bus?
No, they aren't. They're going on foot.

6 Cover the text in Activity 5. Play Find the Picture with a friend.



5 Look at the pictures. Write questions and answers.

Focus the students' attention on the Grammar box. Point to *Are they* and ask *Is there more than one person?* (Yes.) *Who are they?* (Jack and his mom.) On the board write *They're = They are, No, they aren't = No, they are not* to show what the contractions mean.

On the board write *helicopter* with a question mark. Tell the students to look at the Grammar box and make a question. (*Are they going by helicopter?*) Write the question on the board, make any corrections where necessary. Shake your head to elicit the answer *No, they're not* and write it on the board.

Have the students work in pairs to write the questions and answers.

Have the children swap books and check each other's sentences, pointing out errors and helping each other correct them.

6 Cover the text in Activity 5. Play Find the Picture with a friend.

Ask the class to look at the picture in Activity 2. Ask a volunteer to choose two people but not to tell anyone else. Ask questions to find out who it is: *Are they both girls? Are they wearing T-shirts? Are they going on foot?* Encourage the class to ask questions too.

Divide the class into pairs and assign them A and B. Tell them to cover the text in Activity 5 with a piece of paper so they can only see the photos. Tell A to choose a photo but not tell their partner. Student B asks questions to find out who it is. When they have guessed, student A chooses another photo and answers student B questions. The students change roles and repeat the activity.

Monitor and note down any errors and prompt students to use the target questions and reply with short answers. For any students who find the activity difficult tell them to look at the text in Activity 5 to help them.

WORKBOOK ANSWERS

- 1 1 Yes, they are. 2 Yes, they are.
3 No, they aren't. 4 Yes, they are.
 - 1 Yes, they are. 2 No, they aren't.
3 No, they aren't. 4 Yes, they are
- Try!** Answers will vary.
- 1 Are they going to school on foot?
2 Are they going to the mountain by bus? 3 Are they going to the city by plane?
 - 1 Are they going by tandem? Yes, they are. 2 Are they going by bus? No, they aren't. 3 Are they going by plane? No, they aren't. 4 Are they going by boat? Yes, they are.
- Try!** Answers will vary.

Further practice / Homework

Workbook pages 80–81; Unit 7 Language
Focus 1 Worksheet

Unit 7 Language Focus 2

pages 94–95

Lesson objectives

Identify places and prepositions of place.

Practice following and giving directions.

Language

Places in a town: bridge, country, path, river, street, town

Directions: turn right / left, go along / across / from.

Asking for and giving directions: *Can you tell me the way to the river? Go along the path and turn right.*

Materials

Tracks 69–70; Unit 7 Flashcards Set 1 (types of transportation); Workbook pages 82–83, 125

Warm up

Hide a transportation flashcard behind your back. Tell the students *My sister and I are going to the beach by ...* and they have to guess which type of transportation you are going by. They have to guess by saying *You are going by (car)*. If they are correct, give the flashcard to them saying *Yes, we are*. Repeat with all the flashcards.

1 Match the word with the pictures. Listen and check.

Write the words *right, left, up, down* on the board. Teach the students the following action rhyme to reinforce left and right. Do the actions as you say it and ask the students to copy you: *Put your right hand up, Put your right hand down, Up, down, up, down, Shake it all around. Put your left hand up, Put your left hand down, Up, down, up, down, Shake it all around.*

Tell students to look at the pictures and work with a partner to see if they know any of the words and can match the pictures. Tell them to number the words they know for sure and leave the others blank.

Play the recording for the students to check their answers and write in the numbers for the words they didn't know. Play the recording again and pause after each word for the students to repeat the words chorally and individually. Repeat as necessary. Focus their attention on the *ft* in *left*, *str* in *street*, *dge* in *bridge*.

Additional resources

The Unit 7 Flashcards Set 2 can be integrated at any point from here on.

Unit 7 Language Focus 2

1 Match the word with the pictures. Listen and check.

- 8 bridge 4 country 2 left 7 path
3 right 6 river 1 street 5 town

2 Read and complete with words from Activity 1. Listen and check.

Riding along on a tandem

Two big wheels and four feet, too.

Riding along on a tandem

Two big wheels and four feet, too.

Can you tell me the way to the fair?

Go along the (1) street. It's over there!

Turn (2) left and (3) right.

Go up and down,

From the (4) country to the (5) town.

Riding along ...

Can you tell me the way to the fair?

Go along the (6) river!

The (7) path is there!

Go across the (8) bridge. Go up and down,

From the country to the town.

Riding along ...

3 Listen again and sing along.

4 Read and complete the directions.

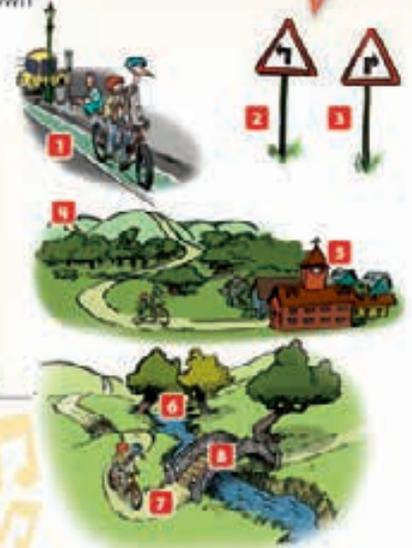
Can you tell me the way to the fair?

(1) **Go along** the street.

(2) **Turn** left and right.

(3) **Go across** the bridge.

(4) **From** the country to the town.



Grammar

Can you tell me the way to the school? zoo?

Grammar

Go	along	the path / the street / the river.		
	across	the bridge.		
Ride	from	the town / country	to	the town / country.
Turn	left / right.			

2 Read and complete with words from Activity 1. Listen and check.

70

Tell the students to close their books. On the board write the questions: *Where are they going? (To the fair.) Are they going by car? (No, they're not.)* Play the song for the students to answer the questions. Tell them to turn to their partner and discuss the answers. Ask a volunteer pair to share their answers.

Look at the gapped song as a class and point to the example *street*. Have the students work in pairs to complete the song.

Play the recording for the students to check their answers, pausing as needed.

3 Listen again and sing along.

Play the song again for the students to follow in their books and sing along.

As a class, make up some actions to go with the song, such as miming wheels go round and round, turning to the right and left, bobbing up and down, walk on

the spot for go along, making a bridge action with their arms for across. Play the recording again for the students to do the actions as they sing along.

4 Read and complete the directions.

Draw a street map on the board. Include a road with a right and left turn, a river, a bridge and a hill. Ask the students to take turns to come out to the front. Give them directions and ask them to follow the instructions with their finger on the map, such as *Go along the road. Go over the bridge. Turn right. Go along the river. Add a school and a zoo to the map. Write the question Can you tell me the way to the school?* on the board. Ask a volunteer the question for them to give you directions. Ask the volunteer to ask another volunteer the way to the zoo for them to give directions.

Go through the Grammar boxes with the students. Model the questions and answers for the students to repeat chorally.

5 Look at the map and complete the questions and answers.

café hospital lake park

1 Can you tell me the way to the park?

Go along the path and turn left.

2 Can you tell me the way to the hospital?

Go along the street and turn right.

3 Can you tell me the way to the café?

Go along the path and across the bridge. Turn left.

4 Can you tell me the way to the fair?

Go along the street. Turn left and go across the bridge over the river. Turn left then turn right and go along the street.

6 Work with a friend. Find a different route to the fair. Write the directions.

7 Complete your map and play.



Ask the students to take turns, asking and answering using the Grammar boxes. Tell the students to work individually to complete the directions. Ask different volunteers to read out the directions to check as a class.

Optional activity

Do a drawing dictation. Ask the students to listen and draw a map according to your description. Say *There is a long river. Next to the river there is a path. There is a bridge over the river. On the right there is a town. On the left there is a tree. There is a bus near the town.* Repeat the dictation several times. When they have finished, ask the children to compare their pictures.

5 Look at the map and complete the questions and answers.

Focus the students' attention on the map and the key. Say *Point to the street / path / river / café / hospital / lake / park on the map.* Read out the instructions and direct

students' attention to the green dot: *You are here.* Follow the route for direction 1 with your finger as you read it out loud to show how you arrive at the park.

Tell the students to work in pairs to look at the map and complete the questions and directions. Tell them they will need to use words from the Grammar box too, not only the words in the word pool. Monitor their work, helping where necessary. Check answers as a class by asking volunteers to read the questions and answers.

Additional resources

The Unit 7 Language Focus 2 Worksheet can be integrated at any point from here on.

6 Work with a friend. Find a different route to the fair. Write the directions.

Ask *Can you tell me the way to the fair?* To elicit the directions in dialogue number 4, ask *Is there another way?* (Yes.)

Tell the students to work with their partner and write the different directions. Remind them that they start from the green dot.

Ask a volunteer to write the directions on the board for the class to follow and check.

7 Complete your chart and play. Workbook page 125

Ask the students to open page 125 in their Workbook. Ask them to draw the five places from the word pool on their map in Activity 1. Tell them that they can choose where they put the places. There is no "correct" answer here. Ask for a volunteer to come and demonstrate the game with you. Use your own map and ask the volunteer to use theirs. Ask questions about how to get to the places: *Can you tell me the way to the farm?* (Go along the street. Turn left ...) Show the students how you complete the map, drawing the places according to the answers you hear. Divide the students into pairs to play the game with their own maps.

Optional activity

The students choose one or two of their places on their map and write directions from one place to the other.

WORKBOOK ANSWERS

- 1 1 a river 2 the country
3 a bridge 4 a street 5 the town
6 a path 7 turn left 8 turn right
2 1 school 2 path 3 bridge 4 left
5 right 6 path

Try! Answers will vary.

3 The fair is number 2

4 beach and zoo on the left side; school on the right

5 1 Go along the street. Turn left. Turn left again. Go along the path. The zoo is in the country. 2 Go along the street. Turn left. Turn right. Go along the path. 3 Go along the street and go across the bridge. Turn right. Go along the street. The school is in the town.

Try! Answers will vary.

Further practice / Homework

Workbook pages 82–83; Unit 7 Language Focus 2 Worksheet

Lesson objectives

Read and listen to a text about road safety.

Practice talking about being safe on a bike.

Language

Backpack, bell, bike lanes, bike rack, bright clothes, carry, equipment, light, park, signs

Materials

Track 71; Unit 3 Flashcards Set 1 (jobs); Unit 7 Flashcards Set 1 (types of transportation); poster paper; Workbook page 84

Warm up

Stick the types of transportation and jobs flashcards on the board. Point to a flashcard, such as the waiter. The students clap and chant the letters to spell out the word *waiter*. Repeat the activity with all the vocabulary.

1 Read and circle the words. Listen and check.

Ask the students to open their books to page 96 and ask *What does Rose know about? (Bicycle safety.) What do you know about road safety?* Tell the students to turn to their partner and discuss how to be safe on the road. Ask a few volunteers to share their safety tips with the class.

Ask the students to look quickly at the text and ask *How many important rules about bike safety are there? (Four.)* Go through the four photographs with the students pointing out the key vocabulary. Ask them to find the words in the text and underline them.

Point to the first heading and *equipment* circled. Ask students to read the paragraph and ask *What equipment do you need? (Light, backpack and helmet.)*

Tell the students to work individually to read the other three paragraphs and circle the correct words in the headings.

Play the recording for the students to check the words they circled.

Ask a volunteer to tell you the word for number 2 and ask *What clothes do you need? (Bright clothes.)* Ask a volunteer to tell you the word for number 3 and ask *What roads are good to use? (Quiet roads and lanes.)* Ask a volunteer to tell you the word for number 4 and ask *How do you tell people you are close? (Use the bell.)*

2 Read again and complete the mind map.

Ask the students to look at the mind map and remind them that mind maps are good way to organize information.

Unit 7 CLIL P.E.

Rose Knows about

Bicycle Safety

1 Read and circle the words. Listen and check.

Riding a bike is fun, but it is important to be safe, too. Follow these important rules:

- 1 Use the correct people / equipment:** Use a light to help people see you at night. Also, use a bell to tell people you are there. Use a backpack to carry things safely and wear a helmet to protect your head.
- 2 Wear the correct clothes / places:** Wear bright clothes to help people see you.
- 3 Ride in the correct equipment / places:** Read the signs to find out where you can ride. Use quiet roads, bike lanes or bike paths to stay away from traffic.
- 4 Respect other clothes / people:** Be careful when you ride close to other people. Remember to use your bell. And, use a bike rack to park your bike safely.

2 Read again and complete the mind map.

How can you ...

- 1 use a bike rack
- 2 use lights and wear bright clothes
- 3 use a bell
- 4 use quiet roads, bike lanes or bike paths
- 5 wear a helmet
- 6 use a backpack
- 7 read the signs

Questions in mind map:

- help people see you?
- tell people you are there?
- stay away from traffic?
- find out where you can ride?
- carry things safely?
- protect your head?
- park your bike safely?

Ask *What important information is this mind map for? (Bike safety.)* Read the first example question: *How can you help people see you?* Ask *In which paragraph can you find the answer? (One.)* Tell them to underline *use lights*.

Divide the class into pairs and tell them to read the questions, find the paragraph where the answer is and underline the answer (tell them not to write the answer at this stage). Monitor and check they are underlining the correct words and not whole sentences. When they have underlined all the words, tell them to write them in the correct place on the mind map.

To check answers as a class, ask different volunteers to ask the questions for another volunteer to answer.

3 Complete the Bike Safety Diagram with words from Activity 2.

Tell the students to look at the *Bike Safety Diagram* in the book and read the instructions. Point to the example *signs*

next to the number 1. Have students work individually to complete the labels on the diagram.

Monitor but give them time to work out the words for themselves. If any students find the activity difficult, tell them to check with their partner.

On the board write the numbers 2–5 and ask a volunteer to write the words for the class to check.

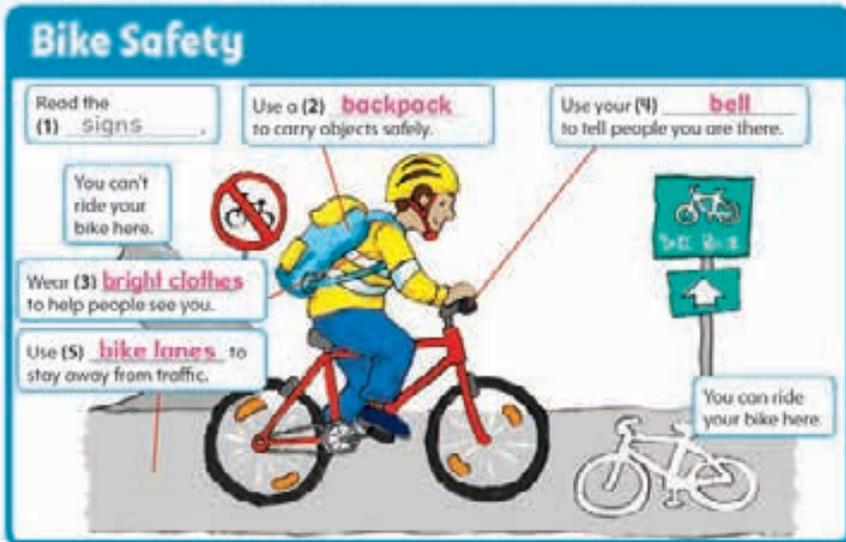
4 Create a Bike Safety Diagram for your community.

Ask the students *Who rides a bike? How do you stay safe? What problems do you have when you ride a bike?*

Ask the students to work in groups of four and tell them to draw a mind map and think of some additional bike safety rules to add to the mind map, such as *Make sure you look left and right and behind you.*

Give out the poster paper and ask the groups to draw pictures to illustrate their bike safety tips and write sentences to explain the diagram as in Activity 3.

B Complete the *Bike Safety Diagram* with words from Activity 2.



4 Create a *Bike Safety Diagram* for your community.

1 Listen and number the pictures. Listen again and repeat.

2 Listen and repeat the sentences.



Phonics

Join two groups together and have them take turns to present their safety tips and diagrams. Ask *Do you have similar tips / rules? What important tips did you learn?*

Optional activity

Ask students to create a road safety diagram. Tell them to think about how to stay safe when they are walking and make a list. Give an example: *Look right and left before crossing the road.* Tell them to draw pictures and write sentences to illustrate their rules.

WORKBOOK ANSWERS

- 1 Photo 1: 1, 6, 5, 3 photo 2: 2 photo 3: 8 photo 4: 4, 7
 2 1 light 2 bell 3 backpack
 4 helmet 5 bright 6 signs
 7 bike lane 8 bike rack

3 Answers will vary.
 Try! Answers will vary.

Further practice / Homework

Workbook page 84; Unit 7 CLIL Worksheet;
 Unit 7 CLIL Video Worksheet

Phonics Page 97

Lesson objectives

Practice pronouncing the sounds /ɜ:/ and /eə/.

Practice reading words with the sounds /ɜ:/ and /eə/.

Materials

Tracks 72–73; Workbook page 85

Warm up

Write /ɜ:/ and /eə/ on the board. Ask the students *Do you know any words with these sounds?* Give them *girl* and *fair*. Elicit any other words they know with these spellings. Read out the following words and say *Put up your right hand when you hear the /ɜ:/ sound and put up your left hand when you hear the sound /eə/.* Read out the words *bird, shirt, Claire, skirt, chair, air, hair.*

1 Listen and number the pictures. Listen again and repeat.

Point to the words *girl* and *fair* on the board. Isolate the sounds /ɜ:/ and /eə/ and explain that for /ɜ:/ the sound comes from the back of the throat and their lips are open and soft. For the /eə/ sound, the lips are wider and the tongue is back.

The students look at the pictures. Say *Point to the girl / bird / shirt / skirt.* Play the recording for the students to listen and number the pictures.

Play the recording again as a model for the students to repeat the words chorally and individually.

Tell the students to work with a partner taking turns to point to the things in the picture for their partner to say. Monitor and correct and help with pronunciation.

2 Listen and repeat the sentences.

Play the recording, sentence by sentence, for the students to repeat chorally and individually.

Play the recording one more time, this time encouraging the students to clap the rhythm and join in saying the chant with the recording.

Tell the students to close their books and see if they can remember the sentences as a class. Give them prompts to help them to build the sentences. Once they have remembered the four sentences, say the chant as a class without the recording.

Optional activity

Write the words on the board: *bird, shirt, Claire, skirt, chair, air, hair, girl, fair.* Divide the class into groups of four and ask them to write a sentence using as many of the words as possible.

Join two groups together and get the groups to take turns to teach each other their sentences. Ask a few groups to share their sentences with the whole class, reading them out and focusing on the target sounds.

WORKBOOK ANSWERS

- 1 1 ✓ 3 ✓ 5 ✓ 8 ✓
 2 1 skirt 2 girl 3 hot-air balloon
 4 bird 5 chair 6 hair 7 shirt
 8 fairy
 3 1 girl, bird, shirt, skirt
 2 Claire, fairy, chair, air, hair

Try! Answers will vary.

Further practice / Homework

Workbook page 85

Unit 7 Project and Value

page 98

Lesson objectives

To conduct a survey on how people travel to school.

Present the results in a bar graph.

Value

Help reduce pollution.

Use public transportation.

Materials

Track 66; grid paper; rulers; pencil; colored pens; Unit 7 Stickers; Workbook page 86

Warm up 66

Ask the students to stand up. Play the song from Unit 7 Vocabulary Lesson Activity 6 for the students to sing along to and do the actions.

Value: Read and stick

Ask students to open their Student Books to page 98 and find *Jeb's Value* at the top. Read the value aloud while students follow along. Ask *What is pollution?* (*Dirty air.*) *What makes pollution?* (*Cars, buses, factories.*) *How can you help?* (*Ride a bike, tell your family to ride bikes and take public transportation.*)

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 *Jeb's Value*.

Public Transportation Graph

Stage 1: Plan your project.

The students work in pairs to discuss different transportation options, listing the ones they can use to travel to school.

Give the pairs the grid paper and tell them to draw a chart with three columns and as many rows as they need to write their list of transportation from step 1.

Stage 2: Develop your project.

Divide the class into groups of eight. Have the students in their groups ask each other *What type of transportation do you use to travel to and from school?* They mark the transportation under the *Students* heading for every student who says that from of transportation.

When the students have spoken to as many people as possible in the time given, tell them to add up the checkmarks for each transportation and write the total in the third column.

Focus the students' attention on the picture of the finished bar chart. Tell them to copy the bar graph on to grid paper

Unit 7 Project and Value

Public Transportation Graph



Materials

- ★ Two sheets of grid paper
- ★ Ruler
- ★ Pencils and colored pens

★ Read and stick.

Help reduce pollution. Use public transportation.



Stage 1: Plan your project.

- 1 Work in groups. Make a list of all the different transportation that you can use to travel to and from school.
- 2 Make a chart on grid paper and write the types of transportation.

Stage 2: Develop your project.

- 1 Get together with your group. Ask other group members: What type of transportation do you use to travel to and from school? Mark (✓) the different types of transportation on the chart each time.
- 2 Count the number of marks on the chart. Write the totals.
- 3 Make a bar graph based on the total results.

Stage 3: Share your project.

- 1 Get together with your group. Attach your bar graph to a classroom wall.
- 2 Walk around the classroom and look at all the bar graphs. Compare and contrast the results of another group with yours.
- 3 Discuss the similarities or differences with your group. What type of transportation is popular?

Stage 4: Evaluate your project.

Save your Project Record.



and write the labels on the horizontal and vertical axes, as in the example.

Tell the students to use the results in their chart to complete the bar graph. Tell them one small square on the grid paper equals one student. They use different-colored pencils to color the bars.

Stage 3: Share your project.

Tell the students to stick their graphs on the wall. Tell them to walk around, looking at other graphs and comparing the results with their partner.

Ask the students *Are the results similar for all the groups?* *What type of transportation is the most popular?*

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 96 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect about their project and mark *Yes* or *No*. 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 Photo 1: She's reducing pollution. She's going by bus. Photo 2: They're reducing pollution. They're walking to school. Photo 3: They're reducing pollution. They're taking the train.
- 2 Answers will vary. Try! Answers will vary.

Further practice / Homework

Workbook page 86

1 Look and complete the questions and answers.



1 Are they going by car? No, they aren't. They are going by bike.

3 Are they going by bus? Yes, they are.



2 Are they going by motorcycle? Yes, they are.

4 Are they going by bike? No, they aren't. They are going by car.



2 Complete the questions and directions.

1 Can you tell me the way to the store? Go along the path. Turn left. Turn right. Go across the bridge and along the street. Turn right. Turn right again.

2 Can you tell me the way to the park? Go along the path. Do not turn right or left. Go along the street and across the bridge. Turn right. Turn left.



3 Write your answers.

What About You?

1 What type of transportation do you use to go to school?

3 What do you wear when you ride your bike?

2 Can you tell me the way to school from your house?

4 How do you ride your bike safely?

4 Ask and answer the questions with a friend.

What type of transportation do you use to go to school?

I go to school on foot.

put a dot next to the mistake for them to correct.

Once all the teams are finished and you have checked the work, give out the points for first, second, third and so on, minus the points for the mistakes. The winner is the team with the most points.

3 Write your answers.

Choose four volunteers to interview you, by asking you the questions. Respond with full and interesting answers.

Tell the students to write the answers for themselves.

4 Ask and answer the questions with a friend.

Have the students choose one question and memorize it. Ask the students to stand up and move around the classroom asking their question to as many students as possible and answering all the questions they are asked.

Monitor the students and note down errors to go through after the activity.

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 Are they going by taxi? No, they aren't. 2 Are they going by train? Yes, they are. 3 Are they going on foot? No, they aren't.

2 1 street, right, street, left 2 street, left, over the bridge. Go along the path and turn right. The farm is in the country.

Try! Answers will vary.

Further practice / Homework

Workbook page 87

Unit 7 Review page 99

Lesson objectives

Review the vocabulary and language learned in the unit.

Language

Types of transportation, directions Asking for and giving directions

Materials

Workbook page 87

Warm up

Tell the students to think about everything they have learned in Unit 7. Write these prompts on the board: Grammar, Vocabulary, Values, Facts, Information about friends, Cultures.

Divide the groups into four and give them five minutes to make lists of what they learned. Ask a few groups to share their lists.

1 Look and complete the questions and answers.

Look at the photos and questions with the students and read out the instructions.

Have the students work individually to complete the activity. Tell them to look back through Unit 7 to help them.

Have the students compare their answers with a partner before you check the answers with the whole class.

2 Complete the questions and directions.

Divide the class into teams of four. Tell them to work together to complete the activity. Tell them the first team to finish gets 20 points, the second 18, the third 16 and so on. Tell them they will lose one point for every mistake they make. Tell them to call you over when everyone in the team has completed the questions.

Check that everyone in the team has completed the activity. If they haven't, tell the team to continue. Check for any errors in spelling, punctuation and grammar, and

Unit 8 Vocabulary

pages 100–101

Lesson objectives

Identify places in a town.
Practice talking about places in town through a song and follow-up activities.

Language

Places in town: *café, fitness center, grocery store, hospital, library, movie theater, park, police station, school, store, swimming pool, town hall*

Materials

Tracks 74–75; Unit 8 Flashcards Set 1 (places in town); Workbook pages 88–89

Warm up

Choose three letters from the alphabet and write on the board, such as *g, h, l*. Have the students work in teams of four and give them six minutes to think of as many words as they can beginning with the letters. Tell them not open their books. Say *Stop!* after six 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 Discuss with a friend.

Draw a street on the board with a park and a river and eight blank squares. Write *Starlight Town* as the title. Ask the students to tell you as many places in a town as they can. Write each one they tell you in one of the blank areas.

Show students the places flashcards, one by one, and elicit or give the name of the place. Stick them on the town map.

Ask the students to look at the picture. Say *Look at the town. Is it now or is it many years ago? (Many years ago.) Is the town the same as our town or is it different? How is it different and similar?*

Ask a volunteer to read out the questions. Ask the students to turn to their partner and discuss the questions.

Ask a couple of pairs to share their ideas.

2 Listen and repeat.

Focus students' attention on the picture and the numbered places. Play the recording for students to repeat the words in chorus. Pay particular attention to the soft *c* in *grocery*, *tal* in *hospital* pronounced *tle*, the consonant cluster *st*, *sw*, and the *th* in *theater*.

Play the recording again for individual students to say the words for the class.

8 Around Town

Vocabulary

1 Discuss with a friend.

- 1 What places can you name?
- 2 Which places are in your town or area?

2 Listen and repeat.

3 Look and write the words. Listen again and check.

café	fitness center	grocery store	hospital	library	movie theater
park	police station	school	store	swimming pool	town hall

1 park 4 fitness center 7 café 10 movie theater

2 hospital 5 swimming pool 8 store 11 police station

3 library 6 town hall 9 grocery store 12 school

4 Play Look It Up with a friend.

Library! Number three!

3 Look and write the words. Listen again and check.

Ask the students to close their books. Ask different volunteers to come to the board and write the words under the correct flashcards on the street on the board. Encourage the class to help with spelling.

Have students work individually to look at the picture in Activity 1 and write the words next to the correct numbers in their books. Monitor and point out any spelling mistakes.

Optional activity

Ask the students to choose five of the words from Activity 3. Tell the students to close their books and dictate the words for their partner to write. Once they have dictated the words, tell them to check their partner's words and mark the correctly spelled ones.

Additional resources

Unit 8 Wordcards

4 Play Look It Up with a friend.

Have the students work in groups of four. Tell three of the students in each group to close their books. One student has their book open and says a number. The first student in the group to say the correct word wins a point. The students swap roles after three words and another student says the numbers for the rest of the group to say the word. The winner is the student with the most points.

5 Read and complete the story.

Give out the places in town flashcards to different students. Ask them to make sure the students close to them can see the flashcards. Read out the story: *I live in a big town. My favorite place in town is the park. I go there on Fridays to play with my friends. I like the library too, because I love books. On Saturdays, I go with my dad to the grocery store to buy fruit and vegetables. On Sundays, Mom, Dad and I go to the café for breakfast. My mom is a doctor. She works in the hospital. My dad works at my school. He's a teacher.*

5 Read and complete the story.



Hi, I'm Paul. I live in a big (1) town. My favorite place in town is the (2) park. I go there on Fridays to play with my friends. I like the (3) library, too, because I love books. On Saturdays, I go with my dad to the (4) store to buy fruit and vegetables. On Sundays, Mom, Dad and I go to the (5) café for (6) breakfast. My mom is a doctor. She works in a (7) hospital. My dad works at my (8) school. He's a teacher.

6 Unscramble the words and complete the lyrics. Listen and check.

- | | | | |
|-----------|----------|-----------|------------|
| 1 arbiryl | 3 icolpe | 5 heattre | 7 spoiltah |
| 2 sortes | 4 oolish | 6 kpra | 8 roryceg |

Up in the air in a hot-air balloon,
Up in the air you can see the town,
Up in the air in a hot-air balloon,
Up in the air, up and down.
There's a (1) library, there are
a lot of (2) stores.
A (3) police station and a
(4) school.
There's a movie (5) theater.
And a big swimming pool!

Up in the air ...
There's a fitness center and a
(6) park.
A café, a town hall.
There's a (7) hospital.
And a big (8) grocery store.
Up in the air ...

7 Listen again and sing along.

7 Listen again and sing along.

Tell students to close their books. On the board write *There's a ... There are ...* Hold up the flashcards in the order they appear in the song as prompts to elicit the song line by line.

Play the song for the students to sing along, reminding them of the places in town by holding up the flashcards.

WORKBOOK ANSWERS

- 1 3 café 8 fitness center 6 grocery store 11 hospital 2 library 10 movie theatre 7 park 4 police station 9 school 1 store 12 swimming pool 5 town hall
- 2 1 hospital 2 café 3 movie theatre 4 park 5 fitness center 6 police station 7 grocery store 8 library 9 town hall 10 store 11 school 12 swimming pool

Try! Answers will vary.

- 3 1 country 2 forest 3 café 4 fitness center 5 swimming pool 6 movie theatre
- 4 1 library 2 stores 3 police station 4 school 5 movie theatre 6 swimming pool 7 fitness center 8 park 9 café 10 town hall 11 hospital 12 grocery store

Try! Answers will vary.

Further practice / Homework

Workbook pages 88–89

Tell the students to stand up and hold up their flashcard when they hear their word in the story.

Ask the students to read the story silently and tell you the days of the week they see. (*Friday, Saturday and Sunday.*)

Tell the students to read the text again and complete the sentences with the words under the pictures.

Ask a volunteer to read the first two sentences. Say *Stop* and ask another student to continue. Say *Stop* and ask another student. Repeat until the text has been read out for the class to check their answers.

Optional activity

Ask the students to write about where they go and what they can do in town on Saturday and Sunday. Tell them to use the text in Activity 5 as a model.

6 Unscramble the words and complete the lyrics. Listen and check. 75

Ask the students to close their eyes and imagine that they are up in the air in a hot-air balloon looking down on their town.

Ask *What do you see?* Give them a few seconds to imagine the scene before you ask a few volunteers to share their ideas.

On the board write *arbiryl*. Tell the students it's a place in town but the spelling is wrong. Ask a volunteer to help you spell the word correctly. (*Library*.)

Tell the students to look at the anagrams and work individually to write the correct words. Monitor and point to the words in Activity 3 if they need help. When they have unscrambled the words tell them to write them in the correct place in the song.

Play the song for the students to check their answers.

Unit 8 Reading

pages 102–103

Lesson objectives

Understand a story in the past tense.
Identify true or false statements from a text.

Language

Past simple verb *to be* questions and answers

Materials

Track 76; Unit 8 Storycards; DVD
Unit 8 Story; Workbook page 90–91

Warm up

Divide the class into 12 groups. Say one of the vocabulary words such as *library* 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 discuss with a friend. 🗣️

Hold up the first storycard and say *This is a story called Grandpa's Map*. Point to Grandpa. Ask the students *Where is Grandpa?* (In his house / living room.) *Is he the girl's dad?* (No, he's her grandfather.) *What is she pointing to?* (A map.)

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 read the whole story and work together to answer the questions.

Ask volunteers to share their answers with a class and check if the class has different answers.

Write the questions on the board: *What country does he travel to first?* (Australia.) *What does he find in the café and on the pyramid?* (Pieces of the clues.) *Where is the fourth piece?* (In the library garden.) The students work with their partner to answer the questions. Ask the questions to check as a class.

Optional activity 🗣️ 76

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 story card 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.

Grandpa's Map

1 Look at the pictures and discuss with a friend. 🗣️

1 What places can you see in the story? 2 How does the man travel?

2 Listen and read along. Write true or false. 🎧

1 First, Grandpa was in Egypt. false 3 Sara sees the statue in school. true

2 The map was in the café. false 4 The treasure is in the garden. true

1 Sara is at her grandpa's house. He has a lot of mysterious things in his house. One day Sara finds something very mysterious.



What's this, Grandpa?

Ah, yes. It's an old map, but there's a piece missing. It's a mystery.

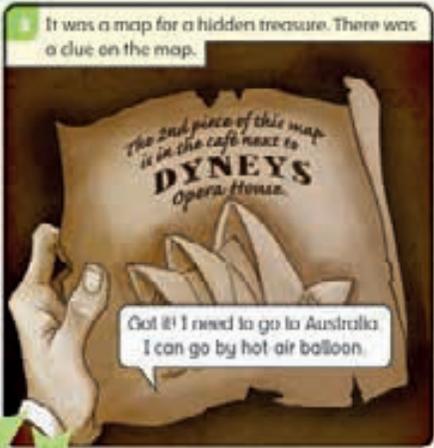
Tell me the story. Where were you?

2 I was in the library. It was a long time ago. I was a young man.



What's this? I think it's a map, but there's only one piece! Where are the other pieces? Let's see ...

3 It was a map for a hidden treasure. There was a clue on the map.



The 2nd piece of this map is in the café next to DYNES Opera House.

Got it! I need to go to Australia. I can go by hot air balloon.

4 Two months later, I was in Australia. The second piece of the map was in the café next to the Sydney Opera House!



There's the café!

The 3rd piece is on a pyramid.

There was another clue. It was easy!

2 Listen and read along. Write true or false. 🎧 76

On the board write the sentence: *The old man is Sara's grandpa*. Ask the students *Is the sentence true or false?* (True.) *Sara finds a book in the house*. Ask the students *Is the sentence true or false?* (False.) *Why?* (Because she finds a map.)

Ask different volunteers to read the true and false sentences out loud. Don't answer them at this stage. Play the recording for the students to listen and follow the story. Have the students work individually to write *true* or *false*, reading the story again to check their answers.

Ask the students to compare their answers in pairs and tell their partner why they think the answer is true or false. Tell them to correct the false sentences.

To check as a class, read each sentence for the students to tell you if they are true or false. If the sentence is false ask *Why?* to elicit the correct sentence.

Optional activity

Tell the students to work in pairs to write two true sentences and one false one about the story, as in Activity 2. The students have to guess the false sentence. Have the pairs join another pair and swap the true and false sentences for the other pair to answer. The pairs return the sentences and their answers to the other pair to be corrected.

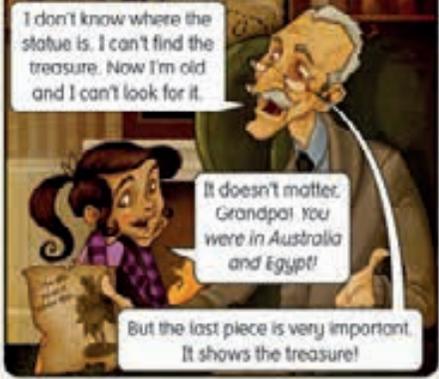


3 Three months later, I was in Egypt. The third piece of the map was on a pyramid. There was another clue on the map.



This clue was very difficult.

4 And that was the story of the map.



5 The next day, Sara is in school. She's looking out of the window. Suddenly ...



6 Sara finds the fourth piece of the map! Now Grandpa can find the treasure.



3 Act out the story.

Optional activity

Ask the students to complete the story activities on pages 100–101 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 7.

WORKBOOK ANSWERS

- 1 1 Sara, picture f 2 Grandpa, picture a 3 Grandpa, picture b 4 Grandpa, picture d 5 Sara, picture e 6 Sara, picture c
- 2 1 grandpa 2 map 3 was 4 one 5 clue 6 Australia 7 Egypt 8 difficult 9 can't 10 statue
- Try! Grandpa finds 3 and Sara 1.
- 3 1 Sydney 2 Egypt 3 statue 4 garden
- 4 1 in the library, grandpa, the 2nd piece of the map 2 in Australia, grandpa, the 3rd piece of the map 3 in Egypt, grandpa, the 4th piece of the map 4 in the school, Sara, the treasure
- 5 Answers will vary.
- Try! Answers will vary.

Further practice / Homework

Workbook pages 90–91; Unit 8 Reading Worksheet; Unit 8 Story Worksheet

Optional activity

Play the video with no sound, pausing after frames 2, 4 and 5 for the students to say where Grandpa was. (*I was in the library. I was in Australia. I was in Egypt.*) On the board write the phrase *It was a long time ago. Two months later. Three months later. The next day.* Play the video again, pausing before each of the phrases and have the students shout out the phrase 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: narrator, Grandpa, Sara, the teacher and the classmate.

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 having a problem with the dialogue, make sure they are using the key language *I was ... It was ...* correctly. For groups that 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.

Unit 8 Language

Focus 1 pages 104–105

Lesson objectives

Practice talking about where people were at different times of day.

Review the time and places in town.

Language

Past simple verb *to be* question and answer: *Where was Sara? She was in the library.*

Materials

Track 77; Unit 8 Flashcards Set 1 (places in town), Workbook pages 92–93

Warm up

Divide the class into 12 groups. Give each group a Unit 8 Set 1 flashcard (places in town.) Say a place in town, such as *swimming pool*, and ask the group with that flashcard to do an action and show the flashcard. Repeat for all flashcards. The groups change flashcards and repeat the activity.

1 Look at pages 102–103. Match the questions and answers with the picture of the speaker.

Ask the students to recap the story of *Grandpa's Map* using the storycards to prompt them. Stop before storycards 2, 4 and 5 and ask *Where was he?* (He was in the library / Australia / Egypt.)

Write the question *Where were you?* on the board. Ask the students to look at the story and ask *Who asks this question?* (Sara.)

Tell the class to look at the pictures of Sara and Grandpa, and match the questions and sentences by drawing a line, as in the example. Check that the students know what they have to do.

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 playing the story again, pausing before the sentences to ask *Who says it?*

Optional activity

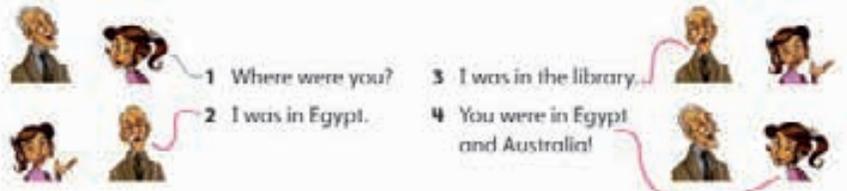
Ask the students to take turns to say sentences, such as *At twelve o'clock I was in the library.* Their partner should say *You are Sara or You are Grandpa.*

2 Look and complete the answers.

Review the time by using a clock or drawing four clock faces on the board. Show or draw four different times for the students to say the time, such as three fifteen or three forty-five.

Unit 8 Language Focus 1

1 Look at pages 102–103. Match the questions and answers with the picture of the speaker.



2 Look and complete the answers.



- 1 Where was Sara at three fifteen? She was in the swimming pool.
- 2 Where was Grandpa at six o'clock? He was in the movie theater.
- 3 Where was Sara at six o'clock? She was in the café.
- 4 Where was Grandpa at one forty five? He was in the grocery store.

3 Unscramble the questions. Match the questions with the answers.

- 1 at / Sara / o'clock / ? / was / six / Where
Where was Sara at six o'clock?
- 2 fifteen / Grandpa / was / Where / at / ? / three
Where was Grandpa at three fifteen?
- 3 forty-five / ? / at / Where / one / Grandpa / was
Where was Grandpa at one forty-five?
- 4 ? / one / was / Where / at / forty-five / Sara
Where was Sara at one forty-five?
- a He was in the grocery store.
- b She was in school.
- c He was in the park.
- d She was in the café.

Focus the students on the pictures and times in Activity 2 and elicit the places by pointing to the pictures. Read the instructions to the students. Tell them to work with a partner to answer the questions about Sara and Grandpa. To check as a class, choose eight volunteers to ask and answer the questions.

Tell the students to write two more sentences. On the board write *Grandpa / three fifteen. Sara / one forty-five.* Tell the students to look at the pictures and times again and write the sentences. Ask two volunteers to write their sentences on the board to check together.

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 developing the project.

3 Unscramble the questions. Match the questions with the answers.

On the separate pieces of paper write one word from the question: *Where was Sara at six o'clock?* Ask six volunteers to come to the front of the class. Give them a word each and tell them to stand facing the class (make sure they are not in the correct order), holding up their word. Tell the class to order the question directly by saying the words for the students with the paper to reorder themselves.

Look at Activity 3 together and ask *Are the questions correct?* (No, they are in the wrong order.) Have the students work individually to unscramble the questions. Monitor and check their word order, pointing out any mistakes for them to correct. When they have unscrambled the questions correctly tell them to match the questions and answers.

Check the answers as class by asking a volunteer pair to read out the questions and answers.

1 Listen to the interview and number the pictures.



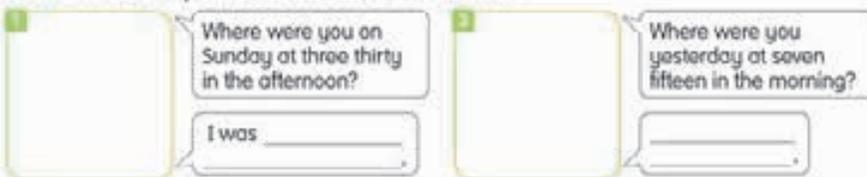
2 Complete the interview questions and answers.

- 1 Man: Where were you at eleven fifteen in the morning?
Alice: I was in the library with my friends.
- 2 Man: **Where were you** _____ at seven forty-five in the evening?
Mark: **I was at** _____ my friend's birthday party.
- 3 Man: **Where were you** _____ at three thirty in the afternoon?
Anna: I was with my family in **the grocery store**.
- 4 Man: **Where were you at eight o'clock in the morning?**
Tony: I was in the kitchen. I have breakfast at eight o'clock.

Grammar

Where	was	I / he / she	yesterday?	I / he / she	was	at home.
	were	you / we / they	at two o'clock?	you / we / they	were	in school.

3 Read and draw your friends. Write the answer.



4 Ask and answer the questions with a friend.



4 Listen to the interview and number the pictures.

Have the students look at the photographs and the times. Tell the students they are going to hear four conversations and they have to number the photos in the order they hear the interviews. Ask *What words and information do you need to listen for? (Times and places in town.)*

Play the first interview. Ask the students to tell you the time and the place they hear. (*Eleven fifteen, library.*) Say *Point to the picture*. Show the number 1 in the picture. Play the rest of the interviews for the students to complete the activity.

Ask the students to compare their answers before you play the recording again.

5 Complete the interview questions and answers.

On the board write *Where was he / she yesterday? He / She was at home. Where were you / they yesterday. I / You / We / They were at home*. Circle the *was* and *were* and draw a line to link them with the pronouns *he*,

she, *they* and so on. Say *Is she at home now? (We don't know / No.) When? (Yesterday.) So it's in the past.*

Focus the students' attention on the first question in the interview and tell the students to complete the rest of the interviews individually. Tell the students to use the Grammar box to help them. Monitor and check their word order and make sure they are using *were* and *was* correctly.

Ask students to exchange books and check the interviews. Play the interviews again for the students to listen and check. Tell them to use a different-colored pencil to put a dot next to any mistakes. Students return the books and correct their mistakes.

6 Read and draw your friends. Write the answer.

Tell the students to choose two of their friends and think about where they were on Sunday and yesterday. Tell them to read the questions and draw their friends doing the activities they thought about.

Once they have drawn the pictures ask them to write the answers.

Ask a few volunteer pairs to read out the questions and their answers.

7 Ask and answer the questions with a friend.

Have the students work in pairs. Ask the students to look at the speech bubbles and choose a pair to read them out. Demonstrate the activity by pairing up with a student and asking *Where were you on Sunday afternoon at three thirty in the afternoon?* Encourage the students to reply with a full answer. Ask the volunteer to ask you a question.

Tell the pairs to continue asking and answer with their partner. Tell them to use the speech bubbles to help them but substitute the days, times and place. 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 Grandpa, park 2 Sara, was
3 Sara, She was, park 4 Grandpa, He was at the hospital.
- 2 Where was Grandpa at ten forty-five? He was at the fitness center.
Where was Grandpa at four o'clock? He was at the café.
Where was Grandpa at nine thirty? He was at the store.
Where was Sara at nine thirty? She was at school.
Where was Sara at four thirty? She was at the park.
Where was Sara at six fifteen? She was at the movie theater.

Try! Answers will vary.

- 3 1 Where were you at 9.30 in the morning? I was at the park. 2 Where were you at 6.15 in the evening? I was at the fitness center. 3 Where were you at 11.45 in the morning? I was at the store. 4 Where were you at 7.30 in the evening? I was at the movie theater.
- 4 1 I was at the town hall. 2 I was at the store. 3 I was at the library. 4 I was at the fitness center.

Try! Answers will vary.

Further practice / Homework

Workbook pages 92–93; Unit 8 Language Focus 1 Worksheet

Unit 8 Language Focus 2

pages 106–107

Lesson objectives

Practice saying where places are using prepositions of place.

Language

Prepositions of place: *behind, in front of, near, opposite*

Materials

Track 78; Workbook pages 94–95, 126

Warm up

Write *hot-air balloon* on the board. Divide the class into teams of four. Ask the students to look at the letters and see how many words they can make from them, such as *hair, ball, tall, on, to, in, bin, bat, boot, a lot, no, not, rain*. Give them a time limit and then say *Stop!* Give each team a point for each correct word. The team with the most points wins.

1 Look and number the words. Listen and check.

78

Use a classroom object like a pencil or a book to introduce the prepositions *behind, in front of, near, opposite*. Put the pen in a place, such as behind the desk and ask the students *Where's the pen?* See if they can describe where it is and if anyone says *It's behind the desk*. If they don't, then say *It's behind the desk*. Repeat the activity with the pen and the other three prepositions: *in front of, near, opposite*.

Look at the picture as a class and ask *Where's the swimming pool?* (*Opposite the school.*) *Where's the tree?* (*Near the bookstore.*) *Where's the road?* (*In front of the school.*) *Where are the three trees?* (*Behind the school.*)

Tell the students to work with a partner and look at the picture. Point to the number 1 and say *Look, the map is in front of the school*. Tell students to number the words describing where the map is. Play the recording for the students to listen and check their answers. Ask volunteers to read out each phrase. Read out the example yourself: *The map is in front of the school*.

Optional activity

Have the students work in pairs. They take turns to close their books and see if they can remember where the four maps are in the picture.

Additional resources

The Unit 8 Flashcards Set 2 and Unit 8 Wordcards Set 2 can be integrated at any point from here on.

Unit 8 Language Focus 2

1 Look and number the words. Listen and check.

- 2 behind the bookstore
- 1 in front of the school
- 3 near the swimming pool
- 4 opposite the town square

2 Listen again and sing along.

Where's the park?	It's near the library.
The park is behind the school.	It's opposite the school.
It's in front of the school.	It's near the library.

3 Look and complete the answers.

- 1 Where's the square?
It's opposite the bookstore.
- 2 Where's the school?
It's near the square.
- 3 Where's the swimming pool?
It's behind the bookstore.
- 4 Where's the bookstore?
It's in front of the swimming pool.

June's Tune

We're on a trip
In my grandpa's balloon.
Let's find the map!
Let's find it soon!
Where's the map?
It's in front of the school,
Behind the bookstore ...
Near the swimming pool!

We're on a trip
In my grandpa's balloon
Let's find the map!
Let's find it soon!
All around town!
In my grandpa's balloon,
Let's find it, find it,
find it soon!

We're on a trip
In my grandpa's balloon.
Let's find the map!
Let's find it soon!
Where's the map?
It's opposite the square,
It's not here.
It's over there!
We're on a trip ...

2 Listen again and sing along.

Ask the students to stand up. Say *Stand in front of your desk / behind your chair / near your friend / opposite the window*. Review the actions by saying *desk, chair, friend, window* and they move to the correct position.

Play the song again and tell the students to move to the correct position when they hear the prepositions in the song.

Play the song again for students to follow in their books and sing along.

3 Look and complete the answers.

Direct the students' attention to the first example sentence and tell them to point to the bookstore in Activity 1. The students complete the sentences individually. Tell them to look at Activity 1 to help them to spell the words. Have the students compare their answers with their partner before you go through each sentence for the class to check.

Optional activity

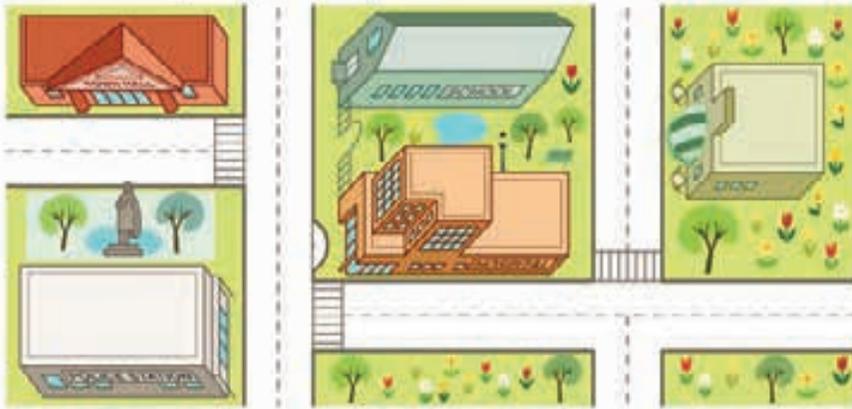
Ask a student to close their eyes tight. Ask another student to check that they don't open their eyes. Take an object, such as a pencil or a ruler, and hide it in the classroom. Ask the students to open their eyes. Tell them that they have ten guesses to find the object. They should ask questions, such as *Is it near the window? Is it under a chair?* The rest of the students in the class answer *Yes, it is* or *No, it isn't*.

4 Look at the map. Complete the questions.

Look at the map with the students and ask a few questions: *Where's the hospital?* (*It's opposite the square.*) *Where's the town hall?* (*It's opposite the school.*)

Tell the students to look at the answers, find the place on the map and write the questions. Go through the example, saying *Point to the square*. Ask *What's in front of*

1 Look at the map. Complete the questions.



- 1 Where's the police station? It's in front of the square.
- 2 Where's the school? It's opposite the town hall.
- 3 Where's the hospital/school? It's near the park.
- 4 Where's the square? It's opposite the hospital.

5 Look at the map again. Write sentences about these places.

- 1 (school, park) The school is near the park.
- 2 (town hall, school) The town hall is opposite the school.
- 3 (park, café) The park is in front of the café.
- 4 (police station, square) The police station is near the square.

6 Write sentences about places where you live.

7 Complete your map and play.



the square? (The police station.) Show police station written in the question.

Students complete the activity with their partner. Monitor and check the prepositions and their understanding of where the places are in relation to other places. Check together as a class by asking a volunteer to read out the questions for the class to answer.

Additional resources

The Unit 8 Language Focus 2 Worksheet can be integrated at any point from here on.

5 Look at the map again. Write sentences about these places.

On the board write *school / park*. Tell the students to look at the map in Activity 4 and make a sentence using both the places, such as *The school is near the park*. Tell the students to work individually to write the sentences using the prompts as in the example.

Check answers as a class by asking three volunteers to write the sentences on the

board. If there are any mistakes, point them out and ask the class to correct them.

6 Write sentences about places where you live.

Tell the students about where you live, such as *My house is opposite the park. In front of my house is a tree. Next to my house is a school and behind my house is a garden*. Write the sentences on the board as you say them.

Tell the students to write about where they live. Tell them to use your example and Activity 5 as models to help them. Monitor and point out errors and help students to correct their own work.

7 Complete your map and play. Workbook page 126

Ask students to open their Workbooks to page 126. Ask them to label the five buildings in Activity 1. Tell them that they can choose to put the buildings where they like. There is no "correct" answer here. Ask for a volunteer to come and demonstrate the game with you. Use your

own chart and ask the volunteer to use theirs. Ask questions about the places, such as *Where's the bookstore? It's opposite the town hall*. Show the students how you complete the map, labeling the buildings according to the answers you hear. Divide the students into pairs to play the game with their own charts.

Monitor, encouraging the students to use the target language.

WORKBOOK ANSWERS

- 1 (Students read and circle the correct map)
 - 2 1 the hospital 2 It's next to the theatre. 3 It's in front of the town hall. 4 It's near the park.
- Try! Answers will vary.
- 3 Left to right on map: SP, S, B, L
 - 4 1 The square is near the movie theater. 2 The police station is opposite the café. 3 The town hall is near / behind the park. 4 The movie theatre is next to / near the café.

Try! Answers will vary.

Further practice / Homework

Workbook pages 94–95; Unit 8 Language Focus 2 Worksheet

Unit 8 CLIL

pages 108–109

Lesson objectives

Read and listen to a text about exploring with maps.

Practice talking about exploring with maps.

Language

Compass, directions, east, needle, north, south, west, navigation, satellite

Materials

Track 79; poster paper; Workbook page 96

Warm up

On the board draw a three-by-three grid and ask the students to copy it. Write the following words on the board: *cafe, fitness center, grocery store, hospital, library, movie theater, park, police station, school, store, swimming pool, town hall.*

Ask the students to choose nine words from the list and write one word in each box in their grid.

Call out words from the list and tell the students to cross off the words in their grid as they hear them. The first student to complete a line of three shouts *Bingo!* to win.

Listen and read along. Match the descriptions with the pictures.

79

Ask the students *Do you ever get lost in town or in the car with your parents? What can you use to help you if you get lost? (A map, a compass, GPS, ask directions.)* Try to elicit the navigation tools. If the students know the words in their own language, tell them the English words and say *These are navigation tools—they help us to find our way.* On the board draw a compass and write *N, S, E, W* in the correct places. Ask the students if they know what the letters mean and write the full words *North, South, East, West* on the board. Leave the compass on the board for Activity 2.

Tell the students to open their books to page 108. Say *Rose knows about navigation tools and we are going to learn about them today.* Tell the students to look at the pictures and ask *What can you see?*

On the board write *What navigation tools do you read about?* Play the recording and ask the students to listen and read the text to find the answer to the question.

Point to paragraph one and ask *Which picture does it describe? What words help you match the picture? (Compass, north, south and so on.)* Tell the students to silently read paragraph two and three, and write the picture number. Ask them

Rose Knows about 

Navigation Tools

1 Listen and read along. Match the descriptions with the pictures.

When we travel, we move in different directions around the earth.

3 We can use a *compass* to find the direction to travel in. The *compass needle* always points to *north*. The other points on a compass are *south, east* and *west*.

2 A map usually shows things like roads, mountains, rivers and towns. We can use a map to plan how to go somewhere. We use a compass to help us find north. The compass on the map shows all the different points: *northwest, northeast, southeast* and *southwest*.

1 We can use a *Global Positioning System (GPS)* to navigate, too. The GPS uses satellites to tell us where we are and the direction we should go.

The three navigation tools can help us find places and travel to different areas without getting lost.





2 Look at the map in Activity 1 and complete the chart.

To Go from ...	To ...	You Need to Go ...
the forest	the jungle	northwest
the mountains	the desert	southwest
the forest	the beach	northeast
the mountains	the beach	southeast

to underline any words that help them match the picture.

Ask volunteers for their answers and to say which words helped them.

2 Look at the map in Activity 1 and complete the chart.

Focus the students' attention on the map in picture two. Say *Point to the jungle, desert, forest, mountains, beach.*

On the compass on the board add in *northwest, northeast, southeast* and *southwest*. Next to the compass, draw a beach in the south and mountains northwest of the beach. Point and say *The mountains are northwest of the beach.* Repeat with a couple more examples with different places and compass points.

Hold up your book and point to the chart and tell the students *You need to go from the forest to the jungle.* Ask them to point to both places on the map and say *You need to go northwest.*

Tell the students to work in groups of four to complete the directions for the rest of

the places in the chart. Give them time to work it out, and tell them to use the compass on the board to help them. Show by example if the students are having difficulties with the compass.

Ask volunteers to read out their answers. Do number 1 yourself as an example: *To go from the forest to the jungle you need to go northwest.*

3 Complete the Weekend Tour Flyer with words from Activities 1 and 2.

Tell the students to look at the flyer and ask *What can you see in the picture? Point to the start. Say You are at the start. Where's the waterfall? (North.) Where's the parking lot? (Walk along the path, across the river, the parking lot is in front of you.)*

Tell the class to work in pairs and complete the sentences with words from Activities 1 and 2. Point out the key and the compass. Say the numbers for volunteers to tell you the words to check as a class.

Complete the Weekend Tour Flyer with words from Activities 1 and 2.



Castle Fun!
This weekend trip is to the castle. Don't forget to bring your compass or your GPS.
From the start sign, go (1) east along the path. Walk across the field and go (2) northwest.
Turn (3) right and walk past the farmhouse. Go (4) northwest and walk past the camping area.
Turn (5) right and walk on the path to the entrance of the castle.
Enjoy the tour!

Write a Weekend Tour Flyer for a different place.

1 Listen and number the pictures. Listen again and repeat.

2 Listen and repeat the sentences.




Happy Pam has a rabbit and a bat and a carrot in her bag!



Mark the artist is in the park, painting a starfish and a farmer with dark hair.

4 Write a Weekend Tour Flyer for a different place.

Have the students work in pairs and tell them to think of a weekend tour in their town / area. *What can people see and do? What places are there? What's the name of the tour?* Give them a couple of minutes to come up with some ideas and make notes in their notebooks.

Then, give them poster paper, tell them to draw a map like the one in Activity 3 and draw in the places and make a key. Tell them not to forget to make a start point. They should keep it simple.

Under the map tell them to write the title and a description of the tour. They can use the description in Activity 3 as a model and to help them.

Ask volunteer pairs to present their weekend tour to the class. Ask the class *Which tour would you like to do?*

- WORKBOOK ANSWERS**
1 1 compass 2 needle 3 GPS
4 satellites

2 Going clockwise: north, northeast, east, southeast, south, southwest, west, northwest

3 Answers will vary.
Try! Answers will vary.

Further practice / Homework
Workbook page 96; Unit 8 CLIL Worksheet;
Unit 8 CLIL Video Worksheet

Phonics page 109

Lesson objectives

Practice pronunciation of the sounds /a/ /aɪ/

Practice listening to, reading and saying words with the sounds /a/ and /aɪ/

Materials

Tracks 80–81; Workbook page 97

Warm up

Divide the class into teams and give them five minutes to write as many words as they can remember with the /ɪr/ and /aɪ/ sounds. 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.

1 Listen and number the pictures. Listen again and repeat. 80

Write the words *happy* and *park* on the board and circle the *a* and the *ar*. Tell the students they are going to practice these two sounds. Model the words and the sounds in isolation. Have the students practice the sounds in isolation and then in the words with their partner.

Have the students look at the two pictures before you play the recording, then have the students listen and point to the things in the picture as they hear them.

Have the students work with a partner to number the pictures in the order they hear them in the sentences. Play the recording for the students to check. Play the recording again as a model for the students to repeat chorally and individually.

2 Listen and repeat the sentences. 81

Play the recording for students to follow in their books.

Divide the class into four groups. Play the recording again pointing to different groups at random to say different sentences. Don't let them know until just before each line which group will be repeating. Repeat the activity, this time without the recording.

Optional activity

Divide the class into two groups. Tell one group to say the chant while the other group claps the rhythm. Change the groups and repeat the activity.

WORKBOOK ANSWERS

- 1 1 ✓ 3 ✓ 5 ✓ 8 ✓
2 1 star fish 2 bat 3 park 4 bag
5 carrot 6 dark 7 rabbit
8 farmer
3 1 Happy, bat, rabbit, carrot, hands
2 artist, park, starfish, farmer, dark
Try! Answers will vary.

Further practice / Homework
Workbook page 97

Unit 8 Project and Value

page 110

Lesson objectives

Understand and apply good personal values.

Practice skills toward the development of a project.

Value

Keep your community clean.

Don't litter!

Materials

Scrap paper; string; scissors; hand-drawn map; glue sticks; cardboard paper; pictures of landmarks; poster board; large plastic beads; Unit 8 Stickers; Workbook page 98

Warm up

Ask the students to draw a compass and label the points *north, south, east* and *west*. Tell them to cut out their compass and thread it on a string to hang around their neck like an explorer. Ask them to use their compass and follow your directions, such as *Walk north, walk south-east, walk west*.

Value: Read and stick

Ask students to open their Student Books to page 110 and find *Jeb's Value* at the top. Read the value aloud while students follow along. Ask *Where do you put your litter? If you see litter on the street what do you do? If your friend throws litter in the park, what do you say? Why is it important to keep your community clean? (Litter looks ugly, not good for the wildlife, other people have to collect the litter.)*

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 *Jeb's Value*.

Clean Community 3D Map

Stage 1: Plan your project.

If you asked the students to do the Project Connection Stage 1 during the Language Focus 1 Lesson, ask the students to share what they prepared. If you didn't, divide the class into groups to discuss question 1 and decide which area they think has a lot of litter and needs more trash cans.

Point to the 3D map and tell the class they are going to plan a 3D map. In their groups the students think and make a list of the landmarks and places that are in the area they are going to make the map of.

Stage 2: Develop your project.

Give out the maps, cardboard and glue to the groups and tell them to glue the map onto the cardboard. Show the students the plastic beads and tell them they are

Unit 8 Project and Value

Clean Community 3D Map

Materials

- Hand-drawn map
- Glue sticks
- One sheet of cardboard paper
- Pictures of landmarks
- Scissors
- One sheet of poster board
- Large plastic beads

Read and stick.
Keep your community clean. Don't litter!

Stage 1: Plan your project.

- 1 Work in groups. Decide which area in your community needs more trash cans.
- 2 Decide what landmarks you want in your 3D map, like fountains or playgrounds.

Stage 2: Develop your project.

- 1 Make the map with your group. Glue the map onto the sheet of cardboard paper.
- 2 Glue the pictures of the landmarks onto the sheet of poster board. Leave a small flap at the bottom of each picture and cut them out. Fold the flaps back. Glue the pictures onto the correct places on the map.
- 3 Glue plastic beads onto the areas where the new trash cans need to be.

Stage 3: Share your project.

- 1 Get together with your group. Show your 3D map to other groups.
- 2 Present your map and explain. How does the location of the trash cans help keep your community clean?

Stage 4: Evaluate your project.
Save your Project Record.

the trash cans. Tell the students to discuss in their groups where the trash cans should go and stick them on the map.

Stage 3: Share your project.

Ask the groups to take turns to present their 3D maps to the rest of the class. Tell them to explain why they chose the location for the trash cans and how the location of the trash cans can help keep the community clean.

Find somewhere in the classroom to display the 3D maps for the class to see.

Ask the class *What types of litter do you see the most of in your community?* Tell the students to make a note over the next week of all the types of litter they see.

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 108 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students

reflect on their project and mark *Yes* or *No*. 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 Photo 1: She's keeping her community clean. She's using a trash can. Photo 2: They're keeping their community clean. They're cleaning the river. Photo 3: They're keeping their community clean. They're painting a wall.

2 Answers will vary.

Try! Answers will vary.

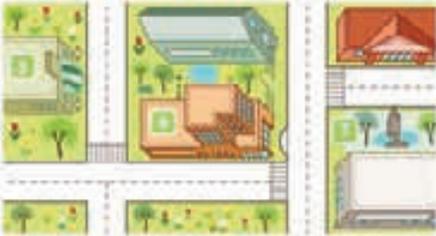
Further practice / Homework

Workbook page 98

Look and complete the questions and answers.



- 1 Where was Annie at eight fifteen? She was in school.
- 2 Where were they at three thirty? They were in the kitchen.
- 3 Where was Tony at five forty-five? He was in the park.
- 4 Where were they at nine o'clock? They were in the library.
- 5 Where's the café? It's opposite the park.
- 6 Where's the hospital? It's behind the park.
- 7 Where's the square? It's opposite the hospital.



Write your answers.

What About You?

★ Where were you on Saturday afternoon?

★ Where was your mom / dad yesterday morning?

★ Where was your friend at eight fifteen in the morning?

★ Where is your school?

★ What is opposite your house?

★ What is behind your house?

Ask and answer the questions with a friend.

Where were you on Saturday afternoon? I was in the fitness center.

Unit 8 Review page 111

Lesson objectives

Review the vocabulary and language learned in the unit.

Language

Places in town, times, prepositions of time.

Past simple: *Where was Annie at three fifteen? She was in the café.*

Directions: *Where's the bank? It's opposite the bank.*

Materials

Unit 8 Flashcards Set 1 (places in town); Unit 7 Flashcards Set 1 (types of transportation); Workbook 99

Warm up

Take five of the places in town or types of transportation flashcards and put them in a line, face up, on the table or board. Flip the cards over, then tell the students

to keep their eyes on the cards as you change their positions a number of times. Point to the middle card and ask them to tell you what card it is. Repeat the activity a few times with different flashcards.

1 Look and complete the questions and answers.

Stick the places in town flashcards on the board. Point to different places and ask questions: *Where was Jeb at nine o'clock? (She was in the library.) Where was Rory at four fifteen? (He was at school.)*

Ask the students to open their Student Books, look at the photos and call out the places.

Ask a volunteer to read out the example question and answer. Tell the students to work individually to complete the second, third and fourth questions and answers. Choose a different volunteer to read out the example question for number 5. Point to the map and tell the students they need to look at the map to do the rest of the activity. The students complete the other questions and answers.

Have the students compare their answers with their partner. Ask different pairs to come to the board to write the answers to check as a class.

2 Write your answers.

Go through the table with the class, asking different volunteers to read out the questions.

The students work alone to write the answers to the questions. Monitor and make sure they are writing full answers.

Optional activity

Tell the students to think of one more question to add to the table and write it under question 6. Give an example yourself: *What is in front of the school?*

3 Ask and answer the questions with a friend.

Give different volunteers a question number for them to ask you. Give full and interesting answers. Divide the class into groups of six and assign each student a number. Tell the students to take turns asking their question to the group and answering the other students' questions. Ask the different groups: *What interesting things did you learn about your friends?*

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 or 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 Left to right: school, police station, park, swimming pool, movie theater, hospital, café, town hall
- 2 1 Where was Sara at 10 o'clock? She was at the swimming pool. 2 Where were Sara and her mom at 3.45? They were at the café. 3 Where was Sara at eleven fifteen? She was at the park. 4 Where was Grandpa at 6.15? He was at the movie theater.
- 3 A library, Where's the library? It's near the park. B store, Where's the store? It's behind the town hall. C fitness center, Where's the fitness center? It's opposite the park. D grocery store, Where's the grocery store? It's behind the police station. E swimming pool, Where's the swimming pool? It's near the park.

Try! Answers will vary.

Further practice / Homework

Workbook page 99

Unit 8 Review Game

page 112

Lesson objectives

Review the vocabulary and language presented in Units 7 and 8.

Language

Asking for directions: Where's the café? / Can you tell me the way to the café?

Present continuous talking about how people travel: *They're going by car.*

Past simple: *Where were you yesterday? I was in the café.*

Places in town, types of transportation, prepositions of place.

Materials

Unit 7 and 8 Flashcards (types of transport and places in town); one counter per student; one die per pair of students

Warm up

Give out the flashcards to 24 students and have them work with a partner, if necessary. Each student or pair of students holds up their flashcard so you can see it and keeps it held up. Say the words, one by one. When the students hear their word they stand up; if they hear it again they sit down, and so on. Do a few rounds and then say the words faster and faster.

1 Play Out and About.

Show the students the board game and say *It's a town* and point out the map and places. Say *The first student to get to the finish wins the game.* Have the students play in pairs and put their counters on the start. One student rolls a die and counts the numbers aloud as they move their counter the number of squares. They ask the question to their partner, their partner answers, then it's his / her turn. If they ask or answer incorrectly, they must correct themselves before continuing.

To help the students with these kinds of questions, write this key on the board.

Yellow squares—Question: *Are they going by train?* Answer: *No, they aren't. They're going by car.*

Game

1 Play Out and About.

Start Finish

1 Where's...? **22** ... by train? **21** Can... to the park? **20** Where's...? **19** Where... yesterday... at 4:30? **18** Can... to the hospital?

2 ... by plane? **17** ... by helicopter?

3 Where... yesterday... at 7:45? **16** Where's...?

4 ... on foot? **15** Where... Sunday... at 10:00 o'clock?

5 Can... to the police station? **14** Can... to the fitness center?

6 Where's...? **13** Where's...?

7 Where... Friday... at 2:15? **12** ... by bus?

8 Can... to the school? **11** Can... to the swimming pool?

9 ... by hot-air balloon? **10** Where's...? **11** Can... to the swimming pool?

Key:
 = river
 = street
 = path

Locations on map: police station, library, grocery store, movie theater, square, town hall, hospital, school, park, fitness center, book store.

Start: You are here

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Pink squares—Question: *Can you tell me the way to the movie theater?* Answer: *Look at the map. Start from the point labeled "You are here" and give directions to the movie theater, such as Go along the street and turn left.*

Green squares—Question: *Where's the library?* Answer: *Look at the map and answer the question, using "opposite", such as It's opposite the town hall. / The library is opposite the town hall.*

Blue squares—Question: *Where were you yesterday at 10:15?* Answer: *I was in / at the ...? (Open-ended question.)*

Hold up your book and point to the different-colored squares and the relevant type of questions and answers in the key.

Play a few rounds with volunteers to demonstrate the game.

Optional activity

The students work in pairs and use the map on the board game to ask for directions to different places in the town. Their partner directs them as they follow the route on the map.



The Netherlands



1 Look at the pictures and circle the objects you can see.

apples bikes boats cheese tulips water windmills wooden shoes

2 Read and number the pictures.

The Netherlands is a small country in Europe. Its capital city is Amsterdam. Most people in the Netherlands speak Dutch. The Netherlands is famous for its delicious cheese. But it is also famous for many other things!

- Many people travel by boat because there are a lot of canals in the Netherlands. The Dutch also travel by car, bus and train, but a lot of people like traveling by bike. There are a lot of bike paths and bike racks in the towns and in the countryside.
- Traditional clothes for women include white hats and wooden clogs. People wear wooden clogs to keep their feet dry because there is so much water.
- The countryside has a lot of tulip fields. The tulips are of many different colors. The countryside also has many windmills. Windmills help pump water from the land.

3 Complete the chart with the types of transportation.

Types of Transportation	
The Netherlands	Where I live
bike, <u>boat</u> , <u>car</u> , <u>bus</u> , <u>train</u>	

grow a lot of apples. Tell the students to do the same for the other words.

Tell the students to open their Student Books to page 113 and read the text to check if any of their ideas were correct. Read out the instructions. Tell the students to look at the photos and tell you what they see. Tell them to look at the words and point out *tulips* circled, ask them to find tulips in the text and point to the word. Tell the students to read the text and circle only the words they see in the text. Have the students compare their answer with a partner before you check as a class. Ask volunteers to tell you the words they circled and what they refer to in the text, such as *There are a lot of tulips in the countryside.*

2 Read and number the pictures.

Focus the students' attention on the first picture and ask *What is the photo of? (Boats on a canal.)* Ask the children to find the words *boats* and *canal* in the text and point to them and ask *What paragraph are they in? (Paragraph one.)* Students continue on their own to complete the activity. To check as a class, ask volunteers to point to the pictures and say the paragraph number.

3 Complete the chart with the types of transportation.

Ask the students *What transportation do we have in this country?* Tell them to work in groups of four and make a list. Ask each group for their ideas and write them on the board.

Tell the students to look at the chart and the headings. Divide the students into pairs and tell them to complete the chart. Ask volunteer pairs to tell you the transportation they have listed.

WORKBOOK ANSWERS

- 1 Photo 1: windmill, tulips
photo 2: boat, canal, bikes
photo 3: white hat, cheese
 - 2 Countryside: tulips, windmill
traditional clothing: wooden clogs, white hat
transportation: bike
food: cheese
 - 3 tulips, bike, boat, wooden clogs, white hats, Cheese
- Try! Answers will vary.

Further practice / Homework

Workbook page 115

Culture page 113

Lesson objectives

Raise awareness of different countries' culture and capital cities and make comparisons to their own country.

Understand the main points of a short text and use a chart to contrast information.

Language

Dutch, pump, tulips, windmills, wooden clogs

Materials

World map / map of the Netherlands; Workbook page 115

Warm up

Tell the students you are going to tell them a secret and they have to whisper it. 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'd like to go by hot-air balloon.* 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 until it reaches the final student. When all groups have finished ask the final students in each group 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 circle the objects you can see.

Tell the students they are going to read a text about the Netherlands. Ask *Where is the Netherlands? (In Europe.) What language do they speak? (Dutch.)* Point to it on the map. Write these words on the board: *apples, bikes, boats, cheese, tulips, water, windmills, wooden shoes.* Explain that tulips are flowers.

Ask the students to talk to their partner about what the words refer to in the text. Point to *apples* and say *I imagine the Dutch*

Unit 9 Vocabulary

pages 114–115

Lesson objectives

Identify camping equipment and places.

Practice the camping theme through a song and follow-up activities.

Language

Camping equipment and places:

backpack, field, fire, flashlight, grass, hill, lake, leaves, sleeping bag, tent, waterfall, woods

Materials

Tracks 82–83; Unit 7 Flashcards Set 1 (transportation); Unit 8 Flashcards Set 1 (places in town); Unit 9 Flashcards Set 1 (camping equipment and places); Workbook pages 100–101

Warm up

Stick the transportation and places in town 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 such as *Bring me a picture of a school*. 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 Discuss with a friend.

Draw a tent on the board and ask *What is it? What do you use it for? (To stay in when you go camping.)* Ask the students what other equipment you need when you go camping and the places where you camp. Write the suggestions on the board.

Show students the camping equipment and places flashcards, one by one, and elicit or give the word.

Divide the class into pairs. Ask students to open their Student Books to page 114 and look at the picture. Say *Look at the picture. Is it summer or winter? (Summer.) Where are the children? (In the country.) What are the children doing? (Camping, reading.) Are they having fun? (Yes.)*

Tell the students to work together, to see how many objects and places they can name.

Read question 2 aloud and tell the students to close their eyes and imagine a summer day in the countryside. Ask *What do you see / smell / hear?*

2 Listen and repeat.

Stick the camping equipment and places flashcards around the wall. Play the recording and ask the students to point to the flashcard as they hear the word.

9 Summer Camp

Vocabulary

1 Discuss with a friend.

- 1 What objects and places can you name?
- 2 What objects do you see in the summer?

2 Listen and repeat.

3 Look and number the words. Listen again and check.

8 backpack	7 flashlight	5 lake	6 tent
4 field	9 grass	12 leaves	2 waterfall
11 fire	1 hill	10 sleeping bag	3 woods

4 Play *Two in a Row* with a friend.

Numbers four and eight!

Field and backpack!

Play the recording again for the students to repeat the words in chorus. Pay particular attention to the sound *sh* in *flashlight*, the *gr* in *grass*, the *ea* sound in *leaves*, and the *sl* in *sleeping*.

Play the recording a final time for individual students to say the words for the class.

3 Look and number the words. Listen again and check.

Point to the example *hill* and then ask the students to point to the hill in the picture.

Tell the students to work individually to write the numbers next to the correct words. 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 by playing the recording.

Optional activity

Tell the students to choose five of the words from Activity 3 and write them in their notebooks. Divide the class into pairs and have them take turns to describe their word for the partner to guess. Do an example yourself: *You put your clothes in it. (Backpack.)*

Additional resources

Unit 9 Wordcards

4 Play *Two in a Row* with a friend.

Tell the students to look at the picture in Activity 1 for one minute to remember all the objects and places. Tell them to close their books and say *Number 1 and number 5* for them to tell you what the object / place is. (*Hill and lake.*)

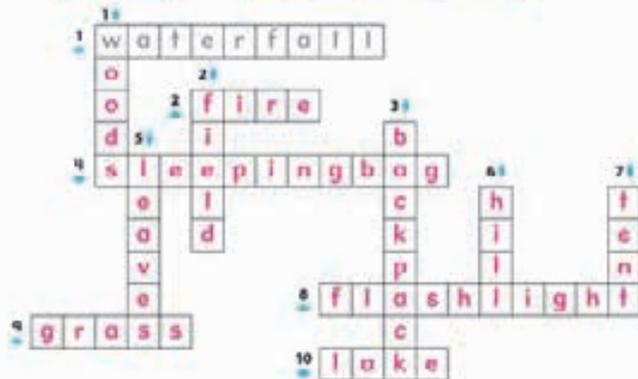
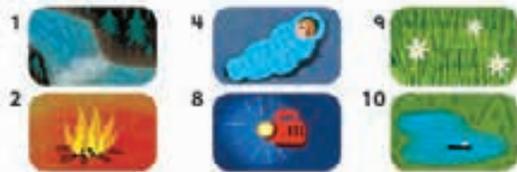
Have the students work in pairs and assign them A and B. Tell the A students to open their books and the B students to keep their books closed. The A student says two numbers for the B student to identify the

Complete the crossword.

Down



Across



Read and complete the words. Listen and check.

Let's go on a camping trip!

(1) Grass and leaves and a waterfall
Out in the sun on a camping trip!
A hill and a lake! We have it all!

I like running down the (2) hill.
I like walking in the woods
And I like playing in the field.
Camping trips are really good!

Let's go on a camping trip!

Do you have a (3) backpack and
a flashlight?

Around the fire on a camping trip
Do you have a (4) sleeping bag?

I like cooking on a fire.
I like fishing on the lake
And I like sleeping in a (5) tent.
Camping trips are really great!

Listen again and sing along.

Optional activity

Ask the class to rewrite the verse about them and what they like doing when they go camping. Give them an example yourself: *I like swimming in the lake. I like climbing trees. I like telling stories by the fire.*

Ask volunteers to read out / sing their verse for the class.

WORKBOOK ANSWERS

1 (Students label illustrations)

2 (Students color four items: forest, waterfall, hills and tent)

Try! Answers will vary.

3 Row 1: leaves, tent, backpack, forest, fire, field

row 2: flashlight, lake, hills, sleeping bag, waterfall, grass

4 1 grass 2 leaves 3 waterfall

4 hill 5 lake 6 trees 7 field

8 backpack 9 flashlight

10 sleeping bag 11 fire 12 tent

Try! Answers will vary.

Further practice / Homework

Workbook pages 100–101

object / place. After six words, tell the pairs to change roles.

5 Complete the crossword.

Point to each of the objects and places and elicit what they are. Ask students to point to where *waterfall* is written. Tell the students to complete the crossword, writing the words across from the corresponding number as in the example. Tell them to look at Activity 3 to help them.

Check their crosswords by monitoring them and pointing out any errors. Have the students compare the crosswords and make sure they are the same.

6 Read and complete the words.

Listen and check. 83

On the board write the first letter of some of the words, *g...* (*grass*) and *f...* (*fire*). Point to the *g* and say *It's green. It's in the park.* Ask a volunteer to come to the board and complete the word. Repeat with the *f*, saying *It's hot and orange and red.* Tell the students to look at the song and work

with a partner to complete the words. Tell them to look at the words in Activity 3 to help them. Play the song for the students to check their answers. Ask the students *What do the children like doing?* (*Running down the hill, walking in the woods, playing in the field, cooking on a fire, fishing on the lake and sleeping in a tent.*) As you elicit what the children like doing, ask the students to make up an action. Play the song for the students to listen and do the actions as they hear them.

6 Listen again and sing along.

Divide the class into two. Play the song and tell one half to sing the song and the other half to do actions. Play the song again and change the roles.

Unit 9 Reading

pages 116–117

Lesson objectives

Understand the difference between a play script and a story.

Identify camping equipment and places in a text.

Act out a play.

Language

Past simple verb to be: *They were hungry.*

Past simple regular verbs: *Jack looked around the camp.*

Materials

- Track 84; Unit 9 Flashcards Set 1 (camping equipment and places); Unit 9 Storycards; DVD Unit 9 Story; Workbook pages 102–103

Warm up

Hold all the camping equipment and places 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 card 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 discuss with a friend.

Ask the students *Do you like acting? If you are going to act out a story, what do you need? (A play script / lines, costumes, props, stage directions.)*

On the board draw four columns and write the headings: *Characters, Place, Props, What happens?* Tell the students you are going to plan a play. Tell them the title is *A Fire at Camp*. Elicit the *characters (such as two children and Mom and Dad)*, the *place (such as in the woods)*, *props (such as backpack, tent, a fire)*, and *what happens (such as they are cooking and the tent catches fire)*.

Tell the students you now need a play script / lines for the characters to say. Write *Dad* on the board and the lines, *Hmm the sausages look good*.

Elicit a couple more lines for *Mom* and the children.

Now, tell the students you need stage directions. *Where are the characters when they speak? How do they look and what are they doing?* Above the lines write *Stage directions: Mom is cooking, Dad is smiling, smelling the sausages and looking happy, the children are ...* and elicit ideas from the students. Leave everything on the board and tell the students they will finish it later.

Tell the students to open their Student Books to pages 116–117. Ask a volunteer to read out the questions. Tell the

Unit 9 Reading The Missing Sausages

1 Look at the pictures and discuss with a friend.

- How many characters are there in the play?
- How is the play different from the stories?

2 Read and complete the play script. Listen and check.

cave dog fire flashlight food sandwiches sausages shoe

Scene 1: At summer camp
 [Pat and friends are next to the fire.]
Sammy: [happy] It's the last night of summer camp. What a great party!
Pat: [excited] Oh Sammy, tell us about the party last year!
Sammy: Ah yes, it was very exciting. Some of the children were next to the fire with Cook ...

Scene 2: Last year's summer camp
 [Meg, Jack, Joe, Ollie, Amy and Cook are next to the fire.]
Meg: I'm hungry! What's for dinner?
Cook: Sausages!
Jack: [happy] They're my favorite food!
Ollie: What time is dinner?
Cook: Eight o'clock, and then there's a special concert at nine o'clock.
Meg: [excited] Great!

Scene 3: The missing sausages
Sammy: [worried] At seven forty-five, it was almost dinnertime and everyone was hungry, but ...
Cook: [pointing to the barbecue] Hey! The sausages are not here!
Meg: [worried] Oh no!
Jack: Where are they?
Cook: I don't know! No sausages, no concert!

Scene 4: Looking for the sausages
Sammy: [worried] Where were the sausages? Jack looked around the camp.
Jack: [pointing to the ground] Look! There's a blue earring close to the barbecue!
Meg: It's a clue! [pointing to the ground] There are footprints, too.
Pat: [excited] We can follow them to find the sausages.
Meg: [holding up a flashlight] I have a flashlight.
Joe: [holding up a compass and a map] I have a compass and a map! Come on!
 [Meg turns the flashlight on. Everyone exits.]

students to turn to their partner and discuss the questions. Ask a few pairs to share their ideas.

Ask the children to copy the columns and the headings from the board. Tell them to read the play silently and then work with a partner to write the information in the columns. Do the characters as a class. Ask *Who are the characters?* (Sammy, Pat, Meg, Cook, Jack, Ollie, a dog) and write them on the board.

To check as a class, ask volunteers to tell you the information they wrote for the other headings. *Place*—summer camp in the woods. *Props*—a fire, sausages, blue earring, flashlight, compass, map, a red shoe. *What happens*—Sammy tells the story about last year's summer camp when they lost the sausages and they followed the clues to find the sausages.

Optional activity 84

Play the story, pausing after each storycard and ask *What are the characters doing? What happens next?* 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. Play the recording for the class to check the order and pause if necessary to give the eight students time to reorder themselves.

Rory's Story

Sammy: [narrator] They walked along the path to the woods.

Scene 5: At the waterfall

Sammy: [narrator] The friends climbed the hill and walked to the waterfall.
[Jack, Meg and Joe enter.]

Joe: [pointing to a red shoe on the ground] Look! What's that?
Jack: [picking up the shoe] It's a red shoe!
Meg: It's another clue. [pointing to the cave] And here's a cave!

[They walk toward the cave.]

Scene 6: Finding the sausages

Sammy: [narrator] Then, there was a noise coming from behind a rock.
[Amy and Ollie appear from behind the rock. They are not happy.]

Meg: It's Amy and Ollie!
Joe: Amy has one blue earring!
Meg: Ollie has one red shoe!
Jack: And they have the sausages!
[Amy and Ollie hold up the sausages.]

Scene 7: The little dog

Sammy: [narrator] Then a little dog jumped out of the cave.
[A little dog jumps out of the cave.]

Joe: [narrator] The sausages were for the dog. It was hungry.
Amy: It's a very friendly little dog.

Scene 8: Back at the camp

Sammy: [narrator] The friends walked back to the camp with the little dog.
[Joe, Jack, Meg, Ollie and Amy enter.]

Joe: It's almost time for the concert and there's no dinner.
Cook: Amy and Ollie can help me make some sandwiches.
Joe: Yes, OK. Sorry everyone!

Act out the play.

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 narrator says *Meg turns the flashlight on. Everyone exits.* The pairs swap roles and repeat the activity for the last the four frames.

2 Read and complete the play script. Listen and check. 84

Focus students' attention on the story. Point to *fire* in the word pool and ask the students to find the word in the text and point to it. Read the instructions aloud and point to the gaps in the text. Tell the students to work individually to read the text again and choose the correct word from the word pool to write in the text.

Play the recording for students to check their answers.

As a class check ask volunteers to read out the sentences with the correct words.

3 Act out the play. 85

Divide the class into pairs and ask them to underline all the stage directions in the play script, such as *Pat and friends are next to the fire.*

Now divide the students into groups of six and assign a role from the story to each student: Sammy, Pat, Meg, Cook, Jack, Ollie. Tell the students to practice reading their roles in the story, at this stage with no actions. Monitor and help with pronunciation.

Then ask the students to collect some classroom objects to use as props and if there's time tell them to draw some things and cut them out.

Next, tell the students to look at the stage directions and decide where all the characters need to be, how they feel, and what they are doing.

Assign each group some space in the classroom for them to use to practice acting out the play. Tell them to try and remember as many of their lines as they can, but they can use their books if they need to.

Personalize the story by asking *What camping stories do you have?*

Optional activity

Go back to the play plan from the beginning of the class and tell the class they are going to finish the script and stage directions for the play. Have the groups to work in groups of four to write the script and stage directions. Monitor and help with the dialogues and any vocabulary they need.

Optional activity

Ask the students to complete the story activities on pages 114–115 of the Workbook for homework. Remind the students to rate the story in the Book Club as they did for Unit 8.

WORKBOOK ANSWERS

- 1,2 Row 1: At summer camp D, Last year's summer camp G, The missing sausages C
row 2: Looking for sausages F, At the waterfall A, Finding the sausages H
row 3: The little dog E, Back at the camp B

Try! Sammy is telling the story.

- 3 1 Sammy 2 were 3 sausages
4 decided 5 blue earring 6 woods
7 climbed 8 waterfall 9 behind
10 little dog 11 sandwiches

4 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 102–103; Unit 9 Reading
Worksheet; Unit 9 Story Worksheet

Unit 9 Language Focus 1

pages 118–119

Lesson objectives

Practice talking about activities in the past tense.

Review the camping equipment, places and activities.

Language

Past simple *Wh* questions and regular past simple verbs: *What did Joe do yesterday? He fished on the lake.*

Materials

Track 85; Unit 9 Flashcards Set 1 (camping equipment and places); Workbook pages 104–105

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 camping equipment and places 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 Order Sammy's story (1–5). Look at pages 116–117 and check.

Stick the eight storycards on the board. Ask eight volunteers to come to the board and ask the first volunteer to take the first storycard and make a sentence, such as *The children are sitting by the fire.* Repeat with all eight storycards and volunteers so the story is in order and recapped. Tell the students to open their books to page 118. Point to the example, show the students the number 1 and tell the students this is the first sentence of the story. Tell the students to work with a partner to order the story. Tell them to read the sentences first and see if they can order them before they look back at the story to help them. Check answers with the class by assigning volunteers to read out a sentence each in the correct order of the story.

2 Look and complete the answers.

Tell students to look at the picture, say *fished* and tell them to point to the activity. Repeat with the rest of the words. Tell the students the children in the picture did these activities yesterday.

Unit 9 Language Focus 1

1 Order Sammy's story (1–5). Look at pages 116–117 and check.

- 3 They climbed the hill and walked to the waterfall.
- 4 A little dog jumped out of the cave.
- 2 They walked along the path to the woods.
- 5 The friends walked back to the camp with the little dog.
- 1 Jack looked around the camp.

2 Look and complete the answers.

cooked fished played walked



- 1 What did Joe do yesterday afternoon?
He fished on the lake.
- 2 What did Amy do yesterday afternoon?
She cooked on a fire.
- 3 What did Sammy do yesterday afternoon?
He walked to the waterfall.
- 4 What did Meg do yesterday afternoon?
She played with Sammy.

3 Match the pictures with the questions and answers. Complete the questions.



- 1 What did Jack do yesterday? He painted a picture.
- 2 What did Jack do last Sunday? He jumped across the river.
- 3 What did Meg do last week? She climbed a hill.
- 4 What did Sammy do yesterday? He looked around the park.

Point to the completed sentence in number 1 and tell the students to point to Joe.

Students complete the exercise individually, in their book. Tell them to look again at the play script if they can't remember the characters. Monitor and check that they don't forget the *ed* on the verbs.

Check together as a class by asking different volunteers to write the full answers on the board.

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 developing the project.

3 Match the pictures with the questions and answers. Complete the questions.

Point to the pictures and ask the students *What did he / she do yesterday?* Tell the students to work with a partner to look at the questions and answers and match them to the pictures and write the number of the sentence in the box in the picture.

The students then work individually to write complete the questions. Tell them to look at Activity 2 to help them work out what the missing words are.

Choose volunteers to ask and answer the questions for the class to check.

4 Listen and match the day with the picture. 85

Tell the students to look at the pictures and tell them they are going to hear a man asking Daisy what she did every day last week.

Divide the students into pairs and tell them to look at the pictures and tell each

Listen and match the day with the picture.

Grammar

What	did	I you he / she / it we they	do	yesterday? last week? last night?	I You He / She / It We They	climbed the hill / tree. looked around the camp. jumped across the river. walked to the waterfall. cooked / fished / painted / played.
------	-----	---	----	---	---	--

Look at the pictures in Activity 4 and complete the sentences.

- On Monday, Daisy walked up a hill.
- On Tuesday, she played tennis in the fitness center.
- On Wednesday, she walked in the woods.
- On Friday, she played soccer in the park.

Write sentences about your week.

Play *What Did You Do?* with a friend.



other what they think Daisy did every day. Say the example to start them off: *Daisy walked in the woods on Wednesday.*

Play number 1 of the recording and pause for the students to see the line drawn from the day to the picture. Play the rest of the recording for students to complete the activity.

Ask the students to compare their answers with their partner before playing the recording again and checking as a class.

Optional activity

On the board write the question: *What did you do on (Monday)?* And the verbs: *walked, cooked, jumped, painted, played, looked, climbed.* Divide the students into pairs and tell them to ask and answer about what they did every day last week, using only the verbs you have given them on the board.

5 Look at the pictures in Activity 4 and complete the sentences.

On the board write the question and answer: *What did you do yesterday? I climbed the hill.* Circle *did* and the *ed* in *climbed*. Ask *Do I want to know what you are doing now or what you do every day?* (No.) *Why is it "did" in the question?* (Because the question is about the past / yesterday.) *Why is there an "ed" on climb?* (Because it's the past tense.) Refer students to the Grammar box on page 119. Model the questions and answers for the students to repeat. Choose students to ask the questions for another student to answer. Stick the hill, river and waterfall on the board. Above the flashcards write *Monday, Tuesday, Wednesday.* Ask volunteers to help you describe what Daisy did on Monday, Tuesday and Wednesday. Point to each flashcard and elicit sentences such as *On Monday, she climbed the hill.* and ask the volunteer to write the sentence. Leave the sentences on the board as a reference.

Students then work individually to complete the activity in their book. Monitor and check the spelling and the past tense verbs. Check together as a class by asking volunteers to read out the sentences.

6 Write sentences about your week.

Tell the students to choose four days and write four sentences about what they did last week on those days. Give some examples yourself, say *On Monday I walked to school. On Tuesday I cooked fish.* Tell them to use the Grammar box and the sentences in Activity 5 to help them. Ask a few volunteers to read out their sentences to the class.

Play *What Did You Do?* with a friend.

Choose a volunteer to pair up with and ask them questions about what they did last week, *What did you do on Saturday? What did you do yesterday?* Encourage them to answer with full sentences: *I played in the park.* Have the student's work in pairs to ask and answer about what they did last week. Monitor and make notes of any grammatical or pronunciation errors to go over at the end of the class.

Optional activity

Tell the children to open their books on page 114 and look at the picture in Activity 1. Tell them to take turns pointing to a seaside object while their partner guesses which object they are pointing at by asking *Is it a / the ...?*

WORKBOOK ANSWERS

- walked, painted, played, climbed
- 1 She played basketball. 2 He cooked (sausages). 3 She painted (a picture). 4 He jumped across the river.

Try! Answers will vary.

- Monday: castle
Tuesday: soccer
Wednesday: cooked
Thursday: climbed a tree
Friday: basketball
Saturday: went home, painted
- 1 On Monday, Sammy walked along the path.
2 On Tuesday, he jumped across the river.
3 On Wednesday, he climbed a tree.
4 On Thursday, he cooked sausages.
5 On Friday, he painted a picture.
6 On Saturday, he played soccer.

Try! Answers will vary.

Further practice / Homework

Workbook pages 104–105; Unit 9 Language Focus 1 Worksheet

Unit 9 Language Focus 2

pages 120–121

Lesson objectives

Identify the rules of the countryside.
Practice using imperatives.

Language

Close, litter, pick, protect, put out, walk

Imperatives: Don't litter.

Materials

Tracks 86–87; Unit 9 Flashcards Set 1 (camping equipment and places); Workbook pages 106–107, 127

Warm up

Write the Unit 9 camping equipment and places words (*backpack, field, fire, flashlight, grass, hill, lake, leaves, sleeping bag, tent, waterfall, woods*) on the board. Place the Unit 9 camping equipment and places flashcards face down on your desk. Ask a volunteer to come to the front, take a flashcard and stick it next to the correct word on the board. Repeat for the other flashcards.

1 Complete the instructions with a friend. Listen and check.

Draw two columns on the board. At the top of one column, write *Do* and at the top of the other write *Don't*. Ask the students if they can think of any rules that we should follow when we are in the countryside on a walk or a camping trip. Write their suggestions in the relevant column.

Play the recording and ask the students if they hear any of the same *dos* and *don'ts* that they came up with. Tell students to work in pairs to look at the instructions and the pictures and match them. Tell them to write the instructions under the correct picture.

Play the recording again for the students to check their answers. Ask different volunteers to read out the instructions.

Additional resources

The Unit 9 Flashcards Set 2 can be integrated at any point from here on.

2 Listen and sing along.

Play the song all the way through and ask the students to wag their index finger from side to side when they hear *don't* and nod their heads when they hear *do*.

Divide the class into two groups. Give one group the chorus and the other the verses of the song to sing. Give the groups a couple of minutes to practice their lines. Play the recording for the groups to sing along. Tell the class to close their books. Play the recording quietly and have the

Unit 9 Language Focus 2

1 Complete the instructions with a friend. Listen and check.

close litter pick protect put-out walk



1 Put out fires.



4 Walk on the paths.



2 Don't litter.



5 Don't pick the flowers.



3 Protect the animals.



6 Close the gates.

2 Match to complete the instructions.

1 Close	fires.	animals.
2 Protect	the	flowers.
3 Don't	pick	gates.
4 Put out	litter.	

3 Complete your picture and play.

Don't litter. B2?

Yes! Your turn, again.

No, my turn. Don't litter. A1?

June's Tune

1 Listen and sing along.

*We're in the country on holiday!
We're in the country, it's a sunny day!
Walk in the woods! Come on, let's go!
But don't forget the country code!
Don't drop litter here and there!
Don't pick flowers anywhere!
We're in the country ...
Walk on the path through fields and woods!
Close the gate! That's very good!
We're in the country ...
Protect the animals, everyone!
And put out the fire! Good! Well done!
We're in the country ...*

Grammar	
Protect	the animals.
Turn	right.
Don't	ride your bike here.
	pick the flowers.

groups sing their lines loudly. Repeat a couple of times.

3 Match to complete the instructions.

Ask the students to look at the activity and direct the students' attention to the first example instruction and the line connecting *Don't litter*. The students complete the rest of the instructions individually. Have the students compare their answers with their partner before you go through each instruction asking volunteers to write the sentences on the board for the class to check.

4 Complete your picture and play. Workbook page 127

Ask the students to open page 127 in their Workbooks. Ask them to choose one picture for each of the six rules and circle them. Tell them that they can choose which pictures they circle. There is no "correct" answer here.

Ask for a volunteer to come and demonstrate the game with you. Use

your own picture and ask the volunteer to use theirs. Establish which pictures they have circled. Guess the grid reference for each rule, such as *Walk on the path. B1. Yes, my turn.*

Show the students how you find which pictures are circled, writing the grid reference according to the answers you hear.

Divide the students into pairs to play the game with their own pictures. Encourage the students to use the target language.

5 Read the text. Choose the right words and write them on the lines.

Ask the students to look at the photo and ask *What animal is it? (A rabbit.) Where is it? (In a park / wood / countryside.)* Tell them to look quickly at the text, after a couple of seconds ask *What's the text about? (Instructions / rules for the countryside.)*

Read out the instructions and point to the list of words next to the text. Ask a volunteer to read the first sentence and show the students that *walking* is circled.

Read the text. Choose the right words and write them on the lines.



1 Do you like walking in the countryside? It is important to protect the countryside and follow the code. Walk on the paths, and close the gates.
 2 Don't litter. Put your garbage in a trash can! You can take photos, but don't pick the flowers. There are a lot of animals in the fields and in the woods.
 3 Protect the animals and don't feed them!

1 walks walking walked
 2 in to on
 3 And Don't Here
 4 pick picked picking
 5 is a are
 6 protecting Protect protected

Look at the signs and complete the instructions.

feed put ride
turn walk wear

a helmet your horse left on the grass
the birds your garbage



1 Don't walk on the grass.



3 Don't ride your horse here.



5 Don't feed the birds.



2 Put your garbage in the trash can.



4 Turn left.



6 Wear a helmet here.

Ask Why is "walking" correct? (Because after "Do you like ..." we use verb + ing.) Tell the students to work individually to read and circle the correct words. Check as a class before they write the words on the lines.

Ask different volunteers to give the correct answers for each number.

Additional resources

The Unit 9 Language Focus 2 Worksheet can be integrated at any point from here on.

6 Look at the signs and complete the instructions.

Ask the students to think about signs they see on the street, in the park and in buildings. Ask a couple of volunteers to come and draw the signs on the board.

Ask students to look at the photos of the signs and cover the word pool. Ask them to tell you what they see in each picture and what they think the sign means.

Divide the students into pairs and ask them to use the words from the word pool to complete the instructions under photos 1, 3 and 5. Check their answers before they

do the next three. Ask Are the signs 2, 4 and 6 do or don't? (Do.) Tell the students to complete the instructions. Have volunteers read out the instructions to check.

Optional activity

Bring in old cardboard boxes or scrap pieces of card. Give them out and ask the students to use them to paint signs for the country. Ask them to write the rules and draw a symbol to illustrate each rule such as a flower crossed out to symbolize don't pick flowers. Display the signs on the classroom wall.

WORKBOOK ANSWERS

- 1 1 Don't pick the flowers! 2 Don't litter! 3 Close the gate! 4 Protect the animals! 5 Walk on the path! 6 Put out the fire!
 2 animals, fire, flowers, gate, litter, path
 1 gate 2 path 3 fire 4 animals
 5 litter 6 flowers

Try! Answers will vary.

- 3 1 camping 2 in 3 your
 4 put out 5 don't 6 listen

- 4 1 Put out the fire. 2 Close the gates.
 3 Don't feed the birds. 4 Walk on the path.

Try! Answers will vary.

Further practice / Homework

Workbook pages 106–107; Unit 9 Language Focus 2 Worksheet

Unit 9 CLIL

pages 122–123

Lesson objectives

Read and listen to a text about water in the weather.

Practice talking about water and weather.

Language

Condenses, droplets, evaporates, flows, freezes, gas, liquid, melts, solid, vapor

Materials

Track 88; poster paper; colored pencils; Workbook page 108

Warm up

Divide the class into teams. Write the alphabet on the board. The first team must tell you a word beginning with A, the next team a letter beginning with B and so on through the alphabet. Each team has three lives. They lose a life when they cannot think of a word beginning with a particular letter.

1 Listen and read along. Write the numbers.

Point to Rose and say *She knows about the water cycle. What do you know about the water cycle?* Write these questions on the board: *Where does rain come from? How does it become ice?* Tell students to turn to their partner and tell them what they know. Ask a few pairs to share they what they know.

Play the recording for the students to read along and ask them to see if they can answer the questions on the board.

Write *solid, liquid* and *gas* on the board and elicit one of each, such as *ice, water, air*. If the students don't know then tell them. Focus the student's attention on the diagram and ask *Is snow / rain / ice / vapor a solid, liquid or gas?*

Tell the students to work individually to read the text again and number the pictures on the diagram. Point to the example number 1 and ask *What words in the text help you to match the picture?* (*Liquid water evaporates.*) Have the students compare their answers.

Ask different volunteers to tell you the number of each picture and the words that helped them match the text.

2 Read again and complete the flow chart.

Ask the students to look at the flow chart and ask *What information does it show?* (*How solid water turns to vapor.*) Point to the ice and ask them to point to where the solid water is on the diagram in Activity 1. (*On the mountain, snow.*) *What happens*

Unit 9 CLIL Science

1 Listen and read along. Write the numbers.

Rose Knows about

The Water Cycle

Water is present in nature in three different states: *solid, liquid* and *gas*.

1 On warm days, liquid water evaporates—it changes to water vapor or a gas. It goes up into the air.

2 In the air, the water vapor gets colder and condenses—it changes to a liquid. The liquid water forms droplets, and the droplets form clouds. We cannot see water vapor until it starts to condense in the air.

3 When there are a lot of droplets in the sky, the liquid water falls as rain. When it is very cold, the water freezes—it changes to a solid, like ice or snow, and it falls.

4 Snow melts—it changes to liquid water. The liquid water in rivers flows to the sea.

3 Read again and complete the flow chart.

```

graph LR
    A[solid water (ice)] -- melts --> B[liquid water]
    B -- evaporates --> C[water vapor]
    C -- condenses --> B
    B -- freezes --> A
    
```

when the snow gets hot? (*The solid water / snow / ice melts.*)

Tell the students to work with a partner to complete the flow chart, re-reading the text to help them.

Draw the flow chart arrows on the board and have different volunteers come to the board to add the words and complete the chart as a class check.

3 Complete the Water Use Poster with words from Activities 1 and 2.

Ask the students *What do you use water for every day?* Take all their suggestions and write them on the board.

Have the students work in groups of four to look at the *Water in my life* poster and complete it with words from Activities 1 and 2. Tell them to use the pictures on the poster to help them.

Monitor and check the groups' answers.

4 Make a Water Use Poster with your own examples.

Have the students work in pairs. Tell them they are going to design their own water use poster.

Tell them to think about when and where they use water every day and what they use water for and where they see water. Tell them to make a list.

Once they have made the list, give out the poster paper and tell them to design a poster and draw pictures to illustrate their water usage and what happens to water at different stages. Under the pictures tell them to write descriptions using the one in Activity 3 as a model.

Join three pairs together and ask them to read each other's posters. Ask *What did you learn about water today? Why is it important to save water?* (*A lot of places don't have enough water.*)

WORKBOOK ANSWERS

- 1 1 evaporates 2 water vapor
3 condenses 4 droplets 5 freezes
6 melts

1 Complete the *Water Use Poster* with words from Activities 1 and 2.

Water in my life

I use (1) solid

water when ...



I go ice skating.

I use (2) liquid

water when ...



I wash the car.



I take a shower.

I use (3) water

vapor when ...



I iron my shirt.

Liquid water

(4) freezes

when ...



I put it in the freezer.

Ice

(5) melts

when ...



I put it in a drink.

Some liquid water

(6) evaporates

when ...



I take a bath.

Water vapor

(7) condenses

when ...



the windows are cold.

1 Make a *Water Use Poster* with your own examples.

1 Listen and number the pictures.
Listen again and repeat.

2 Listen and repeat the sentences.

Phonics



I jumped around and cooked my dinner.
I fished in the river, then walked to town!



They closed the gate and climbed a hill.
They called Bill and then played a game!

- 2 liquid—gas, gas—liquid,
liquid—solid, solid—liquid
3 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 108; Unit 9 CLIL Worksheet;
Unit 9 CLIL Video Worksheet

Phonics page 123

Lesson objectives

Practice pronunciation of the regular past tense -ed /d/ and /t/.

Practice listening to, reading and saying words with the regular past tense -ed /d/ and /t/.

Materials

Tracks 89–90; Workbook page 109

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 on their back and ask the student to guess the letter. Repeat with a couple more letters. Have the students work in pairs and take turns to trace letters on each other's backs.

1 Listen and number the pictures.
Listen again and repeat. 89

On the board write *jumped* and *cooked*, circling the *ed*. Model the words for the students to repeat. Tell the students *The ed is not pronounced but is a soft t as in jumped and a soft d as in closed*. Ask a few volunteers to say both the verbs, focusing on the *t* and *d* sound at the end.

Have the students look at the pictures. Say *Point to jumped, walked, closed, climbed, fished, phoned, played, cooked*. Play the recording for the students to number the pictures as they hear the words. Use the recording again to model the words for the students to repeat chorally and individually. Repeat as necessary.

2 Listen and repeat the sentences. 90

Play the sentences, one by one, 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.

Ask the students to stand up and march on the spot, make sure they are all in time as they say the sentences. Repeat the activity but this time ask them to march and say the sentences as fast as possible. Ask the students if they know any other past tense regular verbs such as *called*, *watched*, *looked*.

Optional activity

Play the sentences and ask the students to shout out the past tense verbs when they hear them.

WORKBOOK ANSWERS

- 1 1 black 2 red 3 red 4 black
5 black 6 red 7 red 8 black
2 1 walked 2 cooked 3 fished
4 climbed 5 phoned 6 played
3 1 fished, jumped, cooked, walked
2 closed, climbed, played, phoned
Try! Answers will vary.

Further practice / Homework

Workbook page 109

Unit 9 Project and Value

page 124

Lesson objectives

Explore the concept of how to save water.

Talk about the value of what to do to save water at home.

Value

Save water when you can.

Materials

Poster board; rulers; pencils; colored pens and pencils; Unit 9 Stickers; Workbook page 110

Warm up

Write the word *water* on the board. Have the students work in teams of four. Ask one student on 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 *water*. Give them an example by writing a word in a line from the *w* of *water* such as *wash*. The first team to finish gets ten points and each team wins one point for each word they have.

Value: Read and stick

Ask students to open their Student Books to page 124 and find *Jeb's Value* at the top. Read the value aloud while students follow along. Ask *How can we save water?* (Turn off faucets when you are finished, take shorter showers, turn off the faucet when brushing your teeth, fix broken faucets.)

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 *Jeb's Value*.

Water Use Poster

Stage 1: Plan your project.

Point to the picture and ask *What can you see?* (A basin.) *What is the instruction in the pictures?* (Turn off faucets.) Have the students work in groups to make a list of the ways people use water in their daily lives. Ask a few groups to share their ideas and tell other groups to add any ways they didn't think about.

Tell them to discuss in their groups how long they do each of the activities in their chart. Tell them they can estimate such as *It takes two minutes to brush teeth*.

Tell them to choose one of the activities and discuss how they can save water when they do this activity. Ask the groups to share the activity they chose.

Stage 2: Develop your project.

Give out the poster board to the groups and tell them to fold it in half so there

Unit 9 Project and Value

Water Fact Poster

Materials

- One sheet of poster board
- Ruler and pencil
- Colored pens and pencils

Read and stick. Save water when you can.

Stage 1: Plan your project.

- 1 Work in groups. Make a list of the ways in which people use water.
- 2 Think of categories. Write your ideas on a chart.
- 3 Find out how much water people use in daily activities, for example: taking a shower or using a dishwasher. Choose one daily activity and think about how to save water.

Stage 2: Develop your project.

- 1 Get together with your group. Divide the poster board sheet into two parts.
- 2 On the left of the poster board sheet, draw the daily activity you chose.
- 3 On the right of the poster board sheet, write the facts and your ideas on how to save water.

Stage 3: Share your project.

- 1 Get together with your group. Attach your poster to a classroom wall.
- 2 Walk around the classroom and look at all the posters.
- 3 Discuss with your group. Which ideas help save water?

Stage 4: Evaluate your project. Save your Project Record.

are two parts. Demonstrate yourself. On the left side tell them to draw and color a picture to illustrate the activity they chose, such as someone brushing their teeth. Tell them to write their instructions for saving water when they do this activity. Tell them to choose a title for their poster and write it in big letters across the top.

Stage 3: Share your project.

Have the groups join another group and present their posters to each other.

Stick all the posters on the walls for students to walk around and look at and think about which water-saving instruction they are going to do for the next week.

Ask the students *Which water-saving instruction are you going to try? Which ideas help save water?*

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 122 and direct

their attention to Activity 2. Read the instructions for Stage 1 and help students reflect about their project and mark *Yes* or *No*. 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 Photo 1: Save water when you take a shower. Photo 2: Save water when you brush your teeth. Photo 3: Save water when you wash a car.

2 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 110

1 Look and complete the questions and answers. Complete the rules.



1 What did she do _____ last weekend?
She climbed a tree.



2 What did he do _____?
He Painted a picture.



3 What did they do _____?
They cooked sausages.



4 (ride, bike) Don't ride your bike here.



5 (walk, path) Walk on the path.



6 (litter) Don't litter!

2 Write your answers.

What About You?

★ What did you do yesterday? _____	★ What did your friends do last weekend? _____
★ What did you do last weekend? _____	★ What rules do you have in school? _____
★ What did you do last night? _____	★ How do you use liquid water at home? _____

3 Ask and answer the questions with a friend.

What did you do yesterday?

I walked in the park.

five to ask another student question 5. Continue until the volunteers have asked all six questions.

Have the students work individually to answer the questions for themselves. Monitor and make sure they write full sentences, not just one-word answers.

3 Ask and answer with a friend.

Have the students work in pairs. The students take turns to ask and answer their questions. Monitor and help the students with pronunciation.

On the board write the sentence starter, *The interesting fact I learned about my friend is...* Tell the students to write a fact they learned and found interesting about their partner using the sentence starter.

Ask a few volunteers to share their sentences with the class.

Optional activity

Ask the students to look back at the words from Units 1–8. Ask them to make a jumbo class quiz. To do this each student finds three words in the book and writes clues for them, such as *This is a very tall animal. (A giraffe.) An astronaut wears this on his head. (A helmet.)* Now ask them to hand in their clues. Divide the class into six teams. Each team takes a turn to select one of the clues at random and to read it to the other teams. The first team to guess the answer wins a point and takes the next turn to select the clue. Continue until there are no clues left then count up the points.

Additional resources

The Unit 9 Test can be given now.

WORKBOOK ANSWERS

- 1 1 tent 2 field 3 woods 4 hill
5 grass 6 fire
1 What did Jack and Amy do yesterday morning? They climbed a hill. 2 What did Meg and Sammy do? They played soccer on the grass. 3 Did Jack cook yesterday afternoon? No, he didn't. 4 What did Jack and his friends do yesterday evening? They cooked dinner.
2 1 Walk on the path. 2 Don't pick the flowers! 3 Close the gate! 4 Put out the fire! 5 Don't litter! 6 Take care of the animals!
Try! Answers will vary.

Further practice / Homework

Workbook page 111

Unit 9 Review page 125

Lesson objectives

Review the vocabulary and language learned in the unit.

Language

Camping equipment and places, regular past tense verbs

Simple past *Wh* questions: *What did she do on Saturday?*

Materials

Unit 9 Flashcards Set 1 (camping equipment and places); Workbook page 111

Warm up

Write *river* 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 river, they shout *Snap!* Repeat with all the flashcards.

1 Look and complete the questions and answers. Complete the rules.

Ask the students to open their Student Books and look at the photos in Activity 1. Elicit a sentence for each picture from volunteers such as *She climbed a tree*.

Divide the class into groups of six. Assign each student in the group a number. Tell the students to complete the question, sentence or rule for the number you gave them such as all the number two students complete number 2 in Activity 1.

Tell the students to dictate their answers to the rest of their group for the students to write them. If the students don't think the sentence is correct, have them discuss it together and look back in the unit to check. If they still can't agree, ask them to call you to check.

Ask different volunteers to read out a sentence each to check finally as a class.

2 Write your answers.

Assign six volunteers the numbers 1–6. Say *Five* and ask the volunteer who is number

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

Time, places in town, directions, regular past simple verbs, prepositions of place, telling the time

There is / There are, Where is / are ...?

Past simple verb to be. Describing where places are.

Materials

Track 91; Workbook page 118

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 8 and 9 such as places in town, camping equipment and places. 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. Continue until one team gets three in a row.

1 Look at the pictures and discuss with a friend. 🗨️

Point to the people in frame 1 and ask *Who are they?* (*Miss Snow, Rory, June, Jeb and Rose.*) *Where are they?* (*At school.*) *What are they doing?* (*Practicing a play.*)

Read out the two questions and ask the students to look at the story and turn to their partner and discuss the questions. Ask pairs to share their answers.

2 Listen and circle the words.

Listen and check. 🎧 91

Play the recording for the students to listen and follow in their books. Check comprehension by asking *Why are the students worried?* (*Because there are no people to watch the play.*) *Where were the students last week?* (*In the town.*) *How did they advertise the play?* (*They put posters in places in town.*)

The School Show

1 Look at the pictures and discuss with a friend. 🗨️

1 How many characters are there in the story? 2 What places can you name?

2 Listen and circle the words. Listen and check. 🎧

1 It's Saturday, July 20th. It's almost three fifteen / thirty. The students are in the school auditorium.

2 But the school auditorium is empty. There aren't any people! The students and Miss Snow are very worried.

3 Last week, the students were in the country / town with the posters.

4 June rode her bike across the bridge / café and along the river to the town.

Point to the clock in frame 1 and ask *What time is it?* (*It's three fifteen.*) Point to *fifteen* circled in the caption in frame 1.

Have the students work individually to read the story silently and circle the correct words.

Tell the students to check their answers with their partner, ask *Are your answers identical?* If the answers are not the same, check which ones and go through them as a class.

Optional activity

This is an activity to do before the students read the story in the book. Photocopy the story (you need one per a group of eight). Cut up the cards and keep them in a story set.

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. Give them time to do this.

Then 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, 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, students look in their books to check their order. Ask *Were you correct?*

5 Rory walked to the town hall.

There are two students / posters in the town hall and there are three posters in the park behind the town hall.



And there's the website, too!

6 Suddenly, the students and Miss Snow hear a noise.



What's that?

I don't know

It's coming from outside.

Let's go look!

7 There are a lot of people outside, but the door is locked.



Look! Here's everyone!

We can't come in!

Oops!

Quick! Here's the book / key!

8 Now there are a lot of people in the school auditorium. The show can begin.



... Tell us about the party last year

Ah yes ...

This student / show is great!

Yes! They're very smart students!

8 Act out the story.

3 Act out the story. 🗣️

Divide the students into six groups and assign each group a character: Rory, Jeb, June, Rose and Miss Snow. Tell the groups 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 parts.

Play the part of the narrator yourself. As you read the captions, pause after each one to allow the groups to act out and say their lines for their character.

Make a note of any errors in vocabulary or grammar presented in the last few units, 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

You will need to prepare this game before the class. Take small pieces of paper. On four of the pieces of paper, write the word *detective*. On another write the *café*. On the others write the name of different places in the town (not the *café*), such as *the town hall*, *the park*, *the school*, *the movie theater*, *the fitness center*, *the library*, *the shop*, *the grocery store*, *the police station*, *the hospital*, *the swimming pool*. The places can be repeated. Put all of the papers in a bag. Ask each student to take one and to keep it secret. Ask the student who is the detective to come to the front or just outside the classroom door where the other students can't hear. Tell them that they need to find someone who left a winning lottery ticket in the *café* yesterday. They have ten chances to find the person by asking *Where were you yesterday?* Now tell the other students that a detective is trying to find someone. Don't tell them why. Tell them that the detective will ask where they were yesterday. Tell them they must answer with the place on their paper, such as *I was in the library*. Play the game. If the detective finds the person who was in the *café*, they can tell them why they were looking for them. Collect all of the papers and give them out again and repeat the game.

WORKBOOK ANSWERS

1 1 café 2 across 3 town hall
4 posters 5 closed 6 can't

2 1 walked, opposite—Rose
2 grocery store, between, fitness center—June 3 town, three, behind—Rory

3 1 Rose was at the library. 2 Rory was at the park. 3 June was at the store. 4 Jeb was at the café.

Try! Saturday, July 20th.

Further practice / Homework

Workbook page 118

Audio script

Track 1

Narrator One
Miss Snow How old are you?
Jeb I'm eight
Narrator Two
Miss Snow What's your last name?
June It's Jones!
Narrator Three
Miss Snow When's your birthday?
Rory It's on March 10th
[pause]

Track 2

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

Track 4

One: microphone
Two: laptop
Three: folder
Four: book
Five: scissors
Six: table
Seven: ruler
Eight: pen
Nine: glue
Ten: pencil sharpener
Eleven: notebook
Twelve: crayons

Track 6

Yellow
Orange
Green
Blue
Purple
Red
Pink

Track 7

September 1st
September 2nd
September 3rd
September 4th
September 5th
September 6th
September 7th

Track 8

Narrator One
Narrator Hello, welcome to Middleton School!
Boy Thank you!
Narrator What's your first name?
Boy I'm John.
Narrator How do you spell "John"?
Boy J-O-H-N

Narrator Thank you.
Narrator Two
Narrator And what's your last name?
Boy It's "Simms".
Narrator How do you spell that?
Boy S-I-M-M-S
Narrator OK
Narrator Three
Narrator Now, what's your age?
Boy Pardon?
Narrator Your age. How old are you?
Boy I'm ten.
Narrator Right.
Narrator Four
Narrator And when's your birthday?
Boy It's on October fourteenth.
Narrator OK ... October ... fourteenth. Thank you.
Narrator Five
Narrator I have one more question. What's your phone number?
Boy My phone number?
Narrator Yes.
Boy It's 6-5-1-3-4-7-8.
Narrator 6513478?
Boy That's right.
Narrator That's all, thank you! Goodbye!
Boy Bye!

Track 10

One: ponytail
Two: freckles
Three: bangs
Four: earrings
Five: braid
Six: straight hair
Seven: glasses
Eight: curly hair
Nine: mustache
Ten: beard
Eleven: wavy hair
Twelve: eyebrows

Track 13

Narrator One
Girl Can you see my friend? He's a boy.
Boy Does he have straight hair?
Girl No, he doesn't.
Boy Does he have freckles?
Girl Yes, he does.
Boy Yes, I can see him!
Narrator Two
Boy Can you see my sister?
Girl Does she have a ponytail?
Boy No, she doesn't.
Girl Does she have glasses?
Boy Yes, she does.
Girl Oh—I can see her!
Narrator Three
Girl Can you see my brother?
Boy Does he have glasses?
Girl No, he doesn't.
Boy Does he have a moustache?
Girl Yes, he does.
Boy Oh—THAT'S your brother!

Track 16

One: sea
Two: socks

Three: sing
Four: sand
Five: statue
Six: strawberries
Seven: street
Eight: strong

Track 18

One: Running
Two: Playing soccer
Three: Surfing
Four: Sailing
Five: Riding a horse
Six: Playing basketball
Seven: Fishing
Eight: Swimming
Nine: Playing tennis
Ten: Dancing
Eleven: Walking
Twelve: Riding a bike

Track 21

Narrator Find Felix.
Girl Does Felix like surfing?
Boy Yes, he does.
Girl Does he like fishing?
Boy No, he doesn't.
Girl Does he like sailing?
Boy Yes, he does.
Narrator Now find Fiona.
Boy Does Fiona like walking?
Girl No, she doesn't.
Boy Does she like dancing?
Girl Yes, she does.
Boy Does she like running?
Girl No, she doesn't.
Narrator Find Flo.
Girl Does Flo like fishing?
Boy Yes, she does.
Girl Does she like running?
Boy Yes, she does.
Girl Does she like surfing?
Boy No, she doesn't.

Track 22

One: catching the ball
Two: bouncing the ball
Three: basket
Four: throwing the ball
Five: points

Track 23

Here we are at the basketball game!
Here we are at the basketball game!
See them run, see them play.
Here we are at the basketball game!
Look at him! Frank's his name.
He's catching the ball!
What a game!
Look at Frank! Watch him play!
He's bouncing the ball!
He's great today!
Here we are at the basketball game!
Here we are at the basketball game!
See them run, see them play.
Here we are at the basketball game!
Look at Frank! The basket's over there!
He's throwing the ball up in the air!
Look at Frank! Watch him play!

He's scoring lots of points today!
Here we are at the basketball game!
Here we are at the basketball game!
See them run, see them play.
Here we are at the basketball game!

Track 24

Boy Can you see Paul?
Narrator What's he doing?
Boy He's riding a bike.
Narrator Oh yes, I can see him. Can you see the line? This is an example. Now you listen and draw lines.
Narrator One.
Girl Oh, there's Lily.
Man Where?
Girl Over there. She's running.
Man Does she have curly hair?
Girl Yes, she has.
Narrator Two.
Woman Where's Jim?
Boy Er ... he's next to the lake.
Woman What's he doing?
Boy He's fishing.
Woman Oh—right. That looks fun!
Narrator Three.
Man Look at the boy. He's sailing.
Girl Oh, that's Peter.
Man I like sailing.
Girl Me too!
Narrator Four.
Boy Can you see Vicky?
Woman No, I can't. What's she doing?
Boy She's riding a horse.
Woman Oh, now I can see her!
Narrator Five.
Man Look at that girl. She's bouncing a ball.
Girl Oh yes.
Man What's her name?
Girl That's my friend Jane.

Track 26

One: chair
Two: cheese
Three: chocolate
Four: chicken
Five: shoes
Six: shorts
Seven: shirt
Eight: sheep

Track 28

One: actor
Two: train driver
Three: farmer
Four: doctor
Five: nurse
Six: librarian
Seven: teacher
Eight: bus driver
Nine: cook
Ten: waiter
Eleven: artist
Twelve: astronaut

Track 30

Narrator One
Narrator What job does Sally's dad do?

Man Is your dad an actor?
Girl No, he isn't. He's a teacher.
Man Is your mom a teacher, too?
Girl No, she isn't.
Narrator Can you see the mark? Now you listen and mark the box.
Narrator Two.
Narrator Who is Sally's mom?
Man Is your mom a librarian?
Girl No, she isn't.
Man What job does your mom do?
Girl She's a doctor.
Narrator Three.
Narrator What job does Sally's aunt do?
Man Is your aunt an artist?
Girl No, she isn't! She's a driver.
Man A train driver?
Girl No, she's a bus driver.
Narrator Four.
Narrator Where is Sally's uncle?
Man Is your uncle at the farm?
Girl No, he isn't. He's working at the hospital.
Man Is he a nurse?
Girl No ... he's a cook!

Track 32

Narrator One.
Astronaut This planet is amazing!
Boy Do the aliens have ears?
Astronaut No, they don't.
Boy Can they play the piano?
Astronaut Yes, they can.
Boy Can they cook?
Astronaut Yes, they can! They like cooking!
Narrator Which planet is it?
Narrator Two.
Astronaut I don't like this planet!
Boy Do the aliens have ears?
Astronaut Yes, they do.
Boy Can they dance?
Astronaut No, they can't!
Boy Can they paint?
Astronaut No, they can't.
Narrator Which planet is it?
Narrator Three.
Astronaut I like this planet!
Boy Do the aliens have ears?
Astronaut Yes, they do.
Boy Can they read?
Astronaut Yes, they can. They like reading.
Boy Can they use computers?
Astronaut Yes, they can.
Narrator Which planet is it?
Narrator Four.
Astronaut Oh ... this planet is horrible!
Boy Do the aliens have ears?
Astronaut No, they don't.
Boy Can they cook?
Astronaut No, they can't.
Boy Can they speak English?
Astronaut No, they can't!
Narrator Which planet is it?

Track 33

One: medicine
Two: thermometer
Three: blanket
Four: plasters

Five: bandages
Six: cream

Track 35

What do astronauts study?
Astronauts travel to space in rockets. They study stars, planets and our solar system. What do astronauts wear?
When astronauts go outside, they wear spacesuits to protect their bodies. They wear helmets with sun visors to protect their eyes.
What do astronauts carry?
There is not any air in space. Astronauts carry air tanks so they can breathe. They have water tanks, too, so they can drink. They have microphones so they can talk to other astronauts, and cameras so they can take photos. Astronauts also carry jets or small rockets on their backs, so they can move in space.

Track 36

One: Seth
Two: bath
Three: mouth
Four: fifth
Five: teeth
Six: blond
Seven: world
Eight: old
Nine: food

Track 39

One: bat
Two: giraffe
Three: elephant
Four: lion
Five: kangaroo
Six: monkey
Seven: tiger
Eight: hippo
Nine: bear
Ten: snake
Eleven: crocodile
Twelve: lizard

Track 40

They're the animals in the zoo!
A bear, a snake and a kangaroo,
An elephant, a tiger, a hippo too!
They're the animals in the zoo!
The monkey is swinging. The bat is flying.
The lizard is walking.
Ooh, ooh, ooh!
They're the animals in the zoo!
They're the animals in the zoo!
A bear, a snake and a kangaroo,
An elephant, a tiger, a hippo too!
They're the animals in the zoo!
The crocodile is swimming. The lion is running.
The giraffe is eating.
Ooh, ooh, ooh!
They're the animals in the zoo!

Track 42

Narrator One.
Girl This animal is green and red.
Boy Is it flying?

Girl Yes, it is.
Narrator Two.
Boy This animal has a long tail.
Girl Is it climbing?
Boy No, it isn't. It's swinging in a tree.
Narrator Three.
Girl This animal has four legs.
Boy Is it sleeping?
Girl Yes, it is.
Narrator Four.
Boy This animal is very tall.
Girl Is it walking?
Boy No, it isn't. It's eating.
Narrator Five.
Girl This animal is big!
Boy Is it drinking?
Girl No, it isn't. It's running.
Narrator Six.
Boy This animal has four legs and very small ears.
Girl Is it drinking?
Boy Yes, it is.
Narrator Seven.
Girl This animal is green.
Boy Is it flying?
Girl No, it isn't. It's swimming.
Narrator Eight.
Boy This animal has four legs and a long tail.
Girl Is it climbing?
Boy Yes, it is.

Track 45

One: earring
 Two: eating
 Three: drinking
 Four: melon
 Five: clown
 Six: moon
 Seven: spoon

Track 47

One: toast
 Two: cookies
 Three: peas
 Four: meat
 Five: sausages
 Six: onions
 Seven: fish
 Eight: French fries
 Nine: potatoes
 Ten: carrots
 Eleven: burgers
 Twelve: beans

Track 49

Narrator Hungry Movie Stars!
Narrator It's lunchtime on the movie set. Everyone is very hungry. Lunchtime is one hour.
Star actor I'm hungry.
Director Cut! It's lunchtime. Come back in one hour.
Narrator Tony, the cook, is cooking lunch for the actors, but the stars want special food. They aren't very friendly.
Actor 2 Mmm, cheese sandwiches.

Waiter Penelope, would you like some cheese sandwiches?
Penelope No, thank you! I'd like some chicken.
Narrator Lenny the waiter isn't very happy. He brings the stars chicken and French fries.
Waiter Here you are.
Lavinia We don't like this chicken.
Penelope We'd like some fish.
Narrator Lenny gives the chicken to the other actors. They're very happy.
Waiter Would you like some chicken?
Actor 2 Yes, please!
Lavinia Hurry up!
Narrator Lenny brings the stars some fish, but they're very grumpy.
Lavinia We don't like this fish.
Star actor I'd like a burger.
Penelope And we'd like some sausages.
Narrator Lenny brings the stars some sausages and a burger. He gives the fish to the other actors. Now they have a lot of food.
Waiter Would you like some fish?
Actor 1 Yes, please! Thank you Lenny!
Star actor Lenny, come here!
Penelope We don't like these sausages or the burger!
Narrator Lenny gives the sausages and the burger to the other actors. Tony, the cook, is going home.
Waiter Would you like a burger and some sausages?
Actor 1 Yes, please!
Lavinia Where's Lenny?
Penelope We'd like some food!
Narrator It's two o'clock. It's time for work!
Director Action!
Cook Bye!
Waiter See you tomorrow, Tony!
Star actor Oh no!
Penelope Where's our lunch?

Track 50

Narrator Hello, Ben. Would you like some fish?
Ben Yes, please. And I'd like some potatoes and some peas, please.
Narrator OK! Here you are.
Narrator Hi, Lucy.
Lucy Hello. I'd like some sausages, please.
Narrator Would you like some potatoes?
Lucy No, thank you. I'd like some French fries and some peas, please.
Narrator Kim—would you like some sausages?
Kim No, thank you. I'd like some fish, please.
Narrator And would you like some potatoes and some carrots?
Kim Yes, please.
Narrator Hello, Alex.
Alex Hi! I'd like some French fries and some carrots, please.
Narrator Would you like some sausages?
Alex Yes, please.
Narrator Here you are!

Track 52

Our bodies need nutrients and energy to do activities and stay healthy. It is important to eat different foods to have a balanced diet. The Eatwell Guide is a picture that can help us decide what to eat from each food group. There are five food groups in the Eatwell Guide. Look at the purple section: Oils and spreads
 We only need a very small amount of oils, spreads, fats and sugars.
 Next, look at the yellow section: Grains and tubers
 Bread and pasta are made from grains (wheat, corn, rice). Potatoes and yucca are tubers: they grow in the ground. We need grains and tubers for carbohydrates. We need carbohydrates for energy.
 Next, look at the blue section: Dairy foods
 We need dairy foods (milk, yogurt, cheese) for protein and calcium. We need calcium for strong bones and teeth.
 Now, look at the pink section: Legumes and animal products
 We need legumes (beans, lentils) and animal products (meat, fish, eggs) for protein. We need protein for strong muscles.
 Finally, look at the green section: Fruit and Vegetables
 We need fruit and vegetables for vitamins. We need vitamins for a healthy body.

Track 53

One: pig
 Two: milk
 Three: hippos
 Four: peas
 Five: beach
 Six: ice cream
 Seven: sea

Track 55

One: wake up
 Two: get up
 Three: take a shower
 Four: get dressed
 Five: brush my teeth
 Six: feed the fish
 Seven: go to school
 Eight: go home
 Nine: do my homework
 Ten: wash the dishes
 Eleven: go to bed
 Twelve: go to sleep

Track 58

This is Jill. On Saturday morning, she wakes up, then she takes a shower, and she has breakfast. She does her homework and then she plays soccer.

Track 61

One: Clock
 Two: Socks
 Three: Crocodile
 Four: Frog
 Five: Phone

Six: Robot
Seven: Sofa
Eight: Home

🎧 Track 64

One: plane
Two: hot-air balloon
Three: taxi
Four: truck
Five: train
Six: helicopter
Seven: motorcycle
Eight: bus
Nine: bike
Ten: boat
Eleven: on foot
Twelve: tandem

🎧 Track 65

Narrator Do you have a green pen?

Boy Yes, I do.

Narrator All right. Please color the bus green.

Boy Which bus?

Narrator The one that's next to the trees.

Narrator Can you see the green bus? This is an example. Now you listen and color.

Narrator Two.

Boy I can see a helicopter and a plane.

Narrator Would you like to color the helicopter?

Boy Yes. Can I color it purple?

Narrator Yes, of course!

Narrator Three.

Boy Look at the train.

Narrator Right. I can see the train and the train driver.

Boy The driver doesn't have a hat.

Narrator You're right! Draw a hat on the train driver's head. Can you do that?

Boy Yes, I can.

🎧 Track 66

I go to school on foot.
I go to school by bike,
But I'd like to travel by lorry or bus,
Taxi or motorbike!
I'd like to travel by boat.
I'd like to travel by train.
I'd like to travel by helicopter
To school and home again!
I go to school on foot.
I go to school by bike,
But I'd like to travel by lorry or bus,
Taxi or motorbike!
I'd like to travel by tandem.
I'd like to travel by plane.
I'd like to travel by hot-air balloon
To school and home again!
I go to school on foot.
I go to school by bike,
But I'd like to travel by lorry or bus,
Taxi or motorbike!

🎧 Track 68

One: They're going by tandem. They're wearing green T-shirts.

Two: They're going by car. They're wearing blue T-shirts.

Three: They're going on foot. They're wearing purple T-shirts.

Four: They're wearing yellow T-shirts. They're going on foot.

Five: They're wearing white T-shirts. They're going by bus.

Six: They're going by car. They're wearing orange T-shirts.

Seven: They're wearing red T-shirts. They're going by bus.

Eight: They're wearing brown T-shirts. They're going by tandem.

🎧 Track 70

Riding along on a tandem.

Two big wheels and four feet, too.

Riding along on a tandem.

Two big wheels and four feet, too.

Can you tell me the way to the fair?

Go along the street. It's over there!

Turn left and right. Go up and down

From the country to the town.

Riding along on a tandem

Two big wheels and four feet, too.

Riding along on a tandem

Two big wheels and four feet, too.

Can you tell me the way to the fair?

Go along the river! The path is there!

Go across the bridge. Go up and down

From the country to the town.

Riding along on a tandem

Two big wheels and four feet, too.

Riding along on a tandem

Two big wheels and four feet, too.

🎧 Track 72

One: Bird

Two: Shirt

Three: Skirt

Four: Girl

Five: Chair

Six: Hair

Seven: Hot-air balloon

Eight: Claire the fair

🎧 Track 74

One: park

Two: hospital

Three: library

Four: fitness center

Five: swimming pool

Six: town hall

Seven: café

Eight: store

Nine: grocery store

Ten: movie theater

Eleven: police station

Twelve: school

🎧 Track 75

Up in the air in a hot-air balloon,

Up in the air you can see the town,

Up in the air in a hot-air balloon,

Up in the air, up and down.

There's a library, there are a lot of stores,

A police station and a school.

There's a movie theater

And a big swimming pool!
Up in the air in a hot-air balloon,
Up in the air you can see the town,
Up in the air in a hot-air balloon,
Up in the air, up and down.
There's a fitness center and a park,
A café, a town hall.
There's a hospital
And a big grocery store.
Up in the air in a hot-air balloon,
Up in the air you can see the town,
Up in the air in a hot-air balloon,
Up in the air, up and down.

🎧 Track 77

Man One—Where were you at eleven fifteen in the morning?

Alice I was in the library with my friends.

Man Two—Mark, where were you at seven forty-five in the evening?

Mark I was at a party! It was my friend's birthday party.

Man Three—Anna, where were you at three thirty in the afternoon?

Anna I was with my family in the grocery store.

Man Four—And where were you at eight o'clock in the morning, Tony?

Tony I was in the kitchen. I have breakfast at eight o'clock.

🎧 Track 80

One: Rabbit

Two: Carrot

Three: Bat

Four: Bag

Five: Farmer

Six: Artist

Seven: Dark hair

Eight: Star

🎧 Track 82

One: hill

Two: waterfall

Three: woods

Four: field

Five: lake

Six: tent

Seven: flashlight

Eight: backpack

Nine: grass

Ten: sleeping bag

Eleven: fire

Twelve: leaves

🎧 Track 83

Let's go on a camping trip!

Grass and leaves and a waterfall

Out in the sun on a camping trip!

A hill and a lake! We have it all!

I like running down the hill.

I like walking in the woods

And I like playing in the field.

Camping trips are really good!

Let's go on a camping trip!

Do you have a backpack and a flashlight?

Around the fire on a camping trip

Do you have a sleeping bag?

I like cooking on a fire.

I like fishing on the lake
And I like sleeping in a tent.
Camping trips are really great!
Let's go on a camping trip!
Grass and leaves and a waterfall.
Out in the sun on a camping trip!
A hill and a lake! We have it all!

Track 85

Narrator What did Daisy do last week?

Man Hello, Daisy. How was your week?

Girl It was good, thank you!

Man Tell me about it.

Girl Well, on Wednesday I walked with my mom, my dad and my brother in the woods.

Man What about Friday?

Girl That was a good day, too. In the afternoon, I played soccer in the park.

Girl On Saturday afternoon, it rained. So I stayed at home and I painted a picture.

Man And what about Tuesday?

Girl Er ... I played tennis in the fitness center.

Man Is tennis your favorite sport?

Girl Yes, it is!

Man It was sunny on Monday.

Girl Yes, it was! It was a beautiful day! I walked up a hill.

Man With your family?

Girl No, with my friends. It was fun!

Girl On Sunday, I helped my mom. We cooked dinner.

Man Great! Do you like cooking?

Girl Yes, I do. We cooked spaghetti. It's my favorite food!

Track 86

One: Put out fires.

Two: Don't litter.

Three: Protect the animals.

Four: Walk on the paths.

Five: Don't pick the flowers.

Six: Close the gates.

Track 89

One: Jumped

Two: Cooked

Three: Fished

Four: Walked

Five: Phoned

Six: Closed

Seven: Played

Eight: Climbed