

Tamzin Thompson

# 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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Teacher's Book

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# Syllabus



	Vocabulary	Structures	Phonics
<b>Starter: It's Fall!</b>	<p><b>Core</b>  <b>Fall vocabulary:</b> acorn, cobweb, squirrel, pumpkin, mushroom, berry, walnut, chestnut  <b>Fall vs summer clothes:</b> wool, hat, raincoat, scarf, baseball hat, mittens, swimsuit, swim trunks, rain boots  <b>CLIL</b>  <i>all around, go for a walk, place, do (your show), a game to play, a scarf to wear, a bike to ride, a sandwich to eat, a book to read, brother, sister, classroom, teacher</i></p>	<p><i>What's this? What are these?  I'm nine years old. How old are you?  Is Miss Snow a teacher?  I usually wear (a raincoat) in (the fall).  I have / he has a (bike) to (ride).</i></p>	
<b>Unit 1: The Sports Complex</b>	<p><b>Core</b>  <b>Sports / hobbies:</b> play golf, go skiing, do karate, do ballet, do archery, play table tennis, go ice skating, play badminton, play squash, play hockey, go sailing, play volleyball  <b>Adverbs of frequency:</b> once a week, twice a week, every day, once a month, three times a month, every weekend  <b>CLIL</b>  <b>Ancient sports:</b> archery, hunt, prehistoric times, target</p>	<p><i>Let's (go swimming)!  I often play badminton.  Do you (do karate)? No, I never do karate. / Yes, I (sometimes) do karate in school.  How often do you (play hockey)?  I play hockey (once a week).</i></p>	<b>Phonemes:</b> /sw/ and /sk/ swan, sweater, swing, sweet, ice skating, skipping, skiing, skateboard <b>Revision:</b> stockings
<b>Unit 2: Super Sea Animals</b>	<p><b>Core</b>  <b>Sea animals:</b> albatross, walrus, swordfish, whale, starfish, octopus, jellyfish, sea lion, pelican, lobster, shark, seahorse  <b>Superlatives:</b> fat, thin, body, tail, light, dark, skin; The lightest / darkest / biggest / smallest / fattest / thinnest ...  <b>CLIL</b>  <b>Classification:</b> vertebrates, invertebrates, reptiles, mammal, amphibian, spine</p>	<p><i>The (shark) is (faster) than the (walrus). (Walruses) are (slower) than (sharks). Which animal has the (biggest body)? Which animal is the (fastest)? The (whale) has the biggest body.  The (shark) is the (fastest).</i></p>	<b>Phonemes:</b> /s/ and /tʃ/ jellyfish, squash, bush, toothbrush, witch, sandwich, beach, torch <b>Revision:</b> shark
<b>Game: On Your Marks, Get Set, Go!</b>	Review: comparing animals and describing frequency		
<b>Culture: Norway</b>	Review: sea animals and sports		
<b>Unit 3: The Cool School</b>	<p><b>Core</b>  <b>School subjects:</b> art, Spanish, civics, English, science, music, geography, P.E. (physical education), I.T. (information technology), drama, maths, history  <b>Skills for school:</b> learning languages, using computers, reading, playing music, playing sports, acting, listening to music, painting, talking  <b>CLIL</b>  <b>Parts of a computer:</b> battery, cable, internet, website, tablet, router, printer, laptop, hard drive, USB, screen, keyboard, save / print a document, speaker, move the mouse, desktop computer, connect, use, turn on</p>	<p><i>Were you good at (math) when you were at school? Yes, I was. / No, I wasn't. She was good at science.  Did you like (painting) when you were younger?  Yes, I did. / No, I didn't.</i></p>	<b>Phonemes:</b> /gr/ and /br/ grandad, green, grapes, grass, brush, brother, brown, bridge <b>Revision:</b> feather
<b>Review Story Castle Tower</b>	Review: sports words, adverbials, school subjects, free-time activities, sea animals, adjectives. Do you go skating? I always / often / sometimes / never (go skating). How often does he / she (go sailing)? Were you good at (Maths)? He / She was good at (Maths). Did you like (reading) when you were in school? Yes, I did. No, I didn't.; A shark is (faster) than a walrus; the fattest		
<b>Unit 4: The Miniature City</b>	<p><b>Core</b>  <b>Places in town:</b> candy store, castle, post office, office building, restaurant, factory, market, bank, bus station, train station, fire station, store, buy / bought / didn't buy, come / came, go / went, have / had, see / saw, meet / didn't meet, drink / drank  <b>Directions:</b> at the end of, at the corner of, crossroads, bus stop, traffic lights, road, go, stop, go straight ahead  <b>CLIL</b>  <b>Street maps:</b> street map, grid, horizontal, coordinate, symbol, key, scale, highway, railway line, bike, cycle path</p>	<p><i>I (went) to the (train station). / I (didn't go) to the (castle).  How do you get to the (post office)?  Turn left at the end of the road, go straight ahead.</i></p>	<b>Phonemes:</b> /nd/ and /nt/ weekend, England, pond, sand, hand, paint, restaurant, tent, instrument <b>Revision:</b> often
<b>Game: Who Are You? Where Are You?</b>	Review: school subjects and places in a city		
<b>Culture: Canada</b>	Review: places in a city		



Skills	CLIL	Projects / Values
<p><b>Reading:</b> reading and understanding a story about the fall <b>Listening:</b> listening for specific information (identify words related to the fall) <b>Speaking:</b> asking and answering questions about the fall objects and personal information (<i>What's this? It's a cobweb. How old are you? I'm nine years old.</i>) <b>Writing:</b> writing core language at word and sentence level</p>		
<p><b>Reading:</b> reading and understanding a story about sports objects; identifying people from a description of activities; reading short texts about ancient sports <b>Listening:</b> identifying sports and adverbs of frequency (listening for specific information); identifying words with the phonemes /sk/ and /sw/ <b>Speaking:</b> asking and answering questions about sports using adverbs of frequency (<i>How often do you play badminton?</i>) <b>Writing:</b> identifying and writing sports words and adverbs of frequency; writing about the Highland Games; writing a magazine interview</p>	History: Ancient sports	Working as a team
<p><b>Reading:</b> reading and understanding a story about fast and slow animals; identifying animals from a description of their characteristics; reading short texts about the classification of animals and sea animals <b>Listening:</b> identifying words related to sea animals and adjectives to describe animals (listening for specific information); identifying words with the phonemes /ʃ/ and /tʃ/ <b>Speaking:</b> asking and answering questions to identify sea animals (<i>Is it a shark? No, it's bigger than a shark.</i>) <b>Writing:</b> identifying and writing words related to sea animals; writing descriptions of sea animals, writing about classification, writing a web chat about sea animals</p>	Science: Classification	Putting garbage in a trash can to protect sea animals
<p><b>Reading:</b> reading and understanding a story about a mystery visitor; reading short texts about ICT <b>Listening:</b> identifying words related to school subjects, procedures in ICT (listening for specific information); identifying words with the phonemes /gr/ and /br/ <b>Speaking:</b> asking and answering questions about what people were good at (<i>Was she good at art?</i>); asking and answering questions about likes and dislikes in the past (<i>Did you like acting when you were younger?</i>) <b>Writing:</b> identifying and writing words related to school subjects; writing about likes and dislikes in the past; writing a computer store advertisement</p>	I.T.: Computers	Taking time to communicate face-to-face with family and friends
<p><b>Reading:</b> reading and understanding a story about an adventure in the past; reading short texts about street maps <b>Listening:</b> identifying words for places in a city, directions and things on a street map (listening for specific information); identifying words ending with the phonemes /nd/ and /nt/ <b>Speaking:</b> asking and answering questions about actions in the past (<i>Did you play tennis on the weekend? No, I didn't.</i>); asking and answering questions in the past with where and what (<i>Where did you run to? I ran to the island.</i>) <b>Writing:</b> identifying and writing words related to places in a town; completing and writing directions, writing a tourist information leaflet</p>	Geography: Street maps	Learning and practicing map-reading skills



Vocabulary	Structures	Phonics
<b>Unit 5:</b> <b>Mystery Island</b>	<p><b>Core</b>  <b>The world around us:</b> mountain, ocean, iceberg, rainbow, volcano, canyon, plain, forest, village, city, island, pyramid  <b>Irregular past tenses:</b> swim / swam, fly / flew, run / ran, hear / heard, wear / wore, find / found, write / wrote</p> <p><b>CLIL</b>  Landscapes: landscape, foreground, background, swirling clouds</p>	<p>Did you / he see a bird? Yes, I did. / No, I didn't. Yes, he did. / No, he didn't. Where did you (run to)?  I ran to the (forest).  What did you (find)? I (found) a bone.</p> <p>Phonemes:  /pl/ and /bl/  <b>played, plain, plates, plants, blackbird, blanket, black, blue</b>  Revision: <b>please</b></p>
<b>Unit 6:</b> <b>Costumes</b>	<p><b>Core</b>  <b>Jobs:</b> secretary, firefighter, singer, journalist, photographer, flight attendant, businessman, businesswoman, TV anchor, architect, pilot, mechanic  <b>Household rules:</b> clean the windows, drop trash, pick up the trash, stand on the CDs, sweep the floor, touch the vase, turn down the music, turn up the music</p> <p><b>CLIL</b>  <b>Firefighters:</b> ancient Egypt, modern, leather hoses, buckets of water, wooden pumps, fire brigades, fire alarms, bucket, fire engine</p>	<p>What do you want to be when you grow up?  I want to (be a pilot).  You must (clean the carpet).  You mustn't (drop the lamp).</p> <p>Phonemes:  /fr/ and /dr/  <b>frog, freckles, fruit, frying, drummer, bus driver, drinking, drawing, dress</b>  Revision: <b>home</b></p>
<b>Game:</b> <b>Treasure Island Quest</b>	Review: past activities and rules	
<b>Culture: Indonesia</b>	Review: places and activities	
<b>Review Story</b> <b>Mr. Barnaby</b>	Review: places in a city, directions, places in the country, irregular verbs, jobs, actions. I went / didn't go (to the bank). Did you see (a bat)? Yes, I did. No, I didn't. Where did you (swim)? What do you / does she want to be when you grow / she grows up? He / She wants to be (a journalist). You must (clean the house). You mustn't (touch the vase).	
<b>Unit 7:</b> <b>The Super Doctor</b>	<p><b>Core</b>  <b>Injuries and illness:</b> sick, stomachache, toothache, cut, cold, sore throat, cough, headache, dizzy, bruise, broken leg, earache, I feel, I have  <b>Household tasks:</b> wipe the sink, make the lunch, set the table, fold the laundry, fix the bike, put away the dishes, pick up the toys, hang the clothes; I / me, he / him, she / her, we / us, they / them</p> <p><b>CLIL</b>  <b>The five senses:</b> smell, taste, sight, hearing, touch, look, feel, sound, sense organs, shiny, dull, rough, smooth perfume, sour, bitter, salty, sweet, skin</p>	<p>You should (sit down).  You shouldn't (walk).  Can you help (me / him / her / us / them) (set the table), please?</p> <p>Phonemes:  /e/ and /tr/  <b>thin, throws, thermometers, three, throat, triangle, train, tree, traffic lights</b>  Revision: <b>waiters</b></p>
<b>Unit 8:</b> <b>Fun in the Kitchen</b>	<p><b>Core</b>  <b>Cooking verbs and nouns:</b> salt, sugar, milk, butter, flour, boil, add, fry, chop, peel, mix, weigh  <b>Quantities:</b> liter, milliliter, kilogram, jug, jar, gram, teaspoon, tablespoon</p> <p><b>CLIL</b>  <b>Measurements:</b> height, length, width, meter, centimeter, capacity, container, scales, kilograms (kg), grams (g) weight, weighs, holds; It is (30 cm) wide / long. He / She is (1 m 40 cm) tall</p>	<p>Is there any (sugar)? / Are there any (lemons)?  There's some (flour), but there isn't any (sugar).  There are some (eggs), but there aren't any (lemons).  How much (sugar) is there?  There are (200 grams) of sugar.  How many (tomatoes) are there?  There are (ten) tomatoes.</p> <p>Phonemes:  /or/ and /ar/  <b>uniform, horse, storm, farmer, park, market, shark</b>  Revision: <b>are</b></p>
<b>Game: Help!</b>	Review: illnesses and cooking	
<b>Culture: Morocco</b>	Review: the five senses	
<b>Unit 9:</b> <b>The Shopping Mall</b>	<p><b>Core</b>  <b>Weekend plans:</b> see a movie, buy clothes, have a party, see a play, see an exhibition, make a cake, read a book, go shopping, play computer games, meet a friend, visit family, go for a walk  <b>Special clothes:</b> apron, wetsuit, elbow pads, gloves, casual clothes, knee pads, hiking boots, elegant clothes</p> <p><b>CLIL</b>  <b>Manufacturing processes:</b> purpose, leather, flexible, waterproof, prototype, production process</p>	<p>I'm going to (see a play).  I'm not going to (make a cake).  What are you going to do this weekend?  Who are you going with?  What are you going to wear?</p> <p>Phonemes:  /u/ and /u:/  <b>hook, cook, wood, book, look, balloons, teaspoon, food, moon</b>  Revision: <b>hopped</b></p>
<b>Review Story</b> <b>Luke's Ill!</b>	Review: ailments and illnesses, housework, food and cooking, weights and measurements, free-time activities, clothes and accessories. You should / shouldn't (sit down). Can you help me (wipe the table)? How much flour is there? How many eggs are there? There is / There are ... Is there / Are there any ... ? Are you going to (see a film)? I'm (not) going to (see a film). Who are you going with?	



Skills	CLIL	Projects / Values
<p><b>Reading:</b> reading and understanding a story about a trip to a mystery island; reading short texts about landscapes</p> <p><b>Listening:</b> identifying words for places in the country, actions in the past (listening for specific information); identifying words with the phonemes /pl/ and /b/</p> <p><b>Speaking:</b> asking and answering questions about actions in the past (<i>Did you play tennis at the weekend? No, I didn't.</i>); asking and answering questions in the past with where and what (<i>Where did you run to? I ran to the island.</i>)</p> <p><b>Writing:</b> identifying and writing words related to the world around us and irregular past tense; writing an e-mail about an artwork</p>	Art: Landscapes	A model landscape
<p><b>Reading:</b> reading and understanding a story about a fancy dress party; reading short texts about firefighters in history</p> <p><b>Listening:</b> identifying words for jobs and verbs related to housework (listening for specific information); identifying words beginning with the /fr/ and /dr/ phonemes</p> <p><b>Speaking:</b> asking and answering questions about future jobs (<i>What do you want to be when you grow up? I want to be a journalist.</i>); describing obligations at home (<i>You must clean the house.</i>)</p> <p><b>Writing:</b> identifying and writing words related to jobs and household tasks; writing and making a timeline</p>	History: Firefighters	Working hard to help other people
<p><b>Reading:</b> reading and understanding a story about illnesses; reading short texts about the senses</p> <p><b>Listening:</b> identifying words for illnesses and phrases related to housework (listening for specific information); identifying words with the phonemes /ə/ and /tr/</p> <p><b>Speaking:</b> asking and answering about illnesses and giving advice (<i>What's the matter? I've got a cold. You should use tissues.</i>); asking for help (<i>Can you help her pick up the toys, please?</i>)</p> <p><b>Writing:</b> identifying and writing words related to health and household tasks; writing a postcard</p>	Science: The five senses	Sense organs leaflet
<p><b>Reading:</b> reading and understanding a story about cooking; reading short texts about weights and measurements</p> <p><b>Listening:</b> identifying cooking verbs and nouns and words related to quantities (listening for specific information); identifying words with the phonemes /ɔr/ and /ar/</p> <p><b>Speaking:</b> asking and answering questions about food (<i>Are there any carrots? No, there aren't.</i>); asking and answering questions about quantities of food (<i>How much milk is there? There's 1 litre of milk.</i>)</p> <p><b>Writing:</b> identifying and writing words related to cooking; writing a measurement poster</p>	Maths: Measurements	An investigation about sugar
<p><b>Reading:</b> reading and understanding a story about a birthday party; reading short texts about how shoes are made</p> <p><b>Listening:</b> identifying words for weekend plans, and special clothes and accessories (listening for specific information); identifying words with the phonemes /u/ and /u:/</p> <p><b>Speaking:</b> asking and answering questions about future plans (<i>Are you going to see a film this weekend? Yes, I am.</i>); asking and answering questions about future plans with <i>make</i> and <i>make</i> (<i>What are you going to do? I'm going to ride a bike. Who are you going with? I'm going with my brother.</i>)</p> <p><b>Writing:</b> identifying and writing words about weekend plans and special clothes; writing design notes</p>	Science: Manufacturing processes	Planning project stages carefully

# 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* 4

In *Starlight* 4, 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 which the children received in *Starlight* 3. 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 4*, 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 4*, 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.

# Components 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.

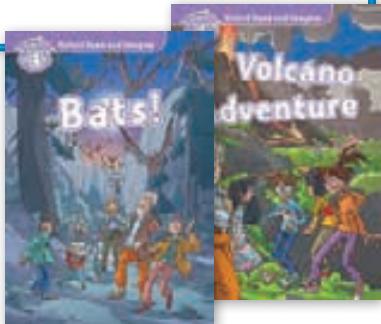


## For the Student



## 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.



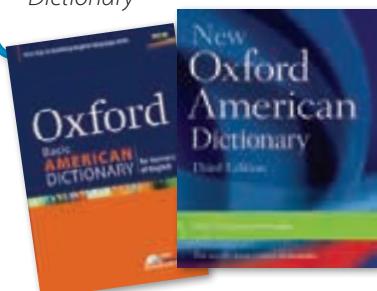
## Online Play

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





# 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 story of *Starlight*.

- = 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.

Practice of the key vocabulary through a song.

Practice of the key vocabulary.

Active production of the key vocabulary.

Student Book 4



Flashcards and wordcards for presentation and practice.



Flashcards



Writing activity practicing the key vocabulary.

Workbook 4

Activity suggestions for fast finishers.



Starlight Classroom Presentation Tool level 4



## Flashcards

- Use the flashcards to present and practice key vocabulary.

## 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 Classroom Presentation Tool* includes all the material you need to make the most of the new technology in the classroom. Use it 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 4



**Students review the story and practice the target language.**

**Students review the story and practice the target language.**

Workbook 4



**Extra story worksheet for literacy development.**



Story worksheet



**Animated story**



**Story and Cross-Curricular DVD**



### 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.

Listening practice with the new structure.

Active production of the new structure.

Student Book 4



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 controlled practice of the key structure and vocabulary.

Workbook 4



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 and writing 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 4



Key speaking practice via a communicative pair work game.

Communicative practice

New vocabulary set presentation via flashcards.



Flashcards

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

**B Read word cards.**

Month	Year	Weeks	Days	Part
January	2018	1	Monday	1
February	2018	2	Tuesday	2
March	2018	3	Wednesday	3
April	2018	4	Thursday	4
May	2018	5	Friday	5
June	2018	6	Saturday	6
July	2018	7	Sunday	7

**C Complete the answers.**

- 1. How often does Lucy play tennis?
- 2. How often does Lucy eat healthy food?
- 3. How often does Lucy go swimming?
- 4. How often does Lucy go to bed?

**D Write how often Lucy plays tennis.**

Lucy plays tennis **every day**. Lucy plays tennis **every weekend**.

**E Write how often Lucy eats healthy food.**

Lucy eats healthy food **every day**. Lucy eats healthy food **every weekend**.

**F Write how often Lucy goes swimming.**

Lucy goes swimming **every day**. Lucy goes swimming **every weekend**.

**G Write how often Lucy goes to bed.**

Lucy goes to bed **every day**. Lucy goes to bed **every weekend**.

Workbook 4



Further practice of the key vocabulary and grammar.

**A Write under the pictures. Answer your friend.**

Picture	Answer
1. Lucy plays tennis every day.	every day
2. Lucy eats healthy food every weekend.	every weekend
3. Lucy goes swimming every day.	every day
4. Lucy goes to bed every day.	every day

**B Ask your friend questions. Complete the chart.**

Friend's name	How often does she/he do exercise?	She/he does exercise ...
Mrs. Parker	every day	every day
Mrs. Parker	every weekend	every weekend
Mrs. Parker	every day	every day
Mrs. Parker	every day	every day

**C Complete the interview. Use the chart above.**

**Interviewer:** Mrs. Parker  
Mrs. Parker: How often does Mrs. Parker go swimming?  
Mrs. Parker: She goes swimming **every day**.  
**Interviewer:** Mrs. Parker: Who goes swimming with you?  
Mrs. Parker: My son goes swimming with me.

### Flashcards



- Present the new vocabulary using the flashcards. These can be downloaded from the Starlight Teacher's Website

### Student Book

- Students listen to the recording and number the items 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.*

**Student Book 4**

*Further practice of the CLIL topic and vocabulary.*



- E
- P
- C

*Activities practicing the key concepts and vocabulary.*

**Workbook 4**

- P

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

**CLIL worksheet**

- E
- P

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

**CLIL Video worksheet**

- E
- P

## 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..

■ Complete the Magazine interview with words from Activity 1 and 2.

## Minnie Tyler

by Simon Roberts

**Exclusive interview**

Last month I visited the Minnie Tyler Olympic training facility. I asked her some questions about her sport.

What's your sport?  
I'm a bow and arrow archer.  
What equipment do archers need today?  
They need a bow.  
How do you train?  
Every day for two hours.  
Really very interesting. Thank you for talking to me today!  
See you next week!

■ Write a Magazine Interview about a different sport.

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

■ Listen and repeat the sentences.

**Phonics**

A person is sitting on a beanbag  
It's sitting on a beanbag,  
singing a song,

Sally goes for a sing,  
with a singing tape and  
sing with a friend.

Student Book 4



*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.*

**1** Color the boxes for the different sounds. = block = red

**2** Write sw or sk.

**3** Look and write the words with sw and sk. Read the sentences aloud.

**4** Write more words with sw or sk.

## Workbook 4



## 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.



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

Student Book 4



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



Workbook 4



Evaluation and self-reflection on the project and skills.



Value Stickers



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

### Student Book

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

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

### Workbook

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

## Review

The Review Lesson provides a comprehensive review of 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.

**Speaking activity** reviews production of main language.

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

Student Book 4



**Look at the clubs. Complete the labels.**

**Sportsclubs**

1 <b>Jodie Tennis</b> After school Mon, Tues, Thurs	2 <b>Grace Swimming</b> Every Saturday	3 <b>After school Windsurf</b> Every Saturday
4 <b>Sam Football</b> After school Mon	5 <b>Anna Gymnastics</b> Every Saturday	6 <b>Henry Archery</b> Every Sunday

**Complete the questions and answers.**

Do you play table tennis, Jodie?  
Yes, I  often play table tennis after school.  
Do you do Karate?  
Yes, I  on Saturdays.  
Do you... badminton, Anna?  
Yes, I  archery?  
Do you...  
How often... you... sailing, Henry?  
How... you... golf?  
How... Henry... archery cards?  
Write one more question and answer for Carla.

Workbook 4



### 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

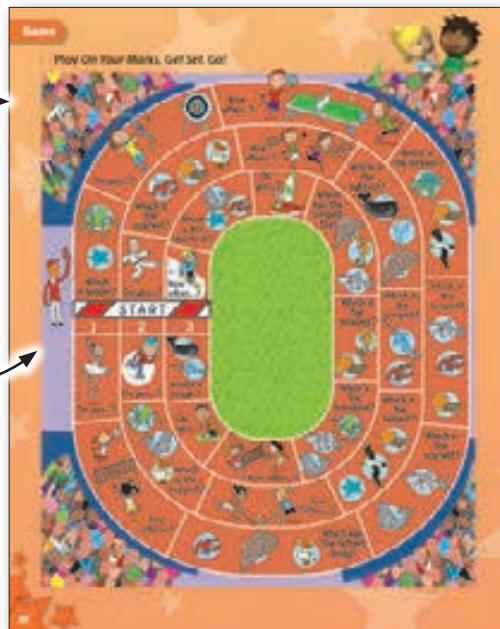
- Give children an end-of-unit test which focuses on the grammar, vocabulary and skills studied throughout the unit.



## 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 4



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 4**

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 4**

Practice of new vocabulary and consolidation of the cultural information.

**Workbook 4**

### 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.

# Graded Readers



## Using Graded Readers with *Starlight*

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

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

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

## What are the benefits of using graded readers?

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

### Graded readers and extensive reading

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

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



## Teach English with Oxford e-books

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

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

For more information visit:

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





## Oxford Read and Imagine

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

Each Oxford Read and Imagine book contains:

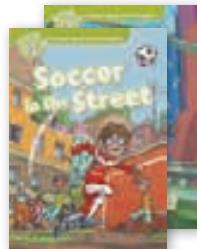
- Activities which students can complete during or after readying. Some readers provide preparation activities for Cambridge Young Learner Exams.
- Picture dictionary and glossaries to help with unknown words.
- Audio Packs are available for every reader.
- At Levels 1 to 6, every storybook reader links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



**Level 1**



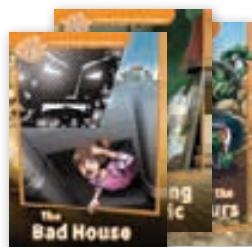
**Level 2**



**Level 3**



**Level 4**



**Level 5**



## Oxford Read and Discover

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

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

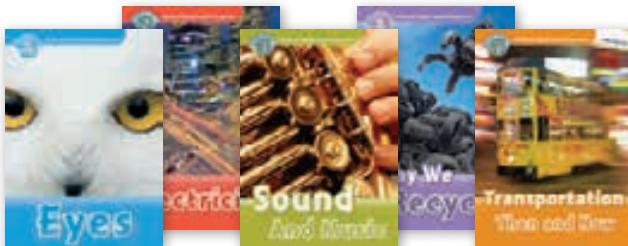
Each Oxford Read and Discover book contains:

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

### Arts and Social Studies



### Science and Technology



### The Natural World



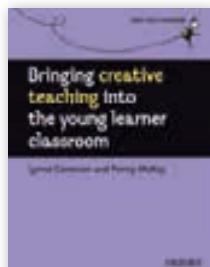
# Professional Development

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

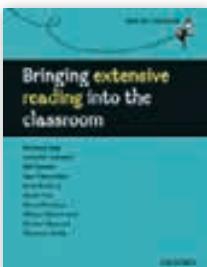
For other titles in the series go to [www.oup.com/elt](http://www.oup.com/elt)

## Into the Classroom

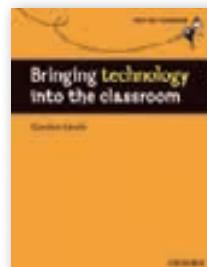
Short, practical guides to understanding and implementing new developments in teaching. Each guide focuses on a new development in teaching with ideas to help you introduce it into your classroom.



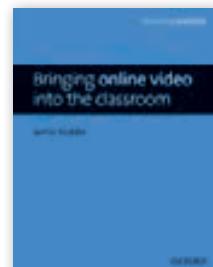
**Bringing creative teaching into the young learner classroom**



**Bringing extensive reading into the classroom**



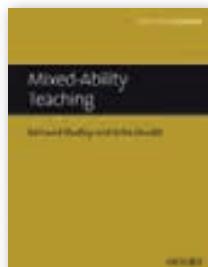
**Bringing technology into the classroom**



**Bringing online video into the classroom**



**Bringing SEN into the classroom**



**Bringing Mixed Ability into the classroom**

## Oxford Handbooks for Language Teachers

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



**Putting CLIL into Practice**



**Technology Enhanced Language Learning**



**Teaching Young Language Learners**

## Oxford Teacher's Academy

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

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



For a full list of courses visit:

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



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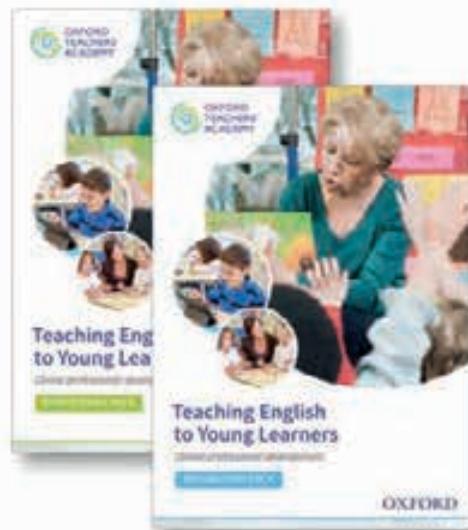
# Teaching English to Young Learners

Online professional development

## Who is it for?

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

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



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

# Session topics and aims

## Session 1:

### How children learn

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

## Session 2:

### Learning to learn: 21st century skills

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

## Session 3:

### Classroom management

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

## Session 4:

### Developing listening and speaking skills

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

## Session 5:

### Literacy

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

## Session 6:

### Grammar and vocabulary

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

## Session 7:

### Resources evaluation and lesson planning

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

## Session 8:

### Feedback, evaluation, and assessment

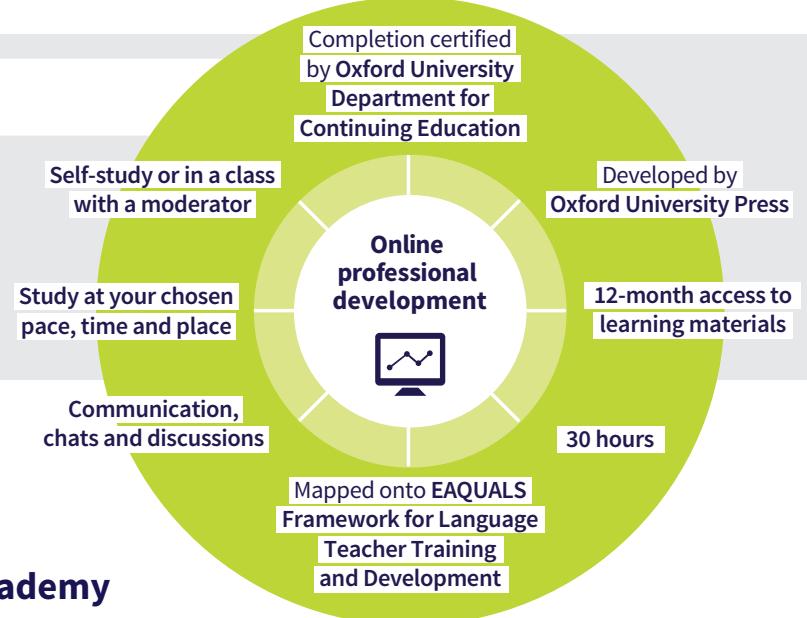
- To examine the importance of assessment in learning.
- To compare different assessment methods.
- To understand how to use appropriate classroom assessment tasks.

## Key facts



Inspiration online today.  
Ideas for class tomorrow.

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



# Ideas bank



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 remember?

- 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 It's Fall!

Vocabulary pages 2–3

### Lesson objectives

Identify vocabulary related to fall through a song and follow-up activities.

Ask and answer questions using *What's this?* and *What are these?*

Learn and use some new words for clothes.

### Language

**Nature:** acorn, berry, chestnut, cobweb, mushroom, pumpkin, squirrel, walnut

**Clothes:** baseball hat, mittens, rain boots, raincoat, sandals, scarf, sunglasses, sweater, swim trunks, swimsuit, T-shirt, wool hat

### Materials

① Tracks 01–04; Starter Unit Flashcards Set 1 (nature); Level 3 Starter Unit Flashcards Set 1 (characters); Workbook page 2

### Warm up

Greet the students as they come in. Say *Welcome back! How are you?* Go around the class and ask the students' names. Elicit *My name's....*

Use the characters flashcards to introduce the characters again. Ask the students if they can remember the names of the characters from the last course. Show the flashcards, one at a time, and ask the name of each character: Rose, Jeb, June, Rory and Miss Snow. Write the following words on the board in two columns: *story, tune, web, knows;* and the names *June, Rory, Rose, Jeb.* Ask students if they can remember that the characters are all good at different things. Ask *What are they good at?* (*June is good at music. Rory is good at writing. Rose knows about a lot of things. Jeb is good at IT/computing.*)

Ask students around the class to say what they are good at and what they know about.

### 1 Discuss with a friend. ①

Divide the class into pairs. Ask students to open their Student Books to page 2 and look at the picture. Ask *Where are they? Is it hot or cold?* (*Cold.*) Read the title of the unit and elicit or explain that the unit is about fall. Read the first question aloud and ask students to discuss it with their partners. Encourage them to say what each character in the picture is wearing and what color each item of clothing is. Ask students to read the second question together and take turns answering. Have pairs share some of their answers to compare with the class.

# Starter It's Fall!

## Vocabulary

**1 Discuss with a friend.**

1 What clothes and shoes are the students wearing?  
2 What do you wear in the fall?  
What's this, Miss Snow?  
It's a pumpkin, Jeb!  
What are these?  
They're berries, Rory!  
What's this, June?  
It's a squirrel, Rose!

**2 Listen, point and repeat.**

**3 Listen and repeat.**

**4 Look and mark (✓) the words. Listen again and check.**

1 berry	<input type="checkbox"/>	acorn	<input checked="" type="checkbox"/>	5 mushroom	<input checked="" type="checkbox"/>	pumpkin	<input type="checkbox"/>
2 squirrel	<input checked="" type="checkbox"/>	walnut	<input type="checkbox"/>	6 squirrel	<input type="checkbox"/>	berry	<input checked="" type="checkbox"/>
3 cobweb	<input checked="" type="checkbox"/>	acorn	<input type="checkbox"/>	7 walnut	<input checked="" type="checkbox"/>	cobweb	<input type="checkbox"/>
4 chestnut	<input type="checkbox"/>	pumpkin	<input checked="" type="checkbox"/>	8 chestnut	<input checked="" type="checkbox"/>	mushroom	<input type="checkbox"/>

**5 Play Point and Say with a friend.**

What's this? It's a cobweb.  
What are these? They're chestnuts.

### 2 Listen, point and repeat. ① 01

Hold up the nature flashcards, one at a time, and model the words for the class. Encourage students to repeat the words after you in chorus.

Play the recording for the students to listen and point to the items in the picture. Play the recording again for students to repeat the vocabulary items in chorus. Play the recording once more for individual students to say the words for the class.

### 3 Listen and repeat. ① 02

Ask the students to look at the picture and the words in speech bubbles. Play the recording for the students to listen and point to the people in the picture as they hear each person speak. Play the recording again for students to follow the speech bubbles, then play the recording once more, pausing after each line for the students to repeat the lines in chorus.

### 4 Look and mark (✓) the words.

#### Listen again and check. ① 01

Direct students' attention to the numbered items in the main picture. Ask students to name the items. Tell students to look at the picture and find the number 1. Ask *Is it a berry? (No.) Is it an acorn? (Yes.)* Point to the first item in Activity 4 and show students the example check mark in the box next to acorn. Tell students to look at the picture, read the words and mark the correct word. Have students complete the activity on their own. Play the recording from Activity 2 again for students to check their answers.

### Additional resources

The Starter Unit Wordcards Set 1 can be used at any point in this lesson or later.

### 5 Play Point and Say with a friend. ①

Direct students' attention to the speech bubbles in the main picture. Read the speech bubbles aloud while students follow along. Tell students that we use

### 5 Look and write the words. Listen and check.

*It's the fall! It's the fall!  
All the leaves are brown.  
All the leaves are falling,  
Falling to the ground.*

 There are (1) squirrels in the fall,

 Eating (2) acorns as they play.

 There are (3) berries in the fall.

 And (4) mushrooms every day.

*It's the fall! It's the fall!  
All the leaves are brown.  
All the leaves are falling,  
Falling to the ground.*

 There are (5) pumpkins in the fall,

 And (6) chestnuts on the ground.

 There are (7) walnuts in the fall.

 And (8) cobwebs all around.

### 6 Listen again and chant along.

### 7 Listen and number the pictures. Listen again and repeat.

- |                |           |               |             |            |             |
|----------------|-----------|---------------|-------------|------------|-------------|
| 1 baseball hat | 2 mittens | 3 rain boots  | 4 raincoat  | 5 sandals  | 6 scarf     |
| 7 sunglasses   | 8 sweater | 9 swim trunks | 10 swimsuit | 11 T-shirt | 12 wool hat |



### 8 Play Look It Up with a friend.

Baseball hat

Number one!

*What's this?* to ask about one thing, and *What are these?* to ask about more than one thing.

Model the example dialogues with a student. Point to each item in the main picture and ask *What's this? / What are these?* to students around the class. Encourage students to answer *It's (an acorn). / They're (berries).*

Make sure that the students understand the difference between *What's that?* and *What are those?* Have the students take turns to ask and answer with each other. Invite students to ask and answer questions in front of the class.

### Optional activity

Divide the class into two teams to play a game. Tell students to close their books. Address students from each team in turn. Hold up your Student Book and point to an item in the main picture on page 2. Ask the team *What's this? / What are these?* The students answer *It's (a pumpkin). / They're (chestnuts).* Award one point for each (factually and grammatically) correct answer. The team with the most points wins.

### 6 Look and write the words. Listen and check.

Direct students' attention to the chant lyrics. Point to the pictures and ask students to name the items. Point out the completed example *squirrels*. Read the line aloud. Point to the next gapped word. Ask students what the picture next to this line in the chant shows. (*Acorns.*) Tell students to write the word *acorns* in the gap. Have students read the rest of the lyrics and

complete the gapped words on their own. Remind students to look at the pictures to help them decide whether to use a singular or a plural word. Play the chant for students to check their answers.

### 7 Listen again and chant along.

Play the recording of the chant once, pointing to each item in the main picture on page 2 as it is mentioned. Play the recording again, stopping after each line to ask a volunteer to hold up their book and point to the item mentioned. Play the recording again and sing along with the students. Have them follow the lyrics in the book as they sing. Repeat as necessary.

### 8 Listen and number the pictures. Listen again and repeat.

Direct students' attention to the pictures. Ask them to name the items of clothing. Ask students to say what color each item of clothing is. Read out the words in the box and ask students to point to the correct pictures. Play the first item on the recording. Ask students to point to the correct picture (the baseball hat). Point out the example number 1 in the box next to the picture. Play the rest of the recording for students to listen and write the numbers in the boxes next to the correct items of clothing. Check answers by asking *What's number (one)?* to students around the class. Students say the word and point to the correct picture.

### 9 Play Look It Up with a friend.

- Tell the students to work in pairs. Ask them to look at the pictures in exercise 8.
- Model the activity by saying *X What number is the scarf?* to a confident student. The student will respond (Number 6).
- Students take turns saying an item of clothing and their partner must say the corresponding number.
- When students have completed the activity, you can say the words in random order and have the class respond with the correct number.

### WORKBOOK ANSWERS

- Top down: 8, 2, 3, 1, 6, 5, 7, 4
- fall: sweater  
winter: scarf, coat, hat, boots, gloves  
spring: T-shirt  
summer: shorts, sandals, bathing suit, sunglasses, T-shirt, cap
- Answers will vary.  
Try! Answers will vary.

### Further practice / Homework

Workbook page 2

# Starter Unit Finding Felix

Reading page 4

## Lesson objectives

Understand and act out a story.

Recognize and use revised vocabulary in context.

## Language

**Reviewed vocabulary:** first, school, summer show, magic, laptop, pen, microphone, book, outside, kind, cat, brown, yellow, happy, big, address, house, castle, garden

**Extra vocabulary:** go for a walk, place, put on (your show)

## Materials

0 Track 05; Starter Unit Flashcards Set 1 (nature); Workbook page 3

## Warm up

Hold up the nature flashcards, one at a time. Have students say the words in chorus. Put the flashcards away. Slowly draw a simple picture of one of the items on the board. Students try to guess what the item is before you finish drawing it. The first student to call out the correct word can come to the board to draw a picture for the rest of the class to guess, or whisper a word for you to draw.

## Lead in

Ask the students to look at the first frame in the story. Ask the students questions about the picture, for example, *What day is it? What is the name of the teacher? What are the names of the children in the class? What question do they ask? What is going to happen next?*

Ask students to look at the other pictures in the story and name any items they know the words for (tree, leaves, cat, castle, book, wool hat, T-shirt, and so on).

### 1 Listen and read along. 05

Play the recording. If necessary, you can suggest students use their index finger to follow the text as they listen. Play the recording again, pausing after each frame and asking questions to check students' understanding of the story. For example: [Frame 1] *Where are the children? (At school.) Is there a summer show this year? (Yes, there is.)* [Frame 2] *What are the magic tools? (A laptop, a microphone, a pen and a book.) Who has the magic (book)? (Rose.)*

You may want to develop students' insight with further questions. Ask *Why do the children go for a walk? (To find a place to do the show.) How do you think the woman feels when she can't find her cat? (Sad / Worried.) Why is it difficult to find the cat? (Because he is the same color as the leaves.)*

The page contains eight frames illustrating the story. Frame 1: Children in a classroom, one asks if there's a summer show. Frame 2: Miss Snow brings out magic tools. Frame 3: Miss Snow wants to do the show outdoors. Frame 4: Miss Snow tells the woman about the show. Frame 5: The students look for Felix in a park. Frame 6: Rory looks at fall leaves. Frame 7: The woman is very happy with an idea. Frame 8: The next day they find the house.

Why are the children surprised when they see the woman's house? (Because it is very big, with a big garden.)

### Optional activity

Tell students that you are going to try to retell the story from memory, but you might need some help. Ask them to stop you if you make a mistake. Say the following: *It's the last day of school. The children want to do a winter show. Miss Snow wants to do the summer show indoors. The children look for a dog. The cat is black ... and so on.*

### Additional resources

The Starter Unit Story Worksheet can be used at any point from here on.

### 2 Act out the story. 0

Divide the class into groups of seven and assign each student in the group a role: Miss Snow, Penelope, Jeb, Rory, June, Rose and the narrator. Students read through the story again and discuss ideas for props and actions for their parts.

Encourage groups to take time to discuss each member's character. If there's time, students can write their lines out on pieces of paper instead of reading from their books. Have students practice the story with the actions and props. Monitor and help where necessary.

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

### Optional activity

Play a game of *Who said it?* Say sentences from the story, or write them on the board, for example: *Welcome back! / I have the magic pen. / Can you help me? / I can help. / You're very kind. / Is Felix black? / The leaves are moving! / Come here, Felix!* Ask students to look at the story in their Student Books and call out the name of the character who said each sentence.

 Listen, color and draw.

 Look at the picture in Activity 1 and complete the sentences.

acorn ball bike book raincoat eat read ride throw wear

- 1 The girl has a raincoat to wear.
- 2 The man has a bike to ride.
- 3 The boy has a ball to throw.
- 4 The woman has a book to read.
- 5 The squirrel has an acorn to eat.

 Match the questions and answers.

- |  |   |
|--|---|
| 1 What's your name?                    | a I have one sister and three brothers. |
| 2 How old are you?                     | b I live on 2511 Main Street.           |
| 3 Where do you live?                   | c Yes. I do. I have a cat.              |
| 4 Do you have any brothers or sisters? | d I'm ten.                              |
| 5 Do you have any pets?                | e My name is Sophie.                    |

 Ask and answer with a friend.

Do you have any brothers or sisters?

No, I don't.

## 2 Look at the picture in Activity 1 and complete the sentences.

Read out the words in the boxes. Ask students to point to the correct items in the picture in Activity 1. Point to the girl in Activity 1 and ask *What does she have?* Elicit answers from the class. (*A raincoat, boots.*) Read out the example sentence. Tell students to choose a word from each box to complete the sentences about the people in the picture. Have students complete the rest of the sentences on their own. Invite students to read out their completed sentences.

## 3 Match the questions and answers.

Read out the questions, one at a time. Elicit answers from students around the class. Show students the answers and the example line. Tell students that they need to draw lines to match the questions to the answers. Students complete the activity on their own. Invite pairs of students to read out the matching questions and answers.

### Additional resources

The Starter Unit Language Focus Worksheet can be used at any point from here on.

## 4 Ask and answer with a friend.

Read out the example exchange. Tell students that they are going to ask and answer the questions in Activity 3 about themselves. Tell students to look at the questions and think about their answers. Divide the class into pairs. Have students take turns interviewing their partners using the questions from the previous activity. Invite a few pairs to ask and answer for the class.

### WORKBOOK ANSWERS

- 4 1 lost 2 children 3 place  
4 garden
- 5 1 to sing 2 to wear 3 to read  
4 to eat 5 to play 6 to ride
- 6 Answers will vary.  
Try! Answers will vary.

### Further practice / Homework

Workbook page 3; Starter Unit Story Worksheet; Starter Unit Language Focus Worksheet

## Starter Unit Language Focus

page 5

### Lesson objectives

Review clothes words.

Review language from previous levels.

### Language

**Core vocabulary:** ball to throw, a raincoat to wear, a bike to ride, an acorn to eat, a book to read

### Materials

Track 06; Starter Unit Flashcards Set 1 (nature); coloring pens / pencils / crayons; Workbook page 3

### Warm up

Stick the nature flashcards on the board. Write a number under each flashcard. Say the word for one of the flashcards and ask *What number is it?* Alternatively, say the number for a flashcard and ask *What is it?*

You can play this as a game. Divide the class into two teams and ask a question to a student from each team in turn. Award one point for each correct answer.

### 1 Listen, color and draw.

06

Ask students to look at the picture. Ask *What's this? What are these?* about the items in the picture. Tell the students to take out their coloring pens / pencils / crayons. Say *Show me (orange).* The students hold up the correct colors.

Point to the girl in the blue raincoat. Ask *What color is the raincoat?* Play the first part of the recording while the students look at the example in their books. Tell the students that they should listen, find the correct items, then color them.

Play the recording for the students to complete the activity. If you like, you can tell students to put a dot of color on the items to be colored as they listen for the first time, then color the items fully when they are sure about all the answers. Check answers as a class. Ask *What color is the (man's sweater)? (Brown.)*

## Unit 1 Vocabulary

pages 6–7

### Lesson objectives

Identify sports.

Practice the use of new sports terms in spoken, written, and aural forms.

### Language

**Sports:** archery, badminton, ballet, golf, field hockey, ice skating, karate, sailing, skiing, squash, table tennis, volleyball

### Materials

• Tracks 07–09; Unit 1 Flashcards Set 1 (sports); Workbook pages 4–5

### Warm up

Tell students they are going to learn to talk about different sports. Use the sports flashcards to introduce the vocabulary. Hold up each flashcard and say the words for the students to repeat in chorus. Mime each sport for the students to copy your actions. Say each sport and ask the students to perform the corresponding action.

### 1 Discuss with a friend.

Divide the class into pairs. Ask students to open their Student Books to page 6 and look at the picture. Ask *Where are they?* Read the title of the unit and elicit or explain that this is a place where you can go to play sports. Read the first question aloud and ask students to discuss it with their partners. Encourage them to add sports they play and sports they have seen on TV. They can use examples from the new vocabulary or other sports they know. Ask them to read the second question together and take turns answering. Have pairs share some of their answers to compare with the class.

### 2 Listen and repeat. 07

Play the recording for students to repeat the vocabulary items in chorus and point to the correct items in the main picture. Play the recording again for individual students to repeat the words for the class. Point to the items in the main picture in a different order and say the words for the students to repeat. Then point to the items in the picture without saying the words and encourage students to name the items. Divide the class into two teams and point to items in the picture for students from each team in turn to name. Award one point for each correct word.

### 3 Complete the chart with the sports. Listen again and check.

Direct students' attention to the example in the chart and tell them to look at the heading above. On the board, write the

# 1 The Sports Complex

## Vocabulary

1 **Discuss with a friend.**

- Which sports do we play with a ball?
- Which sports do you like?

2 **Listen and repeat.** 07

3 **Complete the chart with the sports. Listen again and check.**

archery	badminton	ballet	golf	field hockey	ice skating
karate	sailing	skiing	squash	table tennis	volleyball

Play	Go	Do
1 <u>golf</u>	2 <u>skiing</u>	3 <u>karate</u>
6 <u>table tennis</u>	7 <u>ice skating</u>	4 <u>ballet</u>
8 <u>tennis</u>	9 <u>sailing</u>	5 <u>archery</u>
10 <u>volleyball</u>		
11 <u>field hockey</u>		
12 <u>squash</u>		

4 **Play Memory Chain with a friend.**

Let's play field hockey. Let's play field hockey, and go sailing.

phrase *play golf*. Say an example sentence: *I like to play golf*. Explain that golf is a sport played with a ball, so we say *play*. On the board, write *archery* and elicit or explain that we use the verb *do* with it. Write this on the board and give an example. *Justin does archery on the weekends*. Explain that archery is an individual sport (a sport we do on our own), so we say *do*. On the board, write *ice skating* and elicit or explain that we use the verb *go* with it. Say an example: *I go ice skating with my friends*. Explain that we use *go* with sports when the aim of the game is to move from one place to another. Have students complete the rest of the chart on their own and then play the recording to check answers. Play the recording again and have students repeat chorally.

### Optional activity

Give an example of another sport or activity that students already know, for example, *running*. Ask students *Does it have a ball? Is it individual? Is the aim to move from one place to another place?* Based on their answers, have them guess the verb that goes with it, for example, *go running*. Invite volunteers to say other sports activities for the class and ask the questions above to find out the matching verb. If you like, you can have students add the activities to their charts.

### 4 Play Memory Chain with a friend.

Direct students' attention to the sample language in the speech bubbles. Read the first bubble aloud while students follow along. Call on a volunteer to read the second bubble aloud. Call on another volunteer, having the student read the second speech bubble and add another activity to the end. Continue in this way

### 5 Read the lyrics and circle the words. Listen and check.

Let's play **squash** / karate.  
Let's go **hockey** / **skiing**.  
Let's play **ballet** / **golf**.  
Let's go **sailing** / **table tennis**.  
Let's play **ice skating** / **volleyball** –  
rain or sun!  
Let's do **archery** / **badminton** –  
let's have fun!  
*Come on now! Come on, let's play.  
In the sports complex – OK!  
Come and play now, everyone!  
The sports complex is fun!*

Let's play **archery** / **badminton**.  
let's do **ballet** / **volleyball**.  
Let's play **hockey** / **sailing**.  
let's do **squash** / **karate**.  
Let's go **ice skating** / **golf** –  
rain or snow!  
Let's play **skiing** / **table tennis** –  
oh, let's go!  
*Come on now! Come on, let's play.  
In the sports complex – OK!  
Come and play now, everyone!  
The sports complex is fun!*

### 6 Listen again and sing along.

### 7 Listen and draw lines.



### 8 Look at the picture in Activity 6. Ask and answer with a friend.

names in lozenges around the picture aloud so that students are familiar with their sounds. Point out the line drawn from Sue to the girl with brown hair and play the recording so students can hear how they are connected. Play the rest of the recording while students draw lines to the correct part of the picture. Play the recording again, pausing after each item to check the answers with the class.

### 8 Look at the picture in Activity 7. Ask and answer with a friend.

Direct students' attention to the sample language in the speech bubbles. Read them both aloud while students follow along. Ask students to find Fred in the picture in Activity 7. Then, read the speech bubbles again with a student volunteer playing one of the parts. Divide the class into pairs. Students take turns asking each other about the people in the picture and answering, using the model and the activities from the lesson.

#### Optional activity

Review question and answer forms from previous levels. Have students ask and answer follow-up or additional questions about each person in the picture. If they need help, write some prompts on the board. *What is (Fred) wearing? What's (her) name? (pointing) What color is (his hat)? Where's (Sally)? Can he play (table tennis)?*

#### WORKBOOK ANSWERS

- 1 10 do archery 5 do ballet  
2 do karate 4 go ice skating  
11 go sailing 9 go skiing  
7 play badminton 6 play golf  
3 play field hockey 12 play squash  
1 play table tennis 8 play volleyball

- 2 1 play 2 play 3 play 4 do  
5 play 6 do 7 go 8 play 9 go  
10 go 11 play 12 do

**Try!** Answers will vary.  
3 Left to right: Let's go ice skating.  
Let's play volleyball. Let's do ballet.  
Let's go sailing. Let's do archery.  
Let's play golf.

4 Ben – basketball Olivia – karate  
Max – talking Kyle – volleyball  
(shorter) Becky – talking  
Dylan – karate Ava – basketball  
Liam – volleyball (taller, with ball)

**Try!** Answers will vary.

#### Further practice / Homework

Workbook pages 4–5

so that students understand that each speaker should remember all of the previous activities and then add one more. The game stops when a student makes a mistake. Divide the class into pairs and have students play again on their own.

#### Additional resources

The Unit 1 Wordcards Set 1 can be used at any point in this lesson or later.

### 5 Read the lyrics and circle the words. Listen and check.

08

Direct students' attention to the song lyrics and point out the circled example sport *squash*. Read the line aloud and ask *Do you play squash? Do you play karate?* Emphasise the verbs and make sure students understand that *squash* is circled because it goes correctly with the verb *play*. Read the next sentence and repeat the process, helping students to recognize *skiing* as the answer and circle the word in their books. Have students read the rest of the lyrics and circle the correct activities on their own. Check answers as a class.

Call twelve students to the front of the room and assign each one a vocabulary item. You can use the flashcards for this. Ask students to think of an action for their sport (such as swinging a racket for badminton). Play the song while the class follows along. The students at the front do their action when they hear their line in the song. You can call a new group to the front and play again, or assign actions to the whole class.

### 6 Listen again and sing along.

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 Listen and draw lines.

09

Direct students' attention to the picture. Ask *Where are they? What are they doing?* Call on a volunteer to name one of the activities in the picture. The next student must name one of the other activities, and so on, until all the activities have been named without repeating any. Read the

# Unit 1 Reading

pages 8–9

## Lesson objectives

Understand and act out a story.  
Recognize and use sports vocabulary in context.

## Language

Simple present questions and answers.  
*Do you play squash? No, I don't. Yes, I do.*

## Materials

① Track 10; Unit 1 Flashcards Set 1 (sports); Unit 1 Storycards; DVD Unit 1 Story; Workbook pages 6–7

## Warm up

On the board, as far apart as possible, write headings for the verbs *play*, *go* and *do*. Hand out the twelve vocabulary flashcards to different students and tell them to stand under the verb that matches their action. (If there's not enough room in front of the board for this, you can label different areas of the room.) To check answers, students hold up their card one at a time and the class says the sport with the verb, for example, *Go sailing. Play badminton.*

## Lead in

Tell students to guess what you are drawing on the board. Slowly draw a scarecrow. Start with his pants and other parts that might make them say clothes words or *a man*. If they don't know the word *scarecrow* in English they might finally say it in their first language. On the board next to your picture write *scarecrow* and lead the class in choral and individual repetition. Ask *What does a scarecrow do?* Circle the two individual parts of the word (*scare* and *crow*) and elicit or explain what they mean separately. Have the students decide what the words might mean when they are put together.

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

Hold up the first storycard. Ask some questions to get students thinking about the story. *Who is this man? What are these? (Birds.) How does the man feel? What is this? (A scarecrow.)*

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 pages 8 and 9 in their books. Divide the class into pairs. Read the first question aloud and ask students to count the people they see in the story. Each pair should write a number as their answer and compare it with other pairs around them. Count the characters

**Unit 1 Reading**

# Miss Flower Pot

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

1 How many characters are there in the story?  
2 Find the sports equipment. Can you name the sports?

**2** Listen and read along. Write the sports that the characters do. 10

Archie	<u>badminton</u>	Lucy	<u>table tennis</u>
Billy	<u>karate</u>	Mrs. Potter	<u>golf</u>

**1** It's a great morning. Mr. Evans always goes for a walk on his farm in the morning. Today, the blackbirds are eating his cereals again.

Go away birds! You always eat my plants! Shoo!

Hmm. Mr. Smith has a scarecrow. The birds never eat his plants.

**2** He sees Lucy. She's throwing her old table tennis paddles in the trash can. Mr. Evans has an idea.

Doh! Can I have those, Lucy?  
Yes, of course. Do you play table tennis?  
No, I never play table tennis.

**3** Then, Mr. Evans sees Mrs. Potter. She's putting her old golf clubs in the recycling bin.

Hello! Do you play golf, Mrs. Potter?  
Yes, I sometimes play golf on weekends. But my clubs are broken.

**4** Mr. Evans sees his friend Archie. Archie exercises a lot.

Hey, Archie! Do you play tennis?  
No, I don't, but I often play badminton after work.  
Do you have an old racket?  
Yes, I do!

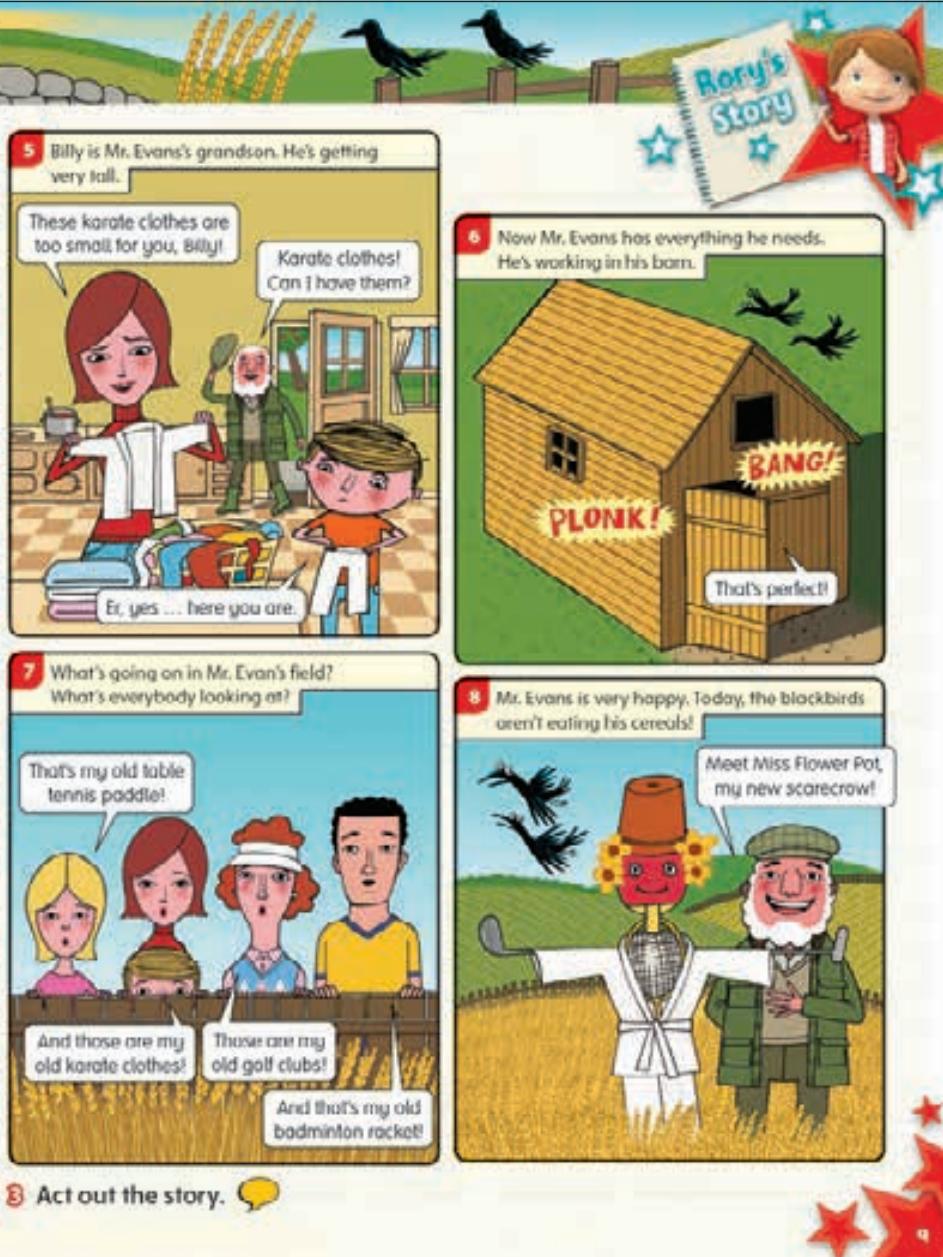
together with the class to check. (*Mr Evans, Lucy, Mrs Potter, Archie, Billy and Billy's mum.*) Ask students to read and discuss the second question with their partners. Invite volunteers to share their answers with the class.

## 2 Listen and read along. Write the sports that the characters do. 10

Read the four character names aloud while students follow along in their books. Play the recording. If necessary, you can suggest that students use their index finger to follow the text as they listen. Direct students' attention to the example and elicit the sport that Lucy plays. (*Table tennis.*) Ask them to find Lucy in the story. Ask *Does Lucy play table tennis?* (Yes.) Does *Mr. Evans play table tennis?* (No.) Have students find the rest of the characters from the list in the story and write the names of the sports they play. To check students' work, play the recording again. Pause after each person is mentioned to check students' answers.

## Optional activity

The storycard questions can be used here, or at any time after this point in the lesson to check comprehension. Play the recording, holding up the storycards one at a time. Point to key items or actions in the pictures as they are mentioned in the recording. Hold up the storycards again and ask the questions on the back of each card to check students' understanding of the story. You may want to encourage further discussion of the story by asking more questions, for example, *How does Mr. Evans feel about the birds? (He is not happy because they are eating his cereals.) What is Mr. Evans' job? (He's a farmer.) What does Mr. Evans do every morning? (He goes for a walk on his farm.) Why does Mr Evans want the sports equipment? (To build a scarecrow.)*



### 3 Act out the story.

#### Optional activity

On the board, draw simple pictures of sports equipment: a table tennis paddle, a badminton racket, a golf club, a karate outfit. Ask students to draw one of these on a piece of paper. Play the video all the way through. When students see their item, they hold up their picture.

#### Optional activity

Divide the class into two teams. Say true or false sentences about the story to students from each team in turn. For example, *The blackbirds are eating Farmer Evans' apples. Lucy is throwing her table tennis paddles in the trash can.* The students respond with *True* or *False*. Award one point for each correct answer. Award extra points if students can correct the false sentences. The team with the most points wins.

#### Optional activity

If you have access to sports equipment (such as from the school gym), collect different equipment for different sports. You should have enough items for each student to have one piece of equipment. If you can't get the sports equipment, print out pictures of sports equipment instead, or find pictures in a sporting goods catalogue and cut them out. Hand out one piece of sports equipment to each student and go around the room, asking them to identify their equipment and say how to use it. Tell students they are going to use the equipment to make scarecrows, like Miss Flower Pot. Have them stand and walk around the room, matching themselves up with other students according to their equipment in order to build scarecrows. Make sure all students find a place in a group. If they have actual sports equipment, they can arrange it on the floor and then draw a picture of it. Otherwise, they can just draw a picture of how their scarecrow will look. Invite students to show their scarecrows to the class.

#### Optional activity

Ask the students to complete the story activities on pages 6 and 7 of the Workbook for homework. Students color the stars depending on how much they enjoyed the story.

#### WORKBOOK ANSWERS

- 1 1 Do 2 clubs 3 small
- 4 badminton 5 scarecrow
- 2 1 always 2 blackbirds 3 idea
- 4 table tennis 5 golf clubs
- 6 racket 7 karate 8 working
- 9 scarecrow 10 cereals

Try! In the recycling bin.

- 3 head: flower pot
- arms: golf clubs
- body: badminton racket
- clothes: karate clothes

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

Describe scheduled activities using time and frequency words.

Review sports vocabulary.

### Language

**Time expressions:** *on Tuesdays, on the weekend, always, often, sometimes, never*

### Materials

1 Track 11; Workbook pages 8–9

### Warm up

To introduce students to the idea of frequency adverbs, prepare a chart on the board that lists the days of the week in a column. Ask a student *Do you eat lunch on Monday?* Next to *Monday* in the chart, write yes or no according to the student's answer. Continue asking the same student the same question for all the days of the week. You will likely get a chart full of yes answers. Under this column, write *always*. Choose a different question and a different student and repeat the process to create another column. For example, you could ask *Do you go to school?* You will likely get five yes and two no answers to this question. Write *often* under this column. Choose new questions and new students and create more columns, making sure you have at least one column for *sometimes* and another for *never*. Advanced students may be able to label the columns themselves toward the end of the game.

### 1 Look at pages 8–9. Circle the picture of the speaker.

Ask students to open their books to page 10 and quickly look over the pictures in Activity 1. Ask *Do you recognize these people? Who are they?* Read the first speech bubble aloud and point out the two characters next to it. Ask *Who says this?* Have students turn back to pages 8–9 and look for the quote from the speech bubble. (They will find it in frame 3.) Elicit who says it (Mr. Evans) and point out the circled example answer. Have students work on their own to find the rest of the quotes in the story and circle the speakers. Check answers and invite students to read the speech bubbles aloud.

### 2 Listen and number the people in the chart.

11

Direct students' attention to the words in the box and remind them what each one means. Say *I always (have breakfast). I (teach class) often. I sometimes (play tennis) after school. I never (ride a horse to school).*

## Unit 1 Language Focus 1

### 1 Look at pages 8–9. Circle the picture of the speaker.

1 

Do you play golf?

Yes, I sometimes play golf on weekends.

2 

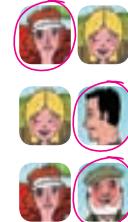
Do you play tennis?

No, I don't, but I often play badminton after work.

3 

Do you play table tennis?

No, I never play table tennis!



### 2 Listen and number the people in the chart.

11

always  often  sometimes  never 

	Lucy 	Mrs. Potter 	Mr. Potter 	Mr. Evans 
	 on the weekend	 on Tuesdays	 in the evening	 on Fridays
	 on the weekend	 in the evening		 in the evening
	 on Saturdays	 on the weekend		 after work
		 on Sundays	 after work	

### 3 Look at the chart in Activity 2 and complete the answers.

1 Do you play badminton, Mr. Evans?

Yes, I sometimes play badminton  
on Fridays.

2 Do you go ice skating, Lucy?

Yes, I always go ice skating  
on the weekend.

3 Do you do archery, Mr. Potter?

No, I never do archery.

4 Do you play field hockey, Mrs. Potter?

Yes, I often play field hockey  
on Sundays.

10

Tell students to examine the column in the chart for Mr. Potter and ask questions. *Does Mr. Potter play badminton in the evening?* Yes, he often plays badminton in the evening. Ask questions about the other activities. Play the recording and pause after the first item. Point out the number 1 in the box next to Mr. Potter and explain that this was him in the recording. Resume the recording and have students write numbers in the rest of the boxes corresponding to the speakers they hear. Check answers as a class and play the recording again for comprehension.

### 3 Look at the chart in Activity 2 and complete the answers.

Ask students the question from number 1 and tell them to check the chart for the answer. Read the example answer aloud to check if they are right. Have students write answers on the lines provided for the rest of the questions, using the chart as a reference. Monitor and help as needed. Check answers as a class.

### Additional resources

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

### 4 Write the questions and answers.

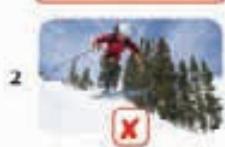
Tell students to look at the first picture and ask *What are they doing? (They're playing golf.)* Point out the example question written on the first line. Direct their attention to the box below and point to the circle. Ask *what is this? (Sometimes.)* Point out the example answer on the second line and make sure students see both parts of the box in the answer. Have students write questions based on the pictures for the other two numbers and then write answers using the information in the boxes. Monitor and help as needed. If students have trouble, refer them to the Grammar box. Form pairs and have students take turns reading their questions and answers to check.

**4** Write the questions and answers.



Do you play golf?

Yes, I sometimes play golf on the weekend.



Do you go skiing?

No, I never go skiing.



Do you do ballet?

Yes, I always do ballet on Saturdays.

**Grammar**

Do you	go sailing? play field hockey? do karate? play squash?	Yes, I often sometimes No, I never	always sometimes play field hockey do karate play squash.	go sailing play field hockey do karate play squash.	on Sundays. after school.
--------	---	--	---	--	------------------------------

**5** Choose six sports and write questions. Ask the questions to a friend and write the answers.

Do you go skiing? Yes, I often go skiing in January.

**7** Play *Find Someone Who ...* with your group and complete the chart.

Sport	Name	How often ...
skiing	Mary	never

Do you go skiing?

No, I never go skiing.



**5** Choose six sports and write questions. Ask the questions to a friend and write the answers.

Call on a volunteer to read the question and answer sample aloud with you for the class. Tell students to write six similar questions in their notebooks. They should use the vocabulary words from the unit in their questions. Divide the class into pairs and have students take turns asking their questions and answering. Monitor and help as needed. Students should be expanding on yes/no answers to include frequency and schedule information from the lesson. Listen and pay particular attention to whether students are using the correct order for all the parts of speech in their answers. Students should note the answers their partners give.

Mary's answer to the question. She never goes skiing. Have students fill in the first column of the chart with the names of activities from the unit. Encourage them to use different sports from those they used in Activity 5. Divide the class into groups and have students take turns asking and answering questions using the same forms as in Activity 5. This time, however, they only have the name of the sport as a question prompt. Encourage students to ask a different person each question. Students write the answerer's name and how often they do the sport. Monitor and check. In smaller classes, you can have the students stand and walk around the room, choosing different people to ask their questions to.

**6** Play *Find Someone Who ...* with your group and complete the chart.

Direct students' attention to the chart and ask them to look at the sample speech in the speech bubbles. Explain that this is

**Optional activity**

Tell students to close their books and to take out their notebooks or a piece of paper. Explain that you are going to play a spelling game. Demonstrate by starting to spell a word from the unit (such as *weekend*). Say each letter clearly. Tell the class that if one of the students guesses the word and knows how to spell it, they should raise their hand. When a student raises their hand, stop spelling the word and ask the student to continue spelling it. If the word has been spelled correctly, the student chooses a new word from the unit to spell for the rest of the class.

**Project connection**

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

**WORKBOOK ANSWERS**

- 1 1 Sophie, Lewis 2 Lewis, Sophie
  - 2 1 I never 2 I often do archery
  - 3 I often play field hockey
  - 4 Yes, I sometimes go skiing
- Try! Answers will vary.
- 3 1 Do you play squash? Yes, I sometimes play squash on the weekend.
  - 2 Do you go sailing? Yes, I often go sailing after school.
  - 3 Do you do archery? Yes, I always do archery after school.
  - 4 Answers will vary.
- 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

Ask and answer about frequency using time phrases.

Practice sports vocabulary and frequency phrases through a song and follow-up activities.

### Language

**Frequency questions:** *How often do you ...?*

**Frequency phrases:** *every day, once / twice / three times a week / month / year*

### Materials

1 Track 12; Unit 1 Flashcards Set 2 (time phrases); Workbook pages 10–11, 119

### Warm up

Mime swinging a golf club. Ask students to identify what you are doing. Choose a student that guessed correctly and invite him or her to the front of the room. Secretly show the student the flashcard for archery and ask the student to mime the sport for the class. Continue the game in this way until you've covered the sports in Activity 1. You may continue reviewing all of the time phrases flashcards.

### 1 Look and number the time phrases.

Hold up the time phrases flashcards, one at a time. Say the phrases for students to repeat in chorus. Ask around the class *What do you do (every day / once a week)?*

Direct students' attention to the pictures. Invite a student to stand and do the action in the first picture. The rest of the class can say the name of the activity (*golf*). Repeat for the other pictures. Point out the phrases in the box and read them aloud while students follow. Hold up the flashcards or use gestures to help illustrate the phrases: wave a hand to indicate *every*, hold up one, two or three fingers to indicate *once, twice, three times*. Have a volunteer read the days of the week under the first picture aloud and ask *How many days are circled?* Point out the example answer. Have students work on their own to match and write the rest of the answers on the lines provided. Monitor and help as needed. Check answers as a class.

### 2 Listen and underline the time phrases. Listen again and sing along. 12

Point out the first time phrase in the song, which is underlined as an example. Explain that these are the kinds of time phrases students will be looking for in the song.

### Unit 1 Language Focus 2

#### 1 Look and number the time phrases.



3 every day

6 every weekend

4 once a month

1 once a week

5 three times a month

2 twice a week



#### Grammar

How often	does he / she do you	go sailing? do ballet?
He / She	goes sailing does ballet	every day. twice a week.
I	go sailing do ballet	once a month. three times a year.

#### 2 Listen and underline the time phrases. Listen again and sing along. 12

Active Archie, always busy, busy every day!  
How often does he go sailing or do ballet?  
Once a week, twice a week or is it every day?  
Once a month, twice a month, how often does he play?

He plays volleyball every weekend,  
And squash once a month  
With his friend Jen!

Active Archie, always busy, busy every day ...  
He does archery three times a month,  
And sailing twice a week  
With his friend Pete!

#### 3 Read the lyrics and complete the answers.

- 1 How often does Archie play volleyball? He plays volleyball every weekend.  
2 How often does he play squash? He plays squash once a month.  
3 How often does he do archery? He does archery three times a month.

12

Play the recording while the class listens and underlines the other time phrases. After the song has finished, give students time to check their work and find phrases they might have missed. Check answers as a class. Play the song again for the class to sing along to. Repeat as necessary or for as long as the students are having fun.

#### 3 Read the lyrics and complete the answers.

Ask *Who is Archie? Can you find him in the song? What is one thing that he does?* Read the first question and point out the example answer. Have students find the volleyball section of the song to confirm this answer. Let students work on their own to complete the rest of the activity, writing frequency expressions from the song on the lines provided. Check answers by playing the recording again. Tell students to say *pause* when they hear the answer to one of the questions in the song. Pause and discuss the answers at these points. Play the song again once through.

#### Optional activity

Divide the class into groups of five or six. Keep playing the song over and over in the background. Give the students five or ten minutes to work out a simple dance routine to go with the song. Groups perform their dance to the music for the rest of the class. Get the class to sing along while they watch each group perform their dance routine.

#### 4 Look at Sarah's calendar. Complete the questions and answers.

Tell students to look at the calendar. Ask volunteers to read the days at the top. Read the example question aloud and ask students to find the matching picture. (1.) Ask *What color is it? (Yellow.)* Ask students to find the yellow color on the calendar. Read the example answer aloud and make sure students see the connection between the calendar and the frequency phrase used. Have students work on their

**4** Look at Sarah's calendar. Complete the questions and answers.

Su	M	Tu	W	Th	F	Sa
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 1 How often does she do ballet?  
She does ballet every weekend.
- 2 How often does she go ice skating?  
She goes ice skating three times a month.
- 3 How often does she play field hockey?  
She plays field hockey twice a week.
- 4 How often does she play golf?  
She plays golf once a month.



**5** Look at the calendar in Activity 4 and complete the dialogue.

- sailing Teacher: How often do you go sailing?  
Sarah: I go sailing twice a month.
- karate Teacher: How often do you do karate?  
Sarah: I do karate once a week.
- volleyball Teacher: How often do you play volleyball?  
Sarah: I play volleyball three times a month.

**6** Complete your chart and play with a friend.



own to write the rest of the questions and answers. Divide the class into pairs and have students ask and answer the questions to check their work.

**Additional resources**

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

**5** Look at the calendar in Activity 4 and complete the dialogue.

Read the example question aloud and call on a student to play Sarah and read the answer. Students should work on their own to find the new colors in the calendar in the previous activity. They should then write questions and answers using the same form as in the example. Monitor and help as needed. If students have trouble, refer them to the Grammar box on page 12. Check answers as a class, then have students work with a partner to practice the dialogues. Invite pairs of students to act out their dialogues in front of the class.

**6** Complete your chart and play with a friend. Workbook page

119

Have students turn to page 119 of their Workbooks and look at the charts. Ask volunteers to identify the activities. Point out the example in the first box and ask a volunteer *How often do you play badminton?* (*I play badminton once a month.*) Divide the class into pairs and point out the sample language in the speech bubbles. Have students fill in their charts with the phrases from the box. Students should then work with their partners to ask and answer questions about their charts. Monitor and help if necessary. Make sure that students are using the correct grammar structures. Invite pairs of students to ask and answer questions in front of the class.

**WORKBOOK ANSWERS**

- 1 1 once a month 2 every weekend  
3 once a week 4 twice a week  
5 twice a week 6 three times a month  
2 1 three times a week  
2 ballet every day  
3 archery once a month  
4 ice skating twice a week

Try! Answers will vary.

- 3 1 does / He plays field hockey once a month. 2 does / do / He does ballet every weekend. 3 How often does / go / He goes swimming once a week.  
4 How often does / play / He plays field hockey once a week. 5 How often does / go / He goes swimming every day. 6 How often does he play / He plays soccer three times a week.

- 4 1 How often do you go swimming? / once a month. 2 How often do you play golf? / golf once a week. 3 How often do you do ballet? / do ballet three times a week.

Try! Answers will vary.

**Further practice / Homework**

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

**Lesson objectives**

Learn about the development of sports.

Compare ancient and modern sports.

Provide links with other areas of the curriculum and an opportunity for creative project work.

**Language**

**Sports history:** prehistoric times, hunt, target, bow, arrow, archer, hockey stick

**Materials**

① Track 13; Workbook page 12

**Warm up**

Write the heading *Archery* on the board. Ask students to tell you what they know about archery. They might talk about bows and arrows, targets, Robin Hood, and so on. If students do not know any of these words, elicit as much as you can by asking questions. For example, *What's this?* (Mime drawing a bow.) *Who is this?* (Show a picture of Robin Hood.) Add notes to the board for everything they mention. Repeat the process for *Field hockey*.

**1 Listen and read. Circle the correct word in the headings.** ① 13

Ask students to look quickly at the pictures and say what sports they can see. (*Archery, field hockey.*) Read the introduction aloud and explain that this article will tell students about these two sports. Ask them to read the first section individually. When they have finished, point out the circled example and explain that this paragraph is about archery in prehistoric times, not field hockey. Have students read the rest of the article on their own and circle the best choice for each heading. Check answers as a class and ask students to share any interesting facts they learned from the article.

**2 Read again and complete the chart.**

Direct students' attention to the chart. Point out the first example and ask *Is archery an Olympic sport? How do you know?* Have students find the relevant information in the article in Activity 1 and underline it. (*They do it at the Olympic games.*) Repeat the process for the second example. Have students work on their own or in pairs to complete the rest of the chart with information from the article. If students are having trouble, encourage them to underline relevant parts of the text as they find the answers. Check answers as a class.

**Unit 1 CLIL History**

- 1 Listen and read. Circle the correct word in the headings. ① 13



Ancient Sports

Some sports that we do today existed thousands of years ago. We still do these sports today because they are fun.

**Field hockey / Archery in Prehistoric Times**



Humans invented archery in prehistoric times. It was not a sport. People all over the world used bows and arrows to hunt for food.

**Field hockey in Ancient Times / Today**



Field hockey is a team sport. It started more than 3,000 years ago in a lot of different countries. Old pictures show us that people played similar games with sticks and a ball in Ancient Greece and Egypt.

**Archery in Prehistoric Times / Today**

Now archery is a popular individual sport in the UK, Europe and the USA. They do it at the Olympic Games. The player is called an archer. You use a bow and arrow. You shoot the arrow at a big, round target. You score more points if you're near the center.



**Field hockey / Archery Today**

Today, field hockey is an Olympic sport. There are eleven players in each team. Players use field hockey sticks to hit the puck. A team wins if it scores the most goals.



field hockey stick

- 2 Read again and complete the chart.

	Archery	Field hockey
Olympic sport?	yes	yes
Team/Individual	individual	team
Where it started	all over the world	Ancient Greece and Egypt
When it started	prehistoric times	more than 3,000 years ago
Equipment	bow and arrow	field hockey sticks and puck

**CRITICAL THINKING**

Charts like these help students identify and organize information from a text. This basic skill enables students to identify new information in similar contexts. Students can then organize their own information before producing a similar piece of writing, such as the magazine interview in Activity 4.

**Additional resources**

The Unit 1 CLIL Worksheet can be used at any point from here on.

**3 Complete the Magazine Interview with words from Activities 1 and 2.**

Direct students' attention to the interview and ask. *What is this? (An interview or an article.) Where is it from? (A magazine or a website.) What is she doing (in the picture)? (She's doing archery.) What's her name? (Minnie Tyler.)* Focus attention on the example. Divide the class into pairs and ask them to read through the interview and complete it by writing words on the

blank lines. Explain that students will have to refer to the article on page 14 of the Student Book for this information. Check answers as a class.

**4 Write a Magazine Interview about a different sport.**

Tell students they are going to write their own magazine interviews, similar to the one in the previous activity. Less confident students may want to choose hockey as their subject so that they can use the information from the article on page 14 of the Student Book. Encourage confident students to choose their favorite sports. Give these students the opportunity to find out about their sport online or in a library. As students develop their interview, they should use questions the same as or similar to those from the magazine interview in Activity 3. They can also frame their answers in a similar way. Monitor and help as needed. When students have finished writing, have them swap interviews with a partner and check for mistakes. Have students take turns

**3** Complete the *Magazine Interview* with words from Activity 1 and 2.

# Minnie Tyler

by Simon Roberts

**Exclusive interview!**



Last week I talked to Minnie Tyler, the Olympic archer. I asked her some questions about (1) archery.

Hi, Minnie. Can you tell me about your sport? When and where did it start?

It started in (2) prehistoric times, all over the (3) world.

How did it start?

It wasn't a sport. People used bows and arrows to (4) hunt for food.

What equipment do archers need today?

They need (5) bows and arrows.

How do you win?

You win if you (6) score more points.

That's very interesting. Thank you for talking to me today!

It was a pleasure!

**4** Write a *Magazine Interview* about a different sport.

**1** Listen and number the pictures.  
Listen again and repeat. 14

**2** Listen and repeat the sentences. 15



A swan in a sweater is sitting on a swing, eating a sweet.



Skippy goes ice skating with a skipping rope and skiing with a skateboard.

## Phonics

### Optional activity

Tell the students to listen carefully to some words with the /sw/ and /sk/ sounds. Read out a list of words, for example, *skip*, *sweet*, *sweater*, *sky*, *swan*, *skate*. If the children hear the /sw/ sound, they raise their right hands. If they hear the /sk/ sound, they raise their left hands.

**2** Listen and repeat the sentences. 15

Play the recording of the first sentence. Explain to students that sentences like this are called tongue-twisters. They are difficult to say because of repeated sounds. (You can ask students for an example of a tongue-twister in their own language at this point if you like.) Play the recording again and have students repeat chorally this time. Repeat for both sentences. Lead the class in choral and individual repetition, challenging students to say the tongue-twister faster if they are doing it easily and telling them to slow down if it is too difficult.

### WORKBOOK ANSWERS

- 1 sw: 1, 4, 5  
sk: 2, 3, 6
- 2 1 sw 2 sk 3 sk 4 sw 5 sk  
6 sw
- 3 1 swan / sweater / swing / sweet  
2 skiing / skateboard / skating / skipping rope

Try! Answers will vary.

**Further practice / Homework**

Workbook page 13

2 1 H 2 A 3 B 4 H 5 A 6 A  
7 H 8 A 9 H

3 Answers will vary.  
Try! Answers will vary.

**Further practice / Homework**

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

## Phonics

page 15

### Lesson objectives

Practice pronunciation of the sounds /sw/ and /sk/.

Practice listening to, reading and saying words with the sounds /sw/ and /sk/.

### Materials

Tracks 14–15; Workbook page 13

### Warm up

Ask students to open their student books to page 15 and look at the first picture in

the phonics section. Ask *What animal is this? (A swan.) What does it have? (A sweet / piece of candy.) Where is it? (In a park. / On a swing.)* Ask them to look at the second picture and ask *What's his name? (Skippy.) What is he doing? (Ice skating / Skipping. / Jumping rope. / Skiing.) What has he got? (A skateboard. / A skipping rope. / Skis. / Ice skates.)*

**1 Listen and number the pictures.**  
**Listen again and repeat.** 14

Give students some time to look over the pictures. Play the recording and pause after the first word. Point out the example number 1 and explain that this is the sweater. Continue the recording while students listen and write numbers in the boxes for each object they hear. You may need to explain that *a sweet* is the British English word for *a piece of candy*, and that *a skipping rope* is the British English word for *a jump rope*. Play the recording again, pausing after each item to check answers with the class. (For example, *What's number (1)? Where is (the swing)?*)

### Optional activity

Tell the students to listen carefully to some words with the /sw/ and /sk/ sounds. Read out a list of words, for example, *skip*, *sweet*, *sweater*, *sky*, *swan*, *skate*. If the children hear the /sw/ sound, they raise their right hands. If they hear the /sk/ sound, they raise their left hands.

asking and answering the questions in their interviews. If you like, you can invite students to act out their interviews for the class. Finally, ask students to share interesting facts they learned about their sport with the class.

### Optional activity

You will find a Unit 1 CLIL Video on the Level 4 DVD. This video shows students some information about rugby being played in Rugby, England, where it was invented.

Play the video. Pause at various points to check understanding with comprehension questions. *Who are they? (Students.) What are they doing? (Playing rugby / Playing a sport.) What can you do in rugby? (Run, kick the ball, throw, catch.) Does rugby look fun? How is it different from sports you play?*

### WORKBOOK ANSWERS

- 1 1 bow / arrow 2 target / archer  
3 hockey stick / ball 4 player

## Unit 1 Project and Value

page 16

### Lesson objectives

Understand how to work as a team to accomplish goals or participate in sports.

Invent and develop a new team game.

### Value

Work as a team when you play team sports and do other team activities.

### Materials

Large poster paper; pencils and markers; Unit 1 Stickers; pictures of team sports (see Warm up); Workbook page 14

### Warm up

Have pictures of sports (printed from the Internet or clipped from magazines) prepared. The pictures should show team sports that the students know and the shots should be wide enough for students to count the number of players on a team. Choose an example of a team sport (such as volleyball or baseball) and write the name of the sport on the board. Ask students if they know how many people are on a team. Show them a picture of the sport and help them count. Write the number of players on the board next to the sport. Repeat for the other sports, letting students count the players on their own this time.

### 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. Ask students what sports they play and what group activities they do. Ask them how they work as a team when they do these sports or activities. Ask students why it is important to work as a team. (*Because when we help each other and work together we play better / get good results.*) Tell students to take out their sticker sheets and find the sticker for *Jeb's Value*. Students stick the sticker in the space in their Student Books.

## A New Team Sport

### Stage 1: Plan your project.

Divide the class into groups. Explain to them that they are going to invent a new game, but first they should start by discussing the team games that they already know. Have groups brainstorm and make a list of team sports they know. Groups should then discuss each sport on their list using the discussion questions.

**Unit 1 Project and Value**

# A New Team Sport

### Materials

- Large poster paper
- Pencils and markers

### Stage 1: Plan your project.

1 In a group, talk about some different team ball games. How many players are there in a team? What equipment do you use? How do you move the ball? How long does the game last? How does a team win the game?

### Stage 2: Develop your project.

1 Work together to invent a new team game. Use the questions above to help you.  
2 Draw pictures of your court / field and of the equipment your game needs.

### Stage 3: Share your project.

1 Walk around the classroom and ask other groups questions about their games. Vote for the games you want to play.  
2 With the class, play the games that had the most votes.  
3 Talk about the games. Which games work best? How well did the teams work together?

### Stage 4: Evaluate your project.

Save your Project Record.

### Stage 2: Develop your project.

Students can invent a regular team sport or they can be creative and invent a more unusual sport (such as a game played in space or underwater). Then, students should discuss their list and choose their favorites to develop into a full sport.

Have groups make a list of the equipment, clothes, field, and other physical aspects of their sport. Have them divide these topics among the group members and each draw some of the items on large pieces of paper. Encourage them to make the pictures easy to see and colorful.

### Stage 3: Share your project.

Have each group prepare a display area for their sport. Divide the groups so that some of the students are walking around investigating the other sports and some are staying by their stations to present their sports. Switch roles so that all students get a chance to explore other sports and to present their own. Write the names of all the new team sports on the board. Discuss each sport as a class,

encouraging students to say some of the things they liked about them. Then, take a class vote on students' favorite new sports. Choose the most popular sports that would be possible for the class or small groups to play and organize a play session to try them out. Play the sports as a class or in groups. Discuss the sports that were played, including things students liked, things that were difficult, and how the sports encourage teamwork.

### Stage 4: Evaluate your project.

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 about their project and color the face that describes how they feel. Repeat for the other stages.

#### WORKBOOK ANSWERS

- Answers will vary.
- Answers will vary.
- Answers will vary.

#### Further practice / Homework

Workbook page 14

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

- 1 Do you play squash?  
Yes, I often play squash on the weekend.
- 2 (he) How often does he go ice skating?  
He goes ice skating sometimes after work.
- 3 (you) Do you do archery on Saturdays?  
I never do archery on Saturdays.
- 4 (he) How often does he play table tennis?  
He plays table tennis every day.
- 5 (she) How often does she go skiing?  
She goes skiing once a month.
- 6 (he) How often does he do karate?  
He does karate twice a week.

**2** Write your answers.**What about You?**

- 1** Do you do karate?  
\_\_\_\_\_
- 2** Do you play volleyball?  
\_\_\_\_\_
- 3** How often do you go ice skating?  
\_\_\_\_\_
- 4** What's your favorite sport?  
\_\_\_\_\_
- 5** Is it an Olympic sport?  
\_\_\_\_\_
- 6** Is it a team or an individual sport?  
\_\_\_\_\_
- 7** What equipment do you need for this sport?  
\_\_\_\_\_
- 8** How do you win in this sport?  
\_\_\_\_\_

**3** Ask and answer the questions with a friend.

Do you do karate? Yes, I do.

**3** Ask and answer the questions with a friend.

Divide the class into pairs. Have students take turns interviewing their partners using the questions from the previous activity. Encourage students to compare their answers, discussing the similarities and differences. More confident students / classes can try to answer the questions without looking at their books. Invite a few pairs to ask and answer for the class.

**Evaluation**

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

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

**Additional resources**

The Unit 1 Test can be given now.

**WORKBOOK ANSWERS**

- 1 1 table tennis 2 sailing  
3 badminton 4 karate 5 archery  
6 ice skating 7 golf 8 ballet  
2 often / do / play / play badminton / do / do archery on Mondays / do / go / I go sailing once a month. / often do you play / I play golf once a week. / often do you do / I never do archery.

Try! Answers will vary.

**Further practice / Homework**

Workbook page 15

and answer. Have students work on their own to complete the rest of the questions and answers following the models and clues. Check answers as a class. You can have students practice the dialogues in pairs, then invite pairs of students to act out the dialogues for the class.

**2 Write your answers.**

Read the title aloud *What about you?* Explain that students are going to write true answers to questions about their personal likes and interests, so there are no right or wrong answers. Invite students to ask you the questions. Give model answers, using full sentences and grammar structures from the unit. Then ask the questions to students around the class and encourage them to answer the questions about themselves, using full sentences. Have students work on their own to write answers to the questions in their books. Monitor and help as needed.

**Unit 1 Review** page 17**Lesson objectives**

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

**Language**

**Sports and hobby words, time expressions:** *in the evening, after work, on Sundays*

**Adverbs of frequency:** *always, sometimes*

**Materials**

Workbook page 15

**Warm up**

Ask the class *How often do you go to school?* The students should respond with a frequency phrase, for example, *Every day*. Lead a class discussion by asking students about the frequency of school

activities. Ask questions, such as *How often do you (have an English lesson / go to music class / do PE)?* to students around the class. Encourage students to answer and to compare answers with other students in the class. Continue the discussion by asking about daily activities, for example, *have breakfast / brush your teeth / meet your friends / go to the park*. Encourage all students to contribute to the discussion.

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

Direct students' attention to the first picture and ask students to identify the sport. (*Squash*) Ask the question *Do you play squash?* Direct students' attention to the clue in the box. If they do not remember what the symbols mean, have them turn to page 10 and review the key for Activity 2. Ask a volunteer to model the example question and answer with you. Direct students' attention to number 3 and repeat the process, making sure they understand that they should use the pronoun in parentheses in the question

## Unit 2 Vocabulary

pages 18–19

### Lesson objectives

Identify sea animals.

Practice the use of new animal words in spoken, written, and aural forms.

### Language

**Sea animals:** albatross, jellyfish, lobster, octopus, pelican, sea horse, sea lion, shark, starfish, swordfish, whale, walrus

### Materials

⑩ Tracks 16–17; Unit 2 Flashcards

Set 1 (sea animals); Workbook

pages 16–17

### Warm up

Tell students they are going to learn to talk about different sea animals. Use the sea animals flashcards to introduce the vocabulary. Hold up each flashcard and say the words for the students to repeat in chorus. Pin the flashcards on the board. Invite students to come to the board in turn. Say one of the sea animal words. The student points to the correct flashcard. If you like, you can play this game in two teams, inviting students from each team in turn to come to the board and point to an animal. Award one point for each correct response. The team with the most points wins.

### 1 Discuss with a friend. ⑩

Divide the class into pairs. Ask students to open their Student Books to page 18 and look at the picture. Ask *Where do the animals live?* Read the title of the unit and elicit or explain that all of these animals live in or near the sea. Read the first question aloud and ask students to discuss it with their partners. Encourage them to include animals from the Student Book page and other animals they know. Ask students to read the second question together and take turns answering. Have pairs share some of their answers to compare with the class.

### 2 Listen and repeat. ⑩ 16

Play the recording for students to repeat the vocabulary items in chorus and point to the correct items in the main picture. Play the recording again for individual students to repeat the words for the class. Point to the items in the main picture in a different order and say the words for the students to repeat. Then point to the items in the picture without saying the words and encourage students to name the items. Put students in pairs and have them take turns to point to items for their partner to name.

# 2 Super Sea Animals

## Vocabulary

1 Discuss with a friend.

- Which animals can swim?
- Which animals can fly?

2 Listen and repeat.

3 Look and number the animals. Write the color words.

1 albatross	8 jellyfish
12 lobster	9 octopus
3 pelican	11 sea horse
4 sea lion	7 shark
10 starfish	6 swordfish
5 whale	2 walrus

1 The octopuses are pink and orange.  
2 The swordfish are blue and white.  
3 The walruses are brown and the sea lions are black.  
4 The starfish are red, yellow and orange.  
5 The seahorses are pink and orange.  
6 The sharks are gray and the whale is blue.

### 3 Look and number the animals. Write the color words.

Direct students' attention to the example in the box. Tell them to look at the picture and find the number 1. Say *This is an albatross. What number is it?* Elicit the answer from students. Have students write the remaining numbers on their own. Check answers by asking *What's number (1)?* to students around the class. Next, direct students' attention to the example sentence. Ask students to find the octopuses in the picture. Ask *What color are they?* Elicit answers from the students. Read out the example sentence. Have students complete the rest of the sentences on their own (or in pairs if you have less confident students). Invite students to read out the completed sentences and point to the correct animals in the picture.

### Optional activity

Divide the class into two teams to play a game. Say *They're (pink and orange). What are they?* Invite students from one team to answer. (*They're octopuses.*) Repeat the game, describing sea animals to students from each team in turn. Award one point for each correct answer. The team with the most points wins.

### Additional resources

The Unit 2 Wordcards Set 1 can be used at any point in this lesson or later.

### 4 Read and complete the lyrics. Listen and check. ⑩ 17

Direct students' attention to the song lyrics and point out the completed example *whales*. Read the line aloud. Point to the next gapped word. Ask students which sea animal words begin with s. (*Sea lion, sea horse, starfish, swordfish, shark.*) Write these words on the board. Tell students to look at the gapped word in their books and

### 4 Read and complete the lyrics. Listen and check.

Look over here! What are these?  
They're whales,  
sealions and  
jelyfish!  
They're lobsters, they're  
starfish.  
And walruses too. Splish!  
Splish! Ooh!  
Splish splash! Look over there!  
Animals in the sea! Animals in the air!  
They're over here and over there.  
Super sea animals, everywhere!

Look over here! What are those?  
They're sharks,  
lobsters and  
swordfish!  
They're seahorses,  
albatroosses,  
And pelicans too. Splish!  
Splash! Ooh!  
Splish splash! Look over there...

### 5 Listen again and sing along.

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

- 1 The swordfish is blue and white. yes
- 2 There are four starfish. no
- 3 A girl is looking at an octopus. no
- 4 There is a lobster next to a rock. no
- 5 There are two purple sea horses. yes
- 6 The octopus is orange. yes



### 7 Look at the picture in Activity 6. Play Point and Say with a friend.



say which word completes the lyrics. (*Sea lions.*) Have students read the rest of the lyrics and complete the gapped words on their own. Check answers as a class. Hand out the sea animals flashcards to twelve students around the class. Ask them to say the words for their flashcards. Play the song while the class follows along. The students hold up their flashcards when they hear their word in the song. Hand out the flashcards to different students and repeat the activity.

### 5 Listen again and sing along.

Play the recording of the song once, pointing to each sea animal in the main picture on page 18 as it is mentioned. Play the recording again, stopping after each line to ask a volunteer to hold up their book and point to the sea animal mentioned. 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 picture in Activity 6. Play Point and Say with a friend.

Direct students' attention to the sample language in the speech bubbles. Read the speech bubbles aloud while students follow along. Tell students that we use *What's that?* to ask about one thing, and *What are those?* to ask about more than one thing. Tell students to look at the sea animals in the picture in Activity 6. Model the dialogue again with a student. Ask for a volunteer to ask you a question. Ask the students to repeat the new question in chorus. Practice asking and answering questions with *What's that?* and *What are those?* and make sure that the students understand the difference. Have the students take turns to ask and answer with each other. Invite students to ask and answer questions in front of the class.

### Optional activity

Play a game in two teams. Students from each team in turn ask the opposing team a question about the main picture on page 18 of the Student Book. They point to a sea animal and ask *What's that?* or *What are those?* The students on the opposing team answer. Award one point for each correct question and answer. The team with the most points wins.

### WORKBOOK ANSWERS

- 1 4 albatross 3 jellyfish 5 lobster  
10 octopus 7 pelican 12 seahorse  
9 sea lion 6 shark 11 starfish  
1 swordfish 8 walrus 2 whale  
2 1 big: whale 2 long: octopus  
3 walk: sea lion  
4 two / beak: pelican  
5 fish / teeth: shark  
6 isn't / eight: lobster

Try! Answers will vary.

- 3 1 jellyfish 2 walrus  
3 an albatross 4 an octopus  
5 It's a sea horse. 6 It's a swordfish.  
4 1 Yes 2 Yes 3 No 4 No 5 Yes  
6 No

Try! Answers will vary.

### Further practice / Homework

Workbook pages 16–17

## Unit 2 Reading

pages 20–21

### Lesson objectives

Understand and act out a story.

Recognize and use sea animal vocabulary in context.

### Language

**Sea animals:** albatross, jellyfish, lobster, octopus, pelican, sea horse, sea lion, shark, starfish swordfish, whale, walrus

**Comparative adjectives:** (Sharks) are faster / slower / hungrier / scarier than (walruses).

### Materials

• Track 18; Unit 2 Flashcards Set 1 (sea animals); Unit 2 Storycards; DVD Unit 2 Story; Workbook pages 18–19

### Warm up

Hold up the sea animals flashcards, one at a time. Ask students to say the words in chorus. Slowly draw a simple picture of a sea animal on the board. Students try to guess what the animal is before you finish drawing it. The first student to call out the correct word can come to the board to draw a picture for the rest of the class to guess, or whisper a word for you to draw.

### Lead in

Stick the sea animals flashcards on the board. Write the following words on the board: fast, scary, slow, hungry. Ask students to make sentences about the animals using the words on the board. Ask students what other words they can think of to describe the sea animals. (Beautiful, big, small, long, funny.) Hold up pairs of flashcards. Ask students which of the two sea animals they think would win in a race.

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

Hold up the first storycard. Ask some questions to get students thinking about the story. Where are they? (Under the sea.) What kind of animals can you see? (Sea animals.) What do you think happens in the story?

Quickly show the rest of the storycards and ask the students to tell you what they think the story is about and what they can see in the pictures. Take all their ideas but don't give the story away. Tell the students to look at the pictures on pages 20 and 21 in their books.

Divide the class into pairs. Read the first question aloud. Ask students to name as many of the animals in the story as they can. Each pair should write the words for the sea animals they can name in the story, then compare their lists with other pairs. Ask students to raise their hands if they can name all the animals in the story.

The image shows four panels from a storybook titled 'The Race'. Panel 1: A shark named Sheila wants to have a race, but other animals like a starfish, a fish, and a crab are not interested. Panel 2: Sheila is happy because she always wins races, while others are slower. Panel 3: It's race day; Sheila swims quickly, followed by Wally the walrus. Panel 4: Sheila wins again, while Wally is slower than her.

(Shark, octopus, walrus, starfish, lobster, seahorse and fish.) Ask students to read and discuss the second question in pairs. Invite volunteers to share their answers.

### 2 Listen and read along. Write Sheila or Wally. 18

Point to the shark in the story. Tell the class that her name is Sheila. Point to the walrus and tell the class that his name is Wally. Write the names on the board.

Play the recording. If necessary, you can suggest students use their index finger to follow the text as they listen.

Direct students' attention to the example. Read out the question and elicit the answer from the class. Ask the students to find Wally in the story. Read out the next question. Ask Does Wally want lunch? (No.) Does Sheila want lunch? (Yes.) Have students read the story and find the answers, then write the correct names in their books. Play the recording again for students to check their answers. Invite students to ask and answer the questions in pairs for the class.

### Optional activity

The storycard questions can be used here, or at any time after this point in the lesson to check comprehension. Play the recording, holding up the storycards, one at a time. Point to key items or actions 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 students' understanding of the story. You can encourage further discussion of the story by asking more questions. For example, How does Sheila feel about races? (She loves them.) How do the other animals feel? (They're not interested.) Why don't the other animals like races? (Because Sheila always wins.) Why does Sheila always win races? (Because sharks are very fast.)



### Act out the story.

#### Optional activity

Invite eight students to come to the front of the class. Give each of the students one of the storycards (in jumbled order) and tell them to stand in a row. Tell the rest of the class that they are going to put the storycards in the correct order. Ask the class *Who's number 1?* The students call out the name of the student holding the first storycard. Ask that student to move to stand at the beginning of the row. Continue in the same way until the storycards are in the correct order. Ask students to tell you what is happening in each storycard.

#### Optional activity

Ask students to choose an animal from the story and draw a picture of it on a piece of paper. Play the whole video. When a student's favorite animal says a line in the story, they hold up their picture.

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

Personalize the story by asking *Are you faster / slower than your best friend? Do you like having / watching races?*

#### Optional activity

Divide the class into groups of about four. Hand out sheets of paper and make sure that students have coloring pens / pencils, scissors and glue. Tell the students to draw small pictures of the animals in the story and cut them out. They should then discuss in their groups and decide which animals are faster and which are slower. They should stick the animals in a line on a sheet of paper to make it look like they are having a race, with the fastest animal at the front of the race and the slowest animal at the back. Invite students to present their race pictures to the class and encourage them to say sentences, such as *The (octopus) is faster / slower than the (seahorse)*. Have students compare their race pictures with other groups to see if they have arranged the sea animals in the same order, or in a different order.

#### Optional activity

Ask the students to complete the story activities on pages 18 and 19 of the Workbook for homework. Students color the stars depending on how much they enjoyed the story.

#### WORKBOOK ANSWERS

- 1 lobster, octopus, sea horse, shark, starfish, walrus, shark
- 2 1 race    2 faster    3 hungrier  
4 than    5 lunch    6 slower  
7 octopus    8 angry    9 wins  
10 walruses
- 3 1 X    2 ✓    3 ✓    4 X    5 X    6 ✓  
7 X    8 ✓    9a X    9b ✓

**Try!** blue, pink, orange, red and green

- 4 Story: The Race!  
Characters: shark, walrus, octopus, starfish, lobster, sea horse  
Setting: the sea  
Beginning: Sheila the shark wants a race.  
Middle: Sheila is winning the race against Wally the Walrus.  
End: Wally wins the race.  
**Try!** Answers will vary.

#### Further practice / Homework

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

## Unit 2 Language

### Focus 1

pages 22–23

#### Lesson objectives

Understand a fact file comparing different sea animals.

Play a game comparing different animals.

Write sentences comparing different animals.

Ask and answer questions comparing different animals.

#### Language

**Comparative adjectives:** (Sharks) are faster / slower / hungrier / scarier than (walruses).

#### Materials

① Track 19; Workbook pages 20–21

#### Warm up

Invite three students of different heights to come to the front of the class. Write the students' names on the board. Write the word *tall* above the names. Draw three stars next to the name of the tallest student, two stars next to the name of the second-tallest student and one star next to the name of the shortest student. Arrange the students in height order. Say (*Marcos*) is taller than (*Nina*). (*Anna*) is taller than (*Marcos*). Write the word *short* on the board. Say (*Marcos*) is shorter than (*Anna*). (*Nina*) is shorter than (*Marcos*). Repeat the process with three different students. This time, invite other students in the class to make sentences using *taller / shorter*.

#### 1 Look at pages 20–21. Find and write the picture number.

Ask students to open their books to pages 20–21 and quickly look over the pictures in the story. Ask students to name the sea animals in the story. Ask *Who is Sheila / Wally? Who is faster?* Tell students to turn to page 22 in their books. Read the first speech bubble aloud and ask students to find the number of the picture this sentence appears in. Have students turn back to pages 20–21 and look for the quote from the speech bubble. (They will find it in frame 7.) Elicit the number and point out the example answer. Have students work on their own to find the rest of the quotes in the story and write the numbers. Check answers and invite students to read the speech bubbles aloud.

#### 2 Look at the fact file. Complete the answers.

Direct students' attention to the symbols in the race fact file (one star, two stars, and so on). Explain that these symbols show how (fast / slow / scary / friendly) each

#### Unit 2 Language Focus 1

##### 1 Look at pages 20–21. Find and write the picture number.

- |  |    |                                      |   |
|--|----|--------------------------------------|---|
| a You're faster than Sheila!                 | 7  | d I'm faster than Wally.             | 6 |
| b Sometimes sharks are slower than walruses! | 8  | e She's faster than him.             | 5 |
| c Sharks are faster than walruses.           | 11 | f Sharks are hungrier than walruses! | 6 |

##### 2 Look at the fact file. Complete the answers.

RACE FACT FILE		Size ● small ★★ big	Speed * slow ★★★★ fast	Personality * scary ★★★ friendly	Length ● short ★★★★ long
					
Size ● Speed * Personality ★★★ Length ■	Size ★★★ Speed ★★★★ Personality ★★★ Length ■■■	Size ★★★ Speed ■■■ Personality ★★★ Length ■■■■	Size ■■ Speed ★★★★ Personality ★★★ Length ■■■■	Size ★★★★★ Speed ★★★★ Personality ★★★★ Length ■■■■■	
					
					

1 Which animal is bigger, the lobster or the albatross?

The albatross is bigger than the lobster.

2 Which animal is friendlier, the walrus or the shark?

The walrus is friendlier than the shark.

3 Which animal is slower, the lobster or the albatross?

The lobster is slower than the albatross.

4 Which animal is longer, the walrus or the whale?

The whale is longer than the walrus.

##### 3 Look again at the fact file. Listen and number.

4 lobster 1 shark 5 walrus 2 albatross 3 whale

animal is. For example, one star means very small / slow / scary / short, and five stars means very big / fast / friendly / long. Read out the words in the key. Explain the meanings of any unknown words. Read out the information under the first picture. Tell the students to look at the key and think about how big / fast / friendly / long the animal is. Repeat with the information under the second picture. Ask *Which animal is (bigger / smaller / faster / slower / scarier / friendlier / longer / shorter)?* Elicit answers from around the class. Ask students questions comparing other pairs of animals in the fact file. Read out the example question. Ask students to look at the fact file and find the answer. Invite students around the class to answer. Read out the example answer. Have students complete the rest of the sentences in their books. Ask the questions and invite students to answer. Have students ask and answer the questions in pairs.

#### 3 Look again at the fact file. Listen and number. ① 19

Ask students to look at the fact file in Activity 2. Ask *Which animals are slower than the albatross? Which animal is faster than the albatross?* Play the recording and pause after the first item. Elicit the answer from students. (*The shark.*) Point out the number 1 next to the word *shark*. Explain that students need to listen and find the correct animal in the fact file, then write the number next to the correct animal word in Activity 3. Resume the recording and have students write numbers next to the rest of the animal words. Check answers as a class and play the recording again for comprehension.

#### Additional resources

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

#### 4 Find and compare the animals. Complete the questions and answers.



hamsters



rabbits



tortoises



tigers

- 1 (a, b: smaller) Which animals are smaller, hamsters or rabbits ?  
Hamsters are smaller than rabbits.
- 2 (a, c: bigger) Which animals are bigger, hamsters or tortoises ?  
Tortoises are bigger than hamsters.
- 3 (b, d: scarier) Which animals are scarier, rabbits or tigers ?  
Tigers are scarier than rabbits.  
Which animals are scarier, tortoises or tigers?  
Tortoises are slower than tigers.
- 4 (c, d: slower) Which animals are slower, tortoises or tigers?  
Tortoises are slower than tigers.

#### Grammar

Which animal is	faster?	A shark	is	faster	than	a walrus.
Which animals are	slower?	Walruses	are	slower		sharks.
friendly → friendlier		big → bigger				

#### 5 Compare two animals. Write sentences.

A cat is smaller than a shark. A shark is scarier than a cat.

#### 6 Look at the pictures in Activity 2. Play Question Whiz with a friend.



#### 4 Find and compare the animals. Complete the questions and answers.

Tell students to look at the pictures and name the animals. Point out the letters at the top of the pictures. Ask *What animals are in picture (a)?* Direct students' attention to the example question and answer.

Show the prompts in parentheses and ask students to point to pictures a and b. Read out the example question. Invite students to answer. Encourage them to give a full sentence. Read out the example answer. Read out the prompts for question 2. Ask *What animals are in pictures a and c?* Elicit the complete question from the class. Have students complete the rest of the questions and answers in pairs. If students have trouble, refer them to the Grammar box. Invite pairs of students to read out the completed questions and answers for the class.

#### 5 Compare two animals. Write sentences.

Brainstorm with the students to see how many animal words they can think of. Write their answers on the board. Ask students to say which of the animals are fast / slow / scary / friendly / big / small / long / short.

Read out the example sentences. Choose a few animals from the board and ask students to make sentences about each pair. Ask questions to prompt the students if necessary, for example, *Which animal is faster? The dog or the tortoise?*

Tell students to choose two animals from the board and write as many sentences as they can comparing their two animals. Students write sentences in their notebooks, then compare sentences with a partner. Invite students to read out their sentences to the class.

#### 6 Look at the pictures in Activity 2.

Play *Question Whiz* with a friend.

Invite a pair of students to read out the example exchange. Tell students to work in pairs and take turns to choose an animal from the fact file in Activity 2. Their partner asks questions to try to guess the animal. If their partner guesses correctly, they can take a turn to choose an animal. If their partner guesses incorrectly, the first student should make a sentence using a comparative adjective to give their partner a clue, as in the example. Model the game with the class. Choose an animal and invite students to ask questions until they guess your animal. Students then play the game in pairs. Move around the class and monitor the students as they play the game. Check that they are using comparative forms of adjectives correctly. Invite confident pairs of students to play the game for the class to observe.

#### Optional activity

Students work in pairs to choose five different animals and make a new fact file showing the size, speed, personality and length of the animals. They can use their new fact files to play *Question Whiz* again.

#### WORKBOOK ANSWERS

- 1 1 a k / o b e / shark / lobster
- 2 e y i s / o s t / lobster / jellyfish
- 3 t p u / h l / The whale is bigger than the octopus. 4 a u / o b t e / The lobster is shorter than the walrus.
- 2 1 the octopus / the starfish 2 the whale / the swordfish 3 the lobster / the walrus

Try! Answers will vary.

- 3 1 lions / tortoises / Lions / scarier 2 elephants / cheetahs / Cheetahs / faster / elephants 3 Which animals are / elephants or cheetahs / Elephants are bigger than cheetahs.
- 4 Which animals are / dogs or snakes / Snakes are longer than dogs.

4 Answers will vary.

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

Use superlatives to compare the features of different sea animals.

Practice using superlatives through a song and follow-up activities.

#### Language

**Reviewed vocabulary:** *has, skin, tail, body, shell, feathers*

**Extra vocabulary:** *under the sea, free*

**Superlative adjectives:** *The lightest/darkest/biggest/smallest/fattest/thinnest...*

#### Materials

① Tracks 20–21; Unit 2 Flashcards

Set 1 (sea animals); Unit 2 Set 2

Flashcards (superlatives); Workbook pages 22–23, 120

#### Warm up

Stick the sea animals flashcards on the board. Ask students to name the animals. Ask questions about the physical features of the animals on the board. Ask *Which animal has (a big / small tail / a fat / thin body / dark / light skin)?* Elicit answers from students around the class. If you like, you can play this game in two teams, asking questions to students from each team in turn and awarding one point for each correct answer.

Hold up the superlatives flashcards, one at a time. Say the words for the students to repeat in chorus. Hold up the flashcards one at a time again. Point to the sea animals flashcards on the board and ask a question using the superlatives flashcard. For example, *Which animal is the (lightest / darkest / biggest / smallest / fattest / thinnest)?*

#### 1 Look and mark (✓) the words.

##### Listen and check. ① 20

Begin by directing students' attention to the picture. Ask students to say what they can see in the picture. Ask students to say what color each animal is and which animals have light / dark skin, a fat / thin body and a big / small tail.

Point out the phrases next to the picture and read them aloud while students follow. Ask students to point to the number 1 in the picture. Ask *Is it a big tail or a small tail?* Elicit the answer, then point out the example check mark. Have students work on their own to look at the numbered items in the picture and mark the correct phrases. Monitor and help as needed. Play the recording for students to check answers, then check as a class. Say *Look at number (2). Is it (dark or light skin)?*

#### Unit 2 Language Focus 2

##### 1 Look and mark (✓) the words. Listen and check. ① 21

1 big tail	<input checked="" type="checkbox"/>	small tail	<input type="checkbox"/>
2 dark skin	<input checked="" type="checkbox"/>	light skin	<input type="checkbox"/>
3 fat body	<input type="checkbox"/>	thin body	<input checked="" type="checkbox"/>
4 fat body	<input checked="" type="checkbox"/>	thin body	<input type="checkbox"/>
5 dark skin	<input type="checkbox"/>	light skin	<input checked="" type="checkbox"/>
6 big tail	<input type="checkbox"/>	small tail	<input checked="" type="checkbox"/>



##### 2 Read and complete the lyrics. Listen and check. ② 21

*Under the sea, under the sea!*

*Where all sea animals like to be!*

*Dolphins, seals and whales are free!*

*Under the sea, under the sea!*

*The whale, the seal and the dolphin.*

*Which has the darkest skin?*

*The (1) whale has the darkest skin.*

*The (2) dolphin has the lightest skin.*

*But which has the biggest tail?*

*The (3) whale has the biggest tail.*

*The (4) seal has the smallest tail.*

*Free, free, free! Under the sea!*

*The whale, the seal and the dolphin.*

*Which has the darkest skin?*

*The (5) whale has the darkest skin.*

*The (6) dolphin has the lightest skin.*

*But which has the fattest body?*

*The (7) whale has the fattest body.*

*The (8) seal has the*

*thinnest body.*

*Free, free, free! Under the sea!*

##### 3 Listen again and sing along.

##### 4 Read the lyrics again and complete the questions and answers.

1 Which animal has the biggest tail?  
*The whale has the biggest tail.*

3 Which animal has the fattest body?

2 Which animal has the thinnest body?  
*The seal has the thinnest body.*

*The whale has the fattest body.*

4 Which animal has the lightest skin?  
*The dolphin has the lightest skin.*

#### 2 Read and complete the lyrics.

##### Listen and check. ① 21

Read out the first two lines of the first verse of the song. Explain that we use superlative adjectives to compare two or more things. Write *The dolphin has light skin. The seal has darker skin than the dolphin. The whale has the darkest skin.* on the board. Underline the word *darkest* and tell the class that this is a superlative adjective. The whale's skin is darker than both of the other animals' skins.

Read out the first two lines of the first verse again. Ask students to look at the picture in Activity 1 and say which animal has the darkest skin. Point out the example answer in the song, which is underlined as an example. Allow students time to complete the rest of the lyrics. Play the recording for the students to listen and check their answers. Check answers as a class by asking students to read out lines from the completed song.

#### 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 tackling the project.

#### 3 Listen again and sing along.

Play the song again for the class to sing along. Repeat as necessary or for as long as the students are having fun. Students can practice singing the song in pairs or small groups, then perform the song for the class along with the recording.

#### 4 Read the lyrics again and complete the questions and answers.

Read the first question and point out the example answer. Have students find the correct section of the song to confirm this answer. Let students work on their own to complete the rest of the activity, writing sentences from the song on the lines provided. Check answers by playing the

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

- 1 (tall) Which animal is the tallest? The giraffe is the tallest.
- 2 (fat) Which animal is the fattest? The hippo is the fattest.
- 3 (thin) Which animal is the thinnest? The snake is the thinnest.
- 4 (small) Which animal is the smallest? The bat is the smallest.



### 5 Look at your classmates and write questions and answers.

- 1 has / long hair Who has the longest hair? Sophie has the longest hair.
- 2 is / tall
- 3 is / short
- 4 has / big hands
- 5 has / dark hair
- 6 has / small feet

#### Grammar

Which animal	is	the fastest?	The shark	is	the fastest	animal,
	has	the biggest tail?	The whale	has	the biggest	tail.
thin ➔ thinnest			fat ➔ fattest			

### 7 Complete your pictures and play.



recording again. Tell students to say *pause* when they hear the answer to one of the questions in the song. Pause and discuss the answers at these points. Play the song again, once through.

#### Optional activity

Divide the class into groups of five or six. Keep playing the song over and over in the background. Give the students five or ten minutes to work out a simple dance routine to go with the song. Groups perform their dance to the music for the rest of the class. Get the class to sing along while they watch each group perform their dance routine.

#### Additional resources

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

### 5 Look and complete the questions and answers.

Point to the pictures and ask students to name the animals. Read the example

question aloud and call on a student to point to the correct animal and read the answer. Students should work on their own to complete the remaining questions and answers. Monitor and help as needed. If students have trouble, refer them to the Grammar box. Check answers as a class, then have students work with a partner to ask and answer the questions. Invite pairs of students to ask and answer questions in front of the class.

### 6 Look at your classmates and write questions and answers.

Read the example question aloud and ask a student to look around the class and decide on the answer. Students should work on their own to write questions and answers about people in the class using the same form as in the example. Monitor and help as needed. Check answers as a class, then have students work with a partner to ask and answer the questions. Invite pairs of students to ask and answer questions in front of the class.

#### Optional activity

Fast finishers can write similar questions and answers about members of their family. Alternatively, they can write questions for their partner to answer about their partner's family. Students can then ask and answer their questions in pairs.

### 7 Complete your pictures and play. Workbook page 120

Have students turn to page 120 of their Workbooks and look at the pictures. Ask students to name the animals. Tell students to complete the pictures in their Workbooks on their own, drawing features for each of the animals. Divide the class into pairs and point out the sample language in the speech bubbles. Act out the example exchange with a volunteer. Students should then work with their partners to ask and answer questions about their pictures. Monitor and help if necessary. Make sure that students are using the correct grammar structures. Invite pairs of students to ask and answer questions in front of the class.

#### WORKBOOK ANSWERS

- 1 1 dark feathers 2 fat body  
3 big mouth 4 light skin  
5 small tail 6 big beak
- 2 1 albatross, pelican 2 walrus, sea lion 3 lobster, tortoise
- Try! Answers will vary.
- 3 1 the smallest / snail 2 tallest / octopus 3 is the longest / crocodile  
is the longest 4 animal is the / whale is the fattest 5 Answers will vary. 6 Answers will vary.
- 4 1 Blip is the tallest. 2 Who is the smallest? Blip is the smallest. 3 Who is the thinnest? Blip is the thinnest.  
4 Blob has the fattest legs. 5 Who has the lightest skin? Blob has the lightest skin. 6 Who has the biggest tail? Fuzz has the biggest tail.
- Try! Answers will vary.

#### Further practice / Homework

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

## Unit 2 CLIL

pages 26–27

### Lesson objectives

Understand a text about vertebrates and invertebrates.

Understand a web chat.

Write a web chat about an animal.

Provide links with other areas of the curriculum and an opportunity for creative project work.

### Language

**Core vocabulary:** *vertebrate, invertebrate, reptile, mammal, amphibian, mussel, snake*

**Review vocabulary:** *warm, cold, hard, wings, soft, shell, hair, frog, crocodile, sea animals*

**Extra vocabulary:** *backbone, breathe, underwater, blood*

### Materials

① Track 22; Workbook page 24

### Warm up

Write the heading *Animals* in the center of the board. Draw a line from the heading and write the subheading *Types of animals*. Draw another line from the main heading and write the subheading *Body parts*. Ask students to suggest words for each heading. If students can't think of any words, show pictures or use mime to elicit more words for the spidergram. Ask students around the class to tell you what facts they know about the animals on the board (where they live, what they eat, what they can do, and so on).

### 1 Read and complete the text.

#### Listen and check. ① 22

Ask students to look quickly at the pictures under the text and say what animals they can see. Ask students to guess which animals can breathe in water / on land, which animals have a hard shell and which animals have a soft body. Read first paragraph aloud and explain that this article will tell students about two different types of animals: vertebrates and invertebrates. Have students read the next two paragraphs individually. When they have finished, point out the example. Ask *Which animals are amphibians? (Frogs and salamanders.) What can amphibians do? (Breathe in water and on land.)* Students read the rest of the article and complete the gapped sentences with the words in the box. Ask students to read out sentences from the completed text. Ask students to share any interesting facts they learned from the text.

### Unit 2 CLIL Science

#### 1 Read and complete the text. Listen and check. ①

frog's jellyfish lobsters  
pelicans sharks whales

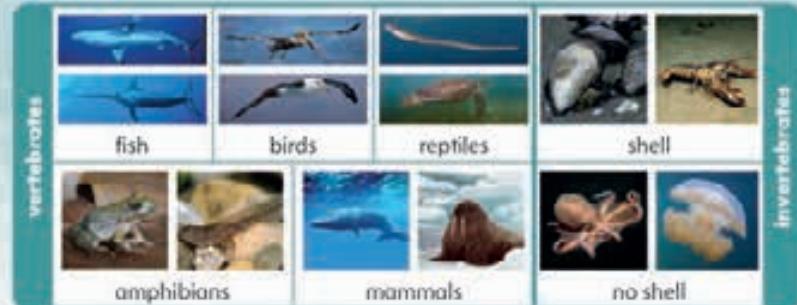
The ocean is full of animals. Scientists classify animals into different groups. This means we can organize them. We can classify animals into two main groups: vertebrates and invertebrates.

Vertebrates have a spine. There are five groups of vertebrates: mammals, birds, reptiles, amphibians and fish.

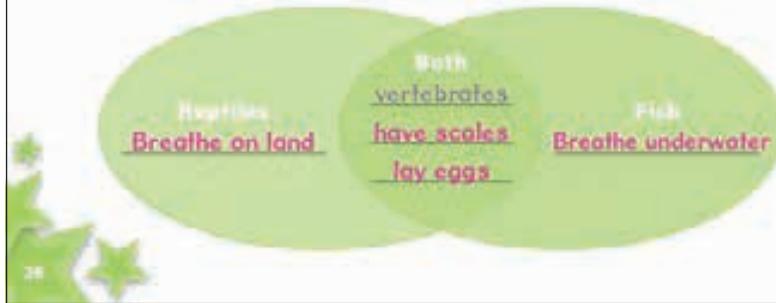
Salamanders and (1) **frog's** are amphibians. They can breathe in water and on land. Turtles and sea snakes are reptiles. They can't breathe under water. They have scales. Fish, like swordfish and (2) **sharks** can't breathe in the air. They

also have scales. All birds, like albatrosses and (3) **pelicans**, have wings. They can't breathe under water. Mammals, like (4) **whales** and walruses have warm blood. They don't lay eggs. Birds, fish, reptiles and amphibians lay eggs.

Invertebrates don't have a spine. Invertebrates are the largest group of animals. Some have a hard shell to protect their bodies, like mussels and (5) **lobsters**. Others do not have a hard shell: they have a soft body, like (6) **jellyfish** and octopuses.



#### 2 Read again and complete the Venn diagram.



### 2 Read again and complete the Venn diagram.

Read out the headings for the Venn diagram and ask students to tell you which animals in the text are reptiles and which are fish. Ask students what facts they have learned about reptiles and what facts they have learned about fish from the text. Ask students to say which facts are true for both reptiles and fish. (*They are vertebrates, they have scales, they lay eggs.*) Point out the example and ask *Are reptiles vertebrates? Are fish vertebrates? How do you know?* Have students find the relevant information in the text in Activity 1 and underline it. (*There are five groups of vertebrates: mammals, birds, reptiles, amphibians and fish.*) Have students complete the Venn diagram with information from the article. If students are having trouble, encourage them to underline relevant parts of the text as they find the answers. Check answers as a class.

#### CRITICAL THINKING

Venn diagrams help students to understand complex ideas, to identify similarities and differences between two or more things, and to understand relationships between two or more things. You can use Venn diagrams with your students to compare and contrast information about any subject.

#### Additional resources

The Unit 2 CLIL Worksheet can be used at any point from here on.

### 3 Read the Web Chat and look at the diagram in Activity 2. Circle the answers.

Direct students' attention to the web chat and ask. *What is this? (A conversation online.) Where is it from? (A social media website / messaging app.) Where is the girl? (She's at the aquarium.) Who is she chatting to? (The boy / Carl.)* Read out the messages up to the example. Ask students what kinds of animals have spines. (*Vertebrates.*)

## Phonics page 27

### Lesson objectives

Practice pronunciation of the sounds /ʃ/ and /tʃ/.

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

### Materials

Tracks 23–24; Workbook page 25

### Warm up

Ask students to open their Student Books to page 27 and look at the first picture in the phonics section. Ask *What are these? (Jellyfish.) What do they have? (Toothbrushes.) What are they playing? (Squash.)* Ask them to look at the second picture. Ask *What's her name? (Mitch.) What is she? (A witch.) What does she have? (A flashlight.) Where is she? (On the beach.)*

### 1 Listen and number the pictures. Listen again and repeat. 23

Give students some time to look over the pictures. Play the recording and pause after the first word. Ask students to point to the correct item in the first picture (the jellyfish). Ask *What's this? (A jellyfish.)* Show students the example number 1 in the box. Continue the recording while students listen and write numbers in the boxes for each object they hear. Play the recording again, pausing after each item to check answers with the class. For example, *What's number (1)?*

### 2 Listen and repeat the sentences. 24

Ask students if they can remember the tongue-twisters from the previous unit. Play the recording of the first sentence. Play the recording again and have students repeat chorally. Repeat for both sentences. Lead the class in choral and individual repetition, challenging students to say the tongue-twister faster if they are doing it easily and telling them to slow down if it is too difficult.

### WORKBOOK ANSWERS

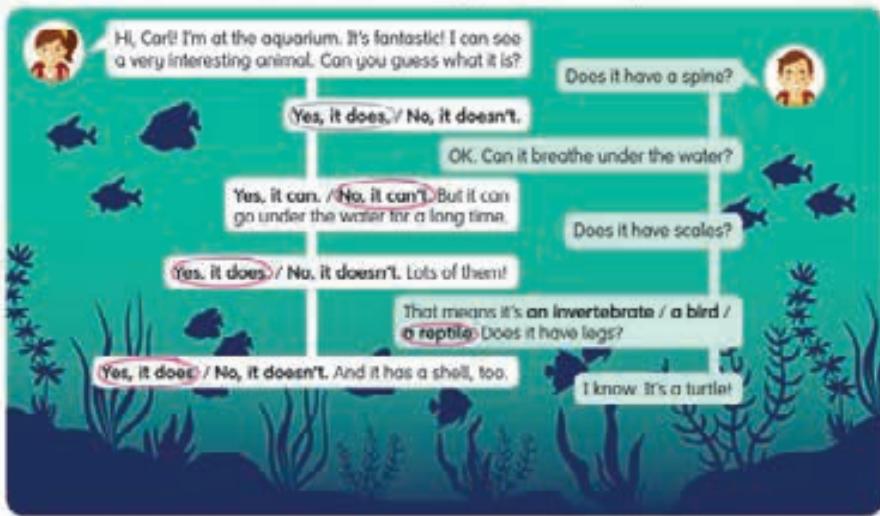
- 1 sh: 2, 4, 5, 7, 8  
ch: 1, 3, 6  
2 1 sh 2 sh 3 ch 4 sh 5 ch  
6 ch 7 sh 8 sh  
3 1 jellyfish / squash / bush /  
toothbrush 2 sandwich / beach

Try! Answers will vary.

### Further practice / Homework

Workbook page 25

### Read the Web Chat and look at the diagram in Activity 2. Circle the answers.



### Choose a different animal and write a Web Chat. 3

#### 1 Listen and number the pictures. Listen again and repeat. 23

### Phonics

#### 2 Listen and repeat the sentences. 24



Explain that the girl is looking at an animal that fits in the diagram in Activity 2 (a fish or a reptile). Divide the class into pairs. Ask them to read the web chat and complete it by circling the correct answers. Tell students to look at the diagram in Activity 2 to help them choose the correct answers.

### 4 Choose a different animal and write a Web Chat.

Tell students they are going to write their own web chats about their own choices of animals. Less confident students may want to choose an animal from the text in Activity 1 so that they can use the information from the text. More confident students can choose their favorite animals. Give these students the opportunity to find out about their animals online or in a library. Tell students to decide where they are before they begin writing their web chat. They could be in a zoo, a wildlife park or a garden, depending on their chosen animal. Students can use the web chat in Activity 3 as a model.

### Optional activity

You will find a Unit 2 CLIL Video on the Level 4 DVD. This video shows students some information about animals in the Museum of Natural History in Oxford in England. Play the video. Pause at various points to check understanding with questions, such as: *Are anteaters reptiles? Do anteaters have teeth? Where do kangaroos live? What do kangaroos eat? Does the echidna have a shell? What does the balloon fish have on its body? How does the flying fish fly?*

### WORKBOOK ANSWERS

- 1 1 bird 2 invertebrate 3 mammal  
4 reptile 5 fish 6 amphibian  
2 1 bird 2 amphibian 3 invertebrate  
4 mammal 5 reptile  
3 vertebrates: fish, amphibians, reptiles,  
mammals, birds, invertebrates: no  
shell, hard shell

Try! Answers will vary.

### Further practice / Homework

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

## Unit 2 Project and Value

page 28

### Lesson objectives

Understand how garbage can hurt sea animals.

Make a poster about saving sea animals.

### Value

Put trash in a trash can to protect sea animals.

### Materials

One sheet of poster board; ruler and pencil; colored pens and pencils; Unit 2 Stickers; pictures of sea animals (see Warm up); Workbook page 26

### Warm up

Have printed or clipped pictures of sea animals prepared. The pictures should show animals that the students learned about in the CLIL Lesson on pages 26 and 27 of the Student Book. Choose an example of a sea animal (such as an octopus) and write the name of the animal on the board. Ask students what facts they know about this animal. Show them a picture of the animal and help them to describe it. (*It has a soft body, it's an invertebrate, it has eight legs.*) Repeat for the other animals, letting all students contribute to the discussion.

### 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 students what we should do with our trash (*Put it in a trash can.*) and how garbage can hurt sea animals (*Turtles sometimes think that plastic bags are jellyfish, so they eat them and choke. / Sea animals can get caught in garbage so they can't swim. / Garbage makes the sea water dirty and can make sea animals ill.*) Ask students why it is important to save sea animals. (*Because if a lot of animals die, their species can become extinct. We need all species of animals to survive.*) Tell students to take out their sticker sheets and find the sticker for *Jeb's Value*. Students stick the sticker in the space in their Student Books.

### Save Sea Animals Poster

#### Stage 1: Plan your project.

Divide the class into groups. Explain to them that they are going to make a poster about saving sea animals, but first they should start by discussing how sea animals get hurt. Have groups brainstorm answers to the discussion questions and talk about how trash gets into the sea and how different kinds of trash can hurt

#### Unit 2 Project and Value

### Save Sea Animals Poster

#### Materials

- One sheet of poster board
- Ruler and pencil
- Colored pens and pencils

#### Stage 1: Plan your project.

- Work in groups. Talk about trash in the sea: how does it get there?
- Talk about how different objects, like plastic bags, cans, or broken glass, can harm animals.

#### Stage 2: Develop your project.

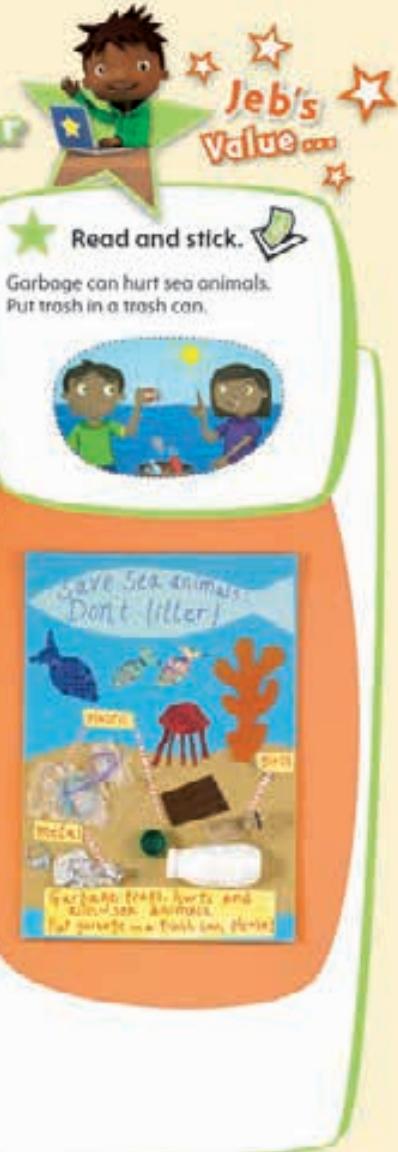
- Get together with your group. Divide the poster board into two sections.
- On the left of the poster board, draw different types of trash that can hurt sea animals.
- On the right, write how the trash hurts sea animals. Write some actions that can help protect the sea animals.

#### 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 posters.
- Discuss with your group: Which actions can help protect sea animals?

#### Stage 4: Evaluate your project.

Save your Project Record.



sea animals. Encourage collaboration by having students explain facts that other students don't know about. Encourage them to make notes about their answers in simple charts to keep the information organized. Monitor and help as needed.

#### Stage 2: Develop your project.

Students can follow the suggested layout for their posters in their ideas or be creative and design their own layout (such as placing types of trash around the edge of the poster and ways to help sea animals in the center of the poster). Students should then discuss their list of ideas and choose their favorites to develop their poster.

Have groups work together to make their posters. Encourage them to make the posters colorful, interesting and attractive.

#### Stage 3: Share your project.

Have each group display their poster on the classroom wall. Divide the groups so that some of the students are walking around investigating the other posters

and some are staying by their posters to present their posters and answer questions.

Discuss the posters as a class, encouraging students to say which poster is their favorite and why they liked it.

#### 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 26 and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect about their project to color the face that describes how they feel. Repeat for the other stages.

#### WORKBOOK ANSWERS

- Answers will vary.
- Answers will vary.
- Try! Answers will vary.

#### Further practice / Homework

Workbook page 26

**1** Look at the chart. Write sentences.



- 1 The biggest animal is the walrus. (biggest)
- 2 The fastest animal is the swordfish. (fastest)
- 3 The friendliest animal is the seahorse. (friendliest)
- 4 The scariest animal is the shark. (scariest)

**2** Write your answers.

### What about You?

- What's your favorite sea animal?  
\_\_\_\_\_
- Is it a vertebrate or an invertebrate?  
\_\_\_\_\_
- Name three invertebrates that live in the sea.  
\_\_\_\_\_

- Name a vertebrate that can breathe under the water.  
\_\_\_\_\_
- Which animal is bigger, a sea lion or a walrus?  
\_\_\_\_\_
- Which sea animal is the scariest?  
\_\_\_\_\_

**3** Ask and answer the questions with a friend.

What's your favorite sea animal?

My favorite sea animal is an octopus.

## Unit 2 Review page 29

### Lesson objectives

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

### Language

**Sea animal words, comparative and superlative adjectives:** bigger / the lightest / darkest / biggest / smallest / fattest / thinnest

### Materials

Workbook page 27

### Warm up

Ask the class *Who is the tallest person in the class?* The students should respond with a full sentence. (*Anna is the tallest person in the class.*) Ask questions about other people in the class / places in the students' home town / known animals

using comparative and superlative forms of known adjectives. If you like, you can play a quiz game in two teams, asking questions with comparatives or superlatives to students from each team in turn and awarding one point for each correct answer.

### 1 Look at the chart. Write sentences.

Direct students' attention to the pictures in the chart and ask students to identify the animals. Ask students to say what facts they know about each animal. Read out the superlative adjectives and ask students to say which animal they think is the biggest / fastest / friendliest / scariest of all the animals shown. Focus students' attention on the first pair of pictures (the starfish and the walrus). Ask *Which animal is the biggest?* Elicit the answer. (*The walrus.*) Show students the example answer and read it out. Focus students' attention on the second pair of pictures. Ask *Which animal is the fastest?* Elicit the answer. (*The shark.*) Tell students to write

their answer as a sentence, as in the example. Have students work on their own to write the rest of the sentences. Check answers as a class by asking students to read out their sentences. Invite students to ask and answer questions about the pairs of pictures. (*Which animal is the (biggest / smallest)?*) Confident students can ask and answer questions for the class.

### 2 Write your answers.

Read the title aloud *What about you?* Explain that students are going to write true answers to the questions. Some answers will be facts and some answers will be their own opinions and ideas. Invite students to ask you the questions. Give model answers, using full sentences. Then ask the questions to students around the class and encourage them to answer the questions about themselves, using full sentences. Have students work on their own to write answers to the questions in their books. Monitor and help as needed.

### 3 Ask and answer the questions with a friend.

Divide the class into pairs. Have students take turns interviewing their partners using the questions from the previous activity. Encourage students to compare their answers, discussing the similarities and differences. More confident students / classes can try to answer the questions without looking at their books. Invite a few pairs to ask and answer for the class.

### Evaluation

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

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

### Additional resources

The Unit 2 Test can now be given now.

### WORKBOOK ANSWERS

- 1 Which animal is smaller / The sea horse is / than the albatross,
- 2 Which animal is scarier / The shark is / than the pelican
- 3 Who is the tallest? Bill is the tallest.
- 4 Who has the longest wings? Jim has the longest wings.
- 5 Who has the smallest eyes? Flo has the smallest eyes.
- 6 Who is the shortest? Flo is the shortest.
- 7 Who has the biggest body? Bob has the biggest body.

Try! Answers will vary.

### Further practice / Homework

Workbook page 27

## Unit 2 Review Game

page 30

### Lesson objectives

Review vocabulary and grammar structures from Units 1 and 2.

Provide an opportunity for collaboration and communication.

### Language

Sports words, sea animal words, time and frequency phrases, comparative and superlative adjectives

### Materials

Counters or small items such as pencil sharpeners, erasers, coins and so on.

### Warm up

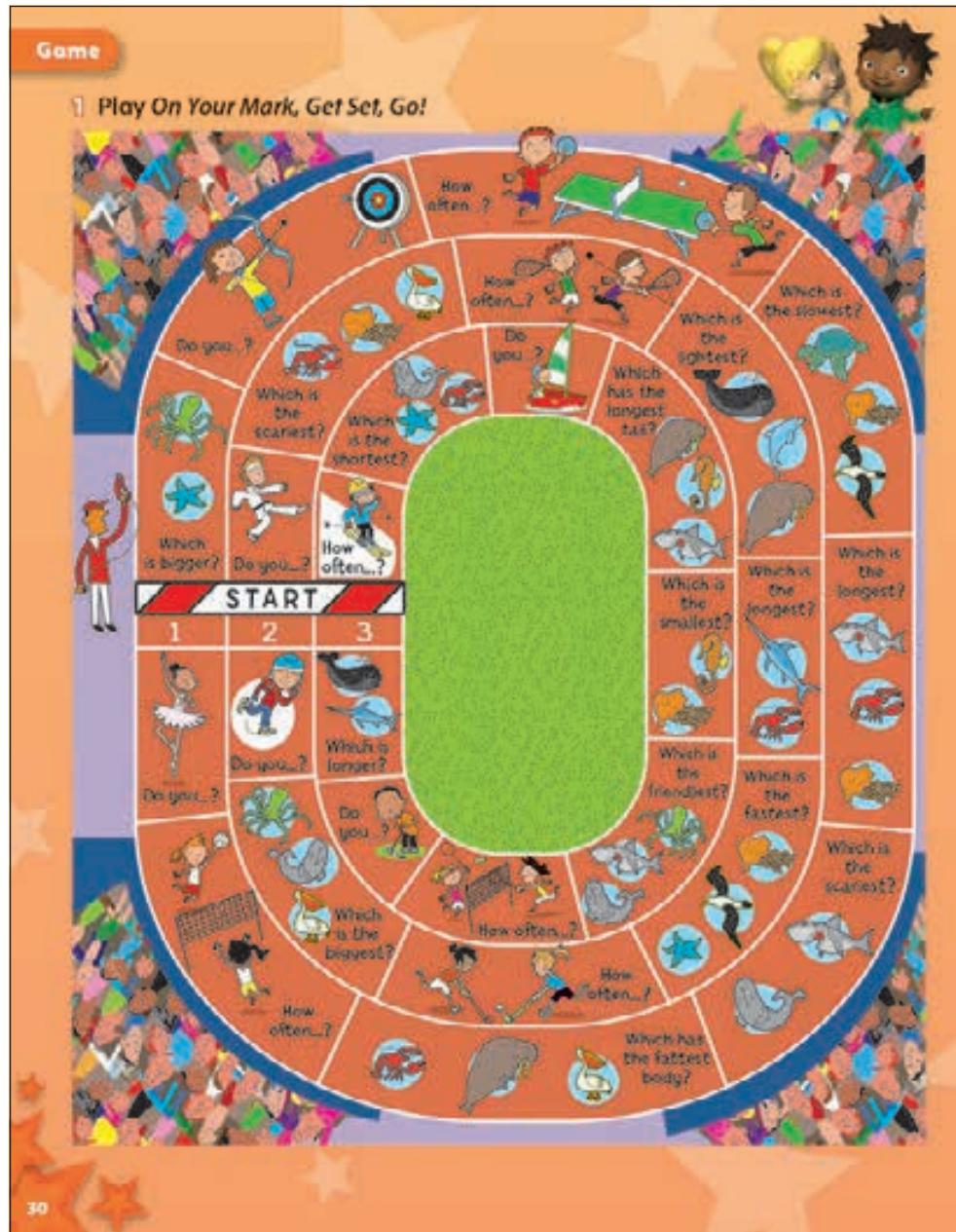
Ask the class which board games they can think of and which they like to play. Ask students to tell the class how often they play their favorite board games and how to play their favorite board games. Ask them to say who they play board games with and whether they usually win or lose.

### 1 Play On Your Mark, Get Set, Go!

Focus students' attention on the board game and ask them what they can see in the pictures. Ask them how many people they think can play the game. (*Three.*) Divide the class into groups of three. If the class does not divide equally into groups of three, some students can play the game in pairs.

Tell students that they will need counters to play the game. Students can make their own counters by coloring or decorating circles of cardboard and cutting them out. Alternatively, you can bring plastic counters to the lesson, or ask students to use small items such as pencil sharpeners, coins or erasers as counters.

Students place their counters on the Start line. Students can draw straws to decide who will start the game, or write their names on pieces of paper and put them into a small bag or box. They then pull names out of the bag or box to decide on the player order (the first name out of the bag or box plays first, the second name plays second and the third name plays third).



Students take turns to move their counters one space along the race track. They must read out and answer the question in the square they land on. If they answer correctly, they continue to play the game on their next turn. If they answer incorrectly, they must miss their next turn. The first student to get all the way around the track wins the game, but the other students should continue the game until everyone has completed the race.

Ask students to tell the class what they thought of the game. They can discuss their ideas in their groups before reporting back to the class. Ask students to talk about what they liked / didn't like about the game, which questions they got right / wrong and who won the game.

### Optional activity

If you have time, you can ask students to make their own board games. Divide the class into groups of about four. Hand out sheets of paper or card and make sure students have coloring pens or pencils.

Students draw a simple grid on the card or paper, then look through the previous two units and think of questions to write in each square. They can draw pictures and write *What's this?* or find information in the texts in the previous two units to write more complex questions, such as *What kind of animal is a frog?*

Students play their board games in their groups, then swap games with another group or observe other groups playing their games. They can have a class vote to decide on the best board game.



# Norway

Culture



**1 Look at the pictures and mark (✓) what you can see.**

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> albatross        | <input checked="" type="checkbox"/> fjords | <input checked="" type="checkbox"/> forest   | <input checked="" type="checkbox"/> mountains |
| <input checked="" type="checkbox"/> ocean | <input checked="" type="checkbox"/> skiing | <input checked="" type="checkbox"/> reindeer | <input checked="" type="checkbox"/> snow      |

**2 Read and label the paragraphs.**

Play Outdoors! The Beautiful North! Wonderful Wildlife!



**(1) The Beautiful North**

Norway is a country in northern Europe, on the Atlantic Ocean. The capital city is Oslo. It has a cool climate, and it always snows in the winter. Norway is famous for its beautiful fjords, where the sea goes into the land, between high cliffs. The people speak Norwegian, but they also speak English very well.



**(2) Play Outdoors!**

Norwegians love the outdoors even when the weather is cold. In the summer they play soccer and basketball, but winter sports – like skating, hockey and skiing – are their favorites. The most popular sport is cross-country skiing: a type of skiing on flat land, not mountains.



**(3) Wonderful Wildlife**

Norway has mountains and glaciers. There are also large forests. Amazing mammals live there, like brown bears, moose and reindeer. Sometimes you can see owls flying through the trees. In the sea, you can find whales, seals and herring, which is a fish that is very popular to eat. And in the fjords, there are many seabirds like puffins.

**3 Read again and complete the chart.**

	Birds	Fish	Mammals
Norway	puffins		
Where I live			

## Culture

page 31

### Lesson objectives

Understand a text about Norway.

Practice grammar and vocabulary from previous units in context.

Compare Norway to your country.

### Language

**Norway:** albatross, fjords, forest, mountains, ocean, skiing, reindeer, snow, cliffs, cross-country skiing, glaciers, herring, puffins

### Materials

Globe / world map; Workbook page 112

### Warm up

Write the heading *Norway* in the center of the board. Ask students if they know anything about Norway. Ask students to find Norway on a globe or world map. If

students have trouble, give them clues, such as *It's in Europe. It's in the north.*

**1 Look at the pictures and mark (✓) what you can see.**

Ask students to look at the pictures in the text and say what animals, places, activities and other items they can see. Read out the words in the list and explain the meanings of unknown words. For example, *A fjord is a long narrow strip of sea between high cliffs.*

Point out the example check mark. Ask students to find fjords in the pictures (picture 1). Have students complete the rest of the activity alone or in pairs. Check answers by asking *Can you see (an albatross) in the pictures?* Children answer yes or no and point to the items.

**2 Read and label the paragraphs.**

Read the first paragraph aloud. Ask students to say what the paragraph is about. (*Norway's geography, climate and people.*) Ask students to say what information they learned in this paragraph. Encourage students to say sentences

about Norway, for example, *There are beautiful fjords in Norway. The people in Norway speak English very well.*

Read out the three headings in the box. Ask students which heading they think best fits the first paragraph. (*The Beautiful North.*) Point out the example in the text. Tell students to read the rest of the text and label the remaining two paragraphs.

If you like, you can read the text aloud to the class as they follow in their books. Explain the meanings of any unknown words, or have students use their dictionaries to look up the new words.

Ask students to read out sentences from the completed text. Ask students to share any interesting facts they learned from the text.

**3 Read again and complete the chart.**

Direct students' attention to the chart. Read out the headings. Ask students to tell you what birds live in Norway, then ask them to tell you what birds live in their country.

Divide the class into pairs. Have students work together to complete the chart. They can find the relevant information in the text in Activity 2 to complete the information about Norway, and online or in a library to complete the chart about their own country.

Copy the chart onto the board. Invite students from around the class to suggest information for each box in the chart.

### Optional activity

Ask students to work in pairs and think about other ways in which Norway and their country are the same or different. (*Climate, geography, languages, popular sports.*) They can find information about Norway in the text in Activity 2, online, or in a library. Students should record the information in a chart similar to the one in Activity 3.

### WORKBOOK ANSWERS

- 1 skis / snow    2 reindeer / forest  
3 mountains / fjords
- 1 soccer    2 basketball    3 skating  
4 hockey    5 skiing    6 cross-country skiing
- summer: soccer, basketball  
winter: skating, hockey, skiing, cross-country skiing  
Answers will vary.  
**Try!** Answers will vary.

**Further practice / Homework**

Workbook page 112

## Unit 3 Vocabulary

pages 32–33

### Lesson objectives

Identify school subjects.

Practice the use of new school subject words in spoken, written and aural forms.

### Language

**School subjects:** art, civics, drama, English, geography, history, math, music, P.E., science, Spanish

### Materials

Tracks 25–26; Unit 3 Flashcards Set 1 (school subjects); Workbook pages 28–29

### Warm up

Tell students they are going to talk about different school subjects. Ask them if they know the names of any school subjects in English. Use the school subjects flashcards to introduce the vocabulary. Hold up each flashcard and say the words for the students to repeat in chorus. Hold up the science flashcard and say *art?* Yes or no? Continue with the other flashcards. Make sure that the students respond correctly. If you like you can play this game in two teams holding up a flashcard for each team in turn and awarding one point for each correct response. The team with the most points wins.

### 1 Discuss with a friend.

Divide the class into pairs. Ask students to open their Student Books to page 32 and look at the picture. Ask *Where are the students?* Read the title of the unit and elicit or explain that this is a picture of a school and that children are learning different subjects in each room. Read the first question aloud and ask students to discuss it with their partners. Encourage them to look at each window in the picture and try to name the subjects. Ask students to read the second question together and take turns answering. Have pairs share some of their answers to compare with the class.

### 2 Listen and repeat. 25

Play the recording for students to repeat the vocabulary items in chorus and point to the correct items in the main picture. Play the recording again for individual students to repeat the words for the class. Point to the items in the main picture in a different order and say the words for the students to repeat. Then point to the items in the picture without saying the words and encourage students to name the items. Divide the class into two teams. Point to items in the picture for students

# 3 The Cool School

## Vocabulary

**1 Discuss with a friend.**

- 1 What subjects can you name?
- 2 What subjects do you take in your school?

**2 Listen and repeat.**

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

- 1 He's taking geography / art.
- 2 He's taking Spanish / P.E.
- 3 They're taking civics / music.
- 4 They're taking art / English.
- 5 They're taking P.E. / science.
- 6 She's taking music / Spanish.
- 7 She's taking I.T. / geography.
- 8 They're taking P.E. / science.
- 9 She's taking music / I.T.
- 10 He's taking drama / P.E.
- 11 She's taking math / civics.
- 12 She's taking English / history.

from each team in turn and ask *What subject is this?* Award one point for each correct answer.

### 3 Look and circle the words. Listen again and check.

Direct students' attention to window number 1 in the main picture. Ask students to name the subject. (Art.) Direct students' attention to the first sentence with the circled example. Read out the sentence with the correct word. Tell students to read the rest of the sentences look at the correct windows in the picture and circle the correct subject words. Check answers by asking students around the class to point to the windows in their books and read out the corresponding sentences with the correct words.

### Optional activity

Point to one of the windows in the main picture in the Student Book or hold up one of the school subject flashcards. Say a false sentence for example (pointing to the flashcard of the boy taking art): *He's taking science.* Invite a student to correct you. (*No! He's taking art!*) Repeat with other pictures inviting students around the class to respond.

### Additional resources

The Unit 3 Wordcards Set 1 can be used at any point in this lesson or later.

### 4 Read and mark (✓) the subjects the girl and boy like. Listen and sing along. 26

Direct students' attention to the song lyrics. Tell the class that the first half of the song is about a girl and the second half of the song is about a boy. Read out the first line of each verse emphasizing the pronouns *she* and *he*. Focus students'

**4** Read and mark (✓) the subjects the girl and boy like.  
Listen and sing along.

Do you like music? Yes, I do!

I like art, and drama too!

I like civics and I.T.

The Cool School is the school for me!

Does she like English? Yes, she does!

Does she like Spanish? Yes, she does!

Does she like history and geography?

No, she doesn't, but she likes P.E.!

music	<input checked="" type="checkbox"/>	English	<input checked="" type="checkbox"/>
art	<input checked="" type="checkbox"/>	Spanish	<input checked="" type="checkbox"/>
drama	<input checked="" type="checkbox"/>	history	<input type="checkbox"/>
civics	<input checked="" type="checkbox"/>	geography	<input type="checkbox"/>

Do you like music? Yes, I do!

I like art, and drama too!

I like civics and I.T.

The Cool School is the school for me!

Does he like math? Yes, he does!

Does he like music? Yes, he does!

Does he like science and geography?

No, he doesn't, but he likes P.E.!

music	<input checked="" type="checkbox"/>	English	<input type="checkbox"/>
art	<input checked="" type="checkbox"/>	Spanish	<input type="checkbox"/>
drama	<input checked="" type="checkbox"/>	history	<input type="checkbox"/>
civics	<input checked="" type="checkbox"/>	geography	<input type="checkbox"/>

**5** Write the words. Draw ☺ or ☹.

☺ = I like ... ☹ = I don't like ...



art



English



music



math



science



geography

**6** Ask and answer with a friend.

Do you like science?

Yes, I do.

attention on the boxes under the song. Point to the first verse and ask *Does she like English?* Allow students time to read the song lyrics and answer. (*Yes, she does.*) Show students the example check mark and say *Yes! She likes English.* Ask *Does she like history?* Allow students time to read the song lyrics and answer. (*No, she doesn't.*) Tell students to read the lyrics and mark the subjects the girl likes with a check mark in the first box then mark the subjects the boy likes with a check mark in the second box. Have students complete the activity on their own. Check answers by asking *Does she/he like (civics)?* about each subject in the boxes.

Play the recording of the song once pointing to each school subject in the main picture on page 32 as it is mentioned. Play the recording again stopping after each line to ask a volunteer to hold up their book and point to the school subject mentioned. Play the recording again and sing along with the students. Have them follow the lyrics in the book as they sing. Repeat as necessary.

Hand out the school subjects flashcards to twelve students around the class. Ask them to say the words for their flashcards. Play the song while the class follows along. The students hold up their flashcards when they hear their word in the song. Hand out the flashcards to different students and repeat the activity.

### 5 Write the words. Draw ☺ or ☹.

Direct students' attention to the pictures. Ask them to name the school subjects in the pictures. Ask students around the class *Do you like (art)?* Encourage students to answer truthfully about themselves. Explain that there is no right or wrong answer—students are just giving their opinions. Show students the example and ask them to think about whether or not they like art. If they like art they should complete the face with a smile. If they don't like art they should complete the face with a down-turned mouth. Students complete the activity in their books. Check answers by asking *What subject is this? Do you like (music)?* about each of the pictures.

### 6 Ask and answer with a friend.

Show students the sample language in the speech bubbles. Read the speech bubbles aloud while students follow along. Choose a different subject and model the dialogue again with a student. Ask for a volunteer to ask you a question. Ask the students to repeat the new question in chorus. Practice asking and answering questions with the class then have the students take turns to ask and answer each other. Invite students to ask and answer in front of the class.

#### Optional activity

Students work in pairs. Draw a chart on the board for students to copy. Draw three columns: one for school subjects one for the first student's likes and dislikes and one for the second student's likes and dislikes. Students write the school subject words in the first columns then take turns to ask and answer about each one. They can put check marks or crosses or draw happy faces or sad faces in their columns to show their likes and dislikes. Students then compare their answers to see which subjects they both like or dislike and which subjects they have different opinions about. Invite students to tell the class which subjects they both like / dislike. (For example, *We like / don't like geography.*).

#### WORKBOOK ANSWERS

1 12 art 5 civics 8 drama

3 English 2 geography

4 history 9 I.T. 1 math

7 music 10 P.E. 11 science

6 Spanish

2 1 science 2 geography 3 drama  
4 P.E. 5 music 6 I.T.

Try! Answers will vary.

3 1 Yes, she does. 2 No, she doesn't.  
3 Yes, she does.

1 Yes, he does. 2 Yes, he does.

3 No, he doesn't.

4 1 music 2 art 3 drama 4 civics  
5 geography 6 English 7 Spanish  
8 history 9 I.T. 10 P.E. 11 math  
12 science

Try! Answers will vary.

#### Further practice / Homework

Workbook pages 28–29

## Unit 3 Reading

pages 34–35

### Lesson objectives

Understand and act out a story.

Recognize and use school subject vocabulary in context.

### Language

**School subjects:** art, civics, drama, English, geography, history, math, music, P.E., science, Spanish

**Review:** exciting, interesting, important, police officer, teacher, daughter

**Extra:** visitor, special, guess, invite, French, German, at night, midnight, spy, president, interpreter

Past simple of the verb be (was / were):  
Were you good at (languages)? Yes, I was.  
I / He / She was / wasn't (a teacher).

### Materials

① Track 27; Unit 3 Flashcards Set 1 (school subjects); Unit 3 Storycards; DVD Unit 3 Story; Workbook pages 30–31

### Warm up

Hold up the school subjects flashcards one at a time and ask students to say the words in chorus. Put the flashcards away. Ask students to write down their favorite subject on a piece of paper. Students then move around the class asking and answering questions with each other to find someone with the same favorite subject. For example, *Do you like (math)? Yes, I do. / No, I don't.* Students form pairs or groups with other students who have the same favorite subject. If there are any students left over they can form another group. Invite groups or students to tell you their favorite subjects.

### Lead in

Hold up each of the school subjects flashcards in turn. Ask students around the class *Are you good at (history)?* Tell students that there is no right or wrong answer—they are answering about themselves. Hold up a flashcard and say *I was / wasn't good at (math).* Write the following question and answers on the board: *Were you good at (English)? Yes I was. / No I wasn't.* Encourage students to ask you questions about what subjects you were good at when you were at school. Hold up flashcards to prompt students if necessary.

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

Hold up the first storycard. Ask some questions to get students thinking about the story. *Who is the woman? Who are the children? Where are they? What does it say*

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

1 Where does the story take place?  
2 How many questions do the students ask?

**2** Read and complete the story. Listen and check.

exciting friendly job night photos questions twenty visitor

1 Today is visitor's day. Today's visitor is very special. Can the students guess who she is?  
Here's our mystery visitor. Please be friendly, students. Think about your questions.

2 The visitor is here. Miss Lewis opens the door and invites her in. She doesn't look very special.

3 The visitor's job was interesting and exciting. Peter asks another question.

on the board? Who is knocking on the door? What do you think happens next?

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 can see in the pictures. Take all their ideas but don't give the story away. Tell the students to look at the pictures on pages 34 and 35 in their books.

Divide the class into pairs. Read the first question aloud and ask students to say where they think the story takes place. Students look at the pictures in their books and answer. Ask students to read and discuss the second question with their partners. Call on volunteers to share their answers with the class.

### 2 Read and complete the story. Listen and check. ① 27

Point to the word pool and read out the words. Check that students understand the meaning of all the words. Encourage confident students to say sentences with the words.

Read out the text in the first frame of the story. Direct students' attention to the example. Show students the crossed out word in the word pool. Continue reading out the story up to the end of the first speech bubble in frame 2. Pause for the gap in the speech bubble. Ask students to look at the word pool and think about which word best fits this gap. (*Twenty.*) Tell students to write the word in the gap. Invite a student to read out the speech bubble with the correct word. Have students read the rest of the story and write the missing words in their books. Play the recording for students to check their answers.

**1** The students imagine their visitor when she was younger. They ask her more questions.

Were you good at languages?

Yes, I was. I was good at French and Spanish. But I wasn't very good at German.

It's time to guess the visitor's job. Miss Lewis asks the students for their ideas.

"My job?"

A spy!

An interpreter!

A president!

A police officer!

Ha ha! Not exactly!

Act out the story.

There's time for one more question.

Were you at work at night?

Yes, I was! I often worked until midnight and later.

The visitor has some old photos. Her job was very exciting and she worked with very important people. She was good at languages and talking to people, and she often worked at night.

I was a teacher!

Wow! Miss Lewis is a teacher, too.

I know! She's my daughter!

schoolchildren. Encourage students to think about props and actions to go with their lines. Allow students time to practice in their groups. Monitor and help where necessary. For any groups that are having a problem with the dialogue make sure they are using the key language (*Were you (good at languages)? Yes, I was.*) correctly. Confident groups can close their books and try to act out the story from memory. Bring one or two groups to the front of the class to act out the story for the rest of the class.

Personalize the story by asking *What job does your (mom / dad) do? Is he / she good at (languages / talking to people)? Does he / she work at night / with important people?*

### Optional activity

Divide the class into groups of about four. Hand out a sheet of paper to each group. Ask students to brainstorm interesting jobs. Write their suggestions on the board. Tell each group to choose one of the jobs on the board and discuss what each job involves. Ask students to think about what the person does at work and what they need to be good at. You can draw a chart on the board to help students to organize the information. Draw two columns with the headings *What does he / she do?* and *What is he / she good at?* Students copy the chart onto their sheet of paper. They then discuss their chosen job in their groups and make notes in the chart. Invite students to present their chosen jobs to the class. Encourage them to say sentences such as *A soccer player plays soccer. He travels to different places. He is good at running. He is good at working as a team.*

### Optional activity

Play the recording holding up the storycards one at a time. Point to key items or actions in the pictures as they are mentioned in the recording. Hold up the storycards again and ask the questions on the back of each card to check students' understanding of the story. You may want to encourage further discussion of the story by asking more questions. For example: *When did the visitor work? (Twenty years ago.) What subjects was the visitor good at? (French and Spanish.) What else was she good at? (Talking to people.) Who did the visitor work with? (Important people.) Who is the mystery visitor? (She's Miss Lewis' mom.)*

### Optional activity

Play the whole video then play the video again pausing before each question is asked in the story. Ask students to look at their books and call out the question then resume the video.

### Optional activity

Play a game of *What's next?* Say sentences from the story or write them on the board. Ask students to look at the story in their Student Books and call out the sentence that comes next.

### Additional resources

The Unit 3 Story Worksheet and the Unit 3 Reading Worksheet can be used at any point from here on.

### 3 Act out the story.

Divide the class into groups of seven to act out the story. Assign roles to each student: narrator, teacher, visitor and four

### Optional activity

Ask the students to complete the story activities on pages 32 and 33 of the Workbook for homework. Students color the stars depending on how much they enjoyed the story.

### WORKBOOK ANSWERS

- |   |             |                  |          |
|---|-------------|------------------|----------|
| 1 | 1 mystery   | 2 exciting       | 3 famous |
| 4 | languages   | 5 night          | 6 was    |
| 2 | 1 visitor   | 2 questions      | 3 was    |
| 4 | spy         | 5 worked         | 6 good   |
| 5 | interpreter | 7 police officer |          |
| 7 | teacher     | 8 mom            |          |
| 9 | teacher     | 10 mom           |          |

Try! five

3 Answers will vary.

4 1 b 2 d 3 a 4 c

Try! Answers will vary.

### Further practice / Homework

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

## Unit 3 Language

### Focus 1

pages 36–37

#### Lesson objectives

Listen and understand what subjects people were / weren't good at.

Ask and answer questions about what people were / weren't good at.

Write sentences about what people were / weren't good at.

Complete an interview.

#### Language

**School subjects:** art, civics, drama, English, geography, history, math, music, P.E., science, Spanish

Past simple of the verb *be* (*was* / *were*):  
Were you good at (music)? Was she good at (music)? I / He / She was / wasn't (very) good at (music).

#### Materials

• Track 28; Workbook pages 32–33

#### Warm up

Ask students to think about themselves when they were five years old. Ask questions to students around the class. For example, *Were you good at (math) when you were five?* Encourage students to answer *Yes, I was.* / *No, I wasn't.* Encourage students to ask each other questions or to ask you questions using *Were you good at ...?*

#### 1 Mark (✓) the phrases that are in the story. Look at pages 34–35 and check.

Ask students to open their books to pages 34–35 and quickly look over the pictures in the story. Ask students what they can remember about the mystery visitor in the story. Ask *Was her job interesting? Was she good at German? Was she good at talking to people?* Tell students to turn to page 36 in their books. Read the first phrase aloud and ask students if this phrase appears in the story. Have students turn back to pages 34–35 and look for the phrase. (They will find it in frame 4.) Point out the example check mark. Have students work on their own to look for the rest of the phrases in the story and mark the phrases they find. Check answers and invite students to read the marked phrases aloud.

#### 2 Listen and mark (✓ or X).

• 28

Tell the students to open their Student Books and look at the pictures of the teachers on the noticeboard. Ask *Which teachers were in the story?* (Miss Lewis and Mrs. Lewis). Then ask the students to look at the pictures of the school subjects and say what they are. Say *Look at Mrs. Lewis.*

#### Unit 3 Language Focus 1

##### 1 Mark (✓) the phrases that are in the story. Look at pages 20–21 and check.

- |                                       |                                     |                                     |                                     |
|---------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1 Were you good at talking to people? | <input checked="" type="checkbox"/> | 5 I was good at French and Spanish. | <input checked="" type="checkbox"/> |
| 2 Was she good at teaching?           | <input type="checkbox"/>            | 6 I wasn't very good at German.     | <input checked="" type="checkbox"/> |
| 3 Were you good at languages?         | <input checked="" type="checkbox"/> | 7 Were you good at math?            | <input type="checkbox"/>            |
| 4 She wasn't good at writing.         | <input type="checkbox"/>            | 8 She was good at languages.        | <input checked="" type="checkbox"/> |

##### 2 Listen and mark (✓ or X).



##### What were the teachers good at?

Mrs Lewis	Miss Lewis
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

##### 3 Play Guess The Person with a friend.



*She was good at art. She wasn't good at music. Was she good at math? (Yes.) Was she good at science? (No.) Was she good at geography? (No.)*

Play the first part of the recording. Ask students to point to the subjects as they hear them. Play the second part of the recording pausing after the first answer. Ask students to point to the correct subject. Ask *Was Miss Lewis good at art?* (No, she wasn't.) Tell students to put a cross in the box for art. Play the rest of the recording for students to mark the subjects.

Check answers by asking questions about the teachers to students around the class. For example *Was he / she good at (music)?* Encourage students to ask and answer questions about the teachers in pairs.

##### 3 Play Guess the Person with a friend.

Point to the photo and explain that the children are playing a game. They are taking turns to choose a teacher from Activity 2. The boy is asking questions to

guess which teacher the girl is thinking of. Read out the speech bubbles and ask students to check the chart in Activity 2 to see if Mrs. Lewis was good at art. Tell the students that you have picked another teacher and they have to ask questions and guess which teacher it is. Encourage students to ask questions as in the example. Tell them to check the chart in Activity 2 after each answer to see which teachers can be eliminated. When students have guessed the correct teacher ask them to work in pairs. They take turns to choose one of the teachers in the chart and answer their partner's questions.

#### 4 Look and complete the sentences.

- |   |   |
|---|---|
|    | <p>He <u>was</u> good at <u>math</u>.</p> <p>He <u>wasn't</u> good at <u>geography</u>.</p> |
|    | <p>She <u>wasn't</u> good at <u>science</u>.</p> <p>She <u>was</u> good at <u>art</u>.</p>  |
|    | <p>He <u>wasn't</u> good at <u>math</u>.</p> <p>He <u>was</u> good at <u>music</u>.</p>     |
|    | <p><b>She was good at music.</b></p> <p><b>She wasn't good at science.</b></p>              |

#### Grammar

Were	you	good at	art?	Yes,	I	was.
Was	he / she		music?	No,	he / she	wasn't.
I	was	good at	science.			
He / She	wasn't		music.			

#### 5 Look and complete the interview.



##### School report

Name:  
Alan Simms

Year: 1986  
Math 2/10  
English 9/10  
P.E. 8/10

Interviewer: Hello, Mr. Simms. This is your school report from 1986.

**Were you good at math?**

Mr. Simms: No, I wasn't.

Interviewer: **Were you good at English?**

Mr. Simms: Yes, I was.

Interviewer: **Were you good at P.E.?**

Mr. Simms: Yes, I was.

#### 6 Write questions to ask a friend.



Were you good at art when you were seven?

#### 7 Ask and answer with your friend.



#### Optional activity

Make a school timetable. First elicit all the subjects that the students have at school. Then ask them about the days and times when they have each subject. The students make a chart with the days of the week along the top and the times of the classes down the left-hand column. Don't forget to add playtimes and lunchtime. If you can bring some examples of school timetables from schools in English-speaking countries to the lesson. You can find example images by searching online.

#### Additional resources

The Unit 3 Language Focus 1 Worksheet can be used at any point from here on.

#### 4 Look and complete the sentences.

Tell students to look at the pictures and name the school subjects. Point to the first school subject picture and the check

mark. Ask *Was he good at math?* Elicit the answer *Yes, he was.* Say *He was good at math.* Direct students' attention to the first example sentence. Point to the second school subject picture and the cross. Ask *Was he good at geography?* Elicit the answer *No, he wasn't.* Say *He wasn't good at geography.* Direct students' attention to the second example sentence. Students complete the sentence in their books. Have students complete the rest of the sentences on their own. Monitor and help as needed. If students have trouble completing the activity refer them to the Grammar box. Check answers by inviting students to read out the completed sentences for the class.

#### 5 Look and complete the interview.

Focus attention on the school report. Ask *What's his name? (Alan Simms.) When was Mr. Simms at school? (1986.) Was he good at (math)? (No, he wasn't.)*

Focus attention on the interview. Tell the class that this is an interview with Mr. Simms. Read out the first part of the

interview and the example sentences. Ask students what they think the next question will be. Elicit the answer from the class.

Tell students to complete the interview on their own. Check answers by asking students around the class to read out lines from the completed interview. Students can then practice the interview in pairs. Invite some pairs to act out the interview for the class.

#### Optional activity

Ask students what subjects they were / weren't good at when they were seven. Have students make their own school reports showing their name the year they were at school when they were seven and their scores for three subjects of their choice. They can use the report in Activity 5 as a model. Students can compare their reports and see which subjects their friends were / weren't good at when they were seven.

#### 6 Write questions to ask a friend.

Tell the class that they are going to interview a friend about what he / she was good at when he / she was seven. Read out the example question and invite students around the class to answer it. Tell students to look at the example question and the interview in Activity 5 again and write similar questions in their notebooks. If students have trouble writing their questions refer them to the Grammar box. Invite students to read out their questions.

#### 7 Ask and answer with your friend.

Model a few questions and answers with students around the class. For example *Were you good at (history) when you were seven? (Yes, I was. / No, I wasn't.)* Tell students to work in pairs and take turns to ask and answer their questions. Monitor the students as they ask and answer. Check that they are using the correct grammar structures. Invite confident pairs of students to ask and answer questions for the class to observe.

#### WORKBOOK ANSWERS

- 1 1 Mrs. Red 2 Mrs. White 3 Mr. Murray 4 Miss Jones 5 Mrs. White  
2 1a Yes / was b No / wasn't  
2a Yes / was. b No, she wasn't.

Try! Answers will vary.

- 3 1 was / Spanish wasn't very / art  
2 was / music wasn't very / math  
4 1 Yes I was. 2 No, I wasn't. 3 Yes, I was. 4 Were you good at math?  
5 Were you good at science?

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

Talk about hobbies and pastimes.

Ask and answer questions about likes and dislikes in the past.

Practice asking and answering questions about likes and dislikes in the past through a song and follow-up activities.

#### Language

**Core vocabulary:** learning languages, using computers, reading, playing music, playing sports, acting, listening to music, painting, talking

**Review vocabulary:** brother, man; What's your job? What do you do?

**Extra vocabulary:** really cool

Past simple questions with like: Did you like (painting) when you were younger / at school? Yes, I did. / No, I didn't.

#### Materials

① Track 29; Unit 3 Set 1 Flashcards (school subjects); Unit 3 Set 2 Flashcards (skills for school); Workbook pages 34–35 121

#### Warm up

Stick the school subjects flashcards on the board. Ask students to name the school subjects. Ask questions about each of the subjects on the board. Ask Do you like (math)? When do you have (history)? Are you good at (P.E.)? Were you good at (English) when you were seven? Elicit answers from students around the class.

Tell the students they are going to learn to talk about different hobbies and pastimes. Ask them if they know the names of any hobbies. Hold up the skills for school flashcards one at a time. Say the words for the students to repeat in chorus. Hold up the flashcards one at a time again and ask students around the class Were you good at (acting) when you were seven? Are you good at (learning languages) now?

#### 1 Read and complete the lyrics.

##### Listen and check. ② 29

Point to the word pool and read out the phrases. Direct attention to the numbered pictures on the right of the song lyrics and ask students to identify the activities. Read out the chorus of the song. Explain that the song is about Miss Lewis' brother Jim. Read out the first line of the first verse of the song. Explain that we are going to find out what Jim was good at and what he liked doing when he was at school.

Read out the first line of the first verse again. Ask students to say which picture on the right shows Jim learning languages

#### Unit 3 Language Focus 2

##### 1 Read and complete the lyrics. Listen and check. ② 29

acting learning languages listening to music painting  
playing music playing sports reading talking using computers

Miss Lewis' brother is a man called Jim

Oh what's your job, Jim? What do you do?

Oh what's your job, Jim? Dooby-dooby-doo!

Did you like (1) learning languages when you were in school?

Yes, I did! Yes, I did! It was really cool!

Did you like (2) playing music when you were in school?

Yes, I did! Yes, I did! It was really cool!

Did you like (3) using computers when you were in school?

No, I didn't! I liked (4) reading Dooby-dooby-doo!

Miss Lewis' brother is a man called Jim ...

Did you like (5) listening to music when you were in school?

Yes, I did! Yes, I did! It was really cool!

Did you like (6) playing sports when you were in school?

No, I didn't! I liked (7) acting Dooby-dooby-doo!

Did you like (8) painting when you were in school?

No, I didn't! I liked (9) talking Dooby-dooby-doo!

Oh what's your job, Jim? What do you do?

I'm an actor and musician! Dooby-dooby-doo!



##### 2 Listen again and sing along.

##### 3 Read the lyrics again. Complete the questions and answers.

1 Did he like listening to music? Yes, he did.

2 Did he like using computers? No, he didn't.

3 Did he like learning languages? Yes, he did.

4 Did he like playing sports? No, he didn't.

(picture 1). Tell students that they need to read the song lyrics look at the picture for each gap and complete the song lyrics with the phrases in the word pool.

Allow students time to complete the rest of the lyrics. Play the recording for the students to listen and check their answers. Check answers as a class by asking students to read out lines from the completed song.

from the song to complete the questions and answers. Check answers by playing the recording again. Tell students to say pause when they hear the information for one of the questions in the song. Pause and discuss the answers at these points. Play the song all the way through once more.

#### Optional activity

Divide the class into groups of five or six. Keep playing the song over and over in the background. Give the students five or ten minutes to work out a simple dance routine using actions to go with the song. Groups perform their dance to the music for the rest of the class. Get the class to sing along while they watch each group perform their dance routine.

#### 4 Read the text and choose the answer.

Read out the example question and answer. Have students find the correct section of the song to confirm the answer. Let students work on their own to complete the rest of the activity using information

### 1 Read the text and choose the answer.

1 Paul: Do you like swimming?

Sally: A Yes, I do.

B Yes, I like.

2 Paul: Did you like swimming when you were seven?

Sally: A No, I didn't.

B No, you weren't.

3 Paul: Were you good at P.E.?

Sally: A No, I wasn't!

B No, I didn't.



4 Paul: Did your dad like playing soccer when he was at school?

Sally: A Yes, he was.

B Yes, he did.

5 Paul: Was he good at tennis?

Sally: A Yes, he was.

B Yes, I was.

### Grammar

Did	you	like	painting	reading	when	you	were	three?	younger?	in school?	Yes,	I	did,
he						he	was				No,	he	didn't.
she						she						she	

### 5 Complete the questions.

1 (dancing, six)

Did you like dancing when you were six?

2 (riding a bike, one)

Did you like riding a bike when you were one?

### 6 Complete your chart and play.



Did you like playing with toys when you were five?



Yes, I did.

is correct (A) and why. (Because B is not grammatically correct—we don't say "Yes I like" in response to the question "Do you like (swimming)?") Show students the example circle. Students should work on their own to read the conversation and circle the correct answers. Monitor and help as needed. If students have trouble refer them to the Grammar box. Check answers as a class then have students work with a partner to ask and answer the questions. Invite pairs of students to act out the conversation or sections of the conversation in front of the class.

### Optional activity

Fast finishers can write similar questions to those in the conversation in Activity 5. They can then ask and answer their questions with a friend to make their own conversation. Invite confident students to act out their conversations in front of the class.

### Additional resources

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

### 5 Complete the questions.

Direct students' attention to the first set of prompts in parentheses. Read the example question aloud and show the class how the prompts have been used to make a question. Give students one or two more prompts and encourage them to make questions orally. Write (*playing sports* five) (*reading six*) on the board. Help students to use the prompts to form questions as in the example. Students can use the Grammar box to help them. Have students complete the remaining question on their own. Check answers as a class then have students work with a partner to ask and answer the questions. Invite pairs of students to ask and answer questions in front of the class.

### 6 Complete your chart and play.

#### Workbook page 121

Read the example exchange aloud. Read out the question again and elicit answers from students around the class. Tell the students to open their Workbooks to page 121 and complete the chart. They should put check marks and crosses in the chart according to the activity and ages shown. Remind students that the chart is about them. There are no right or wrong answers only information about themselves.

Ask for a volunteer to come and demonstrate the game with you. Ask *Did you like playing with toys when you were a baby?* Ask the volunteer to answer then ask you a question. Answer and show them where to put the check mark or cross in their "about him / her" chart. Put the students into pairs to ask and answer questions and complete their "about him / her" charts. Monitor and help as needed. Make sure that students are using the correct grammar structures. Invite pairs of students to ask and answer questions in front of the class.

#### WORKBOOK ANSWERS

- 1 1 playing music 2 playing sports  
3 talking 4 learning languages  
5 acting 6 painting 7 using computers 8 listening to music  
9 reading

- 2 1 like / No / didn't 2 she like / Yes / did  
3 Did she like / Yes / did 4 Did she like / No, she didn't.

Try! Answers will vary.

- 3 1 C 2 A 3 A 4 C 5 B

4 Answers will vary.

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

- Understand a text about computers and other electronic devices.
- Complete a mind map.
- Complete a computer store advertisement.
- Write a computer store advertisement.
- Provide links with other areas of the curriculum and an opportunity for creative project work.

### Language

**Core vocabulary:** computer, electronic, devices, router, laptop, tablet, speaker, memory stick, printer, screen, keyboard, hard drive, battery, cable, mouse, Internet, website, documents

**Extra vocabulary:** connect, machine, click, print, separate, communicate

### Materials

Track 30; Workbook page 36

### Warm up

Write the heading *Computers* at the top of the board. Ask students to say all the words related to computers that they know. Write the words on the board. Ask questions to prompt students if necessary. For example: *What can you do with a computer? How do you use the Internet? What can you keep on a computer? How do you do your homework?*

### 1 Listen and read along. Match the descriptions with the pictures. 30

Ask students to look at the picture under the text and say what items they can name. Show students the numbers next to the items in the picture. Tell students that they need to listen to the text and read along then write the correct numbers next to the descriptions of electronic devices in the text. Play the first part of the recording. Students follow along in their books. Pause after the first description and ask students what electronic device the description is about. (*The laptop.*) Ask *What number is the laptop?* (*Number 3.*) Show students the example number 3. Play the rest of the recording for students to follow and write the correct numbers. Check answers by asking students to read out descriptions from the text and say which device each description is about. Ask students to share any interesting facts they learned from the text.

### 2 Read again and complete the mind map.

Direct students' attention to the mind map. Read out the main heading then point to and read out the subheadings

### Unit 3 CLIL I.T.

#### 1 Listen and read along. Match the descriptions with the pictures. 30



#### Computers

We use computers to do a lot of different things, such as find information, communicate with friends and play games.

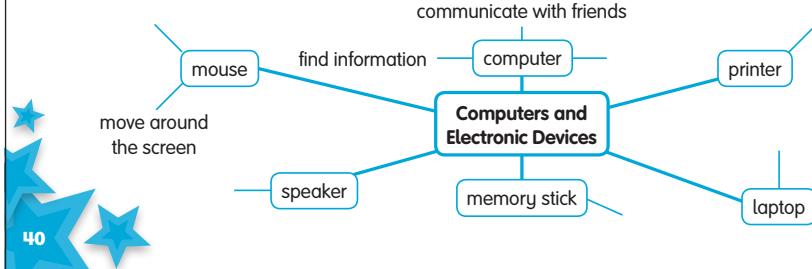
- a This is a small computer. It is easy to carry, so you can use it in different places. It has a *screen*, a *keyboard* and a *hard drive* in one machine. It works with a *battery* or with a *cable*. 3
- b You have this computer on your desk. You save your documents on a big *hard drive* inside the box. You need a separate screen, keyboard and *mouse*. 5
- c This is a very small computer that you can carry. It doesn't have a keyboard. 8

Other electronic devices help us do more with our computers.

- d You use this to connect your computer to the *Internet*, so you can look at *websites*. 1
- e You connect this to your computer. You use it to print things. 2
- f You use this to move around the screen and to click on different things. 7
- g You connect this to your computer. You can use it to listen to music. 6
- h This is a very small hard drive. You can put *documents* and photos on it. 4



#### 2 Read again and complete the mind map. 40



and the notes about each device. Ask students what devices they have learned about in the text. Write their answers in a row on the board under the heading *Devices*. Ask students what you can do with each device. Write their answers under each device on the board. Students copy the mind map into their notebooks then read the text again and add information to the mind map. They should add two subheadings (*memory stick* and *router*) then add information to each subheading describing what you can do with each device. Have students work on their own or in pairs to find information in the text in Activity 1 and complete the mind map. If students have trouble encourage them to underline relevant parts of the text first. Check answers as a class.

#### Project connection

You can choose to do Stage 1 of the project on page 42 at any point from here on.

#### Additional resources

The Unit 3 CLIL Worksheet and CLIL Cards can be used at any point from here on.

#### 3 Complete the Computer Store Advertisement with words from Activities 1 and 2.

Direct students' attention to the computer store advertisement and ask. *What is this? (An advertisement.) Where is it from? (A website or catalogue.) What devices are in the advertisement? (A memory stick, a printer and a laptop.) What can you do with (a memory stick / printer / laptop)?* Read out the first sentence of the advertisement. Focus attention on the example. Tell students that they will find the words they need for each gap in the text in Activity 1 or in the mind map in Activity 2. Divide the class into pairs and ask them to read through the advertisement and complete it by writing the correct word in each gap. If students have trouble tell them to underline useful information about each device in the text in Activity 1 before they try to complete the advertisement. Invite

**3** Complete the *Computer Store Advertisement* with words from Activities 1 and 2.

The Whizzer memory stick is very small, but it's amazing. You can (1) put 10,000 photos on it! Only \$3.99

You can use the Multi-printer to (2) print 100 documents or 20 photos in one minute! Only \$159.99

The Marvel laptop is small, but the (3) screen is fantastic for watching movies, and the (4) keyboard is very easy to use. You can use this laptop to connect to the (5) Internet, find (6) information and play games. Only \$599.99

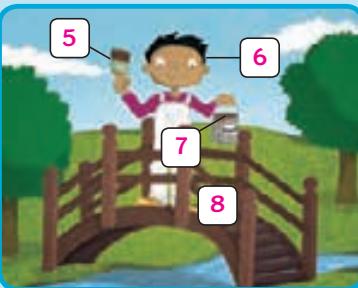
**4** Write a *Computer Store Advertisement* for other devices.

1 Listen and number the pictures.  
Listen again and repeat. 31

2 Listen and repeat the sentences. 32



Grandpa is sitting in the park, eating green grapes on the grass.



My brother paints the bridge with a brush and brown paint.

## Phonics

**Further practice / Homework**

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

**Phonics** page 41

**Lesson objectives**

Practice pronunciation of the sounds /gr/ and /br/.

Practice listening to reading and saying words with the sounds /gr/ and /br/.

**Materials**

Tracks 31–32; Workbook page 37

**Warm up**

Ask students to open their Student Books to page 41 and look at the first picture in the phonics section. Ask *What does he have? (Grapes.) What is he sitting on? (Grass.) What color is the grass? (Green.)* Focus on the second picture. Ask *Where is he? (On a bridge.) What does he have? (A brush and brown paint.)*

**1 Listen and number the pictures.  
Listen again and repeat.** 31

Play the recording and pause after the first word. Ask students to point to the correct item in the first picture. (*Grandpa.*) Ask *Who's this? (Grandpa.)* Show students the example number 1 in the box. Continue the recording while students listen and write numbers in the boxes for each object they hear. Play the recording again pausing after each item to ask *What's number (1)?*

**2 Listen and repeat the sentences.** 32

Play the recording of the first sentence. Play the recording again and have students repeat chorally this time. Repeat for both sentences. Lead the class in choral and individual repetition. Have students repeat the tongue-twister slowly focusing on the pronunciation of the /gr/ and /br/ sounds. Encourage them to gradually get faster and faster.

**WORKBOOK ANSWERS**

- 1 gr: 3, 4, 6  
br: 1, 2, 5  
2 1 gr 2 gr 3 br 4 br 5 br 6 gr  
3 1 Grandpa / grapes / grass  
2 brother / bridge / brush

Try! Answers will vary.

**Further practice / Homework**

Workbook page 37

students to read out sentences from the advertisement.

**4 Write a Computer Store Advertisement for other devices.**

Tell students they are going to write their own computer store advertisement about their own choices of electronic devices. Less confident students may want to choose electronic devices from the text in Activity 1 so that they can use the information from the text. Encourage more confident students to choose different electronic devices such as mobile phones, MP3 players, DVD players and so on. Give these students the opportunity to find out about their chosen devices online or in a library. When writing their advertisements students should use similar structures to those in the advertisement in Activity 3. When students have finished writing have them swap work with a partner and check for mistakes. Have students practice reading out their advertisements to their partner. Invite students to read out their advertisements to the class.

**Optional activity**

The Unit 3 CLIL Video on the Level 4 DVD shows students some information about a school in England. There is also a CLIL Video Worksheet.

Play the video. Pause at various points to check understanding with comprehension questions. *What do the students wear at school? What do they do in the assembly? What do they do when the art class is finished? What do they do during the break? What subject is Tom good at? What lesson do they have in the afternoon? What happens after science?*

**WORKBOOK ANSWERS**

- 1 1 laptop 2 USB 3 keyboard  
4 screen 5 speaker  
6 mouse 7 desktop computer  
8 router 9 printer  
2 Desktop Computer: X, X, ✓, X  
Laptop: ✓, ✓, ✓, X  
Tablet: ✓, ✓, X, ✓  
Answers will vary.  
Try! Answers will vary.

## Unit 3 Project and Value

page 42

### Lesson objectives

Understand the importance of communicating with friends.

Make a bar graph showing how you communicate with friends.

### Value

Communicate with friends face-to-face as well as on electronic devices.

### Materials

Two sheets of graph paper; ruler; pencils and colored pens; Unit 3 Stickers; pictures of electronic devices (see Warm up); Workbook page 38

### Warm up

Have printed or clipped pictures of known electronic devices prepared. Choose an example of an electronic device (such as a tablet). Ask students to name the device and say how we can use it to talk to our friends (we can send emails or instant messages, make video calls or send photos). Repeat for the other devices letting all students contribute to the discussion.

### 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 students why our friends are important (*Because they help us listen to us make us laugh.*) and why it is important to communicate face-to-face with our friends (*So that they know we enjoy spending time with them.*). Ask students how they usually communicate with their friends and how often they communicate face-to-face with their friends. Tell students to take out their sticker sheets and find the sticker for *Jeb's Value*. Students stick the sticker in the space in their Student Books.

### Communication Bar Graph

#### Stage 1: Plan your project.

Divide the class into groups. Have groups brainstorm answers to the discussion question and talk about how we can communicate with people. Encourage them to make notes about their answers. Students then draw a chart on graph paper to record the number of times they communicate with people in different ways over the next week. They should list the days of the week and the different means of communication they are likely to use. (*SMS phone call video chat face-to-face.*) Tell students to use this chart over the next week. Every time they communicate with

**Unit 3 Project and Value**

### Communication Bar Graph

**Materials**

- Two sheets of grid paper
- Ruler
- Pencils and colored pens

**Stage 1: Plan your project.**

- Work in groups. Make a list of the ways people can communicate.
- Make a communication chart on grid paper.

**Stage 2: Develop your project.**

- Individually, mark ✓ to show how you communicate with people every day for one week.
- Get together with your group at the end of the week. Talk about your charts: Which kinds of communication do you use often? Which do you like best? Which use a computer or other electronic device?
- Count the number of marks on the chart. Write the totals. Create a bar graph on grid paper with the total results.

**Stage 3: Share your project.**

- Attach your bar graph to a classroom wall.
- Walk around the classroom and look at all the bar graphs.
- Compare and contrast the results of your bar graph with a classmate. How do your classmates communicate?

**Stage 4: Evaluate your project.**

Save your Communication Bar Graph.

**Read and stick.**

Your friends are important. Take time to communicate with them face-to-face as well as on electronic devices.

someone they should put a mark on the chart to show how they communicated.

#### Stage 2: Develop your project.

Tell the groups to make predictions about how they will communicate with people over the next week and which means of communication they will use most.

At the end of the week put students into their original groups again. Students compare charts and talk about which means of communication they used most over the previous week. Students answer the discussion questions in step 2 of Stage 2 in their groups.

Students then use the information in their charts to make a Communication Bar Graph. They list the days of the week and the number of times they used a means of communication. They make a color code for the different means of communication they used. Students write the heading *Communication Bar Graph* at the top of their bar graph.

#### Stage 3: Share your project.

Have students display their bar graphs on the wall. Divide the class so that some students are investigating the other bar graphs and some are presenting their bar graphs. Switch roles so that all students get a chance to look at other bar graphs and present their own.

#### Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Students grade their performance in each stage of the project in Activity 2 on page 40 of their Workbooks.

#### WORKBOOK ANSWERS

- Answers will vary.
- Answers will vary.

Try! Answers will vary.

#### Further practice / Homework

Workbook page 38

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

- |                  |   |
|------------------|---|
| 1 (he)           | Was he good at history?                         |
| (yes)            | Yes, he was.                                    |
| 2 (you)          | Were you good at music?                         |
| (no)             | No, I wasn't.                                   |
| 3 (she)          | Was she good at art?                            |
| (yes)            | Yes, she was.                                   |
| 4 (she, younger) | Was she good at computers when she was younger? |
| (yes)            | Yes, she was.                                   |
| 5 (he, eight)    | Was he good at reading when he was eight?       |
| (no)             | No, he wasn't.                                  |



**2 Write your answers.**

## What about You?

- Were you good at English when you were five?  
\_\_\_\_\_
- Did you like playing music when you were younger?  
\_\_\_\_\_
- Did you like learning Math last year?  
\_\_\_\_\_
- Was your teacher good at playing sports when he / she was in school?  
\_\_\_\_\_

- What electronic devices did you use yesterday?  
\_\_\_\_\_
- Who did you communicate with yesterday?  
\_\_\_\_\_
- How did you communicate?  
\_\_\_\_\_

**3 Ask and answer the questions with a friend.**

Were you good at English when you were five?

No, I wasn't.

full sentences. Then ask the questions to students around the class and encourage them to answer the questions about themselves using full sentences. Have students work on their own to write answers to the questions in their books. Monitor and help as needed.

**3 Ask and answer the questions with a friend.**

Divide the class into pairs. Have students take turns interviewing their partners using the questions from the previous activity. Encourage students to compare their answers discussing the similarities and differences. More confident students / classes can try to answer the questions without looking at their books. Invite a few pairs to ask and answer for the class.

**Evaluation**

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

**Additional resources**

The Unit 3 Test can be given now.

The Units 1–3 Test can be given now.

**WORKBOOK ANSWERS**

- 1 1 Yes 2 like / No / didn't  
3 good at / Yes / was 4 Was / good at / No / wasn't 5 like / Yes, she did.  
6 she good at / No, she wasn't.
- 2 1 Were you good at art when you were younger? Yes, I was. 2 Did you like using a computer? Yes, I did.  
3 Did you like acting? No, I didn't.  
Try! Answers will vary.

**Further practice / Homework**

Workbook page 39

## Unit 3 Review page 43

### Lesson objectives

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

### Language

School subjects, electronic devices, questions and answers with *was* / *were*: *Were you good at (P.E.) when you were (six)? Yes, I was. / No, I wasn't.*

### Materials

Workbook page 39

### Warm up

Ask students around the class *What's your favorite school subject?* Elicit answers from various students. Ask more questions to students around the class to review the language from this unit. For example, *Are you good at (math)? Do you like (science)?*

*Were you good at (music) when you were (five)? Did you like (reading) when you were (six)?*

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

Direct students' attention to the pictures and ask students to identify the school subjects and activities. Show students the words in parentheses and read out the example question and answer. Have students work on their own to write the rest of the questions and answers. Check answers as a class by asking pairs of students to read out their questions and answers for the class.

**2 Write your answers.**

Read the title aloud *What about you?* Explain that students are going to write true answers to the questions. Make sure that students understand that there are no right or wrong answers as the answers will be about their own experiences opinions and ideas. Invite students to ask you the questions. Give model answers using

## Review Story

pages 44–45

### Lesson objectives

Review vocabulary and grammar structures from Units 1–3 in the context of a story.

Understand and act out a story.

### Language

Vocabulary and grammar structures from Units 1–3.

### Materials

• Track 33; Workbook page 116

### Warm up

Write the following headings on the board: *School subjects; Hobbies*. Ask students to suggest words for each heading. Write their suggestions on the board. Students can look back at previous units for ideas if they can't think of any more words.

Ask questions to students around the class using the words on the board. For example, *Do you like (math)? Are you good at (learning languages)? How often do you (listen to music)?*

Divide the class into two teams. Invite students from each team in turn to ask a question to the other team using a word from the board. Award one point for each grammatically correct question and answer. The team with the most points wins.

### Lead in

Write the heading *Adjectives* in the center of the board. Ask students what adjectives they can remember from previous units. Write their suggestions on the board. Students can look back at previous units for ideas if they can't think of any more words.

Tell students to open their books and look at the story on pages 44–45. Ask students to predict which adjectives they will see in the story. (*Scary, scared, dark, quiet, funny*)

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

Tell the students to look at the pictures on pages 44–45 in their books. Point to the first picture in the story. Ask some questions to get students thinking about the story. *How many people can you see? Where are they? What are they talking about? What are they going to do?*

Point to each of the story frames, one by one very quickly, and ask the students to tell you what they think the story is about and what they can see in the pictures. Take all their ideas but don't give the story away. Divide the class into pairs. Read the first question aloud and ask students to say where they think the story takes place.

# The Castle Tower

1 Look at the pictures and discuss with a friend.

1 Where do the characters go in the story?

2 Which characters are scared?

3 Listen and read along. Write true or false.

a They need one more actor. true

b They are scared inside the tower. true

c There is a ghost in the tower. false

d Luke doesn't like acting. false

1 The students are in the garden at Penelope's castle. They're planning the show. Rory has a play but there's one small problem.

We need one more actor.

What can we do?

Hmm ... I don't know. Last year a boy in our class was good at acting, but he goes to another school now.

2 Suddenly the students hear something strange. There's something moving in the tower.

Woohoo Creepoos!

What's that noise?

I don't know!

I'm scared!

3 The students are scared. Rory decides to go and look. He walks towards the tower.

Look at the window!

What was it?

It was something white!

4 Now the students are inside the tower. This tower is darker than the other towers. It's the quietest tower.

I'm scared!

Me, too! It's quieter and darker in here than outside.

It's OK, there's nothing here.

Let's go!

Students look at the pictures in their books and answer. Ask students to read and discuss the second question with their partners. Call on volunteers to share their answers with the class.

### 2 Listen and read along. Write true or false.

Read out the sentences. Tell the class that some of the sentences are true and some of the sentences are false. Ask students to look at the pictures without reading the text and guess which of the sentences are true and which are false.

Play the recording for the first frame of the story. Ask students whether the first sentence is true or false. (*True*) Direct students' attention to the example answer. Play the rest of the recording for students to listen and follow along in their books. Play the recording again for students to complete the activity by writing *true* or *false* next to each sentence.

Invite students to read out the sentences and say whether each sentence is *true* or *false*. Ask students to find the information

in the story that gave them the answers. If you have confident students you can ask them to correct the false sentences. (*There isn't a ghost in the tower. Luke loves acting.*)

You may want to develop students' insight with further questions. Ask *Why are the students scared in the garden? Why are they scared in the tower? How does Jeb know that ghosts aren't real? Why is Penelope laughing? Does Luke want to be in the show?*

Personalize the story by asking students *Do you believe in ghosts? Why (not)?*

### Optional activity

Have a class discussion about the story and its theme. Ask the children to work in pairs. Tell them that you will ask a question and that they should give their answer to their partner. Ask questions to start the discussion: *Where are the children? What is the problem? Why are they scared? Where do they go? What does Jeb find out on his laptop? Why was Lady Penelope laughing? How does Luke solve the problem?*

### Review Story



3 Act out the story.



#### Optional activity

Give the students a challenge. Challenge them to remember one thing that each character in the story said without looking at their Student Books. You can play this game in two teams if you like, saying characters' names to students from each team in turn and challenging them to remember a line from the story. Award one point for each correctly remembered line. The team with the most points wins the game.

#### Optional activity

Play a mime game. Ask groups of students to take turns to come to the front of the class and mime one frame from the story. Encourage the students to use actions and facial expressions in their mimes. The rest of the class should guess what part of the story it is.

#### Optional activity

If you have audio or video recording facilities record the groups performing the story. Play the recordings of the story back to the class.

#### WORKBOOK ANSWERS

- 1 1 actor 2 noise 3 scared  
4 ghost 5 acting
- 2 1 Yes, they were. 2 No, it wasn't.  
3 No, it wasn't. 4 No, she wasn't.  
5 Yes, he was.
- 3 1 Rosy is taller than Luke.  
2 June is shorter than Miss Snow  
3 Rosie's hair is longer than Jeb's.  
4 The castle is bigger than the house.

Try! Answers will vary.

#### Further practice / Homework

Workbook page 116

### 3 Act out the story.

Divide the class into groups of seven students to act out the story. Assign each student a role: the narrator, Jeb, Rose, June, Rory, Penelope or Luke. Students read through the story again and discuss ideas for props and actions for their parts. Encourage groups to take time to discuss each member's character and think about how each person in the story speaks and acts. If there is time students can write their lines out on pieces of paper instead of reading from their books. Have students practice the story with their actions and props. Monitor and help where necessary. Groups that finish quickly and do the activity easily can close their books and try to 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 4 Vocabulary

pages 46–47

### Lesson objectives

Identify places in a town.

Practice the use of new words in spoken, written, and aural forms.

### Language

**Places in a town:** bank, bus station, candy store, castle, factory, fire station, market, office building, post office, restaurant, store, train station

### Materials

Tracks 34–35; Unit 4 Flashcards Set 1 (places in a town); Workbook pages 40–41

### Warm up

Tell students they are going to learn to talk about different places in a town. Use the places in a town flashcards to introduce the vocabulary. Hold up each flashcard and say the words for the students to repeat in chorus. Invite a student to come to the board. Hand the student three of the flashcards. Say the words for the flashcards and tell the student to stick the flashcards on the board in the correct order. If you like, you can play this game in two teams, inviting students from each team in turn to come to the board and order three flashcards. Award one point for each correctly ordered set of flashcards. The team with the most points wins.

### 1 Discuss with a friend.

Divide the class into pairs. Ask students to open their Student Books to page 46 and look at the picture. Ask *What's this? Is it a real town?* Point to the *Miniature City* sign and explain that this is a small copy of a town, with models of real buildings and places. Read the title of the unit and elicit or explain that *miniature* means very small. Read the first question aloud and ask students to discuss it with their partners. Encourage them to include places from the Student Book page and other places they know (supermarket, market, café, and so on). Ask students to read the second question together and take turns answering. Have pairs share some of their answers to compare with the class.

### 2 Listen and repeat. 34

Play the recording for students to repeat the vocabulary items in chorus and point to the correct items in the main picture. Play the recording again for individual students to repeat the words for the class. Point to the items in the main picture in a different order and say the words for the students to repeat. Then point to the items in the picture without saying the

# 4 The Miniature City

### Vocabulary

**1 Discuss with a friend.**

- Where can you buy food?
- Which places do members of your family often go to?

**2 Listen and repeat.**

**3 Look and number the words. Complete the sentences.**

9 bank	12 bus station
2 candy store	4 castle
5 factory	7 fire station
8 market	6 office building
1 post office	3 restaurant
10 store	11 train station

**1** The office building is between the bank and the factory.  
**2** The fire station is opposite the store.  
**3** The market is behind the train station.  
**4** The factory is next to the castle.  
**5** The restaurant is between the post office and the candy store.  
**6** The bus station is in front of the bank.

words and encourage students to name the items. Point to items in the picture and ask *Is this the (bus station)?* Encourage students to answer *Yes, it is.* or *No, it isn't. It's the (bank).*

### 3 Look and number the words. Complete the sentences.

Direct students' attention to the example in the box. Tell them to look at the picture and find the number 1. Ask *What's this?* Elicit the answer (*The post office.*) from students. Have students write the remaining numbers on their own. Check answers by asking *What's number (2)?* to students around the class.

Review prepositions of place by positioning items and asking students about them. For example, place a pen behind / in front of / next to / opposite a book, or place a pen between two books. Say *Look! The pen is (behind / in front of / next to / opposite / between) the book(s).* Rearrange the items and ask *Where's the pen?* Repeat until students are confident using the prepositions.

Show students the example sentence. Ask students to find the bank and the factory in the picture. Ask *What's between the bank and the factory?* Elicit the answer from the students. Read out the example sentence. Have students complete the rest of the sentences on their own (or in pairs if you have less confident students). Invite students to read out the completed sentences and point to the correct places in the picture.

### Optional activity

Divide the class into two teams to play a game. Say *It's (opposite the fire station). What is it?* Invite students from one team to answer. (*It's the store.*) Repeat the game, describing the position of a place to students from each team in turn. Award one point for each correct answer.

#### 4 Unscramble the words. Match the words with the pictures.

1 esotr

store



2 dnyac roest

candy store



3 kabin

bank

4 shu attinso

bus station

5 sopt ieefsc

post office

bus station

#### 5 Look at the lyrics and circle the places.

Listen and sing along.



I walked to the market in the square,  
The candy store and the bank were there.  
The store and the train station  
Were next to the fire station.

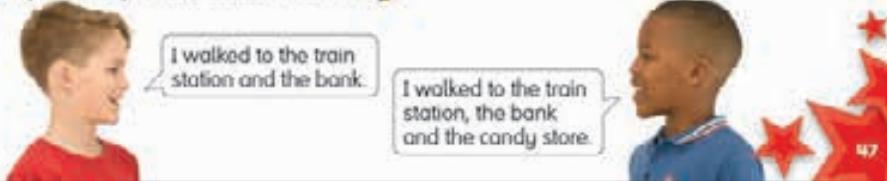
The little city was very pretty!  
The factory was little, the castle was small.  
The office building was very tiny!  
I wanted to see it all.

I walked to the market in the square,  
To the post office and the restaurant there.  
There were tiny tables to eat at!  
I walked to the bus station after that.

The little city was very pretty! ...



#### 6 Play Memory Chain with a friend.



#### Additional resources

The Unit 4 Wordcards Set 1 can be used at any point in this lesson or later.

#### 4 Unscramble the words. Match the words with the pictures.

Direct students' attention to the pictures. Ask them to name the places in a town. Invite confident students to spell the words for you to write on the board, or invite them to come to the board and write the words. Show students the scrambled words in the Student Book and tell them that these are the words for the places in the pictures. They need to put the letters in the correct order, then draw lines to match the words with the correct pictures. Focus attention on the example and ask a student to read and spell out the word. Have students complete the rest of the activity on their own. Check answers by asking students to read out the unscrambled words and point to the correct pictures in their books.

#### 5 Look at the lyrics and circle the places. Listen and sing along.

1 ① 35

Direct students' attention to the pictures next to the song lyrics. Ask students to name the places. Focus attention on the song lyrics and tell students that the song is about a city. Read out the first line and ask students to say what place is mentioned. (*The market.*) Show the students the circled picture. Tell students to read the rest of the lyrics and circle the pictures of the places in the song. Have students complete the activity on their own. Check answers by reading the lyrics slowly, asking students to raise their hands when they hear a word for a place in a town and point to it in their books.

Play the recording of the song once, pointing to each place in the picture on page 46 as it is mentioned. Play the recording again, stopping after each line to ask a volunteer to hold up their book and point to the place(s) mentioned. Play the recording again and sing along with the students. Have them follow the lyrics in the book as they sing.

#### 6 Play Memory Chain with a friend.



Direct students' attention to the sample language in the speech bubbles. Read the speech bubbles aloud while students follow along. Tell students that this is a memory game. They have to take turns to add one place to the sentence. Play the game as a class first, inviting students around the class to add places to the sentence. Divide the class into pairs to play the game. Tell students to help their partners if their partner can't remember the full sentence. Students play the game in pairs. They can use the places on page 46 of the Student Book and any other places they know the words for. Invite confident students to model the game for the class.

#### Optional activity

Play the game in two teams. Start the game with the sentence *I walked to the post office*. Invite students from each team in turn to add a place to the sentence. If a student can't remember the full sentence, invite students from the other team to answer. Award one point for each correct sentence.

#### WORKBOOK ANSWERS

- 1 1 bank 8 bus station 5 candy store  
4 castle 6 factory 11 fire station  
12 market 7 office building  
3 post office 10 restaurant  
2 store 9 train station

- 2 1 post office 2 store 3 train station  
4 bus station 5 candy store 6 office building 7 bank  
8 market 9 fire station 10 factory

Try! Answers will vary.

- 3 1 opposite 2 opposite 3 opposite  
4 opposite 5 next to 6 opposite  
4 1 store / market / bus station 2 post office / fire station / restaurant  
3 office building / bank / train station  
4 market / candy store / post office

Try! Answers will vary.

#### Further practice / Homework

Workbook pages 40–41

## Unit 4 Reading

pages 48–49

### Lesson objectives

Understand and act out a story.  
Recognize and use words for places in a town in context.

### Language

**Places in a town:** bank, bus station, candy store, castle, factory, fire station, market, office building, post office, restaurant, store, train station

Past simple form of irregular verbs (affirmative and negative): *buy / bought / didn't buy, come / came, go / went, have / had, see / saw, meet / didn't meet, drink / drank*

### Materials

• Track 36; Unit 4 Flashcards Set 1 (places in a town); Unit 4 Storycards; DVD Unit 4 Story; Workbook pages 42–43

### Warm up

Hold up the places in a town flashcards, one at a time, and ask students to say the words in chorus. Stick the flashcards on the board. Point to the flashcards and ask students to say the words. Tell students to close their eyes. Remove one or two flashcards from the board. Tell students to open their eyes and ask them to say which flashcard(s) is / are missing. You can play this as a game in two teams if you like.

### Lead in

Write the following words on the board: *buy, come, have, go, see, meet, buy, drink, eat*. Hold up one of the places in a town flashcards. Ask a student to make a sentence about the flashcard using one of the words on the board. (For example, *You can buy food at the store./I sometimes meet my friends at the candy store./My family eats at a restaurant on Saturdays.*) If students have trouble thinking of a sentence, ask questions to prompt them. For example, *What can you buy here? Who do you meet here? When do you eat here?*

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

Hold up the first storycard. Ask some questions to get students thinking about the story. *Where are they? (At a model village.) What buildings can you see? What do you think happens in the story?*

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 can see in the pictures. Take all their ideas but don't give the story away. Tell the students to look at the pictures on pages 48 and 49 in their books.

Divide the class into pairs. Read the first question aloud and ask students to look

### Unit 4 Reading

## Max and Will's Adventure

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

1 How many characters speak in the story?

2 What very small thing does the boys' mom find?

### 2 Listen and read along. Mark (✓) the places the boys go to in the miniature city. 36

café  castle

candy store  factory

fire station  park

market



at the story and count the speaking characters (three). Invite students to report the answer to the class. Check that all students agree on the answer. Ask students to read and discuss the second question with their partners. Call on volunteers to share their answers with the class.

### 2 Listen and read along. Mark (✓) the places the boys go to in the miniature city. 36

Ask students to read out the words. Show students the example check mark and ask them to find a picture of the boys going to a castle in the miniature city. Tell students to listen to the rest of the story, follow it in their books and mark the places the boys go to in the miniature city. Tell students that some places that the boys **didn't** go to in the miniature city may be mentioned, but they should only mark the places the boys **did** go to.

Play the recording. If necessary, you can suggest students use their index finger to follow the text as they listen.

Play the recording again, pausing after the narrator's line in frame 2. Ask *Did the boys go to the café?* Elicit the answer *No*. Continue to play the recording, pausing after Will's line in frame 3. Ask *Did the boys go to the castle?* Elicit the answer *Yes*. Continue in this way to check students' answers. Ask *What places did the boys go to? (The castle / market / candy store / park.)*

### Optional activity

Play the recording, holding up the storycards, one at a time. Point to key items or actions in the pictures as they are mentioned in the recording. Ask the questions on the back of each card to check students' understanding of the story. You may want to encourage further discussion of the story by asking more questions. For example, *How do the boys get into the castle? (They get smaller.) Why do you think they get smaller? (The castle door is magic.) How does Max lose his baseball hat? (It falls off when he is running from the big foot.)*



### Act out the story.

#### Optional activity

Play the video, pausing at intervals and asking the class *Where were they? / Where did they go next?* Students name the correct places.

#### Optional activity

Have a story quiz. Divide the class into two teams. Ask questions about the story to students from each team in turn. For example, *Who is waiting for Max and Will? Are the boys early or late? What happened when they went through the castle door? Did they go to the market? How did they feel at the fire station?* Award one point for each correct answer. The team with the most points wins.

#### Additional resources

The Unit 4 Story Worksheet and the Unit 4 Reading Worksheet can be used at any point from here on.

### Act out the story.

Elicit the number of speaking characters in the story (students should know this from Activity 1). Divide the class into three large groups and assign a role from the story to each group: Mom, Max and Will. Play the part of the narrator yourself. 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 four students to act out the story by themselves. Assign students the roles of Mom, Max, Will and the narrator. Students read through the story again and discuss ideas for props and actions for their parts. Encourage groups to take time to discuss each member's character. If there's time, students can write their lines out on pieces of paper instead of reading from their books. Have students practice the

story with the actions and props. Monitor and help where necessary. Confident groups can close their books and try to 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 there a (castle) in your town? How often do you go to the (candy store)?*

#### Optional activity

Divide the class into groups of about four. Hand out small cardboard boxes and sheets of paper. Make sure that students have coloring pens / pencils and glue. Ask students what words for places in a town they can remember. Write their suggestions on the board. Assign one place in a town to each group. Tell the students to draw a picture of their place and stick it on the front of their box to make a building. Students then arrange their buildings to make a miniature city / model town. Ask questions about the model town to students around the class. For example, *Where's the (post office)? (It's (next to) the (bank).)*

#### Optional activity

Ask the students to complete the story activities on pages 46 and 47 of the Workbook for homework.

#### WORKBOOK ANSWERS

- 1 1 Mom 2 Mom 3 Will 4 Max  
5 Max 6 Mom  
2 1 Mom 2 city 3 tickets 4 thirty  
5 castle 6 small 7 magic 8 fire  
station 9 park 10 door

Try! Apples

- 3 1 smaller 2 real apples 3 small  
4 ice cream 5 juice 6 big  
7 Max's baseball hat 8 Answers will  
vary.  
4 Answers will vary.  
Try! Answers will vary.

#### Further practice / Homework

Workbook pages 42–43; Unit 4 Reading Worksheet; Unit 4 Story Worksheet

# Unit 4 Language

## Focus 1

pages 50–51

### Lesson objectives

Complete a summary of the story on pages 48–49.

Understand and write about past activities.

Ask and answer questions about past activities.

### Language

Past simple form of irregular verbs (affirmative and negative): *bought / didn't buy, came / didn't come, went / didn't go, had / didn't have, saw / didn't see, met / didn't meet, drank / didn't drink*

### Materials

Tracks 37–38; Workbook pages 44–45

### Warm up

Write the verbs *buy, come, drink, go, have, meet, see* on the board. Say *I often buy food at the store. I bought food at the store yesterday.* Write the word *bought* under the word *buy*. Then say *I didn't buy food at the store on Monday.* Write the words *didn't buy* under the word *bought*. Repeat for the other verbs on the board, making sentences with the present simple and past simple forms and writing the past simple forms on the board. Encourage students to make sentences about themselves with the different verb forms.

### 1 Look at pages 48–49. Write 1, 2 or 3 words to complete the story.

Students open their books to pages 48–49 and quickly look over the story. Ask them to name the characters and say what they can remember about the story. Tell students to turn to page 50. Read the first sentence aloud. Ask students to turn back to pages 48–49 and find the number of the picture this event appears in. (They will find it in frame 2.) Ask *What did Will see?* Elicit the answer *He saw a model town.* Read out the second sentence. Have students look at the story again. Ask *How many tickets did they boys buy? (Two.) Did they buy a ticket for Mr. Bones? (No.)* Ask students where they found the answers to your questions. (In frame 3.) Have students work on their own to complete the activity by finding information in the story and writing one, two or three words to complete each sentence. Check answers by inviting students to read the completed sentences aloud.

### Unit 4 Language Focus 1

#### 1 Look at pages 74–75. Write 1, 2 or 3 words to complete the story.

- 1 Will saw something very interesting.
- 2 The boys didn't buy a ticket for Mr. Bones.
- 3 They went to the market and the fire station.
- 4 In the park, they had some juice and an ice cream.
- 5 In the candy store, they saw a lot of small things and some big things.
- 6 They went back to the castle and they met Mom.
- 7 Mom went to look for Max's baseball hat.

#### 2 Look at the chart. Listen and number. ① 37

	go	see	buy	read	meet
Will – morning	4				
Max – morning	1				
Will – afternoon	2				
Max – afternoon	3				

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

book candy store castle cat dog ice cream newspaper ticket

In the morning ...

- 1 Will didn't go to the castle. He went to the candy store.
- 2 Max didn't buy a ticket. He bought an ice cream.

In the afternoon ...

- 3 (read) Will didn't read a newspaper. He read a book.

### 2 Look at the chart. Listen and number. ① 37

Ask students to say which characters they can see in the chart and what the characters are doing in each picture. Play the first sentence on the recording. Ask *Did he go to the castle?* Elicit the answer *No.* Play the second sentence on the recording. Ask *Did he go to the candy store?* Elicit the answer *Yes.* Ask students to find the pictures of the candy store in the first column of the chart. Play the next sentence, then ask *Did he see a cat? (No.) Did he see a dog? (Yes.)* Ask students to find the picture of a boy seeing a dog in the second column of the chart. Play the rest of the first item on the recording. Students look at the pictures in the chart and find the row with all of the correct pictures in it. Ask students which row has all of the correct pictures in it. (*Max—morning.*) Show students the example number 1. Play the rest of the recording for students to complete the activity. Check answers by asking *What did (Will) do in the (morning)? (He went to the castle, he saw a dog, he*

*bought an ice cream, he read a newspaper, he met his mom.)*

### Optional activity

Divide the class into two teams. Say true / false sentences about the chart in Activity 2 to each team. For example, *Will (saw a dog / cat) in the morning / afternoon.* Students answer Yes / No, and correct the false sentences. Award one point for each correct answer.

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

Read out the words in the box, one at a time. Ask students to find pictures of the words in the chart in Activity 2. Ask *Where did Will go in the morning?* Students look at the chart and answer. (*He went to the castle.*) Read out the first gapped sentence and ask students to suggest a word from the box. (*Castle.*) Read out the second sentence and ask students to suggest a word from the box. (*Candy store.*) Tell the students to look at the chart in Activity 2

#### 4 Look at Activity 2 again. Write affirmative or negative sentences.

1 (afternoon, Will, castle)

In the afternoon, Will didn't go to the castle.

2 (morning, Will, ticket)

In the morning, Will bought a ticket.

3 (morning, Max, cat)

In the morning, Max didn't see a cat.

4 (afternoon, Will, his mom)

In the afternoon, Will met his mom.

#### Grammar

I / He / She /  
We / They  
didn't go

went  
to the castle.  
to the bank.

go → went  
have → had  
see → saw  
buy → bought  
read → read  
meet → met

#### 5 What did Mary do last week? Listen and draw a line from the day to the picture. 38



Monday



Tuesday



Wednesday

Thursday

Friday

Saturday



#### 6 What did you do last Saturday? Write sentences. 38

I met my friends in the park. I didn't have breakfast.

#### 7 Look at the chart in Activity 2. Play Find the Person with a friend. 38

In the afternoon,  
he went to the castle.  
He didn't see a dog.



It's Max!

51

and complete the sentences in their books. Check answers by asking students to read out the completed sentences.

#### Additional resources

The Unit 4 Language Focus 1 Worksheet can be used at any point from here on.

#### 4 Look at Activity 2 again. Write affirmative or negative sentences.

Have students look at the chart in Activity 2 again. Ask *Did Will go to the castle in the afternoon?* Elicit the answer No. Read out the example sentence. Point to the prompt for the item 2 and ask *Did Will buy a ticket in the morning?* Elicit the answer Yes. Ask students to make an affirmative sentence using the words in parentheses. (*In the morning, Will bought a ticket.*) Students write the sentence in their books, then look at the remaining prompts and the chart in Activity 2 and write affirmative or negative sentences. Invite students to read out their sentences.

#### Optional activity

Write more prompts on the board, like the ones in Activity 4, for example, (*afternoon / Will / dog*), (*morning / Max / ice cream*). Encourage students around the class to say sentences using the prompts on the board and the chart in Activity 2.

#### 5 What did Mary do last week? Listen and draw a line from the day to the picture. 38

Ask students to say what places and activities they can see in each photo. Play the recording, pausing after the first item. Ask *What did Mary do on Wednesday?* Elicit the answer *She went to the market.* Show the students the example line. Tell students to listen to the rest of the recording and draw lines to match the days of the week to the places or activities. Play the recording for students to complete the activity in their books. Check answers by asking *What did Mary do on (Monday)?*

#### 6 What did you do last Saturday? Write sentences.

Ask *What did you do last Saturday?* Show students the example sentences and read them out. Ask the question again, addressing students around the class. Encourage students to say sentences about what they did last Saturday. Ask questions to prompt students if they can't think of an answer. For example, *Did you (go to the park)?* Students write sentences about what they did last Saturday on their own, then compare sentences with a partner. Invite students to read out their sentences to the class.

#### 7 Look at the chart in Activity 2. Play Find the Person with a friend. 38

Invite a pair of students to read out the example exchange. Tell students to look at the chart in Activity 2. Read out the first speech bubble and ask students to say who the sentences are about. Model the game with the class. Choose a person and say sentences until the students guess who you are talking about. Students then play the game in pairs. They take turns to choose a person from the chart in Activity 2. They say sentences about the person to their partner and their partner looks at the chart and tries to guess the person. If their partner guesses correctly, they can take a turn to choose a person to talk about. If their partner guesses incorrectly, the first student should make another sentence about their chosen person. Check that they are using the past simple forms of irregular verbs correctly. Invite confident pairs of students to model the game for the class.

#### WORKBOOK ANSWERS

1 1 They didn't buy fruit from the market. 2 They went to the fire station. 3 They saw a few big things. 4 They had ice cream and juice.

2 1 John 2 Will 3 Paul 4 Paul  
5 Max

Try! Answers will vary.

3 1 didn't buy a pencil / In the / went to  
2 didn't see a cat / In the / bought a sandwich

4 1 I went to the fire station. I didn't buy any candy. 2 I met my mom. I didn't see a castle. 3 I read a book. I didn't have a juice.

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

Learn words and phrases for giving directions.

Practice understanding directions through a song and follow-up activities.

Practice asking for and giving directions.

#### Language

**Places in a town:** bus stop, crossroads, the corner of the square, traffic lights, bank, bus station, candy store, castle, factory, fire station, market, office building, post office, restaurant, store, train station

**Giving directions:** How do you get to ... the castle door / park? Go straight ahead to the traffic lights. Stop at the crossroads.

#### Materials

① Tracks 39–40; Unit 4 Set 2 Flashcards (directions); Unit 4 Language Focus 2 Worksheet; Workbook pages 46–47, 122

#### Warm up

Draw two big arrows on the board, one pointing to the left, the other to the right. Write *left* and *right* below each one. Give instructions for the students to follow:

Turn to the right. Turn to the left.

Point to the right. Point to the left.

Put your right hand up. Put your left hand up.

Lean to the right. Lean to the left.

Look to the right. Look to the left.

Practice performing the actions with the students, then play Simon says (see Ideas bank) using these instructions.

#### 1 Look and number the words.

##### Listen and check. ① 39

Use the directions flashcards to present and practice the new vocabulary. Hold up each flashcard and say the word or phrase for the students to repeat in chorus. Place some of the cards on the left-hand side of the classroom and the rest on the right-hand side. Say one of the words or phrases. For example, *Crossroads*. On the left or on the right? The students respond by saying *left* or *right*.

Direct students' attention to the map. Ask students to say what places they can see on the map. Point to the number 1 and ask students what is numbered here. (*The road*) Ask students to find the word *road* in the box. Show them the example number 1.

## Unit 4 Language Focus 2

### 1 Look and number the words. Listen and check. ① 39



4	bus stop	9	stop
7	crossroads	6	the corner of the square
8	go	2	the end of the road
1	road	5	traffic lights
3	go straight ahead		

#### Grammar

How do you get to the castle door? the park?	
Go straight ahead	to the traffic lights.
Stop	at the crossroads.

### 2 Listen and write the words.

##### Listen again and sing along. ② 40

Max and Will are at the crossroads!  
How do you get to the (1) castle, please?  
Go straight ahead, turn left or right?  
Mom is waiting – it's four fifteen!

Go to the (2) traffic lights,  
Then turn right, right there.  
Go straight ahead to the (3) crossroads.  
Turn left at the corner of the square.

Max and Will are at the crossroads! ...

Go straight ahead to the (4) bus stop,  
Turn right at the end of the square.  
Don't go to the end of the (5) road.  
The castle door's right there!

Tell students to look at the picture and write the correct numbers next to the words in the box. Students complete the activity on their own. Move around the class as students work. Prompt students with flashcards if they have trouble. Check answers by asking *What's number (1)?*

#### 2 Listen and write the words.

##### Listen again and sing along. ② 40

Play the first two lines of the song, then pause the recording. Point to the example and tell students that they need to listen to the recording and write the missing words in the gaps to complete the lyrics. Play the recording all the way through for students to complete the rest of the lyrics. Check answers as a class by asking students to read out lines from the completed song. Play the song again for the class to sing along to. Repeat as necessary or for as long as the students are having fun. Students can practice singing the song in pairs or small groups, then perform the song for the class along with the recording.

#### 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 tackling the project.

#### 3 Look at the map. Complete the questions and answers.

Direct students' attention to the map. Ask students what places they can see and what new words from Activity 1 they can see on the map. Read the example question and answer. Show students the *Start here* sign on the map. Have students place their fingers on the *Start here* sign. Read the example answer again slowly and tell students to follow the route on the map. Let students work on their own to complete the rest of the activity, finding the routes on the map and completing the questions and answers. Students can compare their answers with a partner and read their directions out for their partner to follow. Invite students to read out the

**5** Look at the map. Complete the questions and answers.



1 How do you get to the market?

Turn right at the **crossroads**, then turn **left** at the traffic lights. The market is at the **end of the road** next to the **castle**.

2 How do you **get to** the fire station?

**Go straight** at the crossroads. Go to the **end of the road**. The fire station is on the **left** behind the **park**.

3 How **do you get to** the candy store?

Turn right at the **crossroads**. Go **straight** at the **traffic lights**. The candy store is on your **left**, opposite the **bank**.

**6** Read and draw the routes on the map in Activity 5. Write answers.

1 How do you get to the ... train station? ... candy store?

**7** Draw routes on your map. Play the game.

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How do you get to A?

Go straight ahead.  
Turn right at the



**WORKBOOK ANSWERS**

- 1 1 traffic lights 2 stop 3 go  
4 road 5 end of the road  
6 crossroads 7 corner of the square  
8 bus stop 9 go straight ahead

2 Students draw route on map.  
Try! Answers will vary.

3 1 straight ahead / crossroads / traffic lights  
2 get / corner of the park / road / It's on the left. 3 How do we get to the / corner of the square / Go straight ahead

4 Answers will vary.  
Try! Answers will vary.

**Further practice / Homework**

Workbook pages 46–47; Unit 4 Language Focus 2 Worksheet

questions and answers in pairs while the rest of the class follows the routes on the map.

**Optional activity**

Ask the class to give you some more directions using the map in Activity 3. Ask *How do you get to the (castle/park/bank/restaurant)?* Encourage the rest of the class to follow the routes on their maps as students give you directions.

**Additional resources**

The Unit 4 Language Focus 2 Worksheet can be used at any point from here on.

**4** Read and draw the routes on the map in Activity 3. Write answers.

Ask *How do you get to the train station?* Encourage students to look at the map in Activity 3 and give you directions from the *Start here* sign to the train station. Repeat for the question *How do you get to the candy store?* Tell students to draw the routes on the map, then write the directions in their notebooks. Monitor and

help as needed. If students have trouble, refer them to the Grammar box. Check answers by asking students to read out their directions to the class while the rest of the class follows the routes on the map.

**Optional activity**

Fast finishers can write directions to another place on the map. They can write directions without naming the place, then read out their directions to a partner. Their partner follows the route on the map, then names the place. Alternatively, students can write questions for their partners to answer. For example, *How do you get to the (bank)?* Students can then ask and answer their questions in pairs.

**5** Draw routes on your map. Play the game. Workbook page 122

Have students turn to page 122 of their Workbooks and look at the map. Ask students to name the places on the map. Tell students to draw routes on their maps

from the starting point (*You are here*) to the different destinations (A, B, C and D). Divide the class into pairs and point out the sample language in the speech bubbles. Act out the example exchange with a volunteer. Students should then work with their partners to ask for and give directions to the different destinations. Monitor and help if necessary. Make sure that students are using the correct grammar structures. Invite pairs of students to ask and answer questions in front of the class.

## Unit 4 CLIL

pages 54–55

### Lesson objectives

Understand a text about street maps.

Understand a tourist information leaflet.

Draw a map and write a tourist information leaflet.

Provide links with other areas of the curriculum and an opportunity for creative project work.

### Language

**Core vocabulary:** scale, north arrow, symbols, key, grid, coordinates, vertical, horizontal, motorway, railway line, path, bike path

**Review vocabulary:** map, mountain, river, forest, road, building, station, bus stop, school, park, parking lot, police station, church, hospital, town, line, square, number, letter, centimeter, kilometer; see a doctor, drive / park a car, ride a train / bike, walk

### Materials

① Track 41; street maps (optional); Workbook page 48

### Warm up

Tell students to open their Student Books to pages 52 and 53 and look at the maps. Alternatively, you can show students some street maps online, or some maps that you have brought to class. Tell students to imagine a street map of their town. Ask them what places and things they would see on the map. Brainstorm places and other things that you would find on a map. Write the heading *Maps* at the top of the board. Write students' suggestions on the board.

### 1 Read and circle the words. Listen and check. ① 41

Ask students to look quickly at the map and the key under the text. Ask students what they can see on the map and what each letter represents. Read the introduction and the first paragraph of the text aloud. Ask *What does one centimeter on the map represent? (100 meters in the real town.)* Focus attention on the first pair of words in bold. Ask students to say which the correct word is. (*Three.*) Check that students understand why *three* is the correct answer. (*Because three centimeters on the map represents 300 meters in the real town.*) Students read the rest of the text and circle the correct words. Ask students to read out sentences from the completed text. Explain the meanings of any unknown words, or have students look them up in their dictionaries. Ask students to share any interesting facts they learned from the text.

## Unit 4 CLIL Geography

### 1 Read and circle the words. Listen and check. ① 41

A street map shows the streets and important places in a town or city. We use it to find our way around.

- The scale tells us the size of things on the map. One centimeter (cm) on this map represents 100 meters (m) in the real town. The distance between the **church** and the police station is about 300 meters (**two / three** centimeters on the map).
- The **north arrow** tells us which direction is north. On this map, we can see that the police station is in the **east / west** of the town.
- We use small, simple pictures on a map to represent things like roads or buildings. These are called **symbols**. On this map, the symbol for a **park / police station** is "PS" in a circle. The key tells us the meaning of all the symbols on the map.
- The grid is made of horizontal and vertical lines. It tells us the coordinates for each square on the map. Usually, a coordinate has a letter and a number. We use coordinates to describe where things are. The **bus stops / schools** on this map are in squares B2 and F2.

Map of Ashton Town Center



Key	
motorway	bus stop
road	school
railway line	parking lot
path	park
bike path	police station
train station	hospital

### 2 Read again and complete the chart.

Place	Coordinate	Place	Coordinate
car park	F1	hospital	E2
train station	F2	school	C2

### Social skills and citizenship

Being able to read a street map is an important social skill to have. Talk about when it would be useful to be able to read a street map, and where you can find street maps if you are traveling to different cities.

### 2 Read again and complete the chart.

Ask students to tell you what coordinates show us. (*Where something is on a map.*) Ask students to look at the map in Activity 1 and find what is at F3. (*The parking lot.*) Show students the example coordinates in the chart. Tell students to find the coordinates for the remaining places in the chart and write them in the correct boxes. Have students work on their own to complete the chart. Check answers as a class.

### Additional resources

The Unit 4 CLIL Worksheet and CLIL Cards can be used at any point from here on.

### 3 Complete the Tourist Information Leaflet with words from Activities 1 and 2.

Direct students' attention to the tourist information leaflet and ask *What is this? (A leaflet about a town.) What information do you think you can find in it? (A leaflet and information about how to get to the town and what you can see and do there.)* Read out the leaflet up to the example. Ask students to find the train station in square G1 of the map. Read out the next gapped sentence. Ask students what is in square C3 of the map. (*The bus station.*) Tell students to read the tourist information leaflet and complete it by looking at the map and writing words from Activities 1 and 2 in the gaps. Invite students to read out sentences from the completed leaflet.

### 4 Draw a map and write a Tourist Information Leaflet.

Tell students they are going to write their own tourist information leaflets, similar to the one in the previous activity, but about their own town, or about a famous

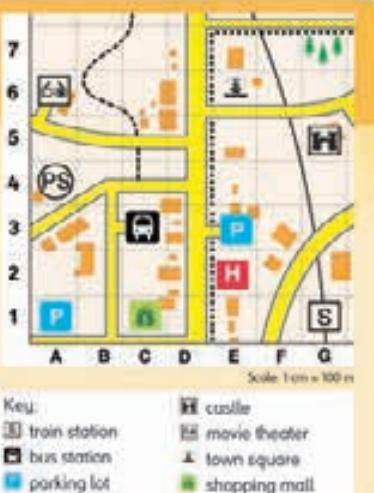
**3** Complete the *Tourist Information Leaflet* with words from Activities 1 and 2.

## Visit Mossby!

You can travel here by train, bus or car. In G1 you will see the (1) **train station**. In C3 you can find the (2) **bus station**. In A1 and E3 there are two big (3) **parking lots** with spaces for 500 cars.

In G5 you can visit the famous (4) **castle**. It is 800 years old and very interesting! It is only one hundred meters from the town square.

Do you like shopping? In C1 you can find the (5) **shopping mall**. And on Friday morning, (see E6) in the (6) **town square** there is a fantastic market.



**4** Draw a map and write a *Tourist Information Leaflet*.

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



On the weekend in England, Roland sat by a pond with some sand in his hand.



Grant can paint the restaurant!  
I can sit in a tent and play a musical instrument!

## Phonics

**2** Listen and repeat the sentences.

## Phonics

page 55

### Lesson objectives

Practice pronunciation of the sounds /nd/ and /nt/.

Practice listening to, reading and saying words with the sounds /nd/ and /nt/.

### Materials

① Tracks 42–43; Workbook page 49

### Warm up

Ask students to open their Student Books to page 55 and look at the first picture in the phonics section. Ask *Where is he? (England)*. *What does he have? (Sand)*. *Where is the sand? (In his hand)*. *When was he in England? (At the weekend)*. Ask students to look at the second picture and ask *What is he doing? about each boy (Painting a restaurant./ Playing a guitar in a tent)*.

**1 Listen and number the pictures.  
Listen again and repeat.** ① 42

Give students some time to look over the pictures. Play the recording and pause after the first word. Ask students to point to the correct item in the first picture (the weekend on the calendar). Ask *What's this? (The weekend)*. Tell students to write the number 1 in the box. Continue the recording while students listen and write numbers in the boxes for each item they hear. Play the recording again, pausing after each item and asking *What's number (1)?*

**2 Listen and repeat the sentences.** ① 43

Play the recording of the first sentence. Play the recording again and have students repeat chorally this time. Repeat for both tongue-twisters. Lead the class in choral and individual repetition. Students can practice the tongue-twister in pairs, taking turns to say it faster and faster. Invite students to say the tongue-twister for the class.

### WORKBOOK ANSWERS

- 1 nd: 1, 3, 5, 6  
 nt: 2, 4, 7, 8
- 2 1 nd 2 nd 3 nt 4 nd 5 nt  
 6 nt 7 nd 8 nt
- 3 1 weekend / England / pond / sand /  
 hand 2 paint / restaurant / tent /  
 instrument
- Try! Answers will vary.

### Further practice / Homework

Workbook page 49

town or a town they want to visit if they prefer. Give students the opportunity to find out about their chosen town online or bring in real tourist information leaflets for students to look at. Tell students to think about what information they are going to include in their tourist information leaflet. They should include information about transportation, places to visit and things to do in their town. Tell students to include all the places they mention in their leaflet on their map. They can use symbols for the different places in their town. As students develop their tourist information leaflets, they should use structures the same as or similar to those from the tourist information leaflet in Activity 3. Monitor and help as needed. When students have finished writing, have them swap tourist information leaflets with a partner and check for mistakes. Have students practice reading out their tourist information leaflets to a partner. Invite students to read out their leaflets to the class. Ask students to share interesting facts they learned about their chosen town with the class.

### Optional activity

The Unit 4 CLIL Video on the Level 4 DVD shows students some information about Paris. There is also a CLIL Video Worksheet.

Play the video. Pause at various points to check understanding with comprehension questions. For example, *Where is Paris? What is the river in Paris called? How many bridges are there over the Seine? What can you see at the Louvre? How many train stations are there in Paris? How do people travel in Paris?*

### WORKBOOK ANSWERS

- 1 1 2.5cm = 10km 2 five 3 north  
 4 west 5 foot, car, train, bus, bicycle
- 2 hospital A1, train station A2, park A3,  
 parking lot A3, police station C3
- Try! Answers will vary.

### Further practice / Homework

Workbook page 48; Unit 4 CLIL Worksheet;  
 Unit 4 CLIL Video Worksheet

## Unit 4 Project and Value

page 56

### Lesson objectives

Understand how reading maps can help you understand and appreciate what is around you.

Make a map of the neighborhood around your school.

### Value

Read maps to understand and appreciate what is around you.

### Materials

Pens; paper; self-adhesive note paper; map of your country; Unit 4 Stickers; street maps (see Warm up); Workbook page 50

### Warm up

Have printed street maps prepared. You can find simple street maps online. The maps should show places and things that the students learned about in Unit 4 of the Student Book. Divide the class into groups. Hand out maps to each group. Tell the students to look at the maps and make lists of as many words as possible for the things they can see on their maps. If you want to add a competitive element to this activity, you should give each group a copy of the same map, then see which group comes up with the longest list of words. Invite students from each group to show their maps to the class, say the words they wrote and point to the items on the map.

### Value: Read and stick

Ask students to open their Student Books to page 56 and find *Jeb's Value* at the top. Read the value aloud while students follow along. Ask students why map-reading skills are useful (because we can find our way to different places / help people when they are lost or need directions / learn about interesting places to visit). Tell students to take out their sticker sheets and find the sticker for *Jeb's Value*. Students stick the sticker in the space in their Student Books.

## Around My School

### Stage 1: Plan your project.

Divide the class into groups. Explain to them that they are going to make a map of their neighborhood, but first they should start by discussing what things they can find in their neighborhood. Have groups brainstorm answers to the discussion questions and talk about what places and things they should include on their map. Tell them to think about the

### Unit 4 Project and Value

## Around My School

### Materials

- ★ Pens, paper, self-adhesive note paper
- ★ Map of your country

### Stage 1: Plan your project.

- 1 Discuss the question *Where is our school?* In pairs, write down all the possible answers you can think of.
- 2 You are going to draw a map of your neighborhood. Make a list of all the places in your neighborhood. Decide how big your map will be.



### Read and stick.

Learn and practice map-reading skills to help you understand and appreciate what is around you.



### My Neighborhood



### Stage 2: Develop your project.

- 1 Work in groups. Draw your school on a piece of paper. Then draw the streets and places around your school.
- 2 Put a key and a scale on your map.

### Stage 3: Share your project.

- 1 Go around the class, visiting other tables and looking at their maps. See if the maps look similar or different.
- 2 Display your maps in the classroom.
- 3 Think about your neighborhood. How do the maps help you to understand what is around you?

### Stage 4: Evaluate your project.

Save your Project Record.

56

scale of their map and the symbols they will use for different places and things.

### Stage 2: Develop your project.

Hand out sheets of paper for students to draw their maps. Make sure students have colored pens / pencils and rulers. Encourage all students in the groups to contribute ideas about how they want their map to look. Students should then discuss their list of ideas and choose their favorites to develop their map.

Have groups work together to make their maps.

### Stage 3: Share your project.

Divide the groups so that some of the students are walking around investigating the other maps and some are staying by their maps to present their maps and answer questions. Students can ask for directions to places on the map, ask what the symbols on the maps represent or use their own ideas. Switch roles so that all students get a chance to look at other maps and to present their own.

Have each group display their map on the classroom wall. Discuss the maps as a class, encouraging students to say which map is their favorite and why they liked it. Ask *How do the maps help you to understand what is around you?* Elicit suggestions from students around the class. Then, take a class vote on students' favorite maps. If possible, display the maps in a public area of the school so that students from other classes can see them.

### Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Students grade their performance in each stage of the project in Activity 2 on page 50 of their Workbooks.

#### WORKBOOK ANSWERS

- 1 Answers will vary.
- 2 Answers will vary.

Try! Answers will vary.

#### Further practice / Homework

Workbook page 50

**1** Look at the pictures. Write the sentences, questions and answers.

1 (he, buy, ✓)

He bought some candy.



2 (I, go, ✓)

I went to the post office.



3 (she, see, ✓)

Did she see the castle?



4 (Start at A - restaurant)

How do you get to the restaurant?

Go straight ahead to the traffic lights. It's on the left.

5 (Start at B - bank)

How do you get to the bank?

Go straight ahead to the crossroads.

Turn right. It's at the end of the road.

6 (Start at B - train station)

How do you get to the train station?

Go straight ahead to the crossroads.

Go straight. It's on the right.

**2** Write your answers.**What about You?**

What is your favorite place in your town?

Say where you went yesterday.

Say what you saw yesterday.

Name something you didn't see yesterday.

How do you get from your home to your school?

How do you get from your home to the closest store?

**3** Ask and answer the questions with a friend.

What is your favorite place in your town?

My favorite place is the castle.

and answer. Tell students to look at the map and follow the route in the example. Tell students to look at the prompts in items 5 and 6, find the routes on the map and write questions and answers. Invite pairs of students to read out the questions and answers for the rest of the class to check their answers.

**2** Write your answers.

Invite students to ask you the questions. Give model answers, using full sentences. Then ask the questions to students around the class and encourage them to answer the questions about themselves, using full sentences. Have students work on their own to write answers to the questions in their books. Monitor and help as needed.

**3** Ask and answer the questions with a friend.

Divide the class into pairs. Have students take turns interviewing their partners using the questions from the previous activity. Encourage students to compare their answers, discussing the similarities and differences. More confident students / classes can try to answer the questions without looking at their books. Invite a few pairs to ask and answer for the class.

**Evaluation**

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

**Additional resources**

The Unit 4 Test can be given now.

**WORKBOOK ANSWERS**

- 1 1 restaurant / burger / ice cream,
- 2 went / store / vegetables / candy
- 3 He saw a squirrel. He didn't see a horse.
- 4 She met her friend. She didn't meet her mom.

Try! Answers will vary.

**Further practice / Homework**

Workbook page 51

**Unit 4 Review** page 57**Lesson objectives**

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

**Language**

Places in a town, directions, past simple forms of irregular verbs (affirmative and negative)

**Materials**

Workbook page 51

**Warm up**

Ask a student to come to the front of the class and mime being in one of the places from the Vocabulary Lesson. The rest of the class tries to guess the place. Repeat with other students.

Play a guessing game. Think of a place and give clues about it for the students to

guess. For example, You go there for money. You go there to send letters. You can buy candy there. You can have lunch there. Ask for volunteers to think of other places and give clues for the rest of the class to guess the place.

**1** Look at the pictures. Write the sentences, questions and answers.

Direct students' attention to the photos and the pictures on the map and ask students to identify the places. Ask students to say what you can do in each place. Read out the example sentence and ask students to point to the correct photo. Show students the prompt for item 1 and explain that the check mark means that they should write an affirmative sentence about the place. Tell students to write sentences about the remaining two photos using the past simple and the prompts given. Invite students to read out the sentences for the rest of the class to check their answers.

Focus students' attention on item 4. Read out the prompt and the example question

## Unit 4 Review Game

page 58

### Lesson objectives

Review vocabulary and grammar structures from Units 3 and 4.

Provide an opportunity for collaboration and communication.

### Language

School subjects, hobbies, places in a town, directions

Past simple of the verb be (*was / were*):  
*Were you good at (languages)? Yes, I was.  
I / He / She was / wasn't (a teacher).*

Past simple questions: *Did you like (painting) when you were younger / at school? Did you go to the (market yesterday)? Yes, I did. No, I didn't.*

### Materials

Unit 3 and Unit 4 Flashcards (school subjects, hobbies, places in a town, directions)

### Warm up

Use the flashcards to review school subjects, hobbies, places in a town and directions. Stick five flashcards on the board. Invite a student to come to the board. Say the words for four of the flashcards. Tell the student to point to the flashcard you didn't mention and say the correct word. You can play this game in two teams if you like.

Write the word for a school subject, hobby, or place in a town on the board, with some of the letters missing. Draw a writing line for each missing letter. Ask students to come to the board and write one of the missing letters until the word is complete. Repeat with other words from Units 3 and 4.

### 1 Play Who are you? Where are you?

Focus students' attention on the game. Ask *What school subjects can you see?* Encourage students to say the words for all the school subjects shown in the game. Repeat for the questions *What hobbies can you see?* and *What places in a town can you see?*

Ask students to read out the names of the people and the sample speech in speech bubbles in the game.

Tell students that this is a guessing game. They will take turns to choose a person and a place from the pictures. Their partner will ask questions to guess the person, then they will give their partner directions to find the place.

Ask students how many people they think can play the game (any number, but ideally two). Divide the class into pairs. If the class does not divide equally into

**Game**

1 Play Who are you? Where are you?

Mr Green  
Miss Red  
Dr White  
Mrs Pink  
Mr Brown  
Miss Black

Are you a man or a woman?  
Were you good at...?  
Did you like...?  
Did you go to the...?

Turn left at the...?  
Stop at the...?  
Go straight...

Start here

pairs, you can have one group of three as well. This group could be made up of less confident students.

Model the game with the class. Choose a person and a place. Have students ask questions to guess the person you are thinking of, then give the class directions to the place you are thinking of. Repeat until students are confident about playing the game. Students then play the game in pairs. Move around the class and monitor students as they play the game. Help them if necessary by prompting them to ask the right questions.

Ask students to tell the class what they thought of the game. They can discuss their ideas in their groups before reporting back to the class. Ask students to talk about what they liked / didn't like about the game, how easy or difficult they thought it was and how good they were at playing the game.

### Optional activity

Divide the class into two teams. Ask students from each team in turn to give you directions to the places on the map on page 58 of the Student Book. Ask *How do you get to the (train station)?* Students look at the map and tell you the route from the *Start here* sign to your destination. Award one point for each correct answer. The team with the most points wins. If you have confident students, you can have students from each team ask the opposing team for directions.



# Canada

Culture



## Match the labels with the pictures.

3 Totem Poles

1 People

2 The CN Tower

## Read and answer the questions.

- 1 Why is Canada a multi-cultural country?      2 Why is Toronto a green city?

Canada is a very big country in North America. It reaches from the Pacific Ocean in the west to the Atlantic Ocean in the east, and the Arctic Ocean in the north. The land is big, but the number of people is small. It is a multi-cultural country, with people of many different languages, traditions and religions. Most people speak English or French. Students learn both these languages in school.

In Canada, most people live in towns and cities in the south of the country. The capital city is Ottawa, but it is not the biggest city. The biggest city is Toronto, with more than five million people. It is a busy place, with many tall office buildings, factories, bus and train stations, and two airports. It is quite a clean and green city because there are a lot of parks and bike paths. The tallest building is called the CN Tower.

In the past, some people made colorful statues called *totem poles* from the tall trees that grew on the land. Traditional Canadian music is similar to folk music in Ireland and Scotland because many people from those countries came to live in Canada long ago.



## Read again and complete the chart.

Canada and Where I Live

Alike

Different

There are parks

59

## Culture

page 59

### Lesson objectives

Understand a text about Canada.

Practice grammar and vocabulary from previous units in context.

Compare Canada to your country.

### Language

**Canada:** totem poles, multicultural, traditions, folk music

### Materials

Globe / world map; Workbook page 113

### Warm up

Write the heading *Canada* in the center of the board. Ask students if they know anything about Canada. Ask questions to prompt ideas. For example, *Do you know any cities in / animals / famous people from Canada?* Ask students to find Canada on a globe or world map. If students have

trouble, give them clues, such as *It's in America. It's in the north.*

### Match the labels with the pictures.

Ask students to look at the photos in the text and say what they can see, and what they think each photo represents (a multicultural country, large cities, an interesting history). Read out the labels in Activity 1 and explain the meanings of any unknown words. (For example, *A totem pole is a native American sculpture carved on a pole or a large tree, with different symbols or figures.*) Ask students which label they think matches each photo. Have students number the labels, then check answers by asking *What can you see in photo number 1?* Children say the correct words.

### Read and answer the questions.

Read out the questions and make sure students understand what they mean (*multicultural* means that people from lots of different countries and backgrounds live there / *green* means environmentally friendly).

friendly). Ask students to suggest answers without looking at the text. Take all suggestions. Then have students read the text on their own and find the answers to the questions. Invite students to tell the class the answers.

If you like, you can read the text aloud to the class as they follow in their books. Explain the meanings of any unknown words, or have students use their dictionaries to look up the words.

Ask a few more questions about the text. For example, *What is the capital city of Canada? What languages do people speak in Canada? How many airports are there in Toronto? What's the tallest building in Toronto? What did people use to make totem poles?* Invite students around the class to answer.

### Read again and complete the chart.

Direct students' attention to the chart. Read out the headings. Ask students to tell you what things are the same in Canada and in their country, then ask them to tell you what things are different in Canada and in their country. Ask questions to prompt students if necessary. For example, *Is Canada / your country a big / multicultural country? Do most people live in towns and cities in Canada / your country?*

Divide the class into pairs. Have students work together to complete the chart. They can find the relevant information in the text in Activity 2 to complete the information about Canada. If necessary, they can find relevant information online or in a library to complete the chart about their own country.

Copy the chart onto the board. Invite students from around the class to suggest information for each box in the chart.

### Optional activity

Ask students to write a short text about their own country, using the information in the chart in Activity 3 and using the text in Activity 2 as a model. Students then swap work with a partner and check each other's work for mistakes. Invite students to read their texts to the class.

### WORKBOOK ANSWERS

1 1 multicultural    2 religions  
3 French    4 capital city    5 biggest  
6 office buildings    7 tallest  
8 statues    9 folk music

2 Languages: French / English  
important cities: Ottawa / Toronto  
culture and traditions: folk music /  
statues

Try! Answers will vary.

### Further practice / Homework

Workbook page 113

## Unit 5 Vocabulary

pages 60–61

### Lesson objectives

Identify landscape features.

Practice the use of new landscape feature words in spoken, written, and aural forms.

### Language

Landscape features: *canyon, city, forest, iceberg, island, mountain, ocean, plain, pyramid, rainbow, village, volcano*

### Materials

① Tracks 44–45; Unit 5 Flashcards Set 1 (landscape features); Workbook pages 52–53

### Warm up

Tell students they are going to talk about different landscape features, or places in a country. Use the landscape features flashcards to introduce the vocabulary. Hold up each flashcard and say the words for the students to repeat in chorus. Stick the flashcards on the board and write a number (1–12) under each flashcard. Say the words, one at a time. The students call out the correct numbers for the matching flashcards. If you like, you can play this game in two teams, saying words to each team in turn and awarding one point for each correct response. The team with the most points wins.

### 1 Discuss with a friend. ①

Divide the class into pairs. Ask students to open their Student Books to page 60 and look at the picture. Ask *What (landscape features/animals) can you see?* Read the title of the unit and elicit or explain that this is a picture of a mystery island, and that you can see lots of landscape features there. Read the first question aloud and ask students to discuss it with their partners. Encourage them to talk together to make a list of the landscape features in their country, then compare their lists with other pairs. Invite students to read out their lists to the class. Ask students to read the second question together and take turns answering. Have pairs share some of their answers to compare with the class.

### 2 Listen and repeat. ① 44

Play the recording for students to repeat the vocabulary items in chorus and point to the correct items in the main picture. Play the recording again for individual students to repeat the words for the class. Point to the items in the main picture in a different order and say the words for the students to repeat. Then point to the items in the picture without saying the words and encourage students to name

# 5 Mystery Island

## Vocabulary

1 **Discuss with a friend.**

- 1 What landscape features are there in your country?
- 2 Where in the picture would you like to go?

### 2 Listen and repeat. ① 44

### 3 Look at the picture and number the words. Write true or false.

6	canyon	11	city	5	forest	4	iceberg	12	island	2	mountain
3	ocean	7	plain	10	pyramid	8	rainbow	9	village	1	volcano

- |   |                       |       |   |                        |       |
|---|-----------------------|-------|---|------------------------|-------|
| 1 | The city is big.      | _____ | 5 | The pyramid is tiny.   | _____ |
| 2 | The ocean is small.   | _____ | 6 | The plain is small.    | _____ |
| 3 | The mountain is tall. | _____ | 7 | The rainbow is lovely. | _____ |
| 4 | The village is tiny.  | _____ | 8 | The canyon is big.     | _____ |

60

the items. Divide the class into two teams. Ask *Where is the (canyon)?* to students from each team. Students point to the correct item in the picture. Award one point for each correct response.

### 3 Look at the picture and number the words. Write true or false.

Direct students' attention to the main picture. Ask students to find the number 1. Ask *What's this? (A volcano.)* Show students the example number 1 in Activity 3. Tell students to look at the rest of the numbers in the main picture, then write the correct numbers next to the words in Activity 3. Check answers by asking students around the class *What's number (1)?*

Read out the first sentence. Ask students to look at the city in the main picture. Ask *Is the city big?* Elicit the answer *Yes*. Show students the example. Tell students to read the remaining sentences and write *true* or *false*. Move around the class as students complete the activity on their own. If students have trouble, ask questions to prompt them. For example, *Is the ocean*

*small?* Check answers by reading out the sentences and inviting students to respond *true* or *false*. Ask students to correct the false sentence. (*The ocean is big.*)

### Optional activity

Say more true or false sentences about the main picture. For example, *The snake is small./ The pyramid is red./ The iceberg is big.* Invite students to respond with *true* or *false* and encourage students to correct the false sentences. You can play this game in two teams if you like, saying sentences to each team in turn and awarding one point for each correct response and an extra point for each corrected false sentence.

### Additional resources

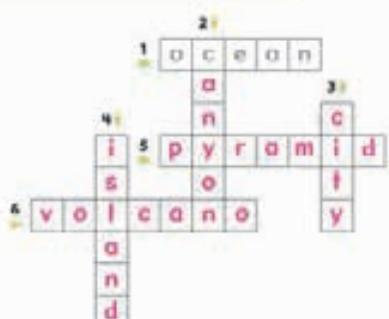
The Unit 5 Wordcards Set 1 can be used at any point in this lesson or later.

### 4 Complete the crossword.

Direct students' attention to the photos. Point to each photo and ask students to

### 4 Complete the crossword.

canyon city island ocean pyramid volcano



### 5 Look and circle the words. Listen and check.



The explorer saw (1) forests / rainbows and he saw lakes.

Mystery, mystery, ooh, mystery island!

A (2) mountain / village, a pyramid, birds and snakes.

Mystery, mystery, ooh, mystery island!

He saw the big city.

He saw the giant (3) iceberg / plain.

He saw a lovely (4) rainbow / mountain.

But he didn't feel the rain.

The explorer saw oceans and he saw lakes.

Mystery, mystery, ooh, mystery island!

An (5) iceberg / ocean, a volcano, birds and snakes.

Mystery, mystery, ooh, mystery island!

He saw the big canyon.

He saw the giant lake.

He saw the tiny (6) forest / village.

But he didn't see a snake.



### 6 Look at the picture in Activity 1. Plan a route with a friend.

Let's start in the city.

OK. Then let's go to the plain.

say, then spell the words. They can look back at Activity 3 to help them. Show students the crossword grid. Explain that students need to look at the photo clues, then write one letter in each square of the grid to complete the crossword. Show students the arrow on the first photo. Explain that they need to write some words across the grid and some words down the grid. Ask students whether the first word should go across or down. (Across.) Show students the example. Allow students time to complete the crossword on their own. Check answers by asking *What's number (1)?* Have students say and spell the word, then show you the word in their crossword grid.

### 5 Look and circle the words. Listen and check. ⑩ 45

Direct students' attention to the photos around the song lyrics. Point to each photo and ask students to say the words. Read out the first line of the song. Ask students to look at photo 1 and say which word completes this line. (Forests.) Show

students the example circle. Tell students to read the rest of the song, look at the photos and circle the correct words to complete the lyrics. Have students complete the activity on their own. Play the recording for students to check their answers.

Play the recording of the song again, pointing to each landscape feature in the main picture on page 60 as it is mentioned. Play the recording again, stopping after each line to ask a volunteer to hold up their book and point to the landscape feature mentioned. Play the recording again and sing along with the students. Have them follow the lyrics in the book as they sing. Repeat as necessary, or for as long as students are having fun.

### 6 Look at the picture in Activity 1. Plan a route with a friend. ⑪

Direct students' attention to the sample language in the speech bubbles. Read the speech bubbles aloud while students follow along. Read the speech bubbles again for students to follow the route

in the main picture, pointing to the landscape features as they are mentioned. Suggest another place on the route, then ask students to suggest places to go to next. Ask students to plan another route as a class. Say *Let's start at the mountain*. Invite students around the class to add places to the route. Have the students plan another route in pairs. Invite students to act out planning their route for the class.

### Optional activity

Play a memory game. Tell the students to look at the picture of Mystery Island for one minute and try to remember all the things they can see. Tell students to close their books. Ask questions about what is in the picture. For example, *Can you see a (mountain)?* Students answer yes or no from memory. You can play this game in two teams if you like, asking questions to each team in turn and awarding points for each correct answer.

### WORKBOOK ANSWERS

- 1 11 canyon 6 city 12 forest  
5 iceberg 2 island 8 mountain  
9 ocean 4 plain 3 pyramid  
10 rainbow 1 village 7 volcano
  - 2 Land: village, island, pyramid, plain, volcano, mountain, canyon, forest  
Air: rainbow  
Water: iceberg, ocean
- Try! Answers will vary.
- 3 1 iceberg 2 plain 3 village  
4 rainbow 5 mountain 6 forest
  - 4 1 He saw the city. 2 He saw the volcano. 3 He saw the pyramid.  
4 He saw the island. 5 He saw the iceberg. 6 He saw the canyon.
- 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.

Recognize and use landscape feature vocabulary in context.

### Language

**Landscape features:** canyon, city, forest, iceberg, island, mountain, ocean, plain, pyramid, rainbow, village, volcano

**Review:** fun, fishing rod, patient, map, scared, loud, strange, bat, boat, funny, film set; What's happening?

**Extra:** It looks like a ..., exist, pull, dinosaur

**Past simple questions:** Did you see / hear / feel that? Yes, I did. No, I didn't.

### Materials

① Track 46; Unit 5 Flashcards Set 1 (landscape features); Unit 5 Storycards; DVD Unit 5 Story; Workbook pages 54–55

### Warm up

Hold up the landscape features flashcards, one at a time, and ask students to say the words in chorus. Arrange the flashcards in a loose row across the board. Point to the first flashcard and say Let's start at the (village). Point to the next flashcard and say Then let's go to the (mountain). Draw a line from the first flashcard to the second flashcard to mark a route. Point to the third flashcard and invite a student to say a sentence. (OK. Then let's go to the (volcano).) Repeat with students around the class until the route is complete.

### Lead in

Show the class one of the landscape features flashcards very quickly. Ask Did you see that? Elicit the response Yes or No. If students saw the flashcard, ask What was it? Students respond with the correct word. Repeat with other flashcards, asking Did you see that? each time.

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

Hold up the first storycard. Ask some questions to get students thinking about the story. Who are the characters? Where are they? What are they doing? How do you think they feel?

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 can see in the pictures. Take all their ideas but don't give the story away. Tell the students to look at the pictures on pages 62 and 63 in their books.

Divide the class into pairs. Read the first question aloud and ask students to say where they think the story takes place.

**Unit 5 Reading**

# Mystery Island

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

1 Where did Katy and her dad go?  
2 How did they feel in pictures 4, 5 and 6?

**2 Listen and read along. Order the events in the story.**

a They saw and heard strange things.  
b They saw a film director on a big boat.  
c They went to an island.  
d Everything on the island moved.

1  
2  
3  
4

Students look at the pictures in their books and answer. Ask students to read and discuss the second question with their partners. Call on volunteers to share their answers with the class.

### 2 Listen and read along. Order the events in the story. 46

Play the recording for students to listen and follow the story in their books. If necessary, you can suggest students use their index finger to follow the text as they listen.

Point to each of the pictures in the story and ask students to say what is happening in each picture.

Read out the sentences in Activity 2. Ask students to say which event happens first in the story. (They went to an island.) Show students the example number 1. Tell students to read the story again and write the correct number next to each event to show which order the things happened in. Invite students around the class to read out the sentences in order. Ask What happened first / next / last?

### Optional activity

The storycard questions can be used here, or at any time after this point in the lesson to check comprehension. Play the recording, holding up the storycards, one at a time. Point to key items or actions 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 students' understanding of the story. You may want to encourage further discussion of the story by asking more questions. For example, Why is Katy bored? (Because she can't see any fish.) Why is the island strange? (Because it isn't on the map.) What does Katy think she saw in the trees? (A dinosaur.) How do they feel when they hear a bang? (Scared.) Why did the island move? (The film director moved it.) How do they feel when they see the film director? (Happy.)



### Act out the story.

#### Optional activity

Play the whole video, then play the video again, pausing at intervals and asking *What comes next?* Students look at their books and call out the next line from the story. If they answer correctly, you can resume the video.

#### Optional activity

Put the children in pairs to retell the story to each other. Assign a letter (A or B) to each student. Explain that when you clap your hands, the students who are telling the story must stop and the other students must continue.

Students A start the story and stop when you clap your hands. Students B continue. Clap your hands at regular intervals for the students to stop and start retelling the story.

#### Additional resources

The Unit 5 Story Worksheet and the Unit 5 Reading Worksheet can be used at any point from here on.

### 3 Act out the story.

Divide the class into two groups and assign a role to each group: one group plays Katy and the other group plays Dad. Play the part of the narrator and the film director yourself. Encourage the groups to act out their parts, saying the words from the story and doing appropriate actions of their choice.

Divide the class into smaller groups of four students to act out the story by themselves (the narrator, Katy, Dad and the film director). Students read through the story again and discuss ideas for props and actions for their parts. Encourage groups to take time to discuss each member's character. If there is time, students can write their lines out on pieces of paper instead of reading from their books. Have students practice the story with their actions and props. Monitor and

help where necessary. For any groups that are having a problem with the dialogue, make sure they are using the key language (*Did you (see / hear / feel) that? Yes, I did. / No, I didn't.*) correctly. Groups that finish quickly and do the activity easily can close their books and try to 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 *Do you like films about dinosaurs? What films about dinosaurs do you know about? Where are the dinosaurs in the film? What happens?*

#### Optional activity

Divide the class into groups of about four. Hand out a sheet of paper to each group. Ask students to brainstorm ideas for another story about a mystery island. Tell students that their story can start in the same way, but the characters should find something different on the island. Ask *What do they see/hear/feel/find?* Students discuss ideas for their story in groups and make notes about their story (they don't have to write the full story). Invite students from each group to tell the class what happens in their story.

#### Optional activity

Ask the students to complete the story activities on pages 60 and 61 of the Workbook for homework.

#### WORKBOOK ANSWERS

- 1 1 That island isn't on the map.
- 2 I think it was a dinosaur.
- 3 It looks like a giant bat.
- 4 Did you hear that?
- 5 Quick, let's go!
- 6 I'm not scared now.
- 2 1 were 2 fishing 3 island
- 4 wasn't 5 went 6 dinosaur
- 7 bat 8 scared 9 moved
- 10 weren't

**Try!** fishing

- 3 see: a big boat, an island, a dinosaur, a giant bat
  - hear: a loud noise
  - feel: the island moving
- 1 it wasn't real 2 they were on a movie set 3 Answers will vary.

4 Answers will vary.

**Try!** Answers will vary.

#### Further practice / Homework

Workbook pages 54–55; Unit 5 Reading Worksheet; Unit 5 Story Worksheet

# Unit 5 Language

## Focus 1

pages 64–65

### Lesson objectives

Listen and understand what people did last weekend.

Write questions and answers about past activities.

Ask and answer questions about past activities.

### Language

Past simple questions: *Did you (play tennis)? Yes, I did. No, I didn't.*

### Materials

④ Tracks 47–48; Workbook pages 56–57

### Warm up

To introduce students to past simple questions and short answers, write short answers (*Yes, I/he/she did.* / *No, I/he/she didn't.*) on the board. Ask students to open their books to pages 62–63 and quickly look over the pictures in the story. Point to the pictures in the story and ask questions in the past simple. For example, *Did Katy see lots of fish? Did Katy see a dinosaur? Did Dad see a giant bat?* Encourage students to answer using the short answers on the board. Ask students questions about themselves. For example, *Did you like the story? Did you do your homework? Did you watch TV yesterday?*

### 1 Look at pages 62–63. Match the pictures with the questions and answers.

Ask students to open their books to page 64 and look at the pictures in Activity 1. Tell students to look back at the story on pages 62–63 and find which frame each of the pictures in Activity 1 comes from. Ask students to tell you what is happening in each frame. Read out the first pair of speech bubbles. Ask students to say which frame in the story these speech bubbles come from. (Frame 3.) Ask students which picture in Activity 1 matches these speech bubbles. Show students in the example letter *a* in the box for this picture. Have students work on their own to read the rest of the speech bubbles and write the correct letters for the pictures. Check answers and invite students to read the pairs of speech bubbles aloud.

### 2 Listen and write the names. ④ 47

Tell the students to look at the picture and say what things they can see in the thought bubbles. Point to each of the children and ask *Who's this?* Encourage students to read out the names of the children in the picture.

### Unit 5 Language Focus 1

#### 1 Look at pages 62–63. Match the pictures with the questions and answers.

a Did you see that?

No, I didn't.



b Did you hear that?

Yes, I did!



c Did you feel that?

Yes, I did!

d Did he move the island?

Yes, he did.

#### 2 Listen and write the names. ④ 47



1 Lucy

2 Katy

3 Lucy

4 Zara

#### 3 Look at the pictures in Activity 2 and answer the questions.

1 Did Katy go to the mountains? No, she didn't.

Yes, she did.

2 Did Zara see a bird? No, she didn't.

Yes, she did.

3 Did Lucy go fishing? No, she didn't.

Yes, she did.

4 Did Katy have a picnic? No, she didn't.

Yes, she did.

64

Play the first part of the recording and ask students to look at the picture. Pause the recording and ask *Who went to the mountains? Who saw a big bird? (Lucy.)* Show students the example. Play the rest of the recording for students to write the correct names. Check answers by asking *Who's number (2)?*

#### 3 Look at the picture in Activity 2 and answer the questions.

Point to the picture in Activity 2 and ask *Did Katy go to the mountains?* Elicit the answer *Yes, she did.* Show students the example. Tell them to read the remaining questions, look at the picture in Activity 2 and write short answers. They can look at the Grammar box to help them. Check answers by asking pairs of students to read out the questions and answers.

#### Optional activity

Play a game with the class. Ask a student to choose one of the girls in Activity 2 without saying the girl's name. Ask the student questions to try to guess who he / she is thinking of. For example, *Did she (go to the city)?* Encourage the student to reply with short answers. Then choose a girl from Activity 2 and encourage students to ask you questions to guess who you are thinking of. If you have confident students, they can then play this game in pairs. If students are less confident, you can continue to play the game as a class to practice asking and answering past simple questions.

#### Additional resources

The Unit 5 Language Focus 1 Worksheet can be used at any point from here on.

### Look and complete the dialogue. Listen and check.

- 1 Did you have a good vacation?  
Yes, I did. It was great!
- 2 Did you go to the mountains?  
No, I didn't. I went to the beach.
- 3 Did you swim in the ocean?  
Yes, I did. I love swimming!
- 4 Did you see a jellyfish?  
Yes, I did. And I saw a starfish, too.
- 5 Did you have a picnic?  
No, I didn't. But I had an ice cream.



#### Grammar

Did	you / he / she	see	a bat?	Yes,	I / he / she	did.
	play	tennis?	No,		didn't.	

### Write questions to ask a friend.

Did you go to the park yesterday?      Did you eat a burger on Saturday?

### Play Lucky Guess with a friend.



### Look and complete the dialogue.

#### Listen and check.



48

Focus attention on the photos. Ask students to tell you what they can see in each photo and what the children are doing.

Focus attention on the dialogue. Tell the class that this is a dialogue about a vacation. Read out the first two speech bubbles. Ask students what they think the next question will be. Elicit the answer from the class.

Tell students to complete the dialogue on their own, then compare answers with a partner. Check answers by asking students around the class to read out speech bubbles from the completed dialogue. Students can then practice the dialogue in pairs. Invite some pairs to act out the dialogue for the class.

#### Optional activity

Ask students around the class questions about their last vacation. Use the questions in the dialogue in Activity 4. If you have confident students, they can work in pairs to make their own dialogue about a vacation. Allow students time to practice their dialogues, then invite pairs of students to act out their dialogues for the class.

### Write questions to ask a friend.

Tell the class that they are going to ask a friend some questions about what they did recently. Read out the example questions and invite students around the class to answer them. Tell students to look at the example questions and write similar questions in their notebooks. Monitor and help if necessary. If students have trouble writing their questions, refer them to the Grammar box. Invite students to read out their questions.

### Optional activity

Fast finishers can write two or three more questions for a partner. They can then swap work with a partner and write answers to each other's questions.

### Play Lucky Guess with a friend.

Read out the sample speech in the speech bubbles. Model a few questions and answers with students around the class. For example, *Did you (have an English lesson yesterday)? Yes, I did. / No, I didn't.* Award yourself one point (by making a mark on the board) for each question students answer *Yes, I did* to. Tell students that they are going to play a game called *Lucky Guess* in pairs. They should ask their partner their questions from Activity 5. If their partner answers *Yes, I did*, they get one point. Students take turns to ask and answer their questions in pairs. Move around the class and monitor the students as they ask and answer. Check that they are using the correct grammar structures. Invite confident pairs of students to ask and answer questions for the class to observe. Ask students to tell the class how many points they got.

#### Optional activity

Divide the class into two teams to play a team game of *Lucky Guess*. Students from each team in turn ask a question to a student from the other team. If the answer to the question is *Yes, I did*, the team asking the question gets one point. Tell students that they have to answer honestly! .

#### WORKBOOK ANSWERS

- 1 1 ✓ 2 X 3 ✓ 4 X  
2 1 Yes, she did. 2 No, she didn't.  
3 Yes, she did. 4 No, she didn't.  
3 1 Did she go to the island? Yes, she did.  
2 Did he see a giant bat? No, he didn't.  
3 Did she go fishing. No, she didn't.

Try! Answers will vary.

- 4 Dan—D Sophie—C Myles—A  
Emma—B  
1 I didn't 2 Did you go to the / I didn't / Did you go / I did 3 Yes, I did. / No, I didn't. 4 No, I didn't. / yes, I did.

5 Answers will vary.

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

Talk about past activities.

Ask and answer questions about past activities.

Practice using past simple forms of irregular verbs through a song and follow-up activities.

### Language

**Irregular past tenses:** swim / swam, fly / flew, wear / wore, run / ran, hear / heard, find / found, write / wrote

Past simple questions with *What / Where*: *Where did you run to? I ran to the island. What did he / she wear? He / She wore boots.*

### Materials

Tracks 49–50; Unit 5 Set 2

Flashcards (irregular past tenses);

Workbook pages 58–59, 123

### Warm up

Write the verbs *see, go, have, buy, come, meet, drink* on the board. Ask the students if they can remember the simple past forms of these verbs. Elicit answers from students around the class. Write the simple past forms on the board next to the simple present forms of the verbs. Ask students around the class questions using the simple past verbs on the board. For example, *Did you (see a dog yesterday / go to the mountains last week / meet your friends on Saturday)?* Encourage students to give short answers, such as *Yes, I did. / No, I didn't.*

Tell the students they are going to learn the simple past forms of some more irregular verbs. Hold up the irregular past tense flashcards, one at a time. Say the words for the students to repeat in chorus. Hold up the flashcards again and ask questions to students around the class. For example, *Did you (swim in the ocean / wear a jacket / run in the park) yesterday?*

### 1 Look and complete the lyrics.

#### Listen and check. 49

Point to the picture and read out the verbs. Write on the board: *Did you swim in the ocean yesterday? I swam in the ocean yesterday.* Remind students that we use the base form of the verb when we ask a question in the simple past, but we use the simple past form of the verb when we say a sentence in the simple past. Ask students to make sentences or ask questions with the rest of the words in Activity 1. Read out the lyrics up to the first example. Ask students to say which picture shows someone swimming.

### Unit 5 Language Focus 2

#### 1 Look and complete the lyrics. Listen and check.



I wrote a book about a trip

To a mystery island!

Who knows where?

I wrote a book about a trip.

Ask me about what I did there!

Where did you (1) swim ?

I swam in the sea.

Where did you (2) fly ?

I flew in the sky.

Where did you (3) run ?

I ran to the woods!

What did you (4) wear ?

I wore a tie!

I wrote a book about a trip ...

What did you (5) find ?

I found a bone.

I found it in the canyon.

Near the sea.

What did you (6) hear ?

I heard a loud noise.

I heard it in the wood. It scared me!

#### Grammar

Where	did	you	run to?	I	ran	to the island.
What		he / she	wear?	He / She	wore	boots.

#### 2 Read the lyrics and complete the questions and answers.

1 What did Katy find?

She found a bone.

2 Where did she swim?

She swam in the sea.

3 What did she hear?

She heard a loud noise.

4 What did she wear?

She wore a tie.

5 Where did she run to?

She ran to the woods.

6 Where did she fly?

She flew in the sky.

(Picture 1.) Tell students that they need to read the song lyrics, look at the picture for each gap and complete the song lyrics with the correct verbs.

Allow students time to complete the rest of the lyrics. Play the recording for the students to listen to and check their answers. Check answers as a class by asking students to read out lines from the completed song. Play the song again for the class to sing along to. Students can practice singing the song in pairs or small groups, then perform the song for the class along with the recording.

#### 2 Read the lyrics and complete the questions and answers.

Read the example question and answer. Have students find the correct section of the song to confirm the answer. Let students work on their own to complete the rest of the activity, using information from the song to complete the questions and answers. Check answers by playing the recording again. Tell students to say *pause* when they hear the information

for one of the questions in the song. Pause and discuss the answers at these points. Play the song all the way through once more.

#### Optional activity

Divide the class into groups of five or six. Keep playing the song over and over in the background. Give the students five or ten minutes to work out a simple dance routine using actions to go with the song. Groups perform their dance to the music for the rest of the class. Get the class to sing along while they watch each group perform their dance routine.

#### 3 Listen and mark (✓) the box.

Point to each of the pictures and ask students what they can see. Read out the example question, then play the first part of the recording. Pause the recording and ask the question again. Encourage students to answer. (*He went to the river in the canyon.*) Ask students to say which

### Listen and mark (✓) the box.

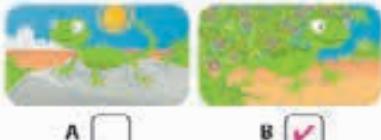
1 Where did Charlie go yesterday?



A

B

3 Where did he find the lizard?



A

B

2 What did he wear?



A

B

4 What did he have for lunch?



A

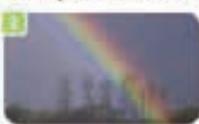
B

### Look and complete the questions and answers.



1 (where, walk)

Where did you walk?  
I walked in the forest.



3 (what, find)

What did you find?  
I found a snake.



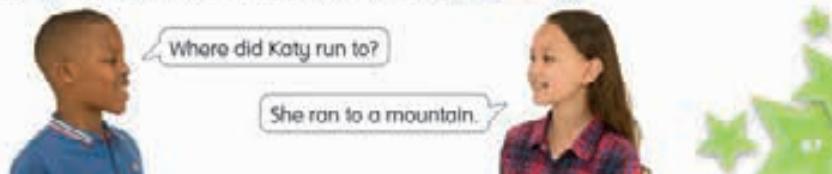
4 (where, swim)

Where did you swim?  
I swam in the ocean.

### Write an interview with Charlie from Activity 3.

**Me:** Where did you go yesterday?    **Charlie:** I went to the river.

### Draw a route for each person. Play the game.



picture is correct. (B) Tell students to put a check mark in the box under picture B. Play the rest of the recording for students to listen and mark the boxes under the correct pictures. Check answers by asking the questions and inviting students to say the correct letter. Encourage students to give sentences in answer to the questions if they can.

#### Additional resources

The Unit 5 Language Focus 2 Worksheet can be used at any point from here on.

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

Point to the photos and ask students to say what they can see in each photo. Direct students' attention to the first set of prompts in parentheses. Read the example question aloud and show the class how the prompts have been used to make a question. Read out the example answer and show students how the photo gives us the answer. Have students complete the remaining questions and answers on

their own. If they have trouble, refer them to the Grammar box. Ask pairs of students to read out the completed questions and answers.

#### Optional activity

Fast finishers can write similar questions to those in Activity 5. They can then swap questions with their partner and write answers to the questions. Students can then ask and answer their questions in pairs. Invite confident students to ask and answer in front of the class.

### 5 Write an interview with Charlie from Activity 3.

Read the example exchange aloud. Read out the question again and ask students to find the information in Activity 3. (1.) Tell the students to look at their answers in Activity 3 and think about what Charlie did yesterday, then write questions and answers. Students should write their interviews in their notebooks on their

own, then compare interviews with a partner. Have students practice acting out their interviews, then ask pairs of students to act out interviews for the class.

### 6 Draw a route for each person.

Play the game. Workbook page 123

Read the example exchange aloud. Tell the students to open their Workbooks to page 123 and show students the example line in Activity 1. Tell students that they need to draw a line from each person to a place in the first column to show where the person ran to, then draw a line from that place to a place in the second column to show where the person swam. They then draw a line from the second place to an item in the third column to show what that person found, and write the character's name on the line at the end of the route. Make sure students understand that there are no right or wrong answers—the routes are their own ideas. Ask a student to show the class their completed routes. Ask the student about one of the routes. For example, *Where did Katy's dad run to / swim? What did he find?* Encourage the student to answer. Students then complete Activity 2 by playing the game in pairs. They ask and answer questions about their routes, as in the example. They follow their partner's routes and write the correct character's name at the end of each route. Monitor and help as needed, and make sure students are using the correct grammar structures. Invite pairs of students to model the game for the class.

#### WORKBOOK ANSWERS

- 1 1 b swam 2 c ran 3 d flew  
4 a found 5 g wore 6 f wrote  
7 e heard
  - 2 1 swam 2 he / wore 3 did / He ran to the mountain. 4 did he / He found a book.
- Try! Answers will vary.
- 3 1 Where did you fly to? I flew to the island. 2 Where / run / ran / mountain 3 What / you find / found some treasure 4 Where did you go / I went to the beach. 5 Where did you swim? I swam to the boat. 6 What did you do / I went to see an iceberg. 7 What did you see? I saw a bat. 8 What did you hear? I heard a dinosaur.
  - 4 Answers will vary.
- Try! Answers will vary.

#### Further practice / Homework

Workbook pages 58–59

## Unit 5 CLIL

pages 68–69

### Lesson objectives

Understand a text about landscapes.

Complete and write notes about paintings.

Complete an e-mail about a painting.

Write an email about a painting.

Provide links with other areas of the curriculum and an opportunity for creative project work.

### Language

**Core vocabulary:** *landscape, foreground, background, swirling clouds, steeple, hay, cart; It shows ...*

**Reviewed vocabulary:** *jungle, storm, tiger, countryside, summer, cloudy, town, plant, river, hill, stars, moon, trees, field, lake; There is / are*

### Materials

① Track 51; printed photos of famous paintings (optional); Workbook page 60

### Warm up

Write the heading *Famous artists* on the board. Brainstorm the names of any artists that the students know. Ask them what nationality the artists are, and what they painted. Ask questions to prompt students if necessary. For example, *Who painted the Mona Lisa? Where was Vincent van Gogh from?* If you have brought printed photos of famous paintings to the lesson, you can show them to the class and ask students if they know who painted them.

#### ARTISTIC AND CULTURAL COMPETENCE

This is a good opportunity to see how much the children know about art in general. For those who know about art and artists it is a chance to express their knowledge and share it with the class.

### 1 Listen and read along. Circle the date. ① 51

Ask students open their Student Books to page 68 and look at the paintings in Activity 1. Point to the first painting and ask *Is this the day or the night? (Night.) Is it a town or the countryside? (A town.) Do you like this painting?* Point to the second painting and ask *What's this animal? (A tiger.) Where is it? (It's in a jungle.) Is the weather good or bad? (Bad.) Do you like this painting?* Point to the third painting and ask *Is this a town or the countryside? (The countryside.) What can you see? (Trees and flowers.) Do you like this painting?*

Ask students if they know who painted each of the paintings. Show students the dates in bold in the text. Tell students to listen and follow the text in their books

### Unit 5 CLIL Art

#### 1 Listen and read along. Circle the date. ① 51

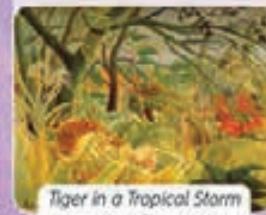
People use and enjoy natural places in a lot of different ways. They can make us want to make music, write poems or stories, and paint pictures. A picture of a place is called a *landscape*.

Van Gogh was from the Netherlands. He painted this landscape in **1889 / 1900 / 1891**. It shows a town at night. In the foreground, there is a small town. In the background, there are hills. In the sky, there are stars, clouds, and a moon.



The Starry Night by Vincent Van Gogh

Rousseau was from France. He painted this landscape in **1889 / 1900 / 1891**. It shows a jungle in a storm. In the foreground, there are a lot of plants and a big tiger. In the background, there are more plants and trees. There's a gray, stormy sky.



Tiger in a Tropical Storm by Henri Rousseau

Monet was from France. He painted this landscape in **1889 / 1900 / 1891**. In the foreground, there are a lot of colorful flowers. In the background there are trees. You can't see the sky.



The Artist's Garden at Giverny by Claude Monet

#### 2 Read and complete the notes. Write notes about the other painting. ②

Title of painting: **The Starry Night**  
Name of artist: Van Gogh  
Foreground: small town  
Background: hills  
Sky: stars, clouds and a moon

Title of painting: **Tiger in a Tropical Storm**  
Name of artist: Henri Rousseau  
Foreground: plants and a big tiger  
Background: plants and trees  
Sky: gray and stormy

and circle the correct date for each painting. Play the first section of the recording, then pause and ask students when Van Gogh painted this painting (1889). Show students the example circle. Play the rest of the recording for students to complete the activity.

Check answers as a class by asking *When did (Van Gogh) paint (The Starry Night)?* Students look at the text and answer. Have students look up any unknown words in their dictionaries. Ask students to share any interesting facts they learned from the text.

#### 2 Read and complete the notes. Write notes about the other painting.

Direct students' attention to the notes. Read out the topics and the artists' names. Complete the first set of notes orally with the class. Ask questions to students around the class. For example, *What's the title of the painting? (The Starry Night.) What's the artist's name? (Van Gogh.) What's in the foreground? (A steeple / town.) What's*

*in the background? (Mountains / Hills.) What's in the sky? (Swirling clouds and stars.)*

Tell students to copy the topics into their notebooks, then complete the notes about the first two paintings and write notes about the third painting. If students have trouble, ask questions to prompt them. Check answers by asking questions about each painting. For example, *What's the title of the painting?*

#### Project connection

You can choose to do Stage 1 of the project on page 70 at any point from here on.

#### Additional resources

The Unit 5 CLIL Worksheet and CLIL Cards can be used at any point from here on.

#### 3 Complete the E-mail with words from Activities 1 and 2.

Direct students' attention to the e-mail and ask. *What is this? (An e-mail.) Who is it to? (Sally.) Who is it from? (Jack.) What is it about? (A painting.)* Read out the first



## Phonics

page 69

### Learning objectives

Practice pronunciation of the sounds /pl/ and /bl/.

Practice listening to, reading and saying words with the sounds /pl/ and /bl/.

### Materials

① Tracks 52–53; Workbook page 61

### Warm up

Ask students to open their student books to page 69 and look at the first picture in the phonics section. Ask *What are they doing? (Playing tennis.) What do they have? (Plates.) Where are they? (On a plain.) What can you see on the ground? (Plants.)* Ask students to look at the second picture and ask *What color is the bird? (Black.) What color is the paint? (Blue.) What is the bird painting? (A blanket.)*

### 1 Listen and number the pictures. Listen again and repeat. ① 52

Play the recording and pause after the first word. Ask students to point to the correct item in the first picture (the boys playing tennis). Ask *What are they doing? (Playing tennis.)* Show students the example number 1 in the box. Continue the recording while students listen and write numbers in the boxes for each item they hear. Play the recording again, pausing after each item to check answers with the class. For example, *What's number (1)?*

### 2 Listen and repeat the sentences. ① 53

Play the recording of the first sentence. Play the recording again and have students repeat chorally this time. Repeat for both sentences. Students can practice the tongue-twister in pairs, taking turns to say it faster and faster. Invite students to say the tongue-twister for the class.

#### WORKBOOK ANSWERS

- 1 bl: 2, 4  
pl: 1, 3, 5, 6  
2 1 pl 2 bl 3 pl 4 pl 5 bl 6 pl  
3 1 played 2 plain 3 plates  
4 plants  
1 blackbird 2 blanket

Try! Answers will vary.

### Further practice / Homework

Workbook page 61

### Complete the E-mail with words from Activities 1 and 2.

Hi Sally,

I went to the art gallery last weekend. I looked at a lot of (1) landscapes. My favorite (2) painting was Wild Poppies, near Argenteuil by Claude Monet. He painted it in 1873. It's a picture of a woman and a child walking in a field. In the (3) foreground, there are some red flowers and a lot of long grass. In the (4) background, there are some trees and a house. In the (5) sky, there are a lot of white clouds. I think it was summer when Monet painted this landscape.

Do you like looking at paintings?

Best wishes,

Jack



### Write an E-mail about a different painting.

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



They played tennis on the plain, with two plates and some plants.



Blanca the blackbird painted her blanket black and blue.

#### Phonics

sentence of the e-mail. Focus attention on the example. Tell students that they will find the words they need for each gap in the text in Activity 1 or in the notes in Activity 2. Students read the e-mail and complete it by writing the correct word in each gap. Check answers as a class. Invite students to read out sentences from the completed e-mail.

### 4 Write an E-mail about a different painting.

Tell students they are going to write an e-mail about their own choice of painting. Give students the opportunity to find out about their chosen paintings and artists online or in a library. Students should use the e-mail in Activity 3 as a model. Monitor and help as needed. When students have finished writing, have them swap work with a partner and check for mistakes. Have students practice reading out their e-mails to their partner. Invite students to read out their e-mails to the class. Finally, ask students to share interesting facts they learned about their chosen paintings and artists with the class.

#### Optional activity

The Unit 5 CLIL Video on the Level 4 DVD shows students some information about the Lake District in England. This is also a CLIL Video Worksheet.

Play the video. Pause at various points to check understanding with comprehension questions. For example, *Where is the Lake District? What is it famous for? What can people do in the Lake District? What is Helvellyn? Is Helvellyn very steep? Do lots of tourists visit the Lake District?*

#### WORKBOOK ANSWERS

- 1 1 clouds 2 hills 3 small town  
4 tree 5 flowers 6 tree branches  
7 plants 8 tiger  
2 1 The Artist's Garden at Giverny  
2 Claude Monet 3 1900 4 flowers  
5 trees Answers will vary.  
Try! Answers will vary.

### Further practice / Homework

Workbook page 60; Unit 5 CLIL Worksheet;  
Unit 5 CLIL Video Worksheet

## Unit 5 Project and Value

page 70

### Lesson objectives

Understand the importance of protecting natural landscapes.

Make a model landscape.

### Value

Visit, enjoy and protect natural landscapes where you live.

### Materials

A shoebox; card, self-adhesive tape, scissors, paint, pens; various extra materials (fabric, card, paper, sand, stones, aluminum foil, plastic wrap, modeling clay, old magazines (optional)); small plastic toy animals and people (optional); Unit 5 Stickers; pictures of different landscapes (see Warm up); Workbook page 62

### Warm up

Have printed or clipped pictures of different landscapes (painting or photos) prepared. The pictures should show landscape features that the students learned about in this unit of the Student Book, or features / places that they already know the words for. Show the class one of the landscapes. Ask students to name the landscape features they can see. Then ask students to say which features are in the foreground and which are in the background of the picture. Repeat for the other pictures, letting all students contribute to the discussion. Ask students to say which landscape pictures they like best.

### 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 students why it is important to visit and enjoy natural landscapes (*Because it is good to be in natural surroundings, breathe fresh air and look at beautiful things.*) and why it is important to protect natural landscapes (*Because we need to keep the landscapes safe and clean so that other people can enjoy them, and so that the plants and wildlife that live there can survive.*). Ask students what natural landscapes they like to visit and what they can see there. Tell students to take out their sticker sheets and find the sticker for *Jeb's Value*. Students stick the sticker in the space in their Student Books.

### A Model Landscape

#### Stage 1: Plan your project.

Divide the class into groups. Have the groups brainstorm answers to the

**Unit 5 Project and Value**

# A Model Landscape

**Materials**

- A shoebox
- Card, self-adhesive tape, scissors, paint, pens
- Various extra materials, e.g. fabric, card, paper, sand, stones, aluminum foil, plastic wrap, modeling clay, old magazines (optional)
- Small plastic toy animals and people (optional)

**Read and stick.**

Visit, enjoy and protect natural landscapes where you live.

**Stage 1: Plan your project.**

- 1 Make a list of different kinds of natural landscapes where you live.
- 2 Talk about how people use these places for pleasure, and what we can do to protect them.
- 3 Choose a landscape for your model.

**Stage 2: Develop your project.**

- 1 Put the shoebox on its side. Find a photo or draw a picture to make the background for your landscape and stick it inside the box.
- 2 Add animals and other natural features to your landscape. You can use small plastic toys, or draw and cut out shapes from card, or you can use different materials, such as fabric, sand, stones, aluminum foil, plastic wrap and modeling clay.

**Stage 3: Share your project.**

- 1 Look at your friends' model landscapes. Talk about your landscape.
- 2 Display your landscapes in your classroom.

**Stage 4: Evaluate your project.**

Save your Project Record.

WB

discussion questions and talk about what model landscapes they want to make.

#### Stage 2: Develop your project.

Hand out shoeboxes and craft materials to students. Show students how to make a model landscape by turning a shoebox on its side, sticking or drawing a picture on the back of the box to make a background, then sticking items made out of different materials (card, foil, foam, fabric, cotton wool, string) inside the box to create a natural landscape.

#### Stage 3: Share your project.

Have the students display their finished landscapes on their tables. Divide the class so that some of the students are walking around investigating the other landscapes and some are staying by their landscapes to present their work and answer questions. Switch roles so that all students get a chance to look at other landscapes and to present their own.

Discuss the landscapes as a class, encouraging students to say which

landscapes students can find where they live, why each landscape needs to be protected, what it needs to be protected from, and how we can help to protect it.

#### Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Students grade their performance in each stage of the project in Activity 2 on page 62 of their Workbooks.

#### WORKBOOK ANSWERS

1 1 Did you take a photo? 2 Did you read the signs? 3 Did you use the path?

2 Answers will vary.

Try! Answers will vary.

#### Further practice / Homework

Workbook page 62

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



1 (he, have, Saturday ✓)

Did he have a picnic on Saturday?

Yes, he did.

2 (you, see, weekend ✗)

Did you see a rainbow on the weekend? No, I didn't.

3 (she, go, last week ✓)

Did she go to the mountains last week? Yes, she did.

4 (what, he, wear)

What did he wear?

He wore a T-shirt and shorts.

5 (where, she, swim)

Where did she swim?

She swam in the ocean.

6 (what, you, write)

What did you write?

I wrote an email.

**2** Write your answers.

## What about You?

Did you go to school yesterday?

Did you play sports on the weekend?

Where did you go on Saturday?

What did you see yesterday?

What did you have for lunch?

Where did you go for your last vacation?

**3** Ask and answer the questions with a friend.

Did you go to school yesterday?

Yes, I did.

## Unit 5 Review

page 71

### Lesson objectives

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

### Language

Landscape features, irregular past tenses, past simple questions and answers: *Did you (play tennis)? Yes, I did. No, I didn't.*

Past simple questions with *What / Where*: *Where did you run to? I ran to the island. What did he / she wear? He / She wore boots.*

### Materials

Workbook page 63; Unit 5 Flashcards Set 1 (landscape features)

### Warm up

Hold up the landscape features flashcards and ask students to say the words. Tell students to write eight of the landscape feature words in their notebooks. Hold up the flashcards, one at a time. Students call out the word. If students have the word in their books, they can cross it off. The first student to cross out all their words wins the game, but continue playing until all students have crossed off all their words.

### 1 Look and complete the questions and answers.

Ask students to identify the landscape features and activities in the pictures. Show students the first set of words in parentheses and read out the example question and answer. Have students work on their own to write the rest of the questions and answers. Invite pairs of students to read out their questions and answers for the class.

### 2 Write your answers.

Invite students to ask you the questions. Give model answers, using full sentences and grammar structures from the unit. Then ask the questions to students around the class and encourage them to answer the questions about themselves, using full sentences. Have students work on their own to write answers to the questions in their books. Monitor and help as needed.

### 3 Ask and answer the questions with a friend.

Divide the class into pairs. Have students take turns interviewing their partners using the questions from the previous activity. Encourage students to compare their answers, discussing the similarities and differences. More confident students / classes can try to answer the questions without looking at their books. Invite a few pairs to ask and answer for the class.

### Evaluation

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

### Additional resources

The Unit 5 Test can be given now.

### WORKBOOK ANSWERS

- 1 1a Did Tim see an island? Yes, he did.  
1b Did he play soccer? No, he didn't.
- 2a Did Salma see a pyramid? Yes, she did. 2b Did she play volleyball? Yes, she did.
- 3a Did Jayden see a volcano? No, he didn't. 3b Did he go to the park? Yes, he did.
- 4a Did Annie go to an island? No, she didn't.  
4b Did she go to a restaurant? Yes, she did.

Try! Answers will vary.

### Further practice / Homework

Workbook page 63

## Unit 6 Vocabulary

pages 72–73

### Lesson objectives

Identify jobs.

Practice the use of new words in spoken, written, and aural forms.

### Language

**Jobs:** architect, businessman, businesswoman, firefighter, flight attendant, journalist, mechanic, photographer, pilot, secretary, singer, TV anchor

### Materials

Tracks 54–55; Unit 6 Flashcards Set 1 (jobs); Workbook pages 64–65

### Warm up

Tell students they are going to learn to talk about different jobs. Use the jobs flashcards to introduce the vocabulary. Hold up each flashcard and say the words for the students to repeat in chorus. Stick the flashcards on the board. Write a number under each flashcard. Say the word for one of the flashcards and ask: *What number is it?* Alternatively, say the number and ask: *What is it?* If you like, you can play this game in two teams, asking questions to students from each team in turn. Award one point for each correct answer. The team with the most points wins.

### 1 Discuss with a friend.

Divide the class into pairs. Ask students to open their Student Books to page 72 and look at the picture. Ask *Where are they? (On a stage.) What are they doing? (Having a costume competition.)* Read the title of the unit and elicit or explain that the children are all wearing costumes for different jobs. Ask students which jobs they recognize in the picture.

Read the first question aloud and ask students to discuss it with their partners. Encourage them to think of all the people in their family (cousins, aunts and uncles, as well as immediate family). Ask students to read the second question together and take turns answering. Have pairs share some of their answers to compare with the class.

### 2 Listen and repeat. 54

Play the recording for students to repeat the vocabulary items in chorus and point to the correct people in the main picture. Play the recording again for individual students to repeat the words for the class. Point to the people in the main picture in a different order and say the words for the students to repeat. Then point to the people in the picture and ask *What's his/her job?*

# 6 Costumes

## Vocabulary

1 **Discuss with a friend.**

- Who do these jobs in your family?
- What job do you want?

2 **Listen and repeat.**

3 **Look and number the words. Correct the job word in each sentence.**

11 architect	8 businessman	9 businesswoman	2 firefighter
7 flight attendant	3 journalist	12 mechanic	4 photographer
6 pilot	1 secretary	5 singer	10 TV anchor

1 The flight attendant has a white helmet and orange pants.   
2 The TV anchor is wearing goggles and a black hat.   
3 The mechanic is wearing a yellow skirt and red glasses.   
4 The firefighter is wearing white pants and has a red bag.

her job? Encourage students to answer *He's / She's a (pilot).* Practice this exchange with students around the class, then have students ask and answer in pairs about people in the picture.

### 3 Look and number the words. Correct the job word in each sentence.

Point to each of the children in the main picture in turn and ask *What's he / she wearing?* Encourage students to say the words for the items of clothing and the color of each item. Direct students' attention to the example in the box. Tell them to look at the picture and find the number 1. Ask *What's her job?* Elicit the answer from students. (*Secretary.*) Have students write the remaining numbers on their own. Check answers by asking *What number is the (pilot)?* to students around the class.

Direct students' attention to the example sentence. Ask students to find the person wearing a white helmet and orange pants in the picture. Ask *Who is it?* Elicit

the answer from the students. (*Architect.*) Read out the example sentence. Have students correct the sentence orally. Show them the example answer. Students then complete the rest of the activity on their own. Invite students to read out the corrected sentences and point to the correct people in the picture.

### Optional activity

Divide the class into two teams to play a game. Say *He's / She's wearing (a yellow helmet and a blue and yellow jacket). Who is it?* Invite students from one team to answer. (*It's the (firefighter).*) Repeat the game, describing people in the main picture to students from each team in turn. If you have confident students, they can describe people for the other team to guess. Award one point for each correct answer. The team with the most points wins.

### Look and match.



- 1 This person interviews people for a newspaper or TV.
- 2 This person works on a plane, but she isn't a pilot.
- 3 This person can fix your car.
- 4 This person wears a helmet. He puts out fires.
- 5 This person works in an office, but he isn't a secretary.
- 6 You can see this person on TV, but he isn't an actor.



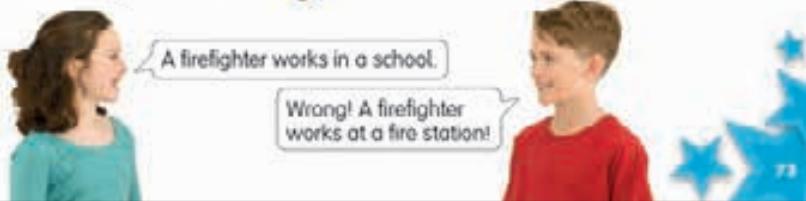
### Read and circle the location. Listen and check.

A businesswoman works in an office /  
at a newspaper.  
A flight attendant works on a plane /  
in an office.  
A secretary works on a plane /  
in an office – ooh!  
Can you dress the same?  
Mechanic, singer or TV anchor,  
Businessman or photographer?  
The costume party starts at eight  
Get your costume, don't be late!

A journalist works in a school /  
at a newspaper.  
A pilot works on a plane / in a hospital.  
An architect works in an office /  
in a shop – ooh!  
Can you dress the same?  
Mechanic, singer or TV anchor,  
Firefighter or photographer ...

### Listen again and sing along.

### Play Right or Wrong with a friend.



### Additional resources

The Unit 6 Wordcards Set 1 can be used at any point in this lesson or later.

### Look and match.

Direct students' attention to the pictures. Ask them to name the jobs. Invite confident students to talk about each job, saying what the person wears to work, where the person works and what the person does at work. You can ask questions to prompt students if necessary. Read out the second sentence. Ask students to guess the job without looking at the pictures if possible. Then ask students to look at the pictures and say the correct job. Show students the example line. Have students draw lines to match the pictures to the sentences on their own. Check answers by asking students to read out the sentences and name the correct jobs.

### Read and circle the location.

#### Listen and check. ① 55

Point to each of the children in the main picture in turn. Ask *Where does a (pilot) work?* Encourage students to answer. (*On a plane*.)

Direct students' attention to the song lyrics and tell students that the song is about different jobs. Read out the first line, with both answer options. Ask students to say which option is correct. Show students the example circle. Tell students to read the rest of the lyrics and circle the correct answers. Have students complete the activity on their own. Check answers by playing the song, pausing after each line and asking *Where does a (businesswoman) work?*

### Listen again and sing along.

Play the recording of the song once, pointing to each person in the picture on page 72 as each job is mentioned. Play the recording again, stopping after each line to ask a volunteer to hold up their book and point to the jobs mentioned. Play the

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

Divide the class into twelve groups. Assign a job from Activity 1 to each group. Ask students to think of a mime for their job. Play the song while the class follows along. The students mime doing their job when they hear their word in the song.

### Play Right or Wrong with a friend. ①

Direct students' attention to the sample language in the speech bubbles. Read the speech bubbles aloud while students follow along. Tell students that this is a true or false game. They have to take turns to say a true or false sentence about a job. Their partner has to say whether the sentence is right or wrong, and correct the sentence if it is wrong. Play the game as a class first, saying true or false sentences for students around the class, then inviting students to say true or false sentences for the rest of the class. Divide the class into pairs to play the game. Students can use the jobs on page 72 of the Student Book or use any other jobs they know the words for. Invite confident students to model the game in front of the class.

### Optional activity

Play the game in two teams. Invite students from each team in turn to say a true or false sentence for the other team. Award one point for each correct response (right or wrong), and award extra points for each corrected sentence. The team with the most point wins.

### WORKBOOK ANSWERS

- 1 10 architect    8 businessman  
12 businesswoman    7 firefighter  
6 flight attendant    2 journalist  
1 mechanic    4 photographer  
9 pilot    11 secretary    5 singer  
3 TV anchor
- 2 1 flight attendant    2 businessman  
3 mechanic    4 firefighter    5 pilot  
6 TV anchor

**Try!** Answers will vary.

- 3 1 photographer    2 journalist  
3 architect    4 pilot    5 secretary  
6 firefighter    7 flight attendant

- 4 1 architect / a studio    2 singer / theater  
3 secretary / an office    4 photographer / a studio  
5 businesswoman / an office    6 TV anchor / a studio  
7 mechanic / garage    8 pilot / a plane  
9 flight attendant / a plane    10 businessman / an office  
11 journalist / at a newspaper  
12 firefighter / fire station

**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.

Recognize and use words for jobs in context.

### Language

**Jobs:** architect, businessman, businesswoman, firefighter, flight attendant, journalist, mechanic, photographer, pilot, secretary, singer, TV anchor

I want to be / don't want to be (a singer) (when I grow up).

### Materials

① Track 56; Unit 6 Flashcards Set 1 (jobs); Unit 6 Storycards; DVD Unit 6 Story; Workbook pages 66–67

### Warm up

Play a game of *Tic-tac-toe* using the jobs flashcards. Divide the class into two teams. Assign Os to one team and Xs to the other team. Draw a three-by-three grid on the board and stick a flashcard in each square. Students from each team in turn say the word for one of the flashcards and draw an O or X in the cell. The first team to get three in a row wins. Repeat the game using different flashcards.

### Lead in

Ask the class to say what jobs they like and what jobs they don't like. Elicit suggestions from around the class. Nod your head and say *I want to be a (singer)*. Ask *What about you?* to students around the class. Shake your head and say *I don't want to be a (pilot)*. Ask *What about you?* to students around the class. Encourage students to say what jobs they want / don't want to do.

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

Hold up the first storycard. Ask some questions to get students thinking about the story. *What does the girl have? What kind of party is it? What costume do you think she will wear?*

Show the storycards quickly and ask the students to tell you what they think the story is about and what they can see in the pictures. Take all their ideas but don't give the story away. Tell the students to look at the pictures on pages 74 and 75 in their books.

Divide the class into pairs. Read the first question aloud and ask students to look at the story and say what costumes they can see. Ask students to read and discuss the second question with their partners. Call on volunteers to share their answers with the class.

**Unit 6 Reading** **I Want To Be Famous!**

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

1 What costumes are there in the story? 2 What places does Ellie go to?

**2** Complete the story. Listen and check.

firefighter photographers postman secretary singer

1 Every day the postman brings some letters. They're always for Mom and Dad... but not today. Today there's something for Ellie.  
Look Mom! I have an invitation to a party!  
That's nice, Ellie.  
Hmm. I have to wear a costume.

2 The costume party is today. Ellie's excited. She has everything she needs. Ellie wants to be a famous singer. It's her dream.  
Ellie! Are you ready? George is here!  
I'm coming!  
Now, where's that blonde wig?

3 Ellie and her friend George are walking to the party. What does George want to be when he grows up? A firefighter! George can't stop looking at Ellie.  
What are you looking at, George?  
You look exactly the same as Heidi Style!  
That's the idea! I want to be a singer when I grow up! I want to have a lot of fans!  
Hey, look! It's Heidi Style!

4 Ellie and George are walking past the music shop. A lot of Heidi Style's fans are in the shop. They think Ellie is Heidi Style. Heidi's secretary is there, too.  
There you are, Heidi! Hurry up! Your fans are waiting.  
Er, I'm sorry. I'm not...  
Heidi! Heidi!

### 2 Complete the story. Listen and check. ① 56

Ask students to read out the words in the box. Ask students to look at the story in their books and say which of the jobs they can see in the pictures. Read out the first sentence in the story and show students the example. Show them how the word *postman* has been crossed out in the box. Tell students to read the rest of the story and write the correct word in each gap. Students complete the story on their own. Play the recording for students to listen and check their answers, then play the story again for students to follow along in their books.

Play the recording again, pausing after each frame and asking questions to check students' understanding of the story. For example, *Who brings letters every day? What does the postman bring for Ellie? What does Ellie have to wear to the party?*

Personalize the story by asking students if they want to be famous or not, and by asking them what costume they want to wear to a costume party.

### Optional activity

The storycard questions can be used here, or at any time after this point in the lesson to check comprehension. Play the recording, holding up the storycards one at a time. Point to key items or actions 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 students' understanding of the story. You may want to encourage further discussion of the story by asking more questions. For example: *What is Ellie's costume? (Big pink glasses and a blonde wig.) Why can't George stop looking at Ellie? (Because she looks just like Heidi Style.) What does Ellie want to be when she grows up? (A famous singer.) What does Ellie do at the music shop? (Signs CDs.) Where does she go next? (To a concert.) Is Ellie good at singing? (No, she isn't.)*



### Optional activity

Play the video, pausing at intervals and asking the class *What happens next? / What does (Ellie) say next?* Students look at their books and answer. If they answer correctly, resume the video.

### Optional activity

Play a game of *Who said it?* Say sentences from the story, or write them on the board. For example, *I have to wear a costume. / Are you ready? / You look exactly the same as Heidi Style! / Your fans are waiting. / Time to go. / Sorry I'm late. / What happened to you? / It's a long story.* Ask students to look at the story in their Student Books and call out the name of the character who said each sentence. If you like, you can play this game in two teams, writing or saying sentences for each team in turn and awarding one point for each correct answer.

### Additional resources

The Unit 6 Story Worksheet and the Unit 6 Reading Worksheet can be used at any point from here on.

### 3 Act out the story.

Divide the class into groups of five students to act out the story. Assign four students in each group the roles: Ellie, George, Heidi's secretary, the narrator. Assign all the remaining roles (Mom, Heidi's fans, Heidi) to the fifth student in each group. Tell these students to think of different characters for each role. They can change their voices for each role if they like. Students read through the story again and discuss ideas for props and actions for their parts. Encourage groups to take time to discuss each member's character. Have students practice the story with the actions and props. Monitor and help where necessary. Groups that finish quickly and do the activity easily can close their books and try to 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.

If you have a video camera or a video function on your phone, you can record the students performing their stories, then play the videos back to the class.

### Optional activity

Divide the class into groups of about four. Hand out sheets of paper and make sure that students have colored pens / pencils. Tell students that they are going to design a poster for a costume competition. Tell students to think about where and when the competition is, how you can enter, whether or not there is a theme for the competition (for example, jobs, space, famous people, films) and what the prizes are for the winners. Allow students time to discuss their ideas in their groups. Encourage them to use English for their discussion as much as possible. Monitor and ask questions to find out what ideas students have. Students then design and create their posters in their groups. Invite students from each group to present their posters to the class and tell the class about their costume competition. Display the posters in the classroom.

### Optional activity

Ask the students to complete the story activities on pages 66 and 67 of the Workbook for homework. Students color the stars depending on how much they enjoyed the story.

### WORKBOOK ANSWERS

1 Ellie's costume: earrings, glasses, wig, skirt  
George's costume: flashlight, gloves, hat, jacket, pants

2 1 invitation 2 costume 3 singer  
4 party 5 same 6 music  
7 secretary 8 journalists 9 real  
10 doesn't

Try! A nurse's uniform and a firefighter's uniform.

3 Answers will vary.

4 Answers will vary.

Try! Answers will vary.

### Further practice / Homework

Workbook pages 66–67; Unit 6 Reading Worksheet; Unit 6 Story Worksheet

# Unit 6 Language

## Focus 1

pages 76–77

### Lesson objectives

Review the story on pages 74–75.

Complete questions and answers about what people want to do.

Ask and answer questions about what people want to do.

### Language

What do you / does he / she want to be when you / he / she grow(s) up? He / She wants to be a (pilot). I want to be a (mechanic).

### Materials

Tracks 57–58; Workbook pages 68–69

### Warm up

Ask the class what words for jobs they can remember. Elicit as many answers as possible. Write *What do you want to be when you grow up?* on the board. Write the answer *I want to be a (pilot)*, underneath. Ask the question to students around the class. Encourage them to give true answers. Write the question *What does he / she want to be when he / she grows up?* on the board. Write the answer *He / She wants to be a (mechanic)*, underneath. Ask a student *What do you want to be when you grow up?* Elicit an answer. Point to the first student and ask another student *What does he / she want to be when he / she grows up?* Elicit the answer. Repeat until students are comfortable asking and answering the questions.

### 1 Look at pages 74–75. Mark (✓) the sentences that are in the story.

Ask students to open their books to pages 74–75 and quickly look over the pictures in the story. Ask students to name the characters in the story and say what happens in each frame of the story. Tell students to turn to page 76 in their books. Read the first sentence aloud. Ask students to turn back to pages 74–75 and see if they can find this sentence in the story. (They will find it in frame 2.) Ask students to say the number of the picture this event appears in. Read out the second sentence. Have students look at the story again. Ask *Can you find the sentence? (Yes.) What picture is it in? (Picture 3.)* Tell students to put a check mark in the box next to the second sentence. Tell students that not all of the sentences are in the story. They should look for the sentences and mark the boxes next to the sentences they can find in the story. Have students work on their own to complete the activity. Check answers by inviting students to read the

### Unit 6 Language Focus 1

#### 1 Look at pages 74–75. Mark (✓) the sentences that are in the story.

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> 1 Ellie wants to be a famous singer.            | <input checked="" type="checkbox"/> 4 What do you want to be when you grow up, Ellie? |
| <input checked="" type="checkbox"/> 2 What does George want to be when he grows up? | <input checked="" type="checkbox"/> 5 Ellie wants to be a photographer.               |
| <input type="checkbox"/> 3 George wants to be a TV anchor.                          | <input type="checkbox"/> 6 I don't want to be a singer.                               |

#### 2 Look at the picture and complete the questions and answers.



1 What does Kim want to be when she grows up?

A TV anchor

2 What does Mike want to be when he grows up?

A singer

3 What does Anne want to be when she grows up?

A pilot

4 What does Henry want to be when he grows up?

A mechanic

#### 3 Look at the pictures again. Play Who is it? with a friend.



sentences aloud and say which sentences are in the story and which are not.

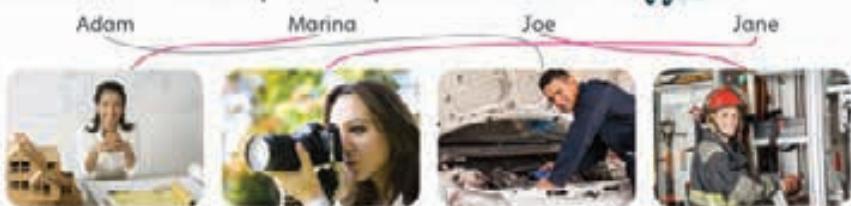
#### 2 Look at the picture and complete the questions and answers.

Focus students' attention on the picture. Ask students to name the jobs. Tell students that this is a picture of the costume party that Ellie and George went to. Ask students to say which of these children they saw in the story. Point to Kim in the picture and ask *What does Kim want to be when she grows up?* Elicit the answer. (A TV anchor.) Show students the example question and answer. Ask the next question to the class and elicit the answer. (A singer.) Tell students to complete the question and answer in their books, then read and complete the remaining questions and answers. Check answers by inviting pairs of students to read out the completed questions and answers.

#### 3 Look at the pictures again. Play Who is it? with a friend.

Invite a pair of students to read out the example exchange. Tell students to look at the picture in Activity 2. Read out the first speech bubble and ask students to name all the girls in the picture. Ask a student to read out the second speech bubble. Say *She wants to be a (TV anchor).* Ask *Who is it?* Elicit the answer. (Kim.) Play the game a few times with the class, choosing people for the students to guess, then inviting students to choose people from the picture for the rest of the class to guess. When students are confident about playing the game, divide the class into pairs. Students take turns to choose a person from the picture for their partner to guess. Move around the class and monitor the students as they play the game. Check that they are using the correct grammar structures. Invite confident pairs of students to play the game for the class to observe.

### 1 Listen and match. Complete the questions and answers.



1 Interviewer: What do you want to be when you grow up, Adam?

Adam: I want to be a mechanic.

2 Interviewer: What do you want to be when you grow up, Marina?

Marina: I want to be an architect.

3 Interviewer: What do you want to be when you grow up, Joe?

Joe: I want to be a firefighter.

4 Interviewer: What do you want to be when you grow up, Jane?

Jane: I want to be a photographer.

#### Grammar

What do	you	want to be when	you	grow up?
What does	he / she		he / she	grows up?
I	want	to be	a journalist.	
He / She	wants		a mechanic.	

### 5 Write about four friends.

Tim wants to be a doctor.

### 6 Interview people in your class and complete the chart.

Name	Job
Anna	police officer

What do you want to be when you grow up?

I want to be a doctor.

### 4 Listen and match. Complete the questions and answers.

57

Direct students' attention to the photos. Ask students to say what jobs they can see in each photo. Play the recording, pausing after the first item. Ask *What does Adam want to be when he grows up?* Elicit the answer. (*He wants to be a mechanic.*) Show the students the example answer. Tell students to listen to the rest of the recording and write the missing questions and answers. Play the rest of the recording, pausing if necessary for students to complete the activity, writing the questions and answers in their books. Invite pairs of students to read out the questions and answers.

### 5 Write about four friends.

Divide the class into groups of five. Read out the example sentence. Tell students to ask and answer questions in their groups and find out what the other people in their group want to be when they grow up. Model the question and answer structures by asking *What do you want to*

*be when you grow up?* to students around the class and eliciting the answers. (*I want to be a (pilot).*)

Tell students to ask and answer questions in their groups and write sentences in their notebooks about the other four people in their group, as in the example. Move around the class and monitor the students as they ask and answer in their groups. Make sure they are using the correct structures. Invite students to read out their lists of sentences.

#### Additional resources

The Unit 6 Language Focus 1 Worksheet can be used at any point from here on.

### 6 Interview people in your class and complete the chart.

Focus students' attention on the chart. Tell them that they are going to interview people in the class, using similar questions and answers to the ones in Activity 4. They should write the name of the student they are interviewing in the first column of the chart and the job that student wants to

do in the second column. Show students the example question and answer and read them out. Ask the question again, addressing students around the class. Encourage students to answer truthfully about themselves. Students then move around the class, asking and answering questions to complete their charts. Invite students to make sentences about the people in their charts. For example, *Anna wants to be a police officer.*

#### Optional activity

Do a class survey. Divide the class into groups of four. Tell students that they are going to do a survey to find out what jobs the children in the class want to do when they grow up. Students should use the information in their charts from Activity 6 to make a bar graph. They should write the jobs along the bottom of the graph and the number of students who want to do that job down the side of the graph. They should then look at their charts and see how many students want to do each job, and color in the correct number of spaces on their bar graph. Invite groups of students to compare their bar graphs with other groups to see if they have the same results.

#### WORKBOOK ANSWERS

- 1 1 a firefighter 2 a nurse  
3 flight attendant 4 a journalist  
5 a doctor 6 a mechanic

- 2 1 singer 2 he grows up / He / an architect 3 want to be when he grows up / He wants to be a pilot.  
4 What does / want to be when she grows up / She wants to be a businesswoman.

Try! Answers will vary.

- 3 1 photographer 2 firefighter  
3 to be a secretary

- 4 1 I want to be a teacher. 2 What do you want to be when you grow up / I want to be an artist. 3 What do you want to be when you grow up, Cam? I want to be a firefighter. 4 What do you want to be when you grow up / I want to be a

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

Learn words and phrases for house rules.

Practice understanding rules through a song and follow-up activities.

Practice writing rules using *must*/*mustn't*.

#### Language

**Rules:** *clean the windows, drop trash, pick up the trash, stand on the CDs, sweep the floor, touch the vase, turn down the music, turn up the music*

**Must / Mustn't:** *You must turn down the TV. You mustn't turn up the music.*

#### Materials

Tracks 58–59; Unit 6 Flashcards Set 2 (household verbs); Workbook pages 70–71, 124

#### Warm up

Write the words *must* and *mustn't* on the board. Draw a check mark next to the word *must* and a cross next to the word *mustn't*. Explain to the class that we use *must* to talk about things that people want us to do and *mustn't* to talk about things that people don't want us to do.

Write these gapped sentences on the board: *You ... eat candy in class. / You ... speak English in class. / You ... be good in class. / You ... bring cell phones to class.*

Ask the students to help you fill the gaps with *must* or *mustn't*. Read the first sentence, pausing before the gap, and elicit an answer. Do the same with the other sentences. If necessary, mime *must* and *mustn't* by smiling / nodding or making a sad face / shaking your head to prompt the students.

#### 1 Look and number. Listen and check. ① 58

Use the household verbs flashcards to present and practice the new vocabulary. Write the words *must* and *mustn't* on opposite sides of the board. Hold up each flashcard in turn, say the phrase for the flashcard, and stick it under the correct word on the board. Students sentences using the phrase for the flashcard and *must* or *mustn't*. For example, *You mustn't drop trash. / You must sweep the floor.*

Direct students' attention to the pictures and phrases in Activity 1. Read out the phrases and ask students to point to the correct pictures in their books. Read out the phrase *turn down the music*. Ask students to say which picture matches this phrase. (1.) Show students the example number 1.

#### Unit 6 Language Focus 2

##### 1 Look and number. Listen and check. ①



clean the windows

7

drop trash

6

pick up the trash

5

stand on the CDs

4

sweep the floor

3

touch the vase

8

turn down the music

1

turn up the music

2

##### 2 Listen and do actions. Sing along. ②

*Mom! Dad! Can we have a party?*

*A really fun costume party?*

*Mom! Dad! Can we have a party?*

*We promise we won't make a mess!*

*You mustn't turn up the music,*

*Or stand on the DVDs;*

*You mustn't drop trash*

*Or touch the vase.*

*You must turn down the TV.*

*Mom! Dad! Can we have a party? ...*

*And when the party's over,*

*You must sweep the floor.*

*You must pick up the trash*

*And clean the house.*

*And you must close the door.*

##### 3 Read the lyrics and complete the chart. ③

You Must	You Mustn't
turn down the TV	turn up the music

Tell students to read the phrases, look at the pictures and write the correct numbers next to the phrases in the box. Students complete the activity on their own. Move around the class as students work. Prompt students with flashcards if they have trouble. Check answers by asking *What's number (1)?*

#### 2 Listen and do actions. Sing along. ④ 59

Play the song, one line at a time. Pause after each line and ask the class to suggest an action for each line. Encourage students to agree on the best action and practice it together. Play the recording all the way through a few times for students to practice doing all the actions and singing along.

#### Project connection

You can choose to do Stage 1 of the project on page 82 at any point from here on.

#### 3 Read the lyrics and complete the chart.

Ask the class to look at the song lyrics. Ask *What must the children do?* Elicit answers from around the class. Ask *What mustn't the children do?* Direct students' attention to the chart. Explain that the students should write the things that Mom and Dad want them to do in the first column (*You Must*), and the things that Mom and Dad don't want them to do in the second column (*You Mustn't*). Read out the examples in the chart. Ask students to find these phrases in the song lyrics and read out the lines from the song. Let students work on their own to complete the chart. Check answers by asking students around the class to make sentences using the information in their charts. Write *They must ...* and *They mustn't ...* on the board to prompt students. Encourage students to say full sentences.

#### Additional resources

The Unit 6 Language Focus 2 Worksheet can be used at any point from here on.

**1** Look and write the rules with the verbs from Activity 1.



1 (✓, the music) You must turn down the music.

2 (✗, the books) You mustn't stand on the books.

3 (✓, your clothes) You must pick up your clothes.

4 (✗, trash) You mustn't drop trash.

**5** Match the words with the pictures. Write the rules.

- a eat or drink   b run   c shout   d take a shower   e watch your children

**SWIMMING POOL RULES**



1 Your mustn't run.

2 You must watch your children.

3 You mustn't eat or drink.

4 You must take a shower.

5 You mustn't shout.

**6** Write some rules for your classroom.

**7** Choose a route to Mom or Dad. Play the game.



**4** Look and write the rules with the verbs from Activity 1.

Focus students' attention on the phrases in the box in Activity 1. Tell them the bold words are the verb. We can use the verb in different sentences. For example, *You must turn down the music / the TV / the lights.*

Ask students to look at the photos in Activity 4 and say which verb they think each photo shows. (For example, *The man in the first photo wants someone to turn down the music.*) Ask students to suggest a sentence with *must* for the first photo. (*You must turn down the music.*) Show the class the example sentence and read it out. Show students the prompts for the sentences in parentheses. Tell the students that a check mark (✓) means *must* and a cross (✗) means *mustn't*. Explain that students need to use the prompts in parentheses and verbs from Activity 1 to write a sentence about each photo. Elicit the second sentence from the class, then allow students time to complete the activity on their own. Check by asking students to read out their sentences.

**5** Match the words with the pictures. Write the rules.

Focus attention on the rules and read out the heading. Ask students to say what rule they think each picture shows. Read out the words and phrases in the box and tell students to use the words and phrases to write a rule about each picture. Ask students which word or phrase they think matches the first picture. (*Run.*) Ask students to suggest the rule. (*You mustn't run.*) Show students the example. Have students write the rest of the rules in their books. Invite students to point to the pictures and read out the matching rules.

**6** Write some rules for your classroom.

Ask students what things they must / mustn't do in the classroom. Have them write rules for their classroom in their notebooks. Encourage students to write at least three rules using *must* and three rules using *mustn't*. Students compare their lists of rules with a partner. Invite students to read out their rules for the class.

**7** Choose a route to Mom or Dad. Play the game. Workbook page 124

Have students turn to page 124 of their Workbooks and look at the pictures. Ask students to name the activities in the pictures. Tell students to choose a route from the START lozenge to Mom or Dad. They can trace their route lightly in pencil to help them remember it. Students take turns to give instructions to their partner using sentences with *must* or *mustn't*. For example, *You must clean the windows. You must close the door. You mustn't stand on the CDs.* Their partner follows the route by finding the correct pictures to match the instructions. Divide the class into pairs. Act out the example exchange with a volunteer and model the game for the class. Students can then play the game in pairs. Monitor and help if necessary. Make sure that students are using the correct grammar structures. Invite confident pairs of students to model the game for the class.

**WORKBOOK ANSWERS**

- 1 1 drop trash   2 touch the vase  
3 turn down the music   4 clean the house   5 turn up the music  
6 stand on the CDs   7 sleep the floor  
8 pick up trash

- 2 1 must / clean the house  
2 mustn't / drop trash  
3 must / pick up trash  
4 must / sweep the floor  
5 must / turn down the music  
6 mustn't / touch the vase  
7 mustn't / stand on the sofa  
8 mustn't / turn up the music

Try! Answers will vary.

- 3 1 must clean the bathroom  
2 mustn't drop paper  
3 You mustn't turn up the TV.  
4 You must sweep the floor.

- 4 1 You must go to bed early.  
2 You must do your homework.  
3 You mustn't go to bed late.  
4 You mustn't drop trash on the floor.  
5 You mustn't turn up the music.  
6 You mustn't shout.   7 You must feed the cat.   8 You must tidy your bedroom.

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

Understand a text about firefighters.

Understand a timeline.

Make a timeline.

Provide links with other areas of the curriculum and an opportunity for creative project work.

### Language

**Core vocabulary:** leather, hoses, bucket, water pump, fire brigade, fire engine, put out

**Review vocabulary:** firefighters, doctors, nurses, teachers, police officers

**Extra vocabulary:** engineer, private, public

### Materials

① Track 60; photos of people who help us (optional); Workbook page 72

### Warm up

Tell students to open their Student Books to page 72 and find the costumes for people who help us. Alternatively, you can show students some photos (printed from the Internet or clipped from magazines) showing people who do jobs that help us (such as police officers, firefighters, doctors, nurses, teachers). Find out what students know about each job. Ask *Where does he / she work? What does he / she wear? What does he / she do? How does he / she help people?* Encourage all students to contribute to the discussion.

### 1 Listen and read along. Number the objects in the pictures. ① 60

Ask students to look at the pictures and say what they can see and what the people are doing in each picture. Show students the words in the box. Explain the meanings, or have students look up the words in their dictionaries.

Play the recording for students to follow the text in their books. Ask students to look at the pictures again and decide which picture shows a bucket, fire engine, hose or water pump. Students write the number of the correct word from the box next to the matching item in the pictures. Check answers by asking *What's number (1)?* Students point to the correct picture and say the word.

### 2 Read again. Draw the arrows to complete the timeline.

Direct students' attention to the timeline. Explain that a timeline shows the order of important events in history. Read out the text in the first box. Ask *When did people have the first water pump for fighting fires?* Ask students to look at the text in Activity 1 and find the date. (*Between 300*

## Unit 6 CLIL History

### 1 Listen and read along. Number the objects in the pictures. ① 60

- 1 bucket 2 fire engine  
3 hose 4 water pump



Many people do important jobs that help other people, for example: doctors, nurses, teachers, police officers and firefighters. Some of these jobs started a very long time ago.

Between 300 and 200 BC, an engineer in Ancient Egypt designed the first water pump for fighting fires. This pumped a lot of water, so it helped people put out fires quickly.

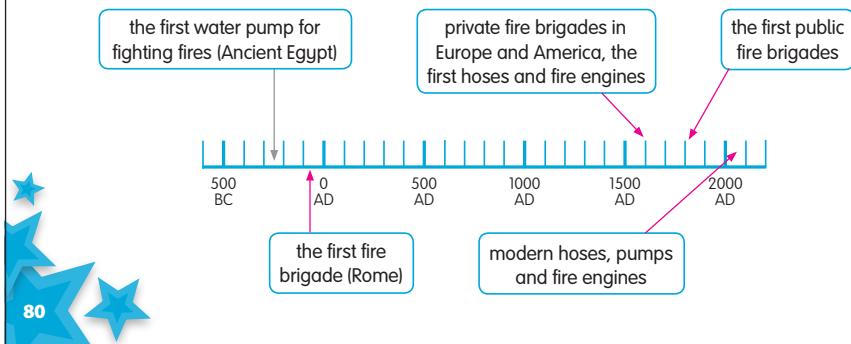
Between 100 BC and 1 AD, Emperor Augustus started the first fire brigade, with about 7,000 men. The firefighters did not use pumps. They used buckets of water. They passed the buckets along a line, from person to person.

Between 1600 and 1700 AD, after some big fires, such as the Great Fires of Boston in 1635 and London in 1666, private fire brigades started in Europe and America. People paid firefighters to put out fires. During this time, the first hoses and the first fire engines were invented. The hoses were made of leather, and horses pulled the fire engines.

The first public fire brigades started between 1800 and 1900 AD. Now, firefighters use modern hoses, pumps and fire engines.



### 2 Read again. Draw the arrows to complete the timeline.



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## Phonics page 81

### Lesson objectives

Practice pronunciation of the sounds /fr/ and /dr/.

Practice listening to, reading and saying words with the sounds /fr/ and /dr/.

### Materials

① Tracks 61–62; Workbook page 73

### Warm up

Ask students to open their Student Books to page 81 and look at the first picture in the phonics section. Ask *What animal is this? (A frog.) What does he have? (A frying pan.) What's in the frying pan? (Fruit.) What's on his face? (Freckles.)* Ask students to look at the second picture and ask *What's his job? about each person (Bus driver. / Drummer.) What are they doing? (Drinking and drawing.)*

### 1 Listen and number the pictures. Listen again and repeat. ① 61

## Phonics

- 1 Listen and number the pictures.  
Listen again and repeat. ① 61

- 2 Listen and repeat the sentences. ② 62



tourist information leaflet. They should include between four and eight events. Tell students to make notes of the events and their dates, then use their notes to make their timelines. When students have finished writing, have them swap timelines with a partner and check for mistakes. Have students practice presenting their timelines to a partner. If you like, you can invite students to present their timelines to the class, telling the events in the correct order and showing the dates on their timeline. Ask students to share interesting facts they learned about their chosen job with the class.

### COMPETENCE IN PROCESSING INFORMATION AND THE USE OF IT

Activities that involve using the Internet for research help students to learn the mechanics of information processing. Where possible, include Internet research, using English websites, to help students become familiar with the use of the Internet in English.

### Optional activity

The Unit 6 CLIL Video on the Level 4 DVD shows students some information about a TV program in the USA. There is also a CLIL Video Worksheet.

Play the video. Pause at various points to check understanding with comprehension questions. For example, *What's Paula's job? Is Sarah a TV anchor? Who can control the cameras? What time do the journalists start work? What does the designer create? What time does the program start?*

### WORKBOOK ANSWERS

- 1 A water pump B bucket C hose D fire engine  
2 1 c 2 e 3 b 4 a 5 d

Try! Answers will vary.

### Further practice / Homework

Workbook page 72; Unit 6 CLIL Worksheet;  
Unit 6 CLIL Video Worksheet

## Phonics page 81

### Lesson objectives

Practice pronunciation of the sounds /fr/ and /dr/.

Practice listening to, reading and saying words with the sounds /fr/ and /dr/.

### Materials

① Tracks 61–62; Workbook page 73

### Warm up

Ask students to open their Student Books to page 81 and look at the first picture in the phonics section. Ask *What animal is this? (A frog.) What does he have? (A frying pan.) What's in the frying pan? (Fruit.) What's on his face? (Freckles.)* Ask students to look at the second picture and ask *What's his job? about each person (Bus driver. / Drummer.) What are they doing? (Drinking and drawing.)*

### 1 Listen and number the pictures. Listen again and repeat. ① 61

Give students some time to look over the pictures. Play the recording and pause after the first word. Ask students to point to the correct item in the first picture. (*The frying pan.*) Ask *What's this? (A frying pan.)* Tell students to write the number 1 in the box. Continue the recording while students listen and write numbers in the boxes for each item they hear. Play the recording again, pausing after each item to check answers with the class. For example, *What's number (1)?*

Say one of the words on the page and have the children tell you the number. The children can do this in pairs once they are familiar with the activity.

### 2 Listen and repeat the sentences. ② 62

Play the recording of the first sentence. Play the recording again and have students repeat chorally. Repeat for both tongue-twisters. Lead the class in choral and individual repetition, challenging students to say the tongue-twister faster if they are doing it easily and telling them to slow down if it is too difficult.

### WORKBOOK ANSWERS

- 1 dr: 1, 4, 7, 8  
fr: 2, 3, 5, 6  
2 1 dr 2 fr 3 dr 4 dr 5 dr 6 fr  
7 fr 8 fr  
3 1 frog 2 freckles 3 fruit 4 frying  
1 driver 2 drummer 3 drinking  
4 drawing

Try! Answers will vary.

### Further practice / Homework

Workbook page 73

## Unit 6 Project and Value

page 82

### Lesson objectives

Understand why it is important to work hard to help other people.

Make a work plan showing how you help other people.

### Value

Work hard to help other people.

### Materials

Poster paper; colored pencils / pens; rulers; Unit 6 Stickers; Workbook page 74

### Warm up

Write the word *Help* in the center of the board. Ask students who helps them (at home / at school / in the community). Write their answers on one side of the board. Ask students how each person on the board helps them. Then ask students how they help other people (at home / at school / in the community). Write their suggestions on the other side of the board. Ask students to suggest other ways they could help people at home / at school / in the community. Take all suggestions, and encourage all students to contribute to the discussion.

### 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 students why it is important to work hard to help other people. (*Because helping other people shows that we care about them, and makes their day better, and because other people often help us, so it's important to help them when we can.*) Tell students to take out their sticker sheets and find the sticker for *Jeb's Value*. Students stick the sticker in the space in their Student Books.

## A Work Plan

### Stage 1: Plan your project.

Divide the class into pairs. Explain to students that they are going to make a work plan showing how they help other people. But first they should start by discussing the things they already do to help other people, and the things they could do to help other people.

Allow students time to talk about the discussion questions in pairs and make lists of things they already do to help other people and things they could do to help other people. Monitor and help as needed, then have students compare their lists with other pairs. Invite pairs of students to report their ideas to the class.

**Unit 6 Project and Value**

# A Work Plan

**Materials**

- Poster paper
- Colored pencils
- Pens

**Stage 1: Plan your project.**

- Think about all the work that you do to help other people. In pairs, make a list.
- Discuss other things you could do to help your family and people in your community.

**Stage 2: Develop your project.**

- Make a work plan for the next week. Add something to your plan that you don't usually do.
- During the week, mark (✓) the work as you do it and write descriptions of what you did.
- At the end of the week, bring your work plans to school.

**Stage 3: Share your project.**

- Go around the classroom looking at your friends' work plans. Did everyone complete all of their plans? Find people who did the same jobs as you.
- Think about these questions in pairs, then discuss as a class. Which work did you enjoy? Which work was easy or difficult? Which work did other people appreciate?

**Stage 4: Evaluate your project.**

Save your Work Plan.

**My Work Plan**

Day	Activity	Description
Monday	Clean my room	
Tuesday	Help mom cook	
Wednesday	Walk the dog	
Thursday	Visit a neighbor	
Friday	Help dad fix a car	

### Stage 2: Develop your project.

Hand out sheets of poster paper for students to make their work plans. Tell students to make their own work plans, showing the days of the week and the things they plan to do to help other people on each day. They should include things they already do to help other people and at least one new thing that they don't usually do.

Encourage students to make their work plans colorful and attractive. Tell students to keep their work plans with them for the rest of the week. When they do one of the activities on their work plan, they should mark off the activity with a check mark (✓) and write a sentence about what they did on the bottom or on the back of their work plan. Students should bring their work plans to the next lesson to discuss what activities they did and how these activities helped people.

### Stage 3: Share your project.

In the next lesson, divide the class into groups of four or five to talk about the

discussion questions in Stage 3. Ask students to show their work plans to the group and discuss who did all of the activities on their work plan and who didn't complete their work plan. Students can compare activities and sentences and find out who did the same activities. Invite students to report their findings to the class.

### Stage 4: Evaluate your project.

Students grade their performance in each stage of the project in Activity 2 on page 74 of their Workbooks.

#### WORKBOOK ANSWERS

- Answers will vary.
- Answers will vary.
- Try! Answers will vary.

#### Further practice / Homework

Workbook page 74

**1 Look and write questions and answers.****1** What does she want to be when she grows up?

She wants to be a photographer.

**2** What does he want to be when he grows up?

He wants to be a mechanic.

**3** What does she want to be when she grows up?

She wants to be a singer.

**4** What does he want to be when he grows up?

He wants to be a firefighter.

**2 Write your answers.****What about You?**

What job does your mom or dad do?



Where does he/she work?



What do you want to be when you grow up?



What does your friend want to be when he/she grows up?



Name something that you must do at home.



Name something that you mustn't do at home.

**3 Ask and answer the questions with a friend.**

What job does your mom or dad do?

My dad is a doctor.

**Unit 6 Review**

page 83

**Lesson objectives**

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

**Language****Jobs, household verbs:** What does he/she/do you want to be when he/she grows/you grow up? I/He/She want(s) to be a photographer.

Must / mustn't

**Materials**

Unit 6 Flashcards Set 1 (jobs); Workbook page 75

**Warm up**

Stick six or eight of the jobs flashcards on the board. Point to the flashcards and ask students to say the words. Tell students to look at the flashcards for about twenty

seconds. Tell students to close their eyes. Remove the flashcards from the board. Tell students to open their eyes. Ask students to tell you which flashcards were on the board. If you like, you can play this game in two teams. Once you have removed the flashcards, ask students from each team in turn to say the word for one of the flashcards. Award one point for each correct answer. If students in one team can't remember any more flashcards, pass to the other team.

**1 Look and write questions and answers.**

Point to the first photo and ask *What does she want to be when she grows up?* Elicit the answer *She wants to be a photographer.* Show students the example question and answer. Ask about the remaining photos and encourage students around the class to answer orally. Have students write the questions and answers on their own. Invite pairs of students to read out the questions and answers.

**2 Write your answers.**

Invite students to ask you the questions. Give model answers, using full sentences and grammar structures from the unit. Ask the questions to students around the class and encourage them to answer the questions about themselves, using full sentences. Have students work on their own to write answers to the questions in their books.

**Optional activity**

Fast finishers can write two or three more questions for their partner about jobs or rules. (For example, *What must / mustn't you do in the classroom? What job does your aunt/uncle/grandma do?*) Then swap work with their partner and write answers to each other's questions.

**3 Ask and answer the questions with a friend.**

Divide the class into pairs. Have students take turns interviewing their partners using the questions from the previous activity. Encourage students to compare their answers, discussing the similarities and differences. Confident students / classes can try to answer the questions without looking at their books. Invite pairs to act out interviews.

**Evaluation**

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

**Additional resources****The Unit 6 Test** can be given now.**The Units 4–6 Test** can be given now.**WORKBOOK ANSWERS**

- 1** 1 a journalist 2 does / she / pilot  
3 does / want to be when she grows up / wants to be an architect 4 What does / want to be when he grows up / He wants to be a mechanic. 5 What does / want to be when she grows up / She wants to be a singer.

- 2** 1 You must turn down the music.  
2 touch 3 drop 4 stand on  
5 sweep 6 clean 7 turn up  
8 pick up

**Try!** Answers will vary.

**Further practice / Homework**

Workbook page 75

# Unit 6 Review

## Game

page 84

### Lesson objectives

Review vocabulary and grammar structures from Units 5 and 6.

Provide an opportunity for collaboration and communication.

### Language

Landscape features; past simple forms of irregular verbs; jobs; household verbs

Past simple questions: *Did you (play tennis)? Yes, I did. No, I didn't.*

Past simple questions with *What/Where*: *Where did you run to? I ran to the island. What did he/she wear? He/She wore boots.*

*What do you / does he / she want to be when you / he / she grow(s) up? He / She wants to be a (pilot). I want to be a (mechanic).*

*Must / Mustn't: You must turn down the TV. You mustn't turn up the music.*

### Materials

Unit 5 and Unit 6 Flashcards  
(landscape features, past simple forms of irregular verbs, jobs and household verbs)

### Warm up

Use the flashcards to review landscape features, past simple forms of irregular verbs, jobs and household verbs. Divide the class into teams A and B. Invite a student from team A to come to the board. Stick four flashcards from one set and one flashcard from another set on the board. Ask the student to say the words for the flashcards, then say which flashcard is the odd one out. Repeat with students from each team in turn, awarding one point for each correct response. The team with the most points wins.

Stick one set of flashcards on the board. Choose one of the flashcards and say *I spy with my little eye, something beginning with (V).* The first student to raise their hand and call out the word you are thinking of (for example, *volcano*) can take a turn to choose another of the flashcards on the board and say the first letter for the rest of the class to guess the word.

### 1 Play Treasure Island Quest.

Focus students' attention on the game. Ask *What landscape features can you see?* Encourage students to say the words for all the landscape features on the map.

Ask students to read the questions under the map. Point to the pictures at the top of each column and find the matching landscape features on the treasure map.

**Game**

**1 Play Treasure Island Quest.**

**START**

**ANSWER ALL TO FIND THE TREASURE!**

- WHAT DID YOU SEE IN THE VILLAGE?
- WHAT DID YOU FIND IN THE JUNGLE?
- DID YOU SEE A VOLCANO?
- DID YOU FIND THE TREASURE?

Divide the class into pairs. If the class does not divide equally into pairs, you can have one group of three as well. This group could be made up of less confident students.

Ask students to find the starting point on the map, then ask them to find the treasure. Tell students that they need to follow the dotted line to get from the starting point to the treasure, and that to find the treasure they need to answer all of the questions. When they get to the jungle, they need to answer all of the questions in the jungle column. When they get to the mountains, they need to answer all of the questions in the mountains column, and so on. Tell the students that they need to ask and answer the questions together. When they have both answered a question, they can put a check mark in the box next to that question.

Model the game with students around the class. When students are confident about playing the game, they can play the game in pairs. Move around the class and

monitor students as they play the game. Help them if necessary by prompting them to ask the right questions, or helping them to phrase their answers correctly.

Ask students to tell the class what they thought of the game. They can discuss their ideas in their groups before reporting back to the class.

### Optional activity

Divide the class into two teams and play *Treasure Island Quest* as a class. Ask the questions to students from each team in turn. If a team does not answer a question with a grammatically correct answer, ask the same question to another student from the same team. When a team has answered all of the questions for the first landscape feature, they can move on to the next feature and the next set of questions. The first team to reach the treasure wins the game.



# Indonesia

Culture

1 Look at the pictures and mark (✓) what the text is about.

Art, Animals  
and Geography

Geography,  
Sports and Art

Geography,  
Dance and Art



2 Read and match the words with the definitions.

- |                |  |
|----------------|--|
| 1 Diverse      | a traditional craft making pictures on cloth |
| 2 Batik        | b different from each other                  |
| 3 Wayang kulit | c shows using wooden puppets                 |

Indonesia is a hot, tropical country in southeast Asia – between the Indian and Pacific Oceans. The country has many islands. Long ago, volcanoes formed these islands. There are still many active volcanoes in Indonesia today. The landscape is beautiful. It has jungles, beaches and mountains. There are small villages as well as big cities, like Jakarta, the capital city. The people are diverse. There are hundreds of different languages and traditions. Two important traditions in Indonesia are dance and drama. Typical dances and dramas tell the stories of the past. The dancers wear fantastic costumes and some wear masks on their faces. There are beautiful women and horrible monsters. You can also go to the theater to see traditional shows called *Wayang kulit*, where wooden puppets act out stories behind a screen.

Indonesians practice very old arts and crafts like woodcarving, and weaving. The most famous type of art in Indonesia is *batik*. *Batik* pictures are made on cloth, not paper. They have colorful shapes, flowers or animals. Sometimes they also tell stories of everyday life in Indonesia.



3 Read again and complete the Venn diagram.

Indonesia

Where I Live

Both  
villages

15

## Culture

page 85

### Lesson objectives

Understand a text about Indonesia.

Practice grammar and vocabulary from previous units in context.

Compare Indonesia to your country.

### Language

**Indonesia:** tropical, diverse, wood-carving, weaving, batik

### Materials

Globe / world map; Workbook page 114

### Warm up

Write the heading *Indonesia* in the center of the board. Ask students if they know anything about Indonesia (where it is, what you can see, what food people eat). Ask students to find Indonesia on a map. If students have trouble, give them clues, such as *It's in Asia. It's in the southeast.*

decide which one they think matches the word *diverse*. Show students the example line. Tell students to do the same for the other two words in Activity 2. Check answers by asking students to read out the words and the matching definitions.

Ask students if there are any other unknown words in the text. Tell them to read the sentences around these words and try to guess what the words mean. Invite students to share their guesses with the class. Tell the students to look up the words in their dictionaries to see if their guesses were correct. Ask students to share any interesting facts they learned from the text.

### 3 Read again and complete the Venn diagram.

Direct students' attention to the Venn diagram. Read out the headings. Explain that students should write things people can find in Indonesia but not in their country in the first circle, and things people can find in their country but not in Indonesia in the second circle. They should write things that people can find in Indonesia and in their country in the central, overlapping, circle. Copy the Venn diagram onto the board. Ask students to suggest words for each section of the Venn diagram.

Divide the class into pairs. Have students work together to complete the Venn diagram. They can find information about Indonesia in the text in Activity 2. If necessary, they can find information about their own country online or in a library. Invite students to present their completed Venn diagrams to the class and talk about the similarities and differences between Indonesia and their country.

### Optional activity

Ask students to write sentences about ways in which Indonesia and their country are the same or different. They can use the information in their Venn diagrams to help them.

### WORKBOOK ANSWERS

1 animals C batik C beach A costume B dancers B shapes C islands A women B cloth C mountains A/B

2 Indonesia: landscape: islands, volcanoes, mountains, villages traditions: drama, stories, puppets arts and crafts: crafts, batik, shapes Where I live: Answers will vary.

Try! Answers will vary.

### Further practice / Homework

Workbook page 114

## Review Story

pages 86–87

### Lesson objectives

Review vocabulary and grammar structures from Units 4 to 6 in the context of a story.

Understand and act out a story.

### Language

Vocabulary and grammar structures from Units 4–6

### Materials

• Track 63; Units 4–6 Flashcards Set 1 (places in a town, landscape features, jobs); Workbook page 117

### Warm up

Use the flashcards to play a game of *Odd One Out*. Choose three flashcards from one unit, and one flashcard from a different unit. Stick the flashcards on the board. The students have to say which flashcard does not belong with the others in the group. You can play this game in two teams if you like, showing sets of flashcards to each team in turn. Award one point for each correct answer. The team with the most points wins.

### Lead in

Write the heading *In the library* on the board. Ask students around the class to say how often they go to a library. Ask *What can you see/do in the library?* Elicit answers from around the class. Ask *What must/mustn't you do in the library?* Encourage students to suggest rules for a library using full sentences with *must* or *mustn't*.

Tell students to open their books and look at the story on pages 86–87. Ask students to say what places they can see in the story and to say who they think the children are talking to in frames 3–7.

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

Tell the students to look at the pictures on pages 86–87 in their books. Point to the first picture. Ask some questions to get students thinking about the story. For example, *Where are the children? What are they doing? What do you think they are talking about? Who are the two women?*

Go through the rest of the pictures very quickly and ask the students to tell you what they think the story is about and what they can see in the pictures. Take all their ideas but don't give the story away.

Divide the class into pairs. Read the first question aloud and ask students to look at the pictures in their books and answer. Ask students to read and discuss the second question with their partners. Invite volunteers to share their answers with the class.

The title page features the title "Mr. Barnaby" in large, colorful letters, with a small speech bubble icon above it. Below the title are four numbered panels illustrating scenes from the story:

- Panel 1:** A group of children are in a castle garden. One child says, "Luke, you must do your homework now. Your friends can look around the castle." Another child replies, "OK!"
- Panel 2:** Luke and his friends are exploring a castle. Luke says, "What's in there?" and another child replies, "It's the library. Let's go in!"
- Panel 3:** In the library, a boy asks, "Who are you?" and an older man replies, "I'm Mr. Barnaby, Luke's grandpa." The boy says, "Eek! I'm sorry. Did I scare you?"
- Panel 4:** Mr. Barnaby is sitting in a corner looking at a photograph album. He says, "Who's that?" and a child replies, "It's me! I was a pilot when I was younger." He then says, "Where did you go in your plane?" and the child replies, "I went all over the world. I had a lot of adventures."

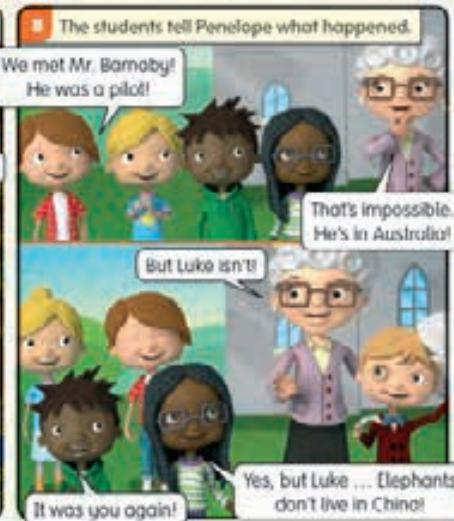
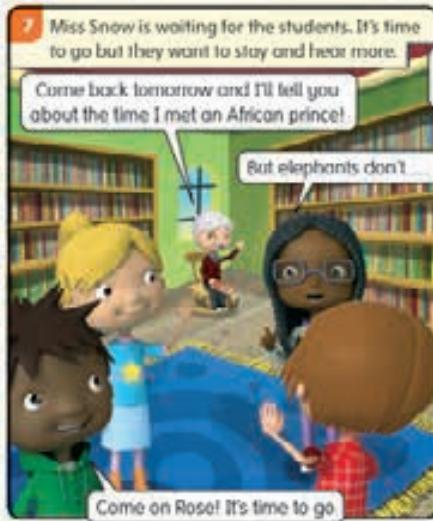
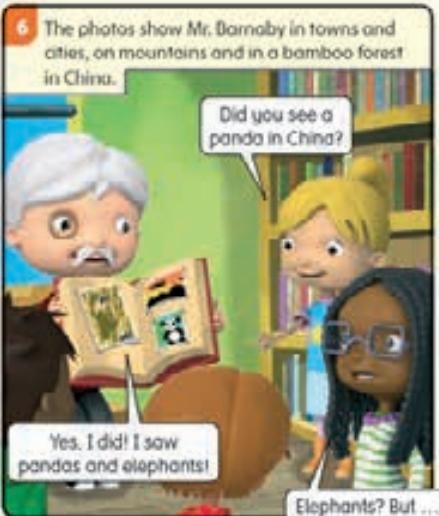
### 2 Listen and read along. Mark (✓) the things that the characters talk about. 63

Play the recording of the story up to the end of the first page. Ask the students *What happens next?* and encourage them to predict the next part of the story without looking at their books. Take suggestions from as many students as possible. Play the rest of the recording, encouraging the students to listen and follow the story in their books. Ask them if they were right about what happens next. Read out the words in Activity 2. Tell the class that the characters in the story talk about some of these things, but not all of these things. Tell the students to read the story again and decide which things the characters talk about. They should put a check mark in the box next to each thing the characters talk about. Allow the students time to complete this activity on their own, then check answers by asking *Do the characters talk about (elephants)?* Students answer yes or no. If they answer yes, ask them to read out the part of the

story in which the characters talk about this topic.

You may want to develop further discussion of the story by asking questions, such as *Who tells Luke to do his homework? What does June say about the library? What is "Mr. Barnaby" doing in the library? What does "Mr. Barnaby" show the children? What does Rose say about elephants?*

Personalize the story by asking students *What did your grandpa do when he was younger? Where did you go on vacation last year? What did you see/do there?*



### Act out the story.

#### Optional activity

Have a class discussion about the story and its theme. Ask the children to work in pairs. Tell them that you will ask a question and that they should give their answer to their partner. Ask questions to start the discussion: *Why do the children go into the library? How do they feel when they see "Mr. Barnaby"? Who do they think "Mr. Barnaby" is? What does "Mr. Barnaby" tell them about? What mistake does "Mr. Barnaby" make? Who is "Mr. Barnaby" really?*

Ask *Do you ever play jokes on your friends or family?* Invite students around the class to tell you if they have ever played a joke or trick, and to say what they did and what happened.

#### Optional activity

Tell the students to draw a picture showing one part of the story. Invite students to show their finished pictures to the class. The rest of the class should say what part of the story it is, who the characters are and what is happening in the picture.

Alternatively, you can tell the students to draw an extra frame for the story. Tell them to think about where the extra frame will go and what will happen in it. Ask them to draw the extra frame then write a short text and speech bubbles. They should write *This frame comes after frame (1)*. When the students have finished, display the pictures of the extra frames around the class.

### 3 Act out the story.

Divide the class into groups of eight students to act out the story. Assign each student a role: the narrator, Miss Snow, Jeb, Rose, June, Rory, Penelope and Luke. The students who play the role of Luke will also play the role of Mr. Barnaby. Students read through the story again and discuss ideas for props and actions for their parts. Encourage groups to take time to discuss each member's character. If there is time, students can write their lines out on pieces of paper instead of reading from their books. Have students practice the story with their actions and props. Monitor and help where necessary. Confident groups can close their books and try to act out the story from memory.

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

#### Optional activity

If you have audio or video recording facilities, you can record the groups performing the story. Play the recordings of the story back to the class.

#### WORKBOOK ANSWERS

- 1 1 must, e 2 mustn't, d 3 pilot, f  
4 see, a 5 go, b 6 don't live, c
- 2 C
- 3 1 Did you go to China? Yes, I did.  
2 Did you meet a king? Yes, I did.  
3 Did you buy a plane? No, I didn't.  
Try! He's in Australia.

#### Further practice / Homework

Workbook page 117

## Unit 7 Vocabulary

pages 88–89

### Lesson objectives

Identify injuries and illnesses.

Practice the use of new words for injuries and illnesses in spoken, written, and aural forms.

### Language

**Injuries and illnesses:** broken leg, bruise, cold, cough, cut, dizzy, earache, headache, sick, sore throat, stomachache, toothache

### Materials

① Tracks 64–65; Unit 7 Flashcards Set 1 (injuries and illnesses); Workbook pages 76–77

### Warm up

Tell students they are going to talk about different injuries and illnesses. Use the injuries and illnesses flashcards to introduce the vocabulary. Hold up each flashcard and say the words for the students to repeat in chorus. Show a set of flashcards, one after the other fairly fast, saying one word as you go. Students call Stop when the word and picture match.

### 1 Discuss with a friend. ①

Divide the class into pairs. Ask students to open their Student Books to page 88 and look at the picture. Ask *Where are they? (At the doctor's/a hospital.) How do they feel? (Ill/Sad)*. Read the title of the unit and elicit or explain that this is a picture of a special doctor's surgery. The doctor is a super doctor. Tell the class that all the people in the picture want to see the doctor because they are ill or injured. Read the first question aloud and ask students to discuss it with their partners. Encourage them to talk together to decide which people in the picture have injuries and which people have illnesses. Ask the first question and invite students around the class to point to the injured people in the picture or say the numbers. Ask students to read the second question together and take turns answering. Have pairs share some of their answers to compare with the class.

### 2 Listen and repeat. ① 64

Play the recording for students to repeat the vocabulary items in chorus and point to the correct items in the main picture. Play the recording again for individual students to repeat the words for the class. Ask questions to students around the class. For example, *Who has a (cut)? / Who feels (sick)?* Students call out the correct number. Explain that we use *feel* with *dizzy* and *sick*, but we use *have* with the other

# 7 The Super Doctor

### Vocabulary

1 Discuss with a friend.

- Which people have injuries?
- How do you feel today?

2 Listen and repeat.

3 Look and number the words. Complete the sentences.

10 broken leg	9 bruise	7 cold	1 cough	6 cut	8 dizzy	12 earache
11 headache	3 sick	2 sore throat	4 stomachache	5 toothache		

a He has a stomachache.      d He has a broken leg.

b He has a cut.      e She has a toothache.

c She feels dizzy and she has a bruise.      f He has a cough and a sore throat.

injuries and illnesses. Divide the class into two teams. Have students from each team in turn ask a question for the other team to answer. For example, *Who has (a cold)?* Award one point for each correct answer.

### 3 Look and number the words. Complete the sentences.

Direct students' attention to the main picture. Ask students to find the number 1. Ask *What's the matter with him? (He has a cough.)* Show students the example number 1 in Activity 3. Tell students to look at the rest of the numbers in the main picture, then write the correct numbers next to the words in Activity 3. Check answers by calling out the numbers and asking students around the class to say the correct words.

Point to the picture for item a. Ask students to find this boy in the main picture and call out the number. (4) Ask *What's the matter with him? (He has a stomachache.)* Read out the example sentence. Tell students to find the people in the main picture and complete the

sentences about them. Move around the class as students complete the activity on their own. If students have trouble, ask questions to prompt them. For example, *What number is he/she in the big picture? What's the matter with him/her?* Check answers by inviting students to read out the completed sentences.

### Optional activity

Say true or false sentences about the people in the main picture. For example, *Number 1 has a (headache). / Number 8 feels (dizzy).* Invite students around the class to respond *true* or *false* and encourage students to correct the false sentences. You can play this game in two teams if you like, saying sentences to each team in turn and awarding one point for each correct response and an extra point for each corrected false sentence.

### Additional resources

The Unit 7 Wordcards Set 1 can be used at any point in this lesson or later.

#### Read and complete the text.

feels have has a stomachache sore

My brother isn't in school this week.

He (1) has a broken leg! My mom isn't at work today because she has (2) a cough and a cold. She has a (3) sore throat, too.

I (4) have a cut on my arm and I am wearing a bandage.

My sister has a (5) stomachache because she ate a lot of candy this afternoon.

She (6) feels sick!

#### Look at the pictures and complete the lyrics. Listen and check.



I feel dizzy, she feels (1) sick!

Doctor, give us some medicine! Quick!

I have a bruise here, he has a cut there,

But the Super Doctor is everywhere!

What's going on? Are you ok?

No, we're not. What can we do?

She has a toothache, he has a broken leg,

I have a (2) headache and an

(3) earache, too.

I feel dizzy ...

What's going on? Are you ok?

No, we're not. What can we do?

I have a stomachache, she has a

(4) cold.

He has a (5) cough and a sore throat, too.



#### Play Mime and Guess with a friend.



#### 4 Read and complete the text.

Direct students' attention to the text. Read out the first sentence. Read out the next sentence with the example. Ask students to look at the words in the box and say whether any of the other words could complete this sentence. (No.) Tell students to read the rest of the text and complete the gaps with the words in the box. Only one word will fit in each gap. Students complete the text on their own. Move around the class as they work and help if necessary. Check answers by inviting students to read out sentences from the completed text.

#### 5 Look at the pictures and complete the lyrics. Listen and check.

Direct students' attention to the photos above the song lyrics. Point to each photo and ask students to name the illnesses. Read out the first line of the song, up to the example. Ask students to look at photo 1 and say which word completes this line. (Sick.) Show students the

example. Tell students to read the rest of the song, look at the photos and write the correct words to complete the lyrics. Have students complete the activity on their own. Play the recording for students to check their answers.

Play the recording of the song again, pointing to each of the injuries and illness in the main picture on page 88 as they are mentioned. Ask students to think of a mime or an action for each injury and illness. They can use the main picture to give them ideas. Play the recording again for the students to mime the injuries and illnesses as they are mentioned. Play the recording once more and sing along with the students. Have them follow the lyrics in the book as they sing. If you like, you can invite some groups of students to sing and perform their actions for the class, along with the recording.

#### 6 Play Mime and Guess with a friend.

Direct students' attention to the sample language in the speech bubbles. Read

the speech bubbles aloud while students follow along. Focus attention on the boy in the photo. Tell the class that the boy is doing an action for one of the illnesses or injuries and the girl is guessing what is wrong with him. Mime a few illness and injuries and encourage the class to guess what is wrong with you. Invite a few students to mime illnesses or injuries for the rest of the class to guess. Divide the class into pairs to play the game together. Monitor and help if necessary by suggesting illnesses or injuries for students to mime, or by helping students to think of actions. Invite confident pairs of students to model the game for the class.

#### Optional activity

If you have time, you can play *Mime and Guess* in two teams. Students from each team in turn mime an illness or injury for the other team to guess. Award one point for each correct guess.

#### WORKBOOK ANSWERS

- 1 6 broken leg 10 bruise 4 cold  
3 cough 12 cut 1 dizzy 9 earache  
8 headache 7 sick 11 sore throat  
5 stomachache 2 toothache

2 I have a / an: cold, earache, headache, stomachache

I feel: dizzy, sick

Try! Answers will vary.

- 3 1 isn't 2 feels 3 dizzy 4 has  
5 watching 6 wants  
4 1 dizzy 2 sorethroat 3 toothache  
4 cut 5 sick 6 earache

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.

Recognize and use injuries and illness vocabulary in context.

### Language

**Injuries and illnesses:** broken leg, bruise, cold, cough, cut, dizzy, earache, headache, sick, sore throat, stomachache, toothache; I feel, I have

**Review:** busy, lazy, jobs, lunch, feed the cat, watch TV, put away, tennis rackets, read, fair, fix, bike, favorite, tickets

**Extra:** relax, comic, feel ill, feel OK

Should: You should (go to bed). You shouldn't (eat candy).

### Materials

① Track 66; Unit 7 Flashcards Set 1 (injuries and illnesses); Unit 7 Storycards; DVD Unit 7 Story; Workbook pages 78–79

### Warm up

Hold up the injuries and illnesses flashcards, one at a time, and ask students to say the words in chorus. Invite a student to come to the front of the class. Show the student one of the flashcards without letting the rest of the class see it. Tell the student to mime the injury on the flashcard. The first student to call out the correct word can come to the front of the class and mime the next word for the class.

### Lead in

Write *You should ...* on the board, then write the following phrases: *go to bed, go to the doctor, take medicine, stay at home, drink some water*. Tell the class that we use *should* to say that something is a good idea. Say *I have a (headache/sore throat/cold)*. *What should I do?* Encourage students to say *You should ...* and one of the phrases on the board. Ask students to say what they do when they have each of the illnesses.

### 1 Look at the pictures and discuss with a friend. ②

Hold up the first storycard. Ask questions to get students thinking about the story. *Who is the main character? Where is he? What is he doing? How do you think he feels?*

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 can see in the pictures. Take all their ideas but don't give the story away. Tell the students to look at the pictures on pages 90 and 91 in their books.

Divide the class into pairs. Read the first question aloud and ask students to look at the pictures and name the activities

### Unit 7 Reading

# Lazy Tom

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

1 What activities does Tom do in the story? 2 Where does he go at the end of the story?

### 2 Listen and read along. Match the sentences with the pictures.

I feel dizzy. 3 I feel OK. 7 I have a headache. 2 I have a stomachache. 4

The storycard consists of four panels. Panel 1 shows Tom sitting on a sofa, holding a remote control and a bowl of popcorn, with a TV screen showing a cartoon. A speech bubble says, "I love Saturdays. I can relax all day. Let's see what's on TV." Panel 2 shows Tom in a kitchen, looking tired and holding his head. His mom asks, "Tom, can you feed the cat, please?" Tom replies, "Not now. Mom. I have a headache." A note pinned to the wall says, "To clean the house, Tom has a headache." Panel 3 shows Tom in his bedroom, reading a comic book. His dad asks, "Tom, can you put away these tennis rackets, please?" Tom replies, "Sorry, Dad. I don't feel very well. I feel dizzy." A note pinned to the wall says, "Dad! You shouldn't read comics. You should go to bed!" Panel 4 shows Tom lying in bed, looking unwell. Jill asks, "Tom, can you fix my bike, please?" Tom replies, "Not now, Jill. I have a stomachache." A note pinned to the wall says, "Hmm. Another Saturday, another stomachache!"

that Tom does. Ask students to read and discuss the second question in pairs. Invite volunteers to share their answers.

### 2 Listen and read along. Match the sentences with the pictures. ③ 66

Read out the sentences in the box. Tell the class that each sentence matches one of the pictures in the story. Tell the students to listen to the story and follow it in their books. They should decide which picture goes with each sentence, then write the number for the matching picture next to each sentence in the box. Play the recording for students to listen and follow the story in their books. If necessary, you can suggest students use their index finger to follow the text as they listen.

Point to each of the pictures in the story and ask students to say what is happening in each picture. Read out the sentences in Activity 2, one at a time, and ask students to call out the correct numbers. Invite students around the class to suggest sentences for the remaining pictures.

### Optional activity

The storycard questions can be used here, or at any time after this point in the lesson to check comprehension. Play the recording, holding up the storycards one at a time. Point to key items or actions 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 students' understanding of the story. You may want to encourage further discussion of the story by asking more questions. For example, *Why does Tom lie? (Because he is lazy and he doesn't want to help.) Does his family know he is lying? (Yes.) Why does Tom say that he feels OK now? (Because he wants to go to the fair.)*



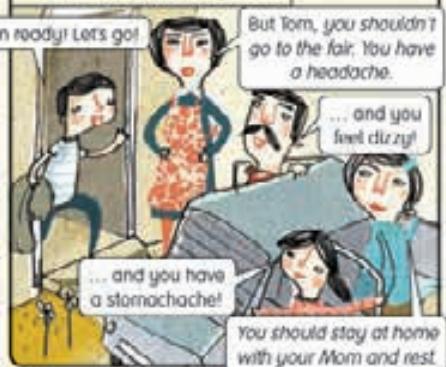
5 Tom hears a noise outside. He looks out of the window. It's Auntie Betty's car. She's his favorite auntie.



7 Tom isn't very happy. He doesn't feel ill. He wants to go to the fair.



6 Tom runs downstairs. He loves going to the fair. Auntie Betty, Dad and Jill are walking towards the car, but Mom stops Tom.



8 Tom finishes everything quickly. He learned his lesson. We mustn't lie! Mom is pleased. She takes him to the fair.



### 3 Act out the story.

91

#### Optional activity

Play the whole video, then tell the class to watch the story again and raise their hands every time Tom tells a lie. Play the video again for the students to watch and raise their hands. Ask students to say why it is bad to lie. (*Because people will find out and you will be in trouble / they will know you are not honest.*) Talk about why it is important to tell the truth and in which situations it is particularly important to be honest. Talk about the consequences of telling lies.

#### Optional activity

Play a game of *Who did it?* Ask questions about actions in the story. For example, *Who is lazy? Who wants Tom to feed the cat?* Students look at the story in their Student Books and call out the name of the character. You can play this game in two teams if you like, asking questions to students from each team in turn and awarding one point for each correct answer.

#### Additional resources

The Unit 7 Story Worksheet and the Unit 7 Reading Worksheet can be used at any point from here on.

### 3 Act out the story.

Divide the class into groups of six students to act out the story. Assign roles to the students: the narrator, Tom, Mom, Dad, Jill, Aunt Betty. Students read through the story again and discuss ideas for props and actions for their parts. Encourage groups to take time to discuss each member's

character. If there is time, students can write their lines out on pieces of paper instead of reading from their books. Have students practice the story with their actions and props. Monitor and help where necessary. For any groups that are having a problem with the dialogue, make sure they are using the key language (*I have / I feel / You should / shouldn't*) correctly. Confident groups can close their books and try to act out the story from memory. Bring one or two groups to the front of the class to act out the story for the rest of the class.

Personalize the story by asking *What do you do on Saturdays? What jobs do you do at home? How often do you help your mom / dad / brothers or sisters?*

#### Optional activity

Divide the class into groups of about five. Say *Tom has a (headache). What should he do?* Encourage students to look at the story again and say what advice Mom gives Tom when he says he has a headache. Repeat for *stomachache*. Ask students what advice they can give for other illnesses. For example, *Tom has a sore throat / has toothache / feels sick. What should he do?* Tell students to work in their groups to replace the illnesses and advice in the story to make a new story. Confident students can replace the activities in the story, too. Allow students time to practice their new stories in their groups, then invite groups of students to act out their stories for the class.

#### Optional activity

Ask the students to complete the story activities on pages 78–79 of the Workbook for homework. Students color the stars depending on how much they enjoyed the story.

#### WORKBOOK ANSWERS

- 1 put away the tennis rackets, fix Jill's bike  
his mom, his dad and his sister
  - 2 Images, left to right: 2, 1, 6, 5, 3, 4
  - 3 1 lazy 2 headache 3 watch TV  
4 bed 5 dizzy 6 stomachache  
7 doesn't 8 OK 9 helps 10 takes
- Try! Answers will vary.
- 4 1 c 2 e 3 a 4 d 5 b
  - 5 3
  - 6 Answers will vary.  
Try! Answers will vary.

#### Further practice / Homework

Workbook pages 78–79; Unit 7 Reading Worksheet; Unit 7 Story Worksheet

# Unit 7 Language

## Focus 1

pages 92–93

### Lesson objectives

Understand how to give advice.

Complete a dialogue giving advice.

Give advice about health problems.

### Language

**Injuries and illnesses:** broken leg, bruise, cold, cough, cut, dizzy, earache, headache, sick, sore throat, stomachache, toothache; I feel, I have  
Should: You should (go to bed). You shouldn't (eat candy).

### Materials

① Track 67; Workbook pages 80–81

### Warm up

Say *Oh! I feel ill!* Mime one of the illnesses from this unit. Invite students to guess what is wrong with you. When students guess correctly, say *Yes! I have (a headache)*. *What should I do?* Encourage students around the class to give you advice using *should*. Invite confident students to mime an illness for the rest of the class to guess, then ask the class for advice.

### 1 Look at pages 90–91. Circle the speaker.

Ask students to open their Student Books to pages 90–91. Ask students to tell you who the characters in the story are and what happens in the story. Tell students to turn to page 92 in their Student Books. Read out the first sentence. Ask *Who says this?* Tell students to look back at the story on pages 90–91 and find which character said the sentence. (*Mom.*) Show students the example circle. Tell students to read the rest of the sentences, find out who said each sentence, then circle the correct name. Have students complete the activity on their own, then check answers in pairs. Check answers with the class by reading out the sentences and asking *Who said it?* about each sentence.

### 2 Listen and number the pictures. Circle the words.

① 67

Tell the students to look at the pictures and name the illnesses or injuries. Play the first item on the recording. Ask students to say which picture the recording was about. (*Picture c.*) Show the students the example number 1 in the box for picture c. Play the rest of the recording for students to listen and write the numbers in the boxes for the correct pictures.

Point to the first picture and ask *What's wrong with Tom? (He has a cold.)* Read out the sentence under the first picture, with both answer options. Ask the class if it is

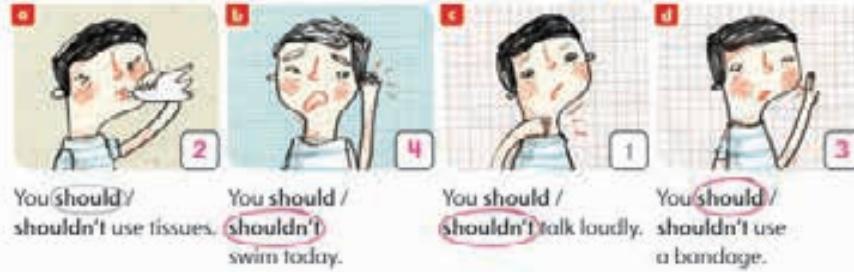
### Unit 7 Language Focus 1

#### 1 Look at pages 90–91. Circle the speaker.

- 1 You shouldn't watch TV. You should go to bed.
- 2 You shouldn't read comics. You should go to bed.
- 3 You shouldn't go to the fair.
- 4 You should stay at home with your Mom and rest.

Mom	Dad
Dad	Mom
Betty	Betty
Betty	Mom

#### 2 Listen and number the pictures. Circle the words.



#### 3 Look and complete the dialogues.



a good idea or a bad idea to use tissues when you have a cold. (*It's a good idea.*) Explain that we use *should* to say that something is a good idea and *shouldn't* to say that something is a bad idea. Ask students which word is correct in this sentence. (*Should.*) Tell students to look at the pictures, read the rest of the sentences and circle *should* or *shouldn't* to give advice to Tom. Check answers by asking students to read out the sentences with the correct words.

### 3 Look and complete the dialogues.

Focus attention on the pictures in Activity 3. Ask *What's wrong with Tom?* about each picture. Encourage students to respond with full sentences. For example, *He (has a stomachache).* Point to the first picture and say *Tom has a stomachache.* *What should he do?* Elicit advice from students around the class. Read out the example exchange. Tell students that they need to write a sentence from Tom saying what is wrong with him, then a sentence

from someone else giving Tom advice. Make sure that students understand that they can use *should* or *shouldn't* to give advice, depending on whether the action in the sentence is a good idea or a bad idea. Have students complete the activity on their own. They can look at the Grammar box to help them. Ask pairs of students to read out exchanges from the dialogue.

### Optional activity

Divide the class into two teams. Students from each team in turn say sentences for the other team about what is wrong with them. Students from the other team give advice using *should* or *shouldn't*. Students can use the sentences in Activities 2 and 3 as models. Award one point for each grammatically correct piece of advice. The team with the most points wins.

### Additional resources

The Unit 7 Language Focus 1 Worksheet can be used at any point from here on.

#### 4 Look and match the sentences with the pictures. Write the advice.



- 1 You shouldn't go by car. 2 You should go to the store. 3 You should turn down the music. 4 You shouldn't eat that cake.

#### Grammar

You should sit down / go to bed. You shouldn't watch TV / eat sweets.

#### 5 Write advice for a friend who is dizzy, has a headache and a toothache.

You should sit down and ...

#### 6 Do a role play with a friend.



#### 4 Look and match the sentences with the pictures. Write the advice.

Focus attention on the photos. Ask students to tell you what they can see, what the people are doing, and what they think the problem is in each photo. Read out the sentences in the speech bubbles. Ask students which sentence they think goes with the first photo. (*There's a lot of traffic.*) Show the students the example line. Read out the phrases in the box below the photos. Ask students which phrase they think gives advice for the first photo. (*You shouldn't go by car.*) Remind the students that the phrases could be good ideas or bad ideas, and that we use *should* to say that something is a good idea and *shouldn't* to say that something is a bad idea. Read out the example piece of advice and ask students if it is a good idea or a bad idea to go by car. (*A bad idea.*) Have students complete the activity on their own. They can use the Grammar box to help them. Tell students to compare answers with a partner. Check answers by

asking pairs of students to read out the speech bubbles and advice for each photo.

#### Optional activity

Write some more problems on the board. For example, *I'm cold. / I'm late for school. / I'm tired. / I can't do my homework. / I'm hungry.* Ask students around the class to give advice using *should* or *shouldn't*.

#### 5 Write advice for a friend who is dizzy, has a headache and a toothache.

Tell the class that they are going to write some advice for a friend who has health problems. Write the words *dizzy*, *headache* and *toothache* on the board. Say *I feel dizzy. What should I do?* Elicit advice from students around the class. Say *I feel dizzy. What shouldn't I do?* Elicit more advice from around the class. Repeat for the other two health problems on the board.

Read out the example and tell students that they can add to this sentence or start a new sentence, giving their own advice to someone who is dizzy, has a headache and a toothache. Remind students that they can use *should* to tell their friend what it is a good idea to do, and *shouldn't* to tell their friend what it is a bad idea to do.

Students write their advice in their notebooks. If students have trouble, refer them to the Grammar box. Invite students to read out their advice.

#### 6 Do a role play with a friend.

Read out the sample speech in the speech bubbles. Mime a few illnesses or injuries and encourage students to do the role play with you, as in the example. Students then role play in pairs, taking turns to mime an illness or injury or to give advice. Move around the class and monitor the students. Check that they are using the correct grammar structures. Invite confident pairs of students to perform their role plays for the class.

#### Optional activity

Have a spelling test with words from the lesson. Tell the children to close their books. Dictate these words: *stomachache*, *should*, *shouldn't*, *bandage*, *tissues*, *doctor*, *dentist*, *dizzy*. The children write the words and then check their spellings by looking for the words on pages 92–93

#### WORKBOOK ANSWERS

- 1 1 ✓ 2 X 3 ✓ 4 X 5 ✓  
2 1 should 2 shouldn't 3 shouldn't  
4 shouldn't 5 should  
3 1 sick / drink water / eat candy  
2 cut / put on an adhesive bandage / walk

Try! Answers will vary.

- 4 1 watch TV / go to bed 2 have some fruit / eat a lot of candy 3 drink water / drink soda  
5 1 Maddie, you should rest. You shouldn't play soccer. 2 drink water. You shouldn't eat cookies. 3 you shouldn't listen to loud music. You should take some medicine.

Try! Answers will vary.

#### Further practice / Homework

Workbook pages 80–81; Language Focus 1 Worksheet

# Unit 7 Language

## Focus 2

pages 94–95

### Lesson objectives

Learn vocabulary related to housework.

Learn how to ask for help.

Practice asking for help and vocabulary related to housework through a song and follow-up activities.

### Language

**Housework:** *wipe the sink, make the lunch, lay the table, fold the laundry, fix the bike, put away the dishes, pick up the toys, hang up the clothes*

*Can: Can you help me / him / her / us / them (lay the table)?*

*Object pronouns: I / me, he / him, she / her, we / us, they / them*

### Materials

① Track 68; Unit 7 Flashcards Set 2 (household tasks); Unit 7 Wordcards (household chores); Workbook pages 82–83, 125

### Warm up

Write the heading *Housework* on the board. Tell the class what household chores you do every day, miming the activities to help students understand. Ask the class to tell you what household chores they do. Write their answers on the board around the main heading. If students don't know the word for a chore, they can mime doing the activity. Ask other students if they know the word being mimed. If not, model the word for the students and write it on the board. Ask students to say how often they do each of the chores on the board.

Use the household tasks flashcards to present the vocabulary related to housework. Hold up the flashcards, one at a time, and model the words for the class to repeat chorally. Hold up the flashcards and ask students around the class to repeat the words individually after you. Divide the class into two teams. Stick the household tasks flashcards and wordcards on the board. Invite students from each team in turn to come to the board. Say one of the words. The students point to the flashcard and the matching wordcard. Award one point for each correct response.

### 1 Look and mark (✓) the sentences.

Point to the first picture and ask *Is he folding the laundry? (No.) Is he setting the table? (Yes.)* Show the class the example check mark in the box for *set the table*.

Point to the second picture and ask *Is she fixing the bike? (No.) Is she wiping the sink? (Yes.)*

### Unit 7 Language Focus 2



#### 1 Look and mark (✓) the sentences.



set the table

fold the laundry



fix the bike

wipe the sink



hang the clothes

pick up the toys



make the lunch

fold the laundry



make the lunch

pick up the toys



fix the bike

set the table



wipe the sink

put away the dishes



hang the clothes

fold the laundry

#### 2 Read and underline the words you see from Activity 1.

Listen and sing along.

Can you help me set the table and wipe the sink?

Can you help me pick up the toys?

Can you help me fold the laundry?

Can you help me today?

It's good to help your family every day!

It's good to help, oh yeah, it's good to help.

It's good to help, oh yeah, it's good to help.

Help me, help them, help everyone!

Oh yeah, it's good to help!

Can you help me make the lunch and fix the bike?

Can you help me put away the dishes?

Can you help me hang the clothes?

Can you help me today?

It's good to help your family every day!

It's good to help ...

(Yes.) Ask students to read out the correct phrase for this picture (*wipe the sink*), then put a check mark in the box next to the correct phrase.

Allow students time to complete the rest of the activity. Check answers by pointing to each of the pictures and asking students to read out the correct phrases.

Say *Look at picture (1). What's he doing?*

Encourage students to answer using full sentences. For example, *He's setting the table.* Encourage students to ask and answer questions like this in pairs.

#### 2 Read and underline the words you see from Activity 1. Listen and sing along. ① 68

Model making requests with *can*. Ask students around the class *Can you (come here / give me your pen / hold this book / stand up / sit down), please?* Encourage the students to do what you ask. Explain that we use *can* to make requests.

Read out the first line of the song. Ask students what the singer wants people

to do. (*Help to set the table and wipe the sink.*) Ask students which phrases from this line are in Activity 2. (*Set the table / wipe the sink.*) Show students the example line under *set the table*. Tell students to underline the phrase *wipe the sink*. Allow students time to read the rest of the lyrics and underline the phrases that appear in Activity 1. Play the recording for students to listen to the song. Tell them to raise their hands when they hear a phrase from Activity 1. Play the song again for the class to sing along to.

#### Optional activity

Divide the class into groups of five or six. Tell students to work in their groups to decide on actions for the household chores in the song. Give students a few minutes to practice doing actions along with the song. Groups can then perform their actions to the music for the rest of the class. Have the class sing along while they watch each group perform their actions.

#### 4 Read and complete the requests.

- 1 Fred is picking up his toys. Can you help him, please?
- 2 I'm putting away the dishes. Can you help me, please?
- 3 Mom and I are making the lunch. Can you help us, please?
- 4 Maria is setting the table. Can you help her, please?
- 5 Tom and Sally are fixing their bikes. Can you help them, please?

#### Grammar

Can you help

me / him / her /

us / them:

wipe the sink?

set the table?

I → me he → him she → her

we → us they → them

#### 5 Look at the pictures and write requests.



1 Can you help him pick up the toys, please?

2 Can you help her set the table, please?

3 Can you help them fold the laundry, please?

4 Can you help me make lunch, please?

5 Can you help them fix the bike, please?

#### 6 Ask and answer with a friend. Circle the differences.



Can you help her pick  
up the toys, please?

That's different!



#### 3 Read and complete the requests.

Write *I'm busy. Can you help me today, please?* on the board. Underline the words *I* and *me*. Repeat with the sentences *He's / She's / We're / They're busy. Can you help him / her / us / them, today, please?* Underline the pronouns *He / She / We / They* and *him / her / us / them*.

Explain to students that when we make a request with *can* we use an object pronoun (*me / him / her / us / them*). Write gapped sentences on the board. For example, *Ben is doing his homework. Can you help ..., please? / Sarah is setting the table. Can you help ..., please? / We're going to the supermarket. Can you come with ..., please? / They're folding the laundry. Can you help ..., please? / I'm washing the dishes. Can you help ..., please?* Ask students to say the correct word for each gap, or to come to the board and complete the requests with the correct words.

Read out the first sentence in Activity 4, item 1. Ask students who the sentence is about. (*Fred*) Ask students which object

pronoun goes with *Fred*. (*Him*) Read out the request in item 1 and show students the example. Have students complete the remaining requests on their own. If they have trouble, refer them to the Grammar box. Check answers by asking students to read out the completed requests.

#### Additional resources

The Unit 7 Language Focus 2 Worksheet can be used at any point from here on.

#### 4 Look at the pictures and write requests.

Point to the photos and ask students to say where the people are and what they are doing. Ask students around the class to suggest what request each person in the photos might be making. Show the class the example request for photo 1. Read the example aloud. Tell the students to write requests for the remaining photos. Students should write the requests on their own, referring to the Grammar box if necessary. They can then compare work

with a partner. Check answers by asking students to read out their requests.

#### 5 Ask and answer with a friend.

**Circle the differences. Workbook page 125**

Read the example exchange aloud. Divide the class into pairs and assign each student A or B. Tell the students to open their Workbooks to page 125 and look at the correct picture for their letter. Read out the instructions. Tell students that they should look at their pictures and think about who is doing each household chore. They should then write five requests asking their partner to help with the chores. Students look at their pictures and write their sentences in their notebooks. They then take turns to read out one of their requests to their partner. Their partner looks at his / her own picture and decides whether the request works for his / her picture, or whether a different person is doing the chore in his / her picture. The students circle the differences in their pictures. Model the activity for the class with a confident student, then allow the students to work in pairs. Monitor and help if necessary. Invite confident pairs to model the activity for the class.

#### WORKBOOK ANSWERS

- 1 1 wipe the sink 2 pick up the toys
- 3 hang the clothes 4 put away the dishes 5 fix the bike 6 set the table 7 fold the laundry 8 make the lunch

- 2 1 Can you help me wipe the sink, please? 2 Can you help me put away the dishes, please? 3 Can you help me set the table, please? 4 Can you help me fold the laundry, please?

Try! Answers will vary.

- 3 1 Can you help him, please? 2 her 3 help him 4 Can you help us, please?

- 4 1 paint the wall 2 her set the table 3 help them make the lunch 4 Can you help me hang the clothes, please?

Try! Answers will vary.

#### Further practice / Homework

Workbook pages 82–83; Unit 7 Language Focus 2 Worksheet

## Unit 7 CLIL

pages 96–97

### Lesson objectives

Understand a text about the five senses: smell, taste, sight, hearing and touch.

Complete a word web and make word webs.

Complete a postcard.

Write a postcard.

Provide links with other areas of the curriculum and an opportunity for creative project work.

### Language

**Core vocabulary:** sense of (smell), smell, taste, sight, hearing, touch, look, feel, sound, perfume, shiny, dull, tongue, salty, sweet, sour, bitter, rough, smooth, skin

**Reviewed vocabulary:** candy, chips, lemons, coffee, nose, eyes, glass, snail, lion, mouse, ears, loud, quiet, stone, feather, hard, soft, nice, wet, dry

### Materials

• Track 69; Workbook page 84

### Warm up

Write the heading *Senses* on the board. Ask the class if they know how we sense things / how we know what things are like. Elicit the words *eyes, nose, tongue, ears, skin* by asking *How do you know what things (look / smell / sound / feel / taste) like?* Tell the class that our eyes give us our sense of **sight**, our noses give us our sense of **smell**, our tongues give us our sense of **taste**, our ears give us our sense of **hearing** and our skin gives us our sense of **touch**. Write these words on the board, under the words for the correct parts of the body. Ask students to name things that you can see / hear / smell / touch / taste.

### 1 Read and complete the text.

**Listen and check.** • 69

Read out the words in the box. Tell students to read the text and write the words from the box in the correct gaps. Play the recording for students to check their answers. Explain the meaning of any unknown words in the text, or have students look them up in their dictionaries. Ask students to share any interesting facts they learned from the text.

### 2 Read again and complete the word web. Make word webs for the other senses.

Copy the word web onto the board and ask students around the class to suggest words from the text for each gap. Complete the word web on the board, then have students copy it into their

## Unit 7 CLIL Science

### 1 Read and complete the text. Listen and check.

ears eyes tongue nose skin

You have five senses: you can see, hear, taste, smell and touch things. You use different parts of your body for each sense. These are called *sense organs*. Information from your sense organs moves along your nerves to your brain. Then, your brain uses the information to help you understand the world.

#### The Sense of Sight

You see when light enters your (1) **eyes**. There are a lot of words we can use to describe what we can see. For example, a glass looks shiny and a small looks dull. We can also describe colors and shapes.



#### The Sense of Hearing

You hear when sound waves enter your (2) **ears**. Sounds can be loud or quiet. For example, a lion sounds loud and a mouse sounds quiet. Some animals can hear sounds that humans can't because they have a very good sense of hearing.



#### The Sense of Taste

You taste with your (3) **tongue**. Some things, like candy, taste sweet. Other things, like chips, taste salty. Lemons taste sour and coffee tastes bitter.



#### The Sense of Smell

You smell with your (4) **nose**. Some things, like perfume, smell nice. Old shoes don't smell nice! Laundry can smell dry or wet.

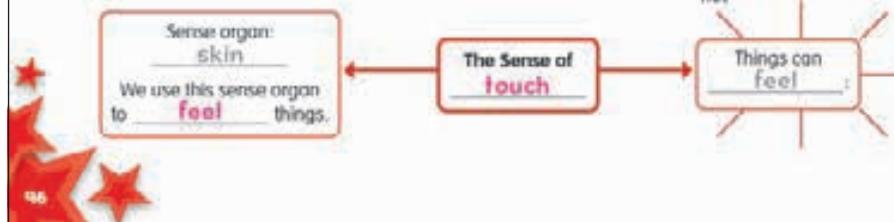


#### The Sense of Touch

You touch with your (5) **skin**. Your sense of touch tells you when things are hot or cold. It also tells you that stones feel hard, feathers feel soft, a tree feels rough and a glass feels smooth.



### 2 Read again and complete the word web. Make word webs for the other senses.



notebooks. Draw a word web for the sense of sight on the board and complete the central box. Elicit ideas for the other two boxes and the spokes from the right-hand box from the class. Complete the word web on the board. Have students make word webs for the remaining senses in their notebooks.

### Project connection

You can choose to do Stage 1 of the project on page 70 at any point from here on.

### Additional resources

The Unit 7 CLIL Worksheet and CLIL Cards can be used at any point from here on.

### 3 Complete the Postcard with words from Activities 1 and 2.

Direct students' attention to the postcard and ask. *What is this? (A postcard.) Who is it to? (Grandma / Mrs. Stevens.) Who is it from? (Andy.) What does Andy write about? (Things he can see / hear / feel / taste / smell on his vacation.)* Read out the first part of

the postcard, up to the example. Focus attention on the example and tell students that they will find the words they need for each gap in the text in Activity 1 or in the word web in Activity 2. Have students read through the postcard and complete it on their own by writing the correct word in each gap. Invite students to read out sentences from the completed postcard.

### 4 Write a Postcard from a different place.

Tell students they are going to write their own postcard, similar to the one in the previous activity, but about their own choice of place. They can choose a place they have visited, or they can find out about a place they want to visit online. When writing their postcards, students should use similar structures to those in the postcard in Activity 3. When students have finished writing, have them swap work with a partner and check for mistakes. Have students practice reading out their postcards to their partner.



**3 Complete the Postcard with words from Activities 1 and 2.**

Hi Grandma,  
I hope you're well. I'm at the beach with my friend, Tom. I can (1) see the sea. It's blue and it (2) looks beautiful. I like climbing on the rocks. They are hard but they (3) feel smooth, too. I can (4) hear some small children playing. They (5) sound very loud! I'm eating cheese sandwiches for lunch. They (6) taste delicious. We aren't sitting near the trash cans because the trash (7) smells bad!

See you soon,

Andy



**4 Write a Postcard from a different place.**

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

**2 Listen and repeat the sentences.**



A thin man throws three thermometers to the doctor for Thelma's sore throat.



Trevor plays the triangle on a train between a tree and some traffic lights.

## Phonics

### Optional activity

The Unit 7 CLIL Video on the Level 4 DVD shows students some information about the Baishaki Mela festival. There is also a CLIL Video Worksheet.

Play the video. Pause at various points to check understanding with comprehension questions. *Where is Bengal? Where are the people celebrating? What can you see? What can you hear? What food are people eating? What does rice taste like? What's your favorite festival?*

### WORKBOOK ANSWERS

- 1 Top down: 1, 2, 3, 5, 4
- 2 1 see, d 2 hear, b 3 taste, e  
4 smell, c 5 feel, a
- 3 Sense organ: eyes, ears, nose, tongue, skin; We use it to: see, hear, smell, taste, feel; Example: Answers will vary.

Try! Answers will vary.

### Further practice / Homework

Workbook page 84; Unit 7 CLIL Worksheet;  
Unit 7 CLIL Video Worksheet

**1 Listen and number the pictures.  
Listen again and repeat. 70**

Give students some time to look over the pictures. Play the recording and pause after the first word. Ask students to point to the correct item / action in the first picture. (*Throw.*) Ask *What's the word?* (*Throw.*) Show students the example number 1 in the box. Play the rest of the recording for students to listen and write numbers in the boxes for each item / action. Play the recording again, pausing after each item and asking *What's number 1?*

### LEARNING TO LEARN

By learning a group of words with a common sound, students are preparing the foundations for recognizing and categorizing words with the same sound in their future learning. You can prepare a wall chart for words beginning with the sounds /θ/ and /tr/ and adding to it every time they come across a new word with these sounds.

**2 Listen and repeat the sentences. 71**

Play the recording of the first sentence. Play the recording again and have students repeat chorally this time. Repeat for both sentences. Encourage students to practice the tongue-twister in pairs, then perform it for the class.

### WORKBOOK ANSWERS

- 1 th: 1, 5, 7, 8  
tr: 2, 3, 4, 6
- 2 1 tr 2 tr 3 th 4 th 5 tr 6 th  
7 tr 8 th
- 3 1 thin 2 throws 3 thermometers  
4 throat  
1 triangle 2 train 3 tree 4 traffic lights

Try! Answers will vary.

### Further practice / Homework

Workbook page 85

## Phonics

page 97

### Learning objectives

Practice pronunciation of the sounds /θ/ and /tr/.

Practice listening to, reading and saying words with the sounds /θ/ and /tr/.

### Materials

Tracks 70–71; Workbook page 85

### Warm up

Ask students to open their Student Books to page 97 and look at the first picture in the phonics section. Ask *What is the thin man doing?* (*Throwing three thermometers.*) *What's wrong with the woman?* (*She has a sore throat.*) Ask students to look at the second picture and ask *Where is the boy?* (*On a train.*) *What is he doing?* (*Playing the triangle.*)

## Unit 7 Project and Value

page 98

### Lesson objectives

Understand the importance of protecting your sense organs and keeping them healthy.

Make a senses leaflet.

### Value

Your sense organs are important.

Protect them and keep them healthy.

### Materials

Poster board; paper; pens; glue; scissors; old magazines or pictures from the Internet; Unit 7 Stickers; items for students to look at / smell / touch / taste (see Warm up); Workbook page 86

### Warm up

Arrange items for students to look at / smell / touch / taste (such as stones, feathers, fabrics, lemons, chocolate, chips, perfume, onions) on a table with plenty of space around it. Alternatively, arrange the class in groups and place a few things on a table for each group. Encourage students to look at / smell / feel / taste the items and say what each item looks / smells / feels / tastes like.

### 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 students why it is important to protect your sense organs and keep them healthy. (*Because we need our sense organs to help us to understand the world around us and to enjoy beautiful sights, sounds and smells and nice tastes and textures.*) Ask students how we can protect our sense organs. (*By keeping them clean, by going to the doctor when we have a health problem with one of our sense organs and by protecting them from harm, such as by wearing sunglasses on bright days, not playing music too loudly, and so on.*) Tell students to take out their sticker sheets and find the sticker for *Jeb's Value*. Students stick the sticker in the space in their Student Books.

### Senses Leaflet

#### Stage 1: Plan your project.

Divide the class into pairs. Explain to them that they are going to make a Senses Leaflet showing how we can protect our sense organs and keep them healthy, but first they should start by discussing ways to protect the different sense organs. Have pairs of students brainstorm answers to the discussion questions and make a list

#### Unit 7 Project and Value

## Senses Leaflet

### Materials

- ★ Poster board; paper, pens, glue, scissors
- ★ Old magazines or pictures from the internet

### Stage 1: Plan your project.

- 1 Brainstorm ways in which we can protect our sense organs and keep them healthy. Think about special elements, like sun cream to protect our skin, and actions, like washing our hands after touching animals or before eating.
- 2 Make a list with a friend. Write down your ideas for each sense organ.

### Stage 2: Develop your project.

- 1 In pairs, make a leaflet to tell people how to take care of their sense organs. Make a title page and put a different sense organ on each page of the leaflet.

### Stage 3: Share your project.

- 1 Look at everyone's leaflets. Which ideas do you think are the most important? Which things do you always do? Which things do you never do?
- 2 Display the leaflets in your school or local area.

### Stage 4: Evaluate your project.

Save your Project Record.



of ways to look after the sense organs (nose, eyes, ears, skin, tongue). Students discuss why each sense organ needs to be protected, what it needs to be protected from, and how we can protect it.

### Stage 2: Develop your project.

Show students how to make a leaflet like the one in the example by folding a sheet of paper in two places.

Allow students time to make their leaflets by writing advice on how to protect each sense organ and illustrating their ideas with pictures or photos. Remind students to use *should / shouldn't* to give advice. Ask questions about the students' leaflets. For example, *How can you protect your (nose)? Why are our (ears) important?* Encourage fast finishers to help other students.

### Stage 3: Share your project.

Have the students display their finished leaflets on their tables. Divide the class so that some of the students are walking around investigating the other leaflets and some are staying by their tables to present

their leaflets and answer questions. Switch roles so that all students get a chance to look at other leaflets and to present their own.

Discuss the leaflets as a class, encouraging students to say which ideas they think are the most important, which things they always / usually / often do and which things they never do.

### Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Students grade their performance in each stage of the project in Activity 2 on page 86 of their Workbooks.

#### WORKBOOK ANSWERS

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

#### Further practice / Homework

Workbook page 86

**1** Look and write dialogues and requests.**1** I have a headache.

(drink / water)

You should drink some water.

**2** I have a toothache.

(go / dentist)

You should go to the dentist.

**3** I feel sick.

(eat / candy)

You shouldn't eat candy.

**4** (us)Can you help us make the  
lunch, please?**5** (her)Can you help her put away  
the dishes, please?**6** (him)Can you help him hang the  
clothes, please?**2** Write your answers.**What about You?**Imagine you don't feel very well.  
What's going on?Your friend has a stomachache.  
Give him / her some advice.Your friend feels dizzy.  
Give him / her some advice.You are folding the laundry.  
Ask someone to help you.Your friends are fixing a bike.  
Ask someone to help them.Think about something that you  
can see. What does it look like?**3** Ask and answer the questions with a friend.

You don't look very well. What's wrong?

I have a headache.

**Unit 7 Review**

page 99

**Lesson objectives**

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

**Language**

Injuries and illnesses, household chores

Should / shouldn't: You should (go to bed). You shouldn't (watch TV)

Can: Can you help me (set the table), please?

Object pronouns: I / me, he / him, she / her, we / us, they / them

**Materials**

Workbook page 87; Unit 7 Flashcards Set 1 (injuries and illnesses); Unit 7 Flashcards Set 2 (household chores)

**Warm up**

Hold up the injuries and illnesses flashcards and ask students to say the words. Play a game of *Memory Chain*. Ask students to stand up. Say a sentence, such as *I have a cold*. Invite a student to add an item to the sentence. For example, *I have a cold and a headache*. Repeat with students around the class. If a student can't remember the list of items, they have to sit down. The last student left standing is the winner. Repeat the game using household chores. For example, *Can you help me (set the table), please?*

**1 Look and write dialogues and requests.**

Direct students' attention to the pictures and ask students to identify the injuries and illnesses and the household chores. Show students the first set of words in parentheses and read out the example exchange. Have students work on their own to write the rest of the dialogues. Check answers as a class by asking pairs to read out their dialogues for the class.

**2 Write your answers.**

Explain to the students that the situations in this activity are imaginary, so there are no right or wrong answers. Read out the first question and elicit possible answers from students around the class. Remind them to use *can* to make a request and *should* to give advice. Have students work on their own to write the answers in their books.

**Optional activity**

Divide the class into two teams. Describe a situation to students from each team in turn. For example, *Your homework is difficult. Ask your mom to help you.* / *Your friend has a stomachache. Give him some advice.* Award one point for each correct response.

**3 Ask and answer the questions with a friend.**

Divide the class into pairs. Have students take turns asking and answering the questions from Activity 2. Arrange the class into different pairs to allow students to ask and answer with a new partner. Invite confident pairs to model asking and answering questions for the class.

**Evaluation**

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

**Additional resources**

The Unit 7 Test can be given now.

**WORKBOOK ANSWERS**

**1** 1 You should put on a bandage. You shouldn't walk. 2 toothache / eat candy / go to the dentist 3 have a sore throat / You shouldn't shout. You should drink water.

**2** 1 Can you help us make lunch, please? 2 Can you help Ali set the table, please? 3 Can you help Grace pick up the toys, please? 4 Can you help them fold the laundry, please? 5 Can you help me put away the dishes, please?

Try! Answers will vary.

**Further practice / Homework**

Workbook page 87

## Unit 8 Vocabulary

pages 100–101

### Lesson objectives

Identify cooking nouns and verbs.

Practice the use of new words in spoken, written, and aural forms.

### Language

**Cooking nouns:** butter, flour, milk, salt, sugar

**Cooking verbs:** add, boil, chop, fry, mix, peel, weigh

### Materials

Tracks 72–73; Unit 8 Flashcards

Set 1 (cooking nouns and verbs);

Workbook pages 88–89

### Warm up

Tell students they are going to learn to talk about different cooking nouns and verbs. Use the cooking nouns and verbs flashcards to introduce the vocabulary. Hold up each flashcard and say the words for the students to repeat in chorus. Hold up the flashcards, one at a time again, and say one of the cooking words. The students call out yes if you are saying the correct word and no if you are saying the wrong word. Encourage students to say the correct words.

### 1 Discuss with a friend.

Divide the class into pairs. Ask students to open their Student Books to page 100 and look at the picture. Ask *Where are the people? (In a kitchen.) What are they doing? (Cooking.)* Read the title of the unit and elicit or explain that this unit is about food and cooking. Ask students which food words they can remember. Hold up food flashcards from previous levels to prompt students if necessary. Write their answers on the board. Ask them which of the foods on the board they like / don't like. Ask students what kinds of cake they can think of. (*Chocolate / fruit / lemon.*) Ask *What's your favorite kind of cake?* Allow students time to discuss in pairs, then report back to the class. Ask students to read the second question together and take turns answering. They can mime the actions or say words from the new vocabulary set. Prompt students by showing them flashcards. Provide any words that students want to use, such as *stir, bake, slice.* Have pairs share some of their answers to compare with the class.

### 2 Listen and repeat. 72

Play the recording for students to repeat the vocabulary items in chorus and point to the correct items and actions in the main picture. Play the recording again for individual students to repeat the words

# 8

# Fun in the Kitchen

### Vocabulary

#### 1 Discuss with a friend.

1 What is your favorite kind of cake?

2 What actions do you do when you make a cake?



#### 2 Listen and repeat. 72

#### 3 Complete the chart with the words.

butter peel add salt sugar chop boil milk fry mix flour weigh

Food	Actions
butter	salt
flour	sugar
milk	add
	boil
	chop
	peel
	fry
	weigh

for the class. Hold up flashcards or mime actions in random order and say the words for the students to repeat. Then hold up flashcards or mime actions and say *What's this?* Encourage students to call out the correct word. If you like, you can divide the class into two teams and hold up a flashcard or mime an action for students from each team in turn. Award one point for each correct word.

#### 3 Complete the chart with the words.

Ask students to look at the main picture again. Ask *What foods can you see?* Encourage students to name all the foods. Ask *What actions can you see?* Encourage students to name all the actions.

Direct students' attention to the example word in the chart. Tell them to look at the picture and find the *butter*. Tell the students to find the other new food words in the picture and write them in the first column, then find all the new action words in the picture and write them in the second column.

Have students complete the chart on their own. Check answers by asking *What foods / actions are in the picture?* and encouraging students around the class to read out the words in each column of the chart.

#### Optional activity

Play a guessing game. Divide the class into teams A and B. Tell a student from team A to think of a word from the chart in Activity 3. Ask the student *Is it a food?* Encourage the student to answer yes or no. If the student answers no, ask *Is it an action?* Then ask *Is it (mix)?* Keep asking about words from the chart until you find the correct word. Ask a student from team B to think of a word from the chart and encourage students from team A to ask questions to find the word. Repeat the game, with teams swapping roles each time. Award one point for each correct guess. If you like, you can set a limit of five questions. If students don't find the word after asking five questions, the game passes to the other team.

#### Find, match and circle. Listen and sing along. 73



*Fun in the kitchen, fun in the kitchen.  
Making the lunch, having fun in the kitchen!  
Come and have a look and help us cook!  
Come and have fun with us in the kitchen!*



*Mix some eggs and add some milk  
Add some butter and some cheese.  
Fry some onions in a pan.  
Come on now, can you help me, please?  
*Fun in the kitchen, fun in the kitchen ...*  
Weigh some sugar and some flour.  
Peel the potatoes and chop the meat.  
Boil some water and add some salt.  
Come on now, it's time to eat!*



#### Complete the sentences with words from Activity 4.



- 1 Mix some eggs.  
2 Add some milk.  
3 Weigh some butter.



- 4 Weigh some flour.  
5 Add some salt.



#### Play Baking Charades with a friend.



*Mix some eggs.  
Add some butter.*



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#### Additional resources

The Unit 8 Wordcards Set 1 can be used at any point in this lesson or later.

#### Find, match and circle. Listen and sing along. 73

Direct students' attention to the photos and ask them to name the foods. Ask students which foods they can see in the picture on page 100. Point to the first photo and ask What's this? (*Sugar*). Ask students to find the word *sugar* in the song. Show them how the word has been circled and show them the example line matching the word to the photo. Tell students to find the words for the remaining photos in the song lyrics, then circle them and draw lines to match the words to the photos. Have students complete the activity on their own. Check answers by pointing to the photos and asking students to say the matching words and point to the words in their books.

Play the recording of the song once, holding up flashcards for the food words and miming the actions as they are

mentioned. Tell the students to raise their right hands when they hear a food word and raise their left hands when they hear an action word. Play the recording again for students to listen and raise their hands. Play the recording once more and sing along with the students. Have them follow the lyrics in the book as they sing.

Divide the class into groups. Tell them to think of actions for the song and practice in their groups. Play the song while the students practice. Invite groups to perform their actions for the class along with the recording.

#### Complete the sentences with words from Activity 4.

Point to each of the photos and ask students around the class to name the foods and the actions shown in each of the photos.

Read out the example sentence. Tell students to read the remaining sentences, look at the matching photos and complete each sentence with a word from Activity 4. Have students complete the

activity on their own. Check answers by asking students around the class to read out the completed sentences.

#### Play Baking Charades with a friend.

Read the speech bubbles aloud while students follow along. Tell students that the boy is giving the girl instructions and the girl is doing the actions. Model the game with the class, giving instructions for the students to mime. You can use the sentences in Activity 5 and replace the food words with other foods. Divide the class into pairs to play the game. Invite confident students to model the game in front of the class.

#### Optional activity

Play the game in two teams. Invite students from each team in turn to give an instruction for a student from the other team to mime. Award one point for each correct mime. The team with the most point wins.

#### WORKBOOK ANSWERS

1 10 add 11 boil 4 butter 8 chop  
1 flour 12 fry 2 milk 7 mix 9  
peel 6 salt 3 sugar 5 weigh

2 Nouns: flour, milk, sugar, butter, salt  
Verbs: add, weigh, mix, chop, peel,  
boil, fry

Try! Answers will vary.

3 1 Weigh 2 Add 3 Peel 4 Chop  
5 Mix 6 Boil 7 Fry

4 1 Weigh the sugar. 2 Chop the  
butter. 3 Add the salt. 4 Boil the  
milk. 5 Mix the flour and the egg.  
6 Peel the carrots.

Try! Answers will vary.

#### Further practice / Homework

Workbook pages 88–89

## Unit 8 Reading

pages 102–103

### Lesson objectives

Understand and act out a story.

Recognize and use words for cooking nouns and verbs in context.

### Language

**Cooking nouns:** butter, flour, milk, salt, sugar

**Cooking verbs:** add, boil, chop, fry, mix, peel, weigh

*Some / any:* There's some cheese but there isn't any butter. There are some onions, but there aren't any eggs!

### Materials

① Track 74; Unit 8 Flashcards Set 1 (cooking nouns and verbs); Unit 8 Storycards; DVD Unit 8 Story; Workbook pages 90–91

### Warm up

Play a game of *Simon Says*. Tell the students that they should all obey you if you say the words *Simon says* before you give an instruction. Tell them that they are out of the game if they follow an instruction that doesn't begin with *Simon says*, or if they fail to do what *Simon says*. Begin by saying something like, *Simon says, mix the eggs*. Look to make sure everybody is miming the action. Give another order, such as *Simon says, add some milk*. Check again. Continue giving instructions. Mix it up and say something like *Chop the onions* without the preface *Simon says*. Call out the students who mime the action. Play until one student is left. This student is the winner.

### Lead in

Tell the class that they are going to read a story about witches and wizards. Ask the students what other stories, films or TV programs they know about witches and wizards. Elicit suggestions from the class and write all suggestions on the board. Ask students who the main characters are in these stories / films / TV shows and what happens in them.

### 1 Look at the pictures and discuss with a friend. ☺

Hold up the first storycard and introduce Wanda and Lily. Ask some questions to get students thinking about the story. *What are Wanda and Lily? Where are they? What does Wanda have? What do you think Lily is going to do?*

Show the storycards quickly and ask the students to tell you what they can see in the pictures and what they think the story is about. Take all their ideas but don't give the story away. Tell students to look at the pictures on pages 102–103 in their books.

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

1 When is the reunion?

2 What does the small witch make?

3 Listen and read. Order the events in the story. ④

Wanda looks at the invitations. 3

They go to the reunion. 5

Lily looks at the recipe. 1

Wanda looks in the pantry. 4

Lily mixes everything together. 2

1 Wanda is going to the Witch and Wizard Reunion. It's her turn to make the food. She decides to make a chocolate cake. She doesn't have a lot of time, so she asks her apprentice to help.

2 Wanda goes shopping and Lily opens the recipe book.

3 The recipe says 10 cups of sugar and 60 spoons of butter. Lily gets a bigger bowl.

4 Lily adds 20 bars of chocolate and 10 packets of flour. She mixes everything together with a big spoon.

5 Lily, here's the recipe book.  
There are some eggs in  
the fridge and there's  
some flour in the pantry.

6 Let's see ... what's in  
the recipe? 50 eggs!  
That's a lot!

Oops! Sorry!

Oops! Oh no, another broken bowl!

Mmm, this chocolate smells good.

Divide the class into pairs. Read the first question aloud. Ask students to look at the story and find the answer, then tell the class. Ask students to read and discuss the second question with their partners. Call on volunteers to share their answers with the class.

### 2 Listen and read. Order the events in the story. ④ 74

Play the recording for students to listen and follow the story in their books. Point to each of the pictures in the story and ask students to say what is happening in each picture.

Read out the sentences in Activity 2. Ask students to say which event happens first in the story. (*Lily looks at the recipe*) Show students the example number 1. Tell students to read the story again and write the correct number next to each event to show which order the things happened in. Invite students around the class to read out the sentences in order. Ask *What happened first / next / last?*

Personalize the story by asking students what foods they know how to make and how they make them.

### Optional activity

Play the recording, holding up the storycards one at a time. Point to key items or actions 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 students' understanding of the story. You can encourage further discussion of the story by asking more questions. For example, *Why does Lily think there are 50 eggs in the recipe? (Because there is some ketchup on the recipe book.) Why does Lily need a bigger bowl? (Because there are a lot of things in the recipe.) Why does Wanda think the reunion is at 3 o'clock? (Because there is some ketchup on her invitation.) Why is Wanda happy when she sees the giant cake? (Because there is enough for 250 witches and wizards.)*



### Act out the story.

#### Optional activity

Play the video, pausing at intervals and asking the class *What happens next? / What does (Lily / Wanda) say / do next?* Students look at their books and answer. If they answer correctly, you can resume the video.

#### Optional activity

Divide the class into two teams. Say true or false sentences about the story to students from each team in turn. For example, *Wanda is going to make a cake. / The eggs are in the fridge. / The recipe says 60 cups of sugar. / Lily breaks a bowl. / The reunion is at 3 o'clock. / Wanda wants to make 15 cakes.* The students respond with *true or false*. Award one point for each correct answer. Award extra points if students can correct the false sentences. The team with the most points wins.

#### Additional resources

The Unit 8 Story Worksheet and the Unit 8 Reading Worksheet can be used at any point from here on.

### Act out the story.

Divide the class into groups of three students to act out the story. Assign roles to the students. One student in each group plays: Wanda, Lily, and the narrator and Izzy. Have the students read through the story again and discuss ideas for props and actions for their parts. Encourage groups to take time to discuss each member's character. Have students practice the story with the actions and props. Monitor and help where necessary. Confident groups can close their books and try to 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.

If you have a video camera or a video function on your phone, you can record the students performing their stories, then play the videos back to the class.

#### Optional activity

Divide the class into pairs. Hand out sheets of paper and make sure that students have colored pens / pencils. Tell students that they are going to make a recipe for a funny food for the witches and wizards reunion (such as an enormous pizza, or a sandwich with strange fillings). Tell students to think about what funny food they want to make, what is in the funny food and how to make the funny food. Allow students time to discuss their ideas in pairs. Encourage them to use English for their discussion as much as possible. Monitor and ask questions to prompt students and to find out what ideas they have. For example, *What's your funny food? Is it a cake / pizza / sandwich? What's in your funny food? How do you make it?* Students then write their recipes and decorate it with pictures. They can show the stages of the recipe in pictures if they like, but encourage them to write captions for the pictures. Invite students to present their recipes to the class and tell the class about their funny food. Display the recipes in the classroom.

#### Optional activity

Ask the students to complete the story activities on pages 90–91 of the Workbook for homework. Students color the stars depending on how much they enjoyed the story.

#### WORKBOOK ANSWERS

- 1 1 eggs / flour    2 chocolate
- 3 ketchup    4 cheese    5 cake
- 2 1 invitation    2 recipe    3 packets
- 4 friend    5 wizard    6 cakes
- 7 pantry    8 isn't    9 laughs
- 10 smart

**Try!** a bowl

**3** Lily's recipe: 50, 10, 60, 20, 10  
real invitation: 250 witches and wizards, 8 o'clock

**4** Answers will vary.

**5** Answers will vary.

**Try!** Answers will vary.

#### Further practice / Homework

Workbook pages 90–91; Unit 8 Reading Worksheet; Unit 8 Story Worksheet

# Unit 8 Language

## Focus 1

pages 104–105

### Lesson objectives

Review the story on pages 102–103.

Listen to and understand a dialogue asking about what there is in a pantry.

Ask and answer questions about what foods there is / are, using *some / any*.

### Language

**Revised:** food words

*Some / any: There's some / isn't any flour / butter. Is there any flour / butter? Yes, there is. No, there isn't. There are some / aren't any onions / eggs. Are there any onions / eggs? Yes, there are. No, there aren't.*

### Materials

① Track 75; Workbook pages 92–93

### Warm up

Ask the class food words they can remember. Elicit as many answers as possible and write them on the board. Write the phrases *There are some / There is some* on the board. Explain to the class that we use *There are some* with things that we can count (such as carrots, eggs, apples) and we use *There is some* with things that we can't count (such as milk, flour, butter). Point to each of the words on the board and ask students to make a sentence using the word and *There is / are some*.

Write the phrases *There aren't any / There isn't any* on the board. Explain to the class that we use *There aren't any* with things that we can count (such as oranges, potatoes, onions) and we use *There isn't any* with things that we can't count (such as bread, salt, water). Point to each of the words on the board and ask students to make a sentence using the word and *There isn't / aren't any*.

### 1 Look at pages 102–103. Find and write the picture number.

Ask students to open their books to pages 102–103 and quickly look over the pictures in the story. Ask students to name the characters in the story and say what happens in each frame of the story. Tell students to turn to page 104 in their books. Read the first speech bubble aloud. Ask students to turn back to pages 102–103 and see if they can find this sentence in the story. (They will find it in frame 7.) Ask students to say the number of the picture this sentence appears in. Show the students the example number 7. Have students work on their own to find the remaining sentences in the story and write the correct picture number in each

### Unit 8 Language Focus 1

#### 1 Look at pages 102–103. Find and write the picture number.

- 1 There's some cheese but there isn't any butter. 7  
2 There's some ketchup on my invitation. 5  
3 Is there any butter? Are there any eggs? 7



- 4 There are some onions, but there aren't any eggs! 7  
5 There are some eggs in the fridge and there's some flour in the pantry. 1

#### 2 Listen and write whose pantry.

- 1 Harry's pantry 2 Izzy's pantry 3 Lily's pantry 4 Wanda's pantry



#### 3 Match the sentences about Lily's pantry.

- 1 There's some \_\_\_\_\_ a lemons.  
2 There are some \_\_\_\_\_ b sugar.  
3 There isn't any \_\_\_\_\_ c juice.  
4 There aren't any \_\_\_\_\_ d tomatoes.

#### 4 Complete the sentences about Wanda's pantry.

There aren't any \_\_\_\_\_ There are some \_\_\_\_\_ There isn't any \_\_\_\_\_ There's some \_\_\_\_\_

- 1 There are some \_\_\_\_\_ onions.  
2 There isn't any \_\_\_\_\_ flour.

- 3 There aren't any \_\_\_\_\_ potatoes.  
4 There's some \_\_\_\_\_ milk.

box. Check answers by inviting students to read the sentences aloud and say which picture each sentence is in in the story.

#### 2 Listen and write whose pantry.

① 75

Focus students' attention on the picture. Read out the names and explain that each pantry belongs to a different character. Ask students to name the foods in the pantries. Play the first item on the recording, pausing after each food word and asking students to find the matching foods in their books. Ask students to say which pantry the recording is about. (Harry's.) Show the class the example. Play the rest of the recording for students to find the correct pantries and write the names. Check answers by asking *What's in (Harry's) pantry?* Encourage students to answer using *There is / are some ...*

pantry? Elicit the answer. (Yes, (there is).) Show students the example line and read out the example sentence. Tell students to read the sentence halves, look at Lily's pantry and match the sentence halves. Students can look at the Grammar box to help them. Check answers by asking students to read out the completed sentences.

#### 4 Complete the sentences about Wanda's pantry.

Tell the class to look at Wanda's pantry in Activity 2. Ask *Are there any (onions / potatoes) in Wanda's pantry? Is there any (flour / milk) in Wanda's pantry?* Show students the example sentence and read it out. Tell students to look at Wanda's pantry and complete the sentences with the phrases in the box. Remind students to look at the Grammar box to help them. Check answers by asking students to read out the completed sentences.

#### 3 Match the sentences about Lily's pantry.

Tell the class to look at Lily's pantry in Activity 2. Ask *Is there any juice in Lily's*

### 4 Look and answer the questions.



- 1 Are there any cakes?
- 2 Is there any juice?
- 3 Is there any milk?
- 4 Are there any sandwiches?

Yes, there are.  
No, there isn't.  
No, there isn't.  
Yes, there are.

### 5 Write questions and answers.

apples butter onions milk

- 1 Are there any apples?  
No, there aren't.
- 2 Are there any apples?  
No, there aren't.
- 3 Is there any butter?  
Yes, there is.
- 4 Is there any chocolate?  
No, there isn't.



#### Grammar

✓ There's some	flour, butter,	Is there any	flour? butter?	Yes, there is. No, there isn't.
✗ There isn't any	onions, eggs,	Are there any	onions? eggs?	Yes, there are. No, there aren't.

### 6 Write about what is in your favorite food.

There's some flour and sugar.

### 7 Look at the picture in Activity 2 again. Play Find the Pantry with a friend.



#### Optional activity

Write these words on the board: eggs, oranges, butter, carrots, juice, salt, chocolate, onions. Tell the class to look at Izzy's pantry in Activity 2. Ask students around the class to make sentences using the words on the board and the phrases in the box in Activity 3. Repeat for Harry's pantry, using these words: apples, flour, onions, butter, cheese, carrots, milk, lemons.

### 5 Look and answer the questions.

Focus attention on the photo and ask students to name the foods they can see. Read out the first question and elicit the answer *Yes, there are* from the class. Have students look at the photo and write the answers to the questions on their own. Students can then check answers in pairs. Invite pairs of students to ask and answer the questions for the class. Ask a few more questions about the photo. For example, *Are there any bananas/apples/potatoes? Is there any chocolate/cheese/water?*

*is/are some ...* Read out the example. Tell students to write sentences in their notebooks about what ingredients are in their favorite foods. Students can compare answers with a partner, then report back to the class.

### 8 Look at the picture in Activity 2 again. Play *Find the Pantry* with a friend.

Invite a pair of students to read out the example exchange. Tell students to look at the picture in Activity 2. Point to each of the pantries and ask *Are there any apples?* Explain that the girl is thinking about Wanda or Lily's pantry because there aren't any apples in those pantries. Ask a student to read out the boy's next question. (*Is there any sugar?*) Say *Yes, there is.* Ask students which pantry you are talking about (*Wanda's.*) Model the game with the class. Choose a pantry and encourage students around the class to ask questions to find out which pantry you are thinking of. Students then play the game in pairs, taking turns to choose a pantry for their partner to guess. Move around the class and monitor the students as they play the game. Check that they are using the correct grammar structures. Invite confident pairs of students to model the game for the class.

#### WORKBOOK ANSWERS

- 1 1 water 2 eggs 3 bananas  
4 butter  
2 3, 2  
3 1 chocolate 2 eggs 3 juice  
4 apples  
4 1 There's some 2 There aren't any  
3 There aren't any 4 There's some

Try! Answers will vary.

- 5 1 chocolate 2 are some lemons  
3 isn't any water 4 aren't any bananas

- 6 1 Yes, there is. 2 No, there aren't.  
3 No, there isn't. 4 Yes, there are.

- 7 1 Are there any tomatoes? Yes, there are.  
2 Is there any milk? Yes, there is.  
3 Is there any chocolate? No, there isn't.

Try! Answers will vary.

#### Further practice / Homework

Workbook pages 92–93; Unit 8 Language Focus 1 Worksheet

### 6 Write questions and answers.

Focus attention on the photo and ask students to name the foods they can see. Read out the example question and answer. Have students look at the photo and use the words in the box to write three more questions and answers. Remind students to look at the Grammar box to check that they are using the correct structures. Students can check answers in pairs. Invite pairs of students to ask and answer their questions for the class.

#### Additional resources

The Unit 8 Language Focus 1 Worksheet can be used at any point from here on.

### 7 Write about what is in your favorite food.

Ask *What's your favorite food?* Elicit answers from students around the class. Write their answers on the board. Ask *What's in your favorite food?* Encourage students to think about what ingredients are in their favorite foods and to make sentences using *There*

## Unit 8 Language

### Focus 2

pages 106–107

#### Lesson objectives

Learn to talk about quantities.

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

#### Language

**Quantities:** cup, gram, jar, kilogram, liter, milliliter, tablespoon, teaspoon

**How much / How many:** How much (flour) is there? How many (eggs) are there? There's / There are ...

#### Materials

① Tracks 76–78; Unit 8 Flashcards Set 2 (quantities); Workbook pages 94–95, 125

#### Warm up

Write these scrambled food words on the board: nioosn (onions), tretub (butter), cieju (juice), esheec (cheese), sgeg (eggs), slonme (lemons), stootape (potatoes), rusag (sugar). Tell students to order the letters and write the words in their notebooks. Have students check their spellings on page 104 of their Student Book. You can have the students race to write the words.

#### 1 Look and write the number.

Listen and check. ① 76

Tell the class that they are going to learn about ways of measuring food. Use the quantities flashcards to present and practice the new vocabulary. Hold up each flashcard in turn and model the words for the students to repeat, first chorally, then individually. Pin the flashcards on the board. Ask students to say which of the measurements we can use for *milk*, *butter*, *flour*, *water*, *sugar*, *honey* and so on.

Direct students' attention to the picture in Activity 1. Read out the words in the box and ask students to point to the correct items in the picture. Read out the word *liter*. Ask students to say which number in the picture matches this word. (1.) Show students the example number 1 in the box next to the word *liter*.

Tell students to read the words, look at the pictures and write the correct numbers next to the words in the box. Students complete the activity on their own. Move around the class as students work. Prompt students with flashcards if they have trouble. Check answers by asking *What's number (1)?*

#### 2 Listen and sing along. ① 77

Tell the class that when we want to ask about quantities, we use *How much ...?* or *How many ...?* Direct students' attention

#### Unit 8 Language Focus 2

1 Look and write the number.  
Listen and check. ① 76



3	cups	1	liter
5	grams	2	milliliters
6	jar	8	tablespoons
4	kilograms	7	teaspoons

#### Grammar

How much	flour / milk	is there?
How many	eggs	are there?
There's	1 litre of	milk.
There are	six	eggs.

#### 2 Listen and sing along. ② 77

Lily and Wanda are making a cake.

It's a very big cake they need to make!

How much flour? How many eggs?

It's a very big cake they need to make!

10 kilograms of flour and a box of eggs,  
3 liters of water and 2 cups of milk,  
50 milliliters of cream and a jar of jam!

Are you sure about that, Lily? Yes, I am!

Lily and Wanda are making a cake ...

100 grams of chocolate and a cup of juice,  
100 teaspoons of butter and two cups of milk,  
10 tablespoons of sugar and a jar of jam!

Are you sure about that, Lily? Yes, I am!

#### 3 Read the lyrics and complete the list of ingredients.

1	box	of eggs	3	liters	of water	1	jar	of jam
10	tablespoons	of sugar	100	teaspoons	of butter	100	grams	of chocolate
10	kilograms	of flour	2	cups	of milk			
1	cup	of juice	50	milliliters	of cream			

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to the Grammar box. Explain that we use *How many* with things we can count (such as apples, onions, sandwiches) and *How much* with things we can't count (such as milk, butter, sugar).

Play the recording once through for the students to listen to the song and follow the lyrics in their books. Ask students which ways of measuring food they heard in the song. Tell the students to listen again and underline the quantities in their books. Play the recording again and encourage the class to sing along.

#### Project connection

You can choose to do Stage 1 of the project on page 110 at any point from here on.

the example in Activity 3. Read out the example, then tell the class to look at the other ingredients in Activity 3 and find the quantities in the song lyrics in Activity 2. They should complete the list of ingredients by writing the missing words from the song lyrics. Complete the next item together. Ask *How much sugar do Wanda and Lily need to make their cake?* Elicit the answer *10 tablespoons of sugar*. Tell the students to write the word *tablespoons* to complete the next item in the list. Students complete the rest of the items on their own, then compare answers with a partner. Invite students to read out ingredients from the list.

#### Additional resources

The Unit 8 Language Focus 2 Worksheet can be used at any point from here on.

#### 4 Look and circle the words. Write the answers.

Focus students' attention on the photos. Ask students which of the foods we can count. (*Carrots and bananas*.) Ask students

#### 3 Read the lyrics and complete the list of ingredients.

Ask the class to look at the song lyrics in Activity 2. Ask *How many eggs do Wanda and Lily need to make their cake?* Elicit the answer *One box of eggs*. Show the class

#### 4 Look and circle the words. Write the answers.



- 1 How much /many carrots is /are there?
- 2 How much / many sugar is / are there?
- 3 How much / many juice is / are there?
- 4 How much /many bananas is /are there?

There are three carrots.  
There are two tablespoons of sugar.  
There is one carton of juice.  
There are three bananas.

#### 5 Listen and write the quantities. 78

1	2	lemons
2	2 cups	of sugar
3	500 milliliters	of milk
4	250 grams	of butter
5	6 tablespoons	of flour

#### 6 Look at Activity 5. Complete the questions and answers.

In the recipe ...

- 1 How much sugar is there ? **There are two cups of** sugar.
- 2 How much butter is there ? **There are 250 grams of** butter.
- 3 How many lemons are there ? **There are two** lemons.
- 4 How much flour is there ? **There are six tablespoons of** flour.

#### 7 Complete your recipe. Play the game.



whether we should use *How much* or *How many* with these items. (*How many*) Ask students which phrase we should use with *sugar* and *juice*. (*How much*) Focus attention on the example. Ask students to say why the words *many* and *are* are circled. (*Because we can count carrots*.) Read out the question with the correct words and elicit the answer from the class. Explain that the students need to circle the correct words in the remaining sentences, then look at the photos and write the answers. Tell students to look at the Grammar box to help them. Allow students time to complete the activity on their own then compare answers with a partner. Check answers by asking pairs of students to read out the questions and answers.

#### 5 Listen and write the quantities.

 78

Focus attention on the list of ingredients and read out the food words. Ask students to make sentences with each of the food words using *How much* / *How many*. For

example, *How many lemons are there? / How much sugar is there?* Tell the class to listen to the recording and write the correct quantities (they may need to write just a number, or they may need to write a number and a measurement). Play the first item on the recording and ask *How many lemons are there in the recipe?* Elicit the answer two. Show students the example. Play the rest of the recording for students to listen and complete the list of ingredients. Ask students to read out items from the list with the correct quantities.

#### 6 Look at Activity 5. Complete the questions and answers.

Ask students to look at the list of ingredients in Activity 6. Ask *How many (lemons) are there in the recipe? How much (sugar) is there in the recipe?* and so on. Encourage students to answer using full sentences. For example, *There are two lemons. There are two cups of sugar.* Read out the example question and answer. Tell students to complete the questions and answers using the information in

Activity 5. Have students complete the activity on their own, then compare their answers with a partner. Invite pairs of students to read out the completed questions and answers.

#### 7 Complete your recipe. Play the game. Workbook page 126

Have students turn to page 126 of their Workbooks and look at the pictures. Tell students that they are going to complete a recipe for a milkshake. Tell them to decide what flavor they want their milkshake to be, then color the milkshake according to their chosen flavor. Students then complete the recipe by writing the quantities of each ingredient. They take turns to ask and answer questions about the ingredients in their milkshake, as in the example. They write their partner's answers in the list of ingredients in Activity 2, then color their partner's milkshake to show what flavor it is. Monitor and help if necessary. Make sure that students are using the correct grammar structures. Invite confident pairs of students to model the game for the class.

#### WORKBOOK ANSWERS

- 1 1 liter 2 jar 3 teaspoon  
4 kilograms 5 grams 6 liters  
2 measures food: grams, kilograms  
measures liquid: liters, milliliters  
measures both: cups, tablespoons  
3 1 There are two teaspoons of sugar.  
2 There are three tablespoons of honey.  
3 There is one kilogram of lemons.  
4 There are ten grams of grapes.  
5 There are two liters of orange juice.  
6 There is one jar of jam.

Try! Answers will vary.

- 4 1 many/much:A 2 much/many:  
3 many / much: B  
5 1 much / is there / There's a teaspoon  
of salt. 2 much / is there / There's 150  
grams of butter. 3 How many / are  
there / There are two eggs. 4 How  
much / is there / There's a jar of jam.

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

Understand a text about measurements.

Complete a measurements poster.

Make a measurements poster.

Provide links with other areas of the curriculum and an opportunity for creative project work.

### Language

**Core vocabulary:** measuring tape, height, length, width, meter, centimeter, millimeter, volume, scales, weight, weighs, thermometer, temperature, degrees Celsius; It is (30 cm) wide / long. He / She is (1 m 40 cm) tall.

**Review vocabulary:** kilogram, gram, liter, milliliter, ruler, cup, architect, food, liquid

### Materials

① Track 79; Unit 8 Flashcards Set 2 (quantities); items (or photos of items) that we use to measure things (see Warm up); paper; colored pens / pencils; Workbook page 96

### Warm up

Use the quantities flashcards to revise measurements. Hold up the flashcards and say the words for students to repeat. Ask students what we can measure using each form of measurement. Ask students what else we can sue to measure things. (*Thermometers, scales, rulers, measuring tapes, and so on.*) Prompt students by showing them items (or photos of items) that we can use to measure things.

Hold up the items and say the words for students to repeat. Write the words on the board. Ask students around the class to say what things we can measure using each of these items. Encourage all students to contribute to the discussion.

### 1 Listen and read along. Number the pictures. ② 79

Ask students to look at the pictures and say what they can see and what the people are doing in each picture. Ask students what items the people are using to measure things.

Play the recording for students to follow the text in their books. Ask students to look at the pictures and decide which picture matches each section / paragraph of the recording. They should write the number of the matching section / paragraph in the box next to each picture. Check answers by asking *Which picture goes with paragraph 1?* Students point to the correct picture in their books. Explain the meaning of any unknown words in the text of have students look up the

### Unit 8 CLIL Math

#### 1 Listen and read along. Number the pictures. ③

We measure with different equipment and with different units of measurement.

- When we cook, we measure the ingredients. It is important to measure correctly to make a good cake. We use scales to measure weight. We weigh ingredients like flour and sugar using kilograms (kg) and grams (g). We use a measuring cup to measure volume. We measure the volume of liquids like milk and water in liters (l) and milliliters (ml).
- We measure length, width and height for a lot of different reasons. For example, architects use these measurements when they design houses. We measure length, width and height in meters (m), centimeters (cm) and millimeters (mm), with a ruler or a measuring tape.
- We use a thermometer to measure temperature. We measure it in degrees Celsius (°C). If we know the temperature outside, we can decide what clothes to wear. When we are ill, it is important to find out if our temperature is normal. Doctors sometimes measure our height and our weight, too, to check that we are healthy.



#### 2 Read again and complete the chart. ④

Type	Equipment	Units
length	ruler, measuring tape	meters (m), centimeters (cm), millimeters (mm)
volume	measuring cup	liters (l), milliliters (ml)
weight	scales	kilograms (kg), grams (g)
temperature	thermometer	degrees Celsius (C)

words in their dictionaries. Ask students to say what things the text describes measuring. (*Length, width, weight, height, temperature, volume.*)

#### 2 Read again and complete the chart.

Direct students' attention to the chart. Read out the headings. Explain that *Type* means the things we can measure, *Equipment* means the items we can use to measure things and *Units* means the measurement we use to show how long / heavy / hot something is. Ask the class what we can use to measure length. (*Rulers or measuring tapes.*) Ask the class what units we use to measure length. (*Meters, centimeters, millimetres.*) Show the class the examples in the chart. Tell the class to read the text in Activity 1 again and find the information to complete the rest of the chart. Have students work on their own to write the information in the correct sections of the chart. Check answers as a class.

### Additional resources

The Unit 8 CLIL Worksheet and CLIL Cards can be used at any point from here on.

#### 3 Complete the Measurements Poster with words from Activities 1 and 2.

Direct students' attention to the measurements poster and ask *What is this?* (*A measurements poster.*) *What items can you see? What can we use to measure (the length of a pencil / the temperature / our height / the weight of a bag / the volume of milk we need to make pancakes?)?* Read out the first item on the poster. Ask students to say what item the writer measured, how he / she measured it and how long it is. Tell students to read the rest of the poster and write words from Activities 1 or 2 in the gaps. Allow students to do this on their own, then compare answers with a partner. Ask students to read out sentences from the completed poster.

3 Complete the Measurements Poster with words from Activities 1 and 2.

## Measurements in my life

- I used a ruler to measure the length of my pencil. It's 14 cm long.
- I used a thermometer to measure the temperature. It's 22°C.
- I used measuring tape to measure my height. I'm 1.4 m tall.
- I used scales to measure the weight of my bag. It weighs 3.45 kg.
- I used a measuring jug to measure the volume of milk I need. I need 130 ml.

4 Make a Measurements Poster with your own examples.

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

6 Listen and repeat the sentences.



In this portrait, Gordon is wearing a uniform and riding his horse in a storm.



Martin the farmer and Bart the shark went to the park and the market.

## Phonics

### Phonics

page 109

#### Lesson objectives

Practice pronunciation of the sounds /ɔr/ and /ar/.

Practice listening to, reading and saying words with the sounds /ɔr/ and /ar/.

#### Materials

① Tracks 80–81; Workbook page 97

#### Warm up

Ask students to open their Student Books to page 109 and look at the pictures in the phonics section. Encourage students to name the places and things they can see in each picture.

1 Listen and number the pictures. Listen again and repeat. ① 80

Give students some time to look over the pictures. Play the recording and pause after the first word. Ask students to point to the correct item in the first picture. (*The portrait.*) Ask *What's this? (A portrait.)* Tell students to write the number 1 in the box. Play the rest of the recording for students to listen and number the items. Check answers by asking *What's number (1)?*

Ask students what other words with the /ɔr/ and /ar/ sounds they can think of.

2 Listen and repeat the sentences. ① 81

Play the recording of the first sentence. Play the recording again and have students repeat chorally. Repeat for both tongue-twisters. Have students practice the tongue-twister in pairs, and then invite students to perform it for the class.

#### WORKBOOK ANSWERS

1 ar: 3, 4, 7, 8

or: 1, 2, 5, 6

2 1 ar 2 or 3 ar 4 ar 5 or 6 ar  
7 or 8 or

3 1 portrait 2 uniform 3 horse  
4 storm  
1 farmer 2 shark 3 park  
4 market

Try! Answers will vary.

#### Further practice / Homework

Workbook page 97

#### 4 Make a Measurements Poster with your own examples.

Hand out paper and colored pens / pencils. Tell students they are going to make their own measurements posters about different things. Tell them to choose things to measure. They should choose one length, one height, one weight, one temperature and one volume to measure. Students discuss their ideas in pairs, then tell the class what they are going to measure and what they are going to use to measure their things. Give students the opportunity to weigh and measure things and make a note of the results. They then use their notes to make their posters. They can draw pictures of the things they measured and / or the items they used to measure them. When students have finished making their posters, have them swap work with a partner and check each other's work for mistakes. Invite students to present their measurements posters to the class, describing what things they measured, how they measured each thing and what the results were.

#### COMPETENCE IN INTERACTION WITH THE PHYSICAL ENVIRONMENT

Being aware of the physical qualities of things. For example, how heavy or light things are, is an important part of students' education. Talk about how to handle heavy items safely (or not at all).

#### Optional activity

The Unit 8 CLIL Video on the Level 4 DVD shows students some information about a recipe. There is also a CLIL Video Worksheet.

Play the video. Pause at various points to check understanding with comprehension questions. For example, *How much flour / butter / sugar / chocolate is there in the recipe? How many eggs are in the recipe? What does she use to mix the ingredients? How does the cake feel when it is ready? What does she use to decorate the cake?*

#### WORKBOOK ANSWERS

1 A scales B measuring tape

C thermometer

2 1 B 2 A 3 C 4 C 5 B 6 A

3 I can use a: measuring tape, scale, thermometer

I can measure in: meters, centimeters, millimeters, liters, milliliters, degrees

Try! Answers will vary.

#### Further practice / Homework

Workbook page 96

## Unit 8 Project and Value

page 110

### Lesson objectives

Understand why it is important not to eat too much sugar.

Do a sugar investigation.

### Value

Be aware of how much sugar there is in your food. Don't eat too much sugar.

### Materials

Empty, clean packaging from different food and drink products; poster board; paper; pens; self-adhesive tape; Unit 8 Stickers; Workbook page 98

### Warm up

Write the word *Sugar* in the center of the board. Ask students what foods have lots of sugar in them. (For example, *cakes, sweets, chocolate, soft drinks, ice cream*.) Write their answers on the board. Ask students which of these foods is their favorite and how often they eat each of these foods. Encourage all students to contribute to the discussion.

### 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 students why it is important not to eat too much sugar. (*Because eating too much sugar is bad for our teeth and our bodies.*) and how we can avoid eating too much sugar (*By not eating cakes, sweets, chocolate too often.*). Tell students to take out their sticker sheets and find the sticker for *Jeb's Value*. Students stick the sticker in the space in their Student Books.

## Sugar Investigation

### Stage 1: Plan your project.

Divide the class into groups. Explain to students that they are going to do an investigation to find out how much sugar is in different foods, but first they should start by discussing some ideas. Hand out some empty food or drink packaging for students to look at in their groups. Students talk about the discussion questions in their groups and work together to find out how many teaspoons of sugar are in some of the foods or drinks. Have students compare their findings with other groups. Invite students from each group to report their findings to the class.

### Stage 2: Develop your project.

Divide the class into pairs. Hand out more empty food or drink packaging and sheets of plain paper for students to make their

Unit 8 Project and Value

## Sugar Investigation

### Materials

- Empty, clean packaging from different food and drink products
- Poster board, paper, pens, self-adhesive tape

### Read and stick.

Be aware of how much sugar there is in your food. Don't eat too much sugar.



### How Much Sugar?



### Stage 1: Plan your project.

- Work in groups. Discuss why it is important to limit the sugar we eat.
- Look at the food label on a food or drink product. How much sugar is there in one serving? How many teaspoons is this? Divide the number of grams by four to calculate teaspoons.

### Stage 2: Develop your project.

- Make a chart in pairs.
- Look at the food labels on the packets or bottles. Record the amount of sugar in one serving. Calculate the approximate number of teaspoons.
- Use the information in your chart to make a display. Stick the bottles and packets to the poster board. Draw the correct number of teaspoons next to each product.

### Stage 3: Share your project.

- Look at your friends' displays. Talk about the sugar in the products. Are there any results that surprise you?

### Stage 4: Evaluate your project.

Save your Project Record.

charts. Tell students to make a column for the names of the foods or drinks and a column for the amount of sugar in each food or drink. Students work in pairs to find out how much sugar there is in various foods or drinks and record their findings on their charts.

Students choose a few foods and drinks and use the information in their charts to make a display showing how many teaspoons of sugar there are in each of their chosen foods / drinks. They can draw the food or drink packaging or stick empty packages onto their poster paper. They then draw the correct number of teaspoons under each item to show how much sugar each item contains.

### Stage 3: Share your project.

Have the students arrange their finished displays on their tables. Divide the class so that some students are walking around investigating the other displays and some are staying by their tables to present their displays and answer questions. Switch roles so that all students get a chance

to look at other displays and to present their own.

Discuss the displays as a class, encouraging students to say which foods have the most / least sugar and which results surprised them.

### Stage 4: Evaluate your project.

Students grade their performance in each stage of the project in Activity 2 on page 98 of their Workbooks.

#### WORKBOOK ANSWERS

- Answers will vary.
- Answers will vary.  
Try! Answers will vary.

#### Further practice / Homework

Workbook page 98

**1 Look at the picture and complete.**

1 (sugar)

There's some sugar.

(apples)

There aren't any apples.

2 (lemons)

There are some lemons.

(milk)

There isn't any milk.

3 (eggs)

Are there any eggs?

Yes, there are.

4 (juice)

Is there any juice?

No, there isn't.



5 (butter)

How much butter is there?

There is some butter.

6 (eggs)

How many eggs are there?

There are six eggs.

**2 Write your answers.****What about You?**

What food or drink do you like making?  
\_\_\_\_\_

What ingredients do you use?  
\_\_\_\_\_

Which ingredients do you weigh?  
\_\_\_\_\_

Which ingredients do you mix?  
\_\_\_\_\_

Is there any flour in the recipe?  
\_\_\_\_\_

How many eggs are there in the recipe?  
\_\_\_\_\_

**3 Ask and answer the questions with a friend.**

What food or drink do you like making?

I like making chocolate cookies.

**Unit 8 Review**

page 111

**Lesson objectives**

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

**Value**

Cooking nouns and verbs, quantities

Some / any: There's some cheese but there isn't any butter. There are some onions, but there aren't any eggs.

How much / How many: How much (flour) is there? How many (eggs) are there? There's / There are ...

**Materials**

Unit 8 Flashcards Set 1 (cooking nouns and verbs) and Set 2 (quantities); Workbook page 99

**Warm up**

Play a game of *Pass the Flashcards*. Arrange the students in a circle. Hand out the flashcards to the students. Play a song from the Class CD. The students pass the flashcards around the circle. Stop the music at random points. The students hold up the flashcards they have and say the correct words. Alternatively, when you stop the music, you can call out a word, and the student with that flashcard must hold it up.

**1 Look at the pictures and complete.**

Point to the photo and ask students to say what foods they can see. Ask *Is there any (flour)? Are there any (eggs)? How many (lemons) are there? How much (sugar) is there?* Show students the examples and make sure they understand that for some items they need to write sentences and for other items they need to write questions and answers. Tell students to use the words in the parentheses and the photo to help them. Have students write the

sentences, questions and answers on their own, then compare work with a partner. Check answers by inviting students to read out the sentences, questions and answers.

**2 Write your answers.**

Invite students to ask you the questions. Give model answers, using full sentences and grammar structures from the unit. Then ask the questions to students around the class and encourage them to answer using full sentences. Have students work on their own to write answers to the questions in their books. Monitor and help as needed.

**3 Ask and answer the questions with a friend.**

Divide the class into pairs. Students take turns asking and answering questions from Activity 2. They can pretend to be famous chefs in a TV interview. They practice their interviews in pairs, then act them out for the class. Confident students can act out their interviews without looking at their books.

**Evaluation**

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

**Additional resources**

The Unit 8 Test can be given now.

**WORKBOOK ANSWERS**

1 1 Weigh the butter. 2 Add the sugar. 3 Mix the butter and the sugar. 4 Fry the onions. 5 Chop the vegetables. 6 Boil the potatoes.

2 1 Is there any flour? Yes, there is.  
2 Are there any eggs? No, there aren't.  
3 Are there any onions? Yes, there are.  
4 Are there any carrots? No, there aren't.  
5 Is there any cheese? No, there isn't.

3 Answers will vary.  
Try! Answers will vary.

**Further practice / Homework**

Workbook page 99

# Unit 8 Review Game

page 112

## Lesson objectives

Review vocabulary and grammar structures from Units 7 and 8.

Provide an opportunity for collaboration and communication.

## Language

Injuries and illnesses, housework, cooking nouns and verbs, quantities

*Should:* You should (go to bed). You shouldn't (eat candy).

*Can:* Can you help me / him / her / us / them (set the table)?

**Object pronouns:** I / me, he / him, she / her, we / us, they / them

*Some / any:* There's some / isn't any flour / butter. Is there any flour / butter? Yes, there is. No, there isn't. There are some / aren't any onions / eggs. Are there any onions / eggs? Yes, there are. No, there aren't.

*How much / How many:* How much (flour) is there? How many (eggs) are there? There's / There are ...

## Materials

Unit 7 and Unit 8 Flashcards (injuries and illnesses, household tasks, cooking nouns and verbs, quantities)

## Warm up

Play a game of *Tic-tac-toe* using the flashcards. Divide the class into two teams. Assign Os to one team and Xs to the other team. Draw a three-by-three grid on the board and stick a flashcard in each square. Students from each team in turn say the word for one of the flashcards and draw an O or an X in the cell. The first team to get three in a row wins the game. Repeat with other flashcards to review injuries and illnesses, housework, cooking nouns and verbs and quantities.

Tell the students to write three words for injuries and illnesses, three words for housework, three cooking nouns or verbs and three words for quantities in their notebooks. Hold up the flashcards in random order. The students call out the words. If they have the word on their list, they can cross it out. The first student to cross out all their words wins but continue the game until all of the students have crossed out all of their words.

## 1 Play Help!

Focus students' attention on the game. Ask *What can you see?* Encourage students to say the words for all the items, illnesses or other problems shown in the game.

Ask students to read out the sample speech in speech bubbles at the bottom.



Tell students that this is a board game. They will take turns to roll a dice or spin a number spinner, then move along the board the correct number of spaces. They should make a sentence about the picture in the space they land on using the speech bubbles at the bottom of the game. If they make a grammatically correct sentence, they can continue the game. If they can't make a grammatically correct sentence, they have to miss their next turn. Their partner will listen carefully to their sentence to make sure it is correct. Model the game with the class, then divide the class into pairs. If the class does not divide equally into pairs, you can have one group of three as well. This group could be made up of less confident students.

Hand out dice, or have the students use their number spinners from the game on page 30. If they no longer have their number spinners, they can make new ones. Students can play the game with plastic counters or other small items, such as coins, pencil sharpeners or erasers.

Move around the class and monitor students as they play the game. Help them if necessary by pointing to the correct speech bubbles.

Ask students to tell the class what they thought of the game. They can discuss their ideas in their groups before reporting back to the class.

### Optional activity

Divide the class into two teams. Point to random pictures in the *Help!* game and ask students from each team in turn to make a sentence about the picture. Award one point for each grammatically correct sentence. The team with the most points wins.



# Morocco

Culture



1 Look at the pictures and mark (✓) what you want to know more about.

Picture 1

Picture 2

Picture 3

2 Read and match the words with the definitions.

1 Couscous

a a clay dish for cooking

2 Souks

b a typical Moroccan food

3 Tagine

c an outdoor market

**Morocco** is a country in north Africa, with coasts along the Atlantic Ocean and the Mediterranean Sea. The capital city is Rabat. There are beaches, snowy mountains and hot deserts in Morocco. The desert is very dry, but you can sometimes find an oasis: a small green area with a little water and palm trees. Morocco is famous for its old, traditional villages. The buildings in the villages are made of clay. The people speak Arabic and Berber, and many people speak French, too. In the cities of Morocco, like Marrakesh, there are large outdoor markets called souks. They are busy places where you can see traditional crafts, like colorful carpets, leather slippers, clay pots, and metal lamps. You can smell and taste Moroccan food, like spices, dried fruit, nuts and olives. You can buy these things or eat at a small outdoor cafe. You can watch street performers such as snake charmers – who play music while a snake dances – or listen to traditional story tellers. Moroccan food is very tasty. The most famous food is couscous: tiny grains of wheat. Couscous is cooked with meat, vegetables and lemons in a special clay dish called a tagine. Moroccans also eat a lot of fruit, like oranges, apricots, dates and raisins. They drink mint tea with sugar in little glasses.



3 Read again and complete the chart.

You Can See	You Can Smell	You Can Hear	You Can Taste
In Morocco			
			spices
Where I Live			

113

## Culture

page 113

### Lesson objectives

Understand a text about Morocco.  
Practice grammar and vocabulary from previous units in context.  
Compare Morocco to your country.

### Language

**Morocco:** oasis, clay, souks, snake charmers, couscous, tagine

### Materials

Globe / world map; Workbook page 115

### Warm up

Write the heading *Morocco* in the center of the board. Ask students if they know anything about Morocco. Ask students to find Morocco on a globe or world map. If students have trouble, give them clues, such as *It's in Africa. It's in the north.*

1 Look at the pictures and mark (✓) what you want to know more about.

Ask students to look at the pictures in the text and say what they can see in each picture. Ask students to say what topic or part of life in Morocco each picture shows. Ask students around the class to say which picture they think is the most interesting and which topic they want to know more about. Encourage students to say why they think their chosen picture is interesting and why they want to know more about it. Tell students to put a check mark in the box next to the number of the picture they want to know more about.

2 Read and match the words with the definitions.

Read the first paragraph aloud, and have students follow in their books. Ask students to say what the paragraph is about. (*Morocco's geography and buildings.*) Ask the students to say which picture matches this paragraph. (1.) Ask the students to raise their hands if they

wanted to know more about picture 1. Ask these students to say what interesting facts they learned in the first paragraph. Repeat for the second and third paragraphs.

Ask students to say find the word *couscous* in the text. Tell students to read the sentences around the word and suggest what the word means. Ask students to read the three definitions in Activity 2 and decide which one they think matches the word *couscous*. Show students the example line. Tell students to do the same for the other two words in Activity 2. Check answers by asking *What's (couscous / a souk / a tagine)?* and inviting students to answer.

Ask students if there are any other unknown words in the text. Tell them to read the sentences around these words and try to guess what the words mean. Invite students to share their guesses with the class. Tell the students to look up the words in their dictionaries to see if their guesses were correct.

3 Read again and complete the chart.

Direct students' attention to the chart. Read out the headings. Ask *What can you see / hear / smell / taste in Morocco?* Encourage students to look at the text and answer.

Divide the class into pairs. Have students work together to complete the chart. They can find information in the text in Activity 2 to complete the chart about Morocco. The students can then discuss ideas together to complete the chart about their own country.

Copy the chart onto the board. Invite students from around the class to suggest ideas for each box in the chart.

### Optional activity

Ask students to write a short text about the things you can see, hear, smell and taste in Morocco, or in their own country. They can use the information in their charts in Activity 3 to help them. Invite students to read their texts to the class.

### WORKBOOKS ANSWERS

- 1 1 desert, oasis 2 market, metal lamps 3 tagine, couscous  
 2 1 ou 2 r/f 3 la 4 e/a  
 5 p/c 6 ru 7 l/v 8 u/oo  
 9 t/e 10 or  
 3 go to: souk see: slippers, carpets, clay pots, metal lamps eat: spices, dried fruit, nuts, olives watch: street performers listen to: story tellers

Try! Answers will vary.

### Further practice / Homework

Workbook page 115

## Unit 9 Vocabulary

pages 114–115

### Lesson objectives

Identify leisure activities.

Practice the use of new words for leisure activities in spoken, written, and aural forms.

### Language

**Leisure activities:** *buy clothes, go for a walk, go shopping, have a party, make a cake, meet a friend, meet your family, play computer games, read a book, see a movie, see an exhibition, see a play*

### Materials

⑩ Tracks 82–83; Unit 9 Flashcards Set 1 (leisure activities); Workbook pages 100–101

### Warm up

Tell students they are going to talk about different leisure activities. Use the leisure activities flashcards to introduce the vocabulary. Hold up each flashcard and say the phrases for the students to repeat in chorus. Divide the class into two teams. Stick the flashcards on the board. Invite students from each team in turn to come to the board. Say one of the new phrases. The student points to the correct flashcard. Award one point for each correct response.

### 1 Discuss with a friend. ⑩

Divide the class into pairs. Ask students to open their Student Books to page 114 and look at the picture. Ask *Where are the people? (At a shopping mall.) What shops can you see? What are the people doing?* Read the title of the unit and ask students how often they go to a shopping mall and what they do there. Ask the first question and invite students around the class to point to the activities in the picture which they do and say the phrases. You can refer them to the phrases in Activity 3 to help them. Ask students to read the second question together and take turns answering. They can use the activities in the picture and also think of their own ideas. Have pairs share some of their answers to compare with the class.

### 2 Listen and repeat. ⑩ 82

Play the recording for students to repeat the phrases chorally and point to the correct activities in the main picture. Play the recording again for individual students to repeat the words for the class. Ask questions to students around the class. For example, *How often / When / Where do you (go shopping / go for a walk)?* Encourage students to answer using full sentences. (*I go shopping at the shopping mall.*)

# 9 The Shopping Mall

## Vocabulary

**1 Discuss with a friend.**

- 1 Which activities do you do?
- 2 Which activities can you do without money?

**2 Listen and repeat.**

**3 Look and number the phrases. Write what you can and can't do in a shopping mall in your area.**

4 buy clothes	10 go for a walk	8 go shopping	2 have a party
1 make a cake	11 meet a friend	5 play computer games	6 read a book
3 see a movie	7 see a play	9 see an exhibition	12 meet your family

We can buy clothes. We can't

### 3 Look and number the phrases.

**Write what you can and can't do in a shopping mall in your area.**

Direct students' attention to the main picture. Ask students to find the number 1. Ask *What's this person doing? (Making a cake.)* Show students the example number 1 in Activity 3. Tell students to look at the rest of the numbers in the main picture, then write the correct numbers next to the phrases in Activity 3. Check answers by calling out the phrases and asking students around the class to say the correct numbers.

Ask students what shopping malls are in their town / city / area. Ask them to say what shops and other places there are at the shopping mall and what activities people can do there. Encourage all students to contribute to the discussion. Show students the example sentences. Have students write sentences about what they can do in a local shopping mall in their books, using the example sentences as models.

### Optional activity

Ask questions about the people in the main picture. For example, *Who is (making a cake)?* Invite students around the class to answer. (Number 1.) You can play this game in two teams if you like, asking questions to each team in turn and awarding one point for each correct answer.

### Additional resources

The Unit 9 Wordcards Set 1 can be used at any point in this lesson or later.

### 4 Read and complete the story.

Direct students' attention to the story. Read out the first sentence. Show the students how the word *shopping mall* has been crossed out in the word pool. Read out the remaining words in the word pool and ask students to make sentences with them. Tell students to read the rest of the story and complete the gaps with these words. Students complete the story on their own. Move around the class as they

### 4 Read and complete the story.

clothes friend movie computer games book play shopping mall

There's a very big (1) shopping mall. In our town. You can do a lot of different things there. I went there with my dad yesterday and we went shopping. We went to the bookstore and I read a (2) book about dinosaurs. After that I met my (3) friend. She bought some (4) clothes in a clothes store, and we played (5) computer games in the computer store. It was fun! After that, my friend wanted to go to the theater to see a (6) play, but I wanted to go to the movie theater to see a (7) movie. We decided to go to the theater.

### 5 Unscramble the phrases and complete the lyrics. Listen and check.

1 ese a viemo    2 yub esmo telocsh    3 eahv a tapyr    4 ees na bitixoehni

I want to (1) see a movie  
this weekend.

Dad wants to read a book instead.

I want to go shopping, meet my friends.

My sister wants to (2) buy some clothes.

But at the shopping mall, the shopping mall,

There's everything we want to do!

At the shopping mall, the shopping mall,

There's everything for me and you!

I want to make a cake and see a play,

Play computer games and

(3) have a party.

Mom wants to go for a walk,

meet our family today.

My brother wants to

(4) see an exhibition.

But at the shopping mall, the shopping mall...

### 6 Listen again and sing along.

### 7 Play Three Activities to Do with a friend.



work and help if necessary. Check answers by inviting students to read out sentences from the completed story.

### 5 Unscramble the phrases and complete the lyrics. Listen and check.

83

Focus attention on the scrambled phrases above the song lyrics. Tell the class that these are four of the phrases from Activity 2. Write the first phrase on the board and ask students to call out the letters in the correct order. Write the letters on the board as students say them. Tell the students to write the remaining phrases with the letters in the correct order. Read out the first line of the song. Tell students to read the song lyrics and complete the gaps with the unscrambled phrases. Have students complete the activity on their own. Play the recording for students to check their answers.

#### Optional activity

Write some more of the phrases from Activity 3 on the board with the letters of each word in scrambled order. Invite students to come to the board and write the letters in the correct order. If you like, you can play this game in two teams, writing a scrambled phrase on the board for each team in turn to unscramble. Award one point for each correctly spelled phrase.

### 6 Listen again and sing along.

Play the recording of the song again. Encourage students to follow the lyrics in their books and join in as much as possible. Then play the recording and point to each of the activities in the main picture on page 114 as they are mentioned. Ask students to think of a mime or an action for each activity. Students can use the main picture to give them ideas. Play the recording again for the students to sing along to and mime the leisure activities as they are

mentioned. If you like, you can invite some groups of students to sing and perform their actions for the class, along with the recording.

### 7 Play Three Activities to Do with a friend.

Direct students' attention to the sample language in the speech bubbles. Read the speech bubbles aloud while students follow along. Focus attention on the first girl in the photo. Tell the class that the girl is trying to find three activities that she and her friend want to do. Tell the students to write down three activities from Activity 3 that they want to do. Students write their chosen phrases in their notebooks. They then move around the class, asking and answering questions to try and find someone who wants to do the same three activities. Students form pairs or groups with other students who want to do the same activities. Invite students to tell the class which activities they want to do.

#### WORKBOOK ANSWERS

- 1 12 buy clothes 10 go for a walk  
11 go shopping 7 have a party  
3 make a cake 9 meet a friend  
8 meet your family 5 play computer  
games 4 read a book 1 see a  
movie 2 see a play 6 see an  
exhibition

- 2 1 buy clothes 2 see a movie 3 go  
for a walk 4 see an exhibition  
5 make a cake 6 see a play

Try! Answers will vary.

- 3 1 have a party 2 go shopping  
3 buy clothes 4 see a movie  
5 play computer games 6 make a  
cake

- 4 1 meet a friend 2 wants to play  
computer games 3 They want to  
see a movie. 4 He wants to make a  
cake.

Try! Answers will vary.

#### Further practice / Homework

Workbook pages 100–101

## Unit 9 Reading

pages 116–117

### Lesson objectives

Understand and act out a story.

Recognize and use leisure activities vocabulary in context.

### Language

**Leisure activities:** buy clothes, go for a walk, go shopping, have a party, make a cake, meet a friend, meet your family, play computer games, read a book, see a movie, see an exhibition, see a play

**Going to:** He's going to be ten. Are you going to come to my party on Saturday?

### Materials

① Track 84; Unit 9 Flashcards Set 1 (leisure activities); Unit 9 Storycards; DVD Unit 9 Story; Workbook pages 102–103

### Warm up

Stick the leisure activities flashcards on the board. Point to each flashcard and ask the class to say the matching phrase. Repeat the correct phrase with the rest of the class, then turn each flashcard over. When the flashcards are all face down, point to them in random order and see if students can remember which flashcard is which.

### Lead in

Write *I'm / You're / He's / She's / We / They're going to* on the board, then write the leisure activity phrases from the previous lesson. For example, *go shopping / make a cake / watch a movie*. Tell the class that we use *going to* to talk about our plans for the future. Say *I'm going to meet a friend on Saturday. What about you?* Encourage students to make sentences using *going to* to talk about their plans for Saturday.

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

Hold up the first storycard. Ask some questions to get students thinking about the story. *Who is the main character? What is he going to do? How do you think he feels?* 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 can see in the pictures. Take all their ideas but don't give the story away. Students look at the pictures on page 116 in their books. Explain that this story is a play. When we write a play, we write the characters' names at the beginning of each line to show who is talking.

Divide the class into pairs. Read the first question aloud and ask students to look at the pictures and name the places they can see. Ask students to read and discuss the second question in pairs. Invite volunteers to share their answers with the class.

**Unit 9 Reading**

# Toby's Birthday

1 Look at the pictures and discuss with a friend.

1 What places are in the play?  
2 What activities can you name?

2 Listen and read along. Write the characters' names.

Toby Sue Oscar Bella and Harriet Jack Mom

**Scene 1: At home**  
Harriet: [excited] It's Toby's birthday next week. He's going to be ten. He's very excited.  
Toby: [excited] I'm going to have a costume party on Saturday. I gave invitations to my friends last week.

**Scene 2: In school**  
Harriet: [worried] Toby isn't very good at his class work today. He's thinking about his birthday party.  
Toby: [worried] Hey, Jack! Are you going to come to my party on Saturday?  
Jack: Sorry, Toby. I'm going to go shopping with my brother.  
Toby: [sad] Oh! That's too bad.

**Scene 3: In the park**  
Harriet: [worried] Toby sees his best friend, Bella.  
Toby: [worried] Hi, Bella. Are you going to come to my party on Saturday?  
Bella: Sorry, Toby – no, I'm not. I'm going to buy some clothes with my sister.  
Toby: [sad] Oh! That's too bad.

**Scene 4: At lunchtime in the park**  
Harriet: [worried] Oh no! Toby isn't having much luck. He looks for Harriet and Oscar, the twins.  
Toby: [worried] Hello. Are you going to come to my party on Saturday?  
Harriet: Oh, we're sorry, Toby. We can't come.  
Oscar: We're going to make something with our mom.  
Toby: [sad] Oh, that's too bad.

### 2 Listen and read along. Write the characters' names. ① 84

Point to each of the pictures in Activity 2 and ask the students to find the characters in the picture in the story. Show the class the example names and read them out. Tell the students that they need to find out the names of the other characters in the pictures and write their names. Play the recording for the students to listen and follow the story in their books. Pause at the end of each scene and ask the students to name the characters in the scene, then say which characters appear in Activity 2. Students write the names of the characters under the correct pictures. Play the recording all the way through for students to listen and follow the story in their books. Students can use their index fingers to follow the text if it helps them.

Point to each of the pictures in the story. Ask students what is happening in each picture and how the characters feel. Personalize the story by asking students to say what they did on their last birthdays and will do on their next birthdays.

### Optional activity

The storycard questions can be used here, or at any time after this point in the lesson to check comprehension. Play the recording, holding up the storycards, one at a time. Point to key items or actions 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 students' understanding of the story. You may want to encourage further discussion of the story by asking more questions. For example, *Why is Toby excited at the beginning of the story?* (*Because he's going to have a birthday party.*) *Why is Toby sad in scene 3?* (*Because two of his friends aren't going to come to the party.*)

**Scene 5: At home, after school**

**Name:** [Narrator] Toby is starting to feel very sad. Everybody is going to be busy on Saturday.

**Time:** [Narrator] Mom, nobody can come. My party is going to be a disaster!

**Music:** Don't worry Toby! I'm going to be here and Grandpa is going to come.

**Song:** [Narrator] And me!

**Scene 6: In Toby's garden**

**Name:** [Narrator] It's Saturday. Toby is having his party outside in the garden.

**Time:** [Narrator] Oh, I love this! Thanks, Mom! You're right. Family birthday parties are a lot of fun!

**Music:** We have one more present for you. It's behind the fence.

**Scene 7: Behind the fence**

**Name:** [Narrator] Toby looks behind the fence.

**Music:** [Narrator] SURPRISE! Happy birthday!

**Time:** But you were all busy!

**Music:** We were busy in the morning, but not in the afternoon!

**Scene 8: In the garden**

**Name:** [Narrator] One by one, Toby's friends explain.

**Time:** [CARRYING A WRAPPED PRESENT] Look, Toby! I went shopping and bought your present. It's a DVD!

**Music:** [SHOWING HER COWBOY COSTUME] And I bought some clothes. A cowboy costume for your party!

**Time:** And we made something with our mom.

**Music:** [POINTING TO THE CAKE] Here it is! We made a cake for you. Happy birthday!

**3 Act out the story.**

### Optional activity

Tell the class that they are going to design an invitation for a party. Divide the class into pairs. Tell students to discuss their ideas with their partners. They need to decide what kind of party they are going to have, what people are going to wear, when and where the party is going to be and what people are going to do at the party. When students have discussed these ideas in their pairs, hand out sheets of paper and make sure students have colored pens or pencils. Students design their invitations, writing about the party and decorating their invitations with pictures or a border. Invite students to show their invitations to the class and talk about their parties.

### Optional activity

Ask the students to complete the story activities on pages 102–103 of the Workbook for homework. Students color the stars depending on how much they enjoyed the story.

### WORKBOOK ANSWERS

- 1 Left to right: go, buy, see, read, make, meet  
Toby is going to have a costume party.
- 2 1 on Saturday. c  
2 with my sister. f  
3 a disaster. b 4 a lot of fun. d  
5 but not in the afternoon. a  
6 for you. e
- 3 1 have a party 2 can't 3 go shopping 4 buy some clothes  
5 make something 6 family  
7 gives 8 behind

Try! A superhero costume.

- 4 Plans for Saturday: go, buy some clothes, make something  
Surprise: DVD, cowboy costume, cake
- 5 Answers will vary.

Try! Answers will vary.

### Further practice / Homework

Workbook pages 102–103; Unit 9 Reading Worksheet; Unit 9 Story Worksheet

### Optional activity

Tell students to choose a character from the story and draw their chosen character's face on a sheet of paper. Students can copy the pictures in Activity 2. They write their chosen character's name under their picture. Play the video. Students raise their pictures when their chosen character speaks. Ask students to imagine they are going to go to Toby's party. Ask *What costume are you going to wear?*

### Additional resources

The Unit 9 Story Worksheet and the Unit 9 Reading Worksheet can be used at any point from here on.

### 3 Act out the story.

Divide the class into groups of eight students to act out the story. Assign roles to the students: the narrator, Toby, Jack, Bella, Harriet, Oscar, Mom and Sue. Students read through the story again and discuss ideas for props and actions for their parts. Encourage groups to take time to discuss each member's character. Have students practice the story with their actions and props. Monitor and help where necessary. For any groups that are having a problem with the dialogue, make sure they are using the key language (*going to / Are you going to*) correctly. Confident groups can close their books and try to act out the story from memory. Bring one or two groups to the front of the class to act out the story for the class.

### Optional activity

Divide the class into two teams. Say true or false sentences about the story to students from each team in turn. For example, *It's Toby's birthday tomorrow.* / *Toby is going to be ten.* / *Toby's party is on Saturday.* The students respond with *true* or *false*. Award one point for each correct answer. Award extra points if students can correct the false sentences.

# Unit 9 Language

## Focus 1

pages 118–119

### Lesson objectives

Understand plans with *going to*.

Write sentences, questions and answers with *going to*.

Talk about plans using *going to*.

### Language

**Leisure activities:** buy clothes, go for a walk, go shopping, have a party, make a cake, meet a friend, meet your family, play computer games read a book, see a movie, see an exhibition, see a play

**Going to:** I'm going to buy clothes. I'm not going to make a cake. Are you going to go to bed tonight? Yes, I am.

### Materials

• Track 85; Workbook pages 104–105

### Warm up

Ask students to stand up. Say a sentence using *going to* and a leisure activity. For example, *On Saturday, I'm going to make a cake*. Invite a student to add an activity to the sentence. For example, *On Saturday, I'm going to make a cake and read a book*. Repeat with students around the class. If a student can't remember the list of activities, they have to sit down. The last student left standing is the winner.

### 1 Look at pages 116–117. Underline the sentences that are in the story.

Ask students to open their Student Books to pages 116–117. Ask students to tell you who the characters in the story are and what happens in the story. Tell students to turn to page 118 in their Student Books. Read out the first sentence. Ask *Is this sentence in the story?* Tell students to look back at the story on pages 116–117 and see if they can find the sentence (it's in scene 1). Show students the example line under the sentence on page 118. Tell students to read the rest of the sentences, find out if each sentence appears in the story, then underline the sentences that they can find in the story and leave the other sentences. Have students complete the activity on their own, then check answers in pairs. Check answers with the class by reading out the sentences and asking *Is it in the story?* about each sentence. Students answer yes or no, then tell you which scenes in the story the underlined sentences are in.

### 2 Listen and number the people. Write the answers. • 85

Tell the students to look at the pictures. Read out the characters' names and ask

### Unit 9 Language Focus 1

#### 1 Look at pages 116–117. Underline the sentences that are in the story.

- 1 I'm going to have a costume party on Saturday.
- 2 I'm going to read a book in the garden.
- 3 Are you going to come to my party on Saturday?
- 4 I'm going to go shopping with my brother.
- 5 Are you going to open your present?
- 6 We're going to make something with our mom.
- 7 I'm going to be here and Grandpa is going to come.

#### 2 Listen and number the people. Write the answers.

- 1 Bella, are you going to go shopping?  
**Yes, I am.**
- 2 Toby, are you going to make a cake?  
**No, I'm not.**
- 3 Harriet, are you going to play computer games?  
**Yes, I am.**
- 4 Oscar, are you going to read a book?  
**Yes, I am.**
- 5 Jack, are you going to go shopping?  
**No, I'm not.**

#### Grammar

Are you going to	meet a friend? see a movie?	Yes, I am.	 I'm going to	see a play.
		No, I'm not.	 I'm not going to	go for walk.

#### Optional activity

Fast finishers can write more questions about the characters in Activity 2, then swap work with a partner and write answers to each other's questions. Students can then read out the questions and answers in pairs.

### 3 Look and complete the questions. Write your answers.

Focus attention on the photos in Activity 3. Ask students to name the activities. Ask the first question to students around the class encourage them to give true answers about themselves. Tell students to complete the remaining questions, then write answers about themselves. Tell students to refer to the Grammar box to help them. Have students complete the activity on their own. Ask pairs of students to read out their questions and answers.

**5** Look and complete the questions. Write your answers.



- 1 Are you going to go to bed tonight? Yes, I am.
- 2 Are you going to do karate on the weekend?
- 3 Are you going to read a book on Friday?
- 4 Are you going to take a shower tomorrow?

**6** Look and write sentences.



- 1 I'm going to have a party.  
I'm not going to see a play.
- 2 I'm not going to buy clothes.  
I'm going to make a cake.
- 3 I'm going to see an exhibition.  
I'm not going to play computer games.
- 4 I'm not going to go for a walk.  
I'm going to see a movie.

**7** Write sentences about your plans for next weekend. ☐

I'm going to buy clothes      I'm not going to make a cake.

**8** Talk to a friend about your plans for next weekend. ☺



**Optional activity**

Ask more questions to students around the class about what they are going to do tonight / tomorrow / on Saturday / next week / next summer. Tell students to write three questions for their partner, then ask and answer questions in pairs.

remaining pictures and write sentences, as in the examples. Students can look at the Grammar box to help them. Check answers by asking students to read out the sentences. Ask students around the class which of the activities in Activity 3 they are going to do this weekend. Encourage students to make sentences about each of the activities using *going to* / *not going to*.

**Additional resources**

The Unit 9 Language Focus 1 Worksheet can be used at any point from here on.

**4** Look and write sentences.

Tell the students to look at the pictures and name the activities shown. Remind the students that a check mark means that the person is going to do the activity and a cross means that the person is not going to do the activity. Focus attention on the first pair of pictures and ask *Is she going to have a party? (Yes, she is.) Is she going to see a play? (No, she isn't.)* Show the class the example sentences and read them out. Tell the students to look at the

**Optional activity**

Write some more problems on the board. For example, *I'm cold.* / *I'm late for school.* / *I'm tired.* / *I can't do my homework.* / *I'm hungry.* Ask students around the class to give advice using *should* or *shouldn't*.

**5** Write sentences about your plans for next weekend.

Tell the class that they are going to write about the activities they are going to do next weekend and the activities they are not going to do next weekend. Read out the example sentences and ask students

Are you going to buy clothes / make a cake this weekend? What are you going to do? Elicit ideas from around the class.

Students write their sentences in their notebooks. If students have trouble, refer them to the Grammar box. Encourage students to write at least three sentences using *going to* and three sentences using *not going to*. Invite students to read out their sentences.

**6** Talk to a friend about your plans for next weekend. ☺

Read out the sample speech in the speech bubbles. Tell the class about some of your plans for the weekend. Encourage students to tell the class about some of the things they are going to do / are not going to do this weekend. Students then talk in pairs, taking turns to say sentences about their plans for the weekend. Move around the class and check that students are using the correct grammar structures. Invite confident pairs of students to say sentences to each other for the rest of the class to observe.

**Optional activity**

Ask *What am I going to do this weekend?* Mime one of the leisure activities from page 114 for the class. Encourage students to ask questions to find out what you are going to do. For example, *Are you going to (make a cake)?* If students guess incorrectly, say *No, I'm not.* If a student guesses correctly, say *Yes, I am! Your turn!* Invite the student to mime an activity for the rest of the class to guess.

**WORKBOOK ANSWERS**

- 1 1 ✓ 2 ✗ 3 ✗ 4 ✓  
2 1 Yes, I am. 2 No, I'm not.  
3 Yes, I am. 4 No, I'm not.

**Try!** Answers will vary.

- 3 Left to right: Are / going to / I am / Are / going to / I'm not / Are you going to / Wednesday / No, I'm not. / Are you going to see / on / Yes, I am. / Are you going to buy / on / Yes, I am.  
4 1 I'm going to read a book. I'm not going to go for a walk. 2 I'm going to play soccer. I'm not going to go shopping. 3 I'm going to go for a walk. I'm not going to buy some clothes. 4 I'm going to have a party. I'm not going to see a movie.

**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

Learn vocabulary related to clothes and accessories.

Ask about future plans using *Who* and *What*.

Practice asking about future plans and vocabulary related to clothes and accessories through a song and follow-up activities.

### Language

**Clothes and accessories:** *apron, casual clothes, elbow pads, elegant clothes, gloves, hiking boots, knee pads, wetsuit*

**Leisure activities:** *buy clothes, go for a walk, go shopping, have a party, make a cake, meet a friend, meet your family, play computer games, read a book, see a movie, see an exhibition, see a play*

**Who / What:** *What are you going to wear? I'm going to wear elbow pads.*

*Who are you going to go with? I'm going to go with my dad.*

### Materials

① Track 86; Unit 9 Flashcards Set 2 (clothes and accessories); Unit 9 Wordcards Set 2; Workbook pages 106–107, 127

### Warm up

Write the heading *Clothes and accessories* on the board. Tell the class that accessories are small things that we wear, such as bags or hats. Ask the students what words they know for clothes or accessories. Write their answers on the board around the main heading. Ask students what they wear when they go to a party / play soccer / go swimming / go for a walk / play in the snow / go skateboarding.

Use the clothes and accessories flashcards to present the new vocabulary. Hold up the flashcards, one at a time, and model the words for the class to repeat chorally. Hold up the flashcards and ask students around the class to repeat the words individually after you. Divide the class into two teams. Stick one of the flashcards on the board. Invite students from each team in turn to come to the board. Hand the students two or three of the wordcards (one to match the flashcard on the board and two extras). The students stick the correct wordcard on the board under the flashcard. Award one point for each correct response.

## Unit 9 Language Focus 2

- 1 Look and complete the song.  
Listen and check.

apron casual clothes elbow pads gloves  
walking boots knee pads smart clothes wetsuit



What are you going to wear tomorrow?

What are you going to do?

What are you going to do tomorrow?

And who are you going to go with?

I'm going to wear a (1) wetsuit and ski on a lake.  
I'm going to wear an (2) apron and make you a cake.

I'm going to wear (3) knee pads and (4) elbow pads too.

And I'm going to wear (5) gloves and ride a bike with you.

What are you going to wear next week? ...

I'm going to wear (6) walking boots and go for a walk.

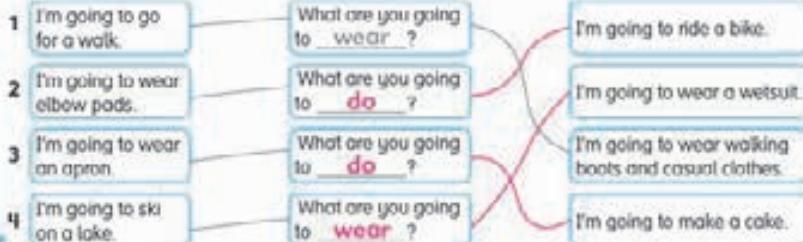
We can have a picnic, we can eat and talk.

I'm going to wear (7) casual clothes, like yours.

(8) smart clothes get messy when you're outdoors!

- 2 Listen again and sing along.

- 3 Read the lyrics, write the words and match the questions with the answers.



### 1 Look and complete the song.

#### Listen and check. ① 86

Point to the pictures. Ask the students to say what the people are doing and what they are wearing. Encourage students to use the new words for clothes and accessories by pointing to the items in the pictures and asking *What's this?*

Read out the chorus and the first line of verse 1. Ask students to point to the picture of someone wearing a wetsuit and skiing on a lake. (Picture 1.) Tell the students to look at the rest of the pictures and complete the song lyrics by writing the correct words from the box in the gaps. Allow students time to complete the activity on their own. Play the recording for students to check their answers, then ask students to read out lines from the completed song lyrics.

### 2 Listen again and sing along.

Play the recording for students to listen to the song and follow the lyrics in their books. Play the song again and sing along with the class.



### Optional activity

Divide the class into pairs. Tell the students to listen to the song and decide on actions for each of the activities mentioned in the song. Play the song over and over in the background while students decide on their actions. Invite a pair of students to perform one of their actions for the class. The rest of the class names the activity.

### 3 Read. Complete the questions and match with the answers.

Read out the sentence *I'm going to go for a walk*. Ask the class to find this activity in the song lyrics in Activity 2. Ask *What are you going to wear?* Ask students to find the answer in the song lyrics and read it out. (*I'm going to wear walking boots.* / *I'm going to wear casual clothes.*) Show students the example word (*wear*) and the example lines in Activity 3. Explain that students need to read the sentences in the first column, find the activity in the text,

### 1 Answer the questions for yourself.

- 1 What are you going to do on Saturday? I'm going to \_\_\_\_\_
- 2 What are you going to wear? \_\_\_\_\_
- 3 Who are you going to go with? \_\_\_\_\_

#### Grammar

What	are you going to	do? wear?	I'm going to	ride wear	a bike. elbow pads.
Who	go	with?	go	with you. with my dad.	

### 2 Complete questions and answers.

- 1 What are you going to do on Friday?  
I'm going to go for a walk.
- 2 What are you going to wear??  
I'm going to wear walking boots and casual clothes.
- 3 Who are you going to go with?  
I'm going to go with my brother.



### 3 Complete the diary. Play the game.



then complete the question with a word from the song and draw lines to match the sentences to the questions and the questions to the answers. Have students complete the rest of the activity on their own. If they have trouble, refer them to the Grammar box. Check answers by reading out the first sentences, then asking pairs of students to read out the matching questions and answers.

#### Additional resources

The Unit 9 Language Focus 2 Worksheet can be used at any point from here on.

### 4 Answer the questions about yourself.

Read out the first question. Answer the question with a true sentence about yourself. For example, *I'm going to go shopping*. Then ask the question to students around the class and elicit true answers. Encourage the students to answer using full sentences with *going to*, as in the Grammar box. Repeat for the other two questions. Tell the students

to write answers to the questions about themselves. Make sure that they understand that there are no right or wrong answers, but they must make sure that their answers are grammatically correct. Students write their answers on their own, then compare work with a partner to see if they have the same or different answers. Check answers by asking several pairs of students to read out the questions and their answers.

### 5 Complete the questions and answers.

Ask questions to students around the class using *Who* and *What*. For example, *What are you going to do on Sunday?* *Who are you going to meet on the weekend?* *What are you going to wear on Saturday?* Encourage students to answer using full sentences with *going to*. Read the example question aloud and elicit answers from students around the class. Show the class the example answer, then focus attention on the remaining two items and ask students to suggest what the questions might be.

Have students complete the questions and answers on their own. Tell them that there are no right or wrong answers, but the questions and answers must use the correct grammar structures, as in the Grammar box. Invite pairs of students to read out their completed questions and answers for the class.

### 6 Complete the diary. Play the game. Workbook page 127

Read out the example exchange. Ask students around the class *What are you going to do on (Monday)? Who are you going to (go / do that) with? What are you going to wear?* Repeat for all days of the week. Divide the class into pairs and tell the students to open their Workbooks to page 127. Show the class the diary in Activity 1 and tell them to complete it with their plans for the next week. Students should write what they are going to do, who they are going to do each activity with and what they are going to wear each day. Read out the instructions and the examples, then have students complete their diaries on their own. Students then take turns to ask and answer questions, as in the example exchange, and find out what their partner is going to do on each of the days next week. They write notes in the diary in Activity 2 about their partner's plans. Model the activity for the class with a confident student, then allow the students to work in pairs. Monitor and help if necessary. Invite confident pairs to model the activity for the class.

#### WORKBOOK ANSWERS

- 1 1 casual clothes 2 walking boots  
3 elegant clothes 4 wetsuit  
5 elbow pads 6 gloves 7 knee pads 8 apron
  - 2 1 gloves / walking boots 2 casual clothes / elegant clothes / apron  
3 elbow pads / knee pads
  - 3 1 do / wear 2 to wear / wear / going to do / going to
- Try! Answers will vary.
- 4 climb a mountain / my parents / a jacket, gloves, a scarf, and walking boots
  - 5 1 I'm going to go surfing. / going to wear / a wetsuit / are you going with / I'm going with 2 What are you going to do / I'm going to go cycling. / What are you going to / I'm going to wear a helmet. / Who are you going to / I'm going to go with Bella.

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

Understand a text about how shoes are made.

Complete flow charts.

Complete design notes about shoes.

Make design notes for a different product.

Provide links with other areas of the curriculum and an opportunity for creative project work.

### Language

**Core vocabulary:** manufacturing process, purpose, leather, flexible, rubber, waterproof, prototype, production process,

**Reviewed vocabulary:** shoes, design, hiking, dancing

**Extra vocabulary:** factory, materials, details, buttons, zippers, machines, engineers

### Materials

• Track 87; Workbook page 108

### Warm up

Write the heading *Shoes* in the center of the board. Ask the class what kinds of shoes they wear (such as *sneakers*, *boots*, *sandals*) and what activities they wear each kind of shoe for (such as *walking*, *playing sports*, *going out in the rain*, *going to the beach*). Write the types of shoes in a circle around the central heading, then write the activities around the outside of the types of shoe to form a spidergram or mind map.

Tell the students that they are going to find out about how people make shoes in this lesson. Ask students to guess how people make shoes. Take all of their suggestions. Encourage as many students as possible to make predictions about what they are going to find out.

### 1 Listen and read. Write the letters on the pictures. 87

Ask students open their Student Books to page 122. Focus attention on the photos. Ask students what they can see and what the people are doing in each photo. Show the class the letters in bold in the text. Tell students to listen to the text and follow it in their books, then decide which photos the lettered sentences are about. Play the recording for students to listen and follow the text in their books. Read out sentence (a) and ask *Which picture goes with sentence (a)?* Ask students to point to the matching picture. Show the class the example letter (a). Read out the remaining lettered sentences. Have students show you the matching pictures, then write the letters

### Unit 9 CLIL Science

#### 1 Listen and read. Write the letters on the pictures.

When a factory makes a product, this is called a *manufacturing process*. Here is a description of a manufacturing process for shoes. Different people have different jobs to do.

##### Design and planning

Designers often work together to design the shoes. First, they must think about the *purpose* of the shoes. Are they for hiking, dancing or going to work? Next, they choose the best materials for the shoes (a). They often choose *leather* for the top part of the shoe because it is *flexible*. They often choose *rubber* for the bottom part of the shoe, because it is *strong* and *waterproof*.

They draw a lot of pictures (b). Then, they make a *prototype* or an example of the product. Using the prototype, the engineers can plan the *production process*.

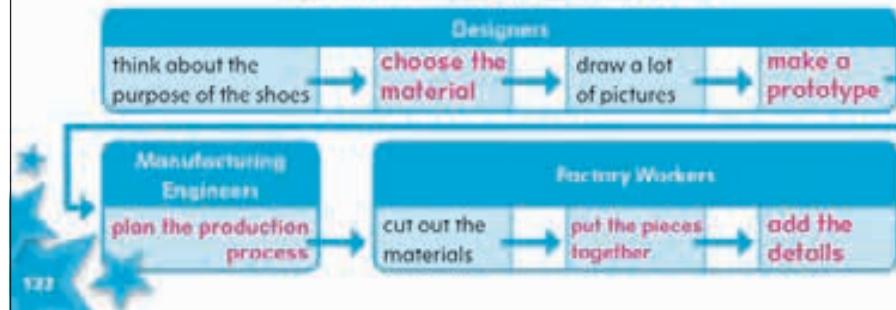
##### Production

Workers make the shoes in a factory. Different workers use different machines for different stages. First, they cut out the materials. Next, they put the pieces together. Finally, they add the details, like adding buttons or zips. (c).



#### 2 Read again and complete the flow chart.

##### The Manufacturing Process of Shoes



in the boxes on the pictures. Ask students to share any interesting facts they learned from the text.

### 2 Read again and complete the flow chart.

Copy the flow chart onto the board and read out the sentence in the first box. Ask *What happens next?* Encourage students to look at the text and tell you what happens next in the shoe-making process. (*Designers choose the best materials for the shoes.*) Repeat for the next box, then have students complete the rest of the flow chart in their notebooks by finding the different stages of the process in the text in Activity 1 and writing the stages in the correct order in the flow chart.

### Project connection

You can choose to do Stage 1 of the project on page 124 at any point from here on.

### Additional resources

The Unit 9 CLIL Worksheet and CLIL Cards can be used at any point from here on.

### 3 Complete the Design Notes with words from Activities 1 and 2.

Focus attention on the design notes and ask. *What are these? (Design notes.) What can you see? (A design for a shoe.) What information do the notes tell us? (What the shoes are for, what they are made of and what they look like.)* Read out the design notes, up to the example. Focus on the example and tell students that they will find the words they need for each gap in the text in Activity 1 or in the flow chart in Activity 2. Students read through and complete the design notes on their own. Monitor and help as necessary. Invite students to read out sentences.

## 1 Complete the Design Notes with words from Activities 1 and 2.

### **purpose:**

These shoes are for running and playing sport.

### **Materials:**

The top part is made of leather, because it is (1) **flexible**. The top part isn't waterproof.

The bottom part is made of rubber, because it is (2) **strong** and (3) **waterproof**. It will keep dry when it rains.

There are lots of (4) **details** like different colors and stripes.

### **A sketch of the shoe:**



### **Colors:**

Red and green, with yellow details.

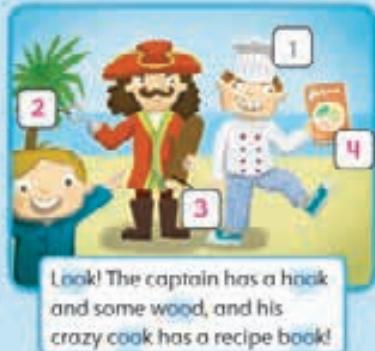
## 2 Make Design Notes for a different product.

### 1 Listen and number the pictures.

Listen again and repeat.

## Phonics

### 2 Listen and repeat the sentences.



## 4 Make Design Notes for a different product.

Tell students they are going to write their own design notes for their own choice of product. They can choose a product they own, or a product they want, or they can invent their own product. Give students the opportunity to think about their chosen product and research it online if necessary. Ask questions to prompt students if necessary. For example, *What is your product? What is it for? What is it made of? What does it look like?*

### ARTISTIC AND CULTURAL COMPETENCE

Drawing and designing items is an enjoyable way for students to express themselves artistically. Students often forget that they are learning because they are having fun.

### Optional activity

The Unit 9 CLIL Video on the Level 4 DVD shows students some information about a paper mill. There is also a CLIL Video Worksheet. Play the video. Pause at various points to check understanding by asking questions. *Where does paper come from? What is it mixed with? What can we make with it? What other products come from trees?*

### WORKBOOK ANSWERS

- 1 1 Designers 2 purpose  
3 materials 4 draw 5 prototype  
6 Manufacturing engineers  
7 Factory workers 8 cut out  
9 pieces 10 add  
2 1 b 2 e 3 c 4 a 5 f 6 d  
3 Answers will vary.  
Try! Answers will vary.

### Further practice / Homework

Workbook page 108; Unit 9 CLIL Worksheet;  
Unit 9 CLIL Video Worksheet

## Phonics

### Lesson objectives

Practice pronunciation of the sounds /u/ and /u:/.

Practice listening to, reading and saying words with the sounds /u/ and /u:/.

### Materials

① Tracks 88–89; Workbook page 109

### Warm up

Ask students to look at the first picture in the phonics section on page 123. Ask *Who can you see? (A captain and a cook.) What do they have? (The captain has a hook and some wood and the cook has a book.)* Ask students to look at the second picture and ask *Where are they? (On the moon.) What are they doing? (Eating food with spoons.)*

### 1 Listen and number the pictures.

### Listen again and repeat.

① 88

Give students some time to look over the pictures. Play the recording and pause after the first word. Ask students to point to the correct item / person in the first picture. (Cook.) Ask *What's the word? (Cook.)* Show students the example number 1 in the box. Play the rest of the recording for students to listen and number the items / people. Say one of the words on the page and have the students tell you the number. The students can do this in pairs once they are familiar with the activity.

### 2 Listen and repeat the sentences.

①

Play the first sentence for students to listen, then repeat chorally. Repeat for the second sentence. Have students repeat the tongue-twister slowly to begin with, focusing on the pronunciation of the /u/ and /u:/ sounds. Encourage students to gradually say the tongue-twister faster.

### WORKBOOK ANSWERS

- 1 look: 1, 3, 4, 5 room: 2, 6, 7, 8  
2 1 hook 2 cook 3 wood 4 book  
5 food 6 spoon 7 moon  
8 balloons  
3 1 hook 2 wood 3 cook 4 book  
1 food 2 teaspoon 3 moon  
4 balloons

Try! Answers will vary.

### Further practice / Homework

Workbook page 109

# Unit 9 Project and Value

page 124

## Lesson objectives

Understand the importance of working together and planning the stages of a project.

Make a pin for a cause.

## Value

When you do a project with other people, work together and plan all the stages carefully.

## Materials

Card; pens; scissors; glue; safety pins; colored pens / pencils; Unit 9 Stickers; pins, posters, stickers and so on for different causes (see Warm up); Workbook page 110

## Warm up

Show the class a selection of pins, posters or stickers for a variety of causes (such as *Don't litter!*, *Save water!*, *Be kind to animals!*). Ask students to say what cause each pin / poster / sticker is for. Ask students what other causes they can think of and which causes they feel strongly about. Encourage all students in the class to contribute ideas to the discussion.

## 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 students why it is important to work together when you work with other people (because it's good to help each other and to work as a team) and why it is important to plan all the stages of a project carefully (because if you plan carefully, you won't make mistakes). Tell students to take out their sticker sheets and find the sticker for *Jeb's Value*. Students stick the sticker in the space in their Student Books.

## Pin for a Cause

### Stage 1: Plan your project.

Divide the class into groups of four. Explain to them that they are going to make a pin for a cause, but first they should start by discussing what causes they feel strongly about and how they could express their message on a pin. Have groups of students brainstorm answers to the discussion questions and make a list of the causes they care about. When students are discussing the second question, tell the class that effective slogans often rhyme (for example, *Have a look at a book!*), or use alliteration (words starting with the same letter. For example, *It's Good to Go Green!*).

Unit 9 Project and Value

## Pin for a Cause

### Materials

- Card, pens, scissors, glue
- Safety pins

### Stage 1: Plan your project.

- 1 Work in groups. Make a list of causes that you care about.
- 2 Choose one of the causes. Think of a slogan to express your message.

### Stage 2: Develop your project.

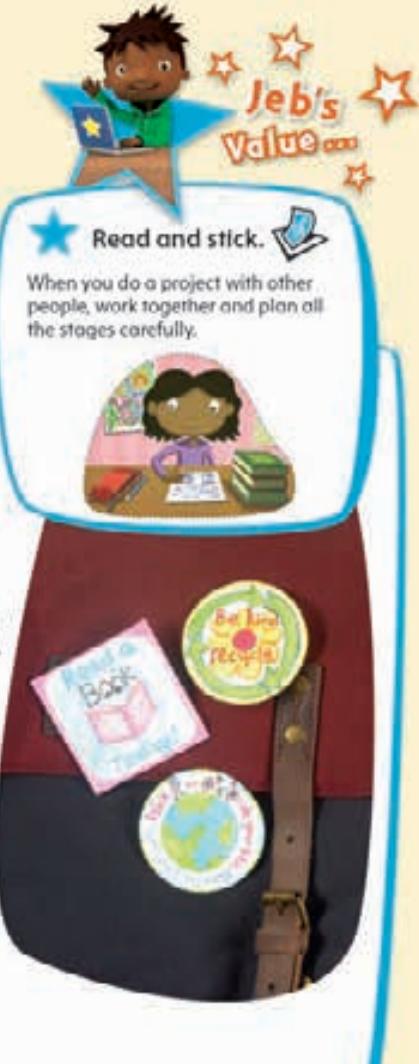
- 1 In your group, work together to design a pin that you can wear. Look at the flow chart on page 122. Which stages do you need to use?
- 2 Work together to plan the stages of your production process. Who is going to do each stage?
- 3 Make your pins.

### Stage 3: Share your project.

- 1 In your group, discuss and evaluate your manufacturing process. Did you work together? Did you plan the stages of the manufacturing process carefully? Did you change them? Tell the class your conclusions.
- 2 Wear your pins and share your message with your friends.

### Stage 4: Evaluate your project.

Save your Project Record.



### Stage 2: Develop your project.

Hand out paper, cardboard, pens, scissors, glue and safety pins to the groups of students and make sure they have colored pens or pencils. Tell the students to decide what stages need to be completed to make their pin (designing the pin, cutting out the pins, sticking the safety pins onto the cardboard, and so on) and who is going to do each of the stages. Tell the students to make a flow chart showing the stages of their project, then assign a stage to each person in the group. Students then work together to make their pins. Tell students to make one pin for each person in their group, completing each stage for all of the pins before moving on to the next stage, like a real factory.

### Stage 3: Share your project.

Have the students discuss their manufacturing process in their groups. They should say which stages worked well and which stages didn't work as well, and give reasons for their opinions. Allow students time to discuss the questions in

step 1 together, then ask the questions to students from each group and have the students answer so that the whole class can hear.

Tell students to wear their finished pins and move around the class to look at and ask and answer about each other's pins.

### Stage 4: Evaluate your project.

This stage can be done after the previous stages have been completed or as each stage is completed. Students grade their performance in each stage of the project in Activity 2 on page 110 of their Workbooks.

#### WORKBOOK ANSWERS

- 1 Answers will vary.
- 2 Answers will vary.

Try! Answers will vary.

#### Further practice / Homework

Workbook page 110

**1 Look and write sentences.****1** (see movie X)*I'm going to read a book. I'm not going to see a movie.***2** (go shopping X)*I'm not going to go shopping. I'm going to make a cake.***3** (play computer games X)*I'm going to go to an exhibition. I'm not going to play computer games.***2 Look and complete the questions and answers.****1** What are you going to do on Friday?*I'm going to go for a walk.**Saturday**go for a walk with Grandma**wear walking boots!***2** What are you going to wear?*I'm going to wear walking boots.***3** Who are you going to go with?*I'm going to go with Grandma.***3 Write your answers.****What about You?**

Are you going to read a book this evening?

What can you do in a theater?

Where are you going to go on the weekend?

Who are you going to go with?

**4 Ask and answer the questions with a friend.***Are you going to read a book this evening?**Yes, I am.***Unit 9 Review** page 127**Lesson objectives**

Review vocabulary and grammar structures from the unit.

Provide an opportunity for self-evaluation.

**Language**

Leisure activities

Clothes and accessories

*Going to: I'm going to buy clothes. I'm not going to make a cake. Are you going to go to bed tonight? Yes, I am.**Who / What: What are you going to wear? I'm going to wear elbow pads. Who are you going to go with? I'm going to go with my dad.***Materials**

Workbook page 111

**Warm up**Play a game of *Mime and Guess*. Mime one of the activities from page 114. If a student calls out the correct phrase, they can take a turn to mime an activity for the rest of the class. You can expand the game to include other activities from the unit or other activities from previous lessons.**1 Look and write sentences.**

Ask students to name the activities in the photos. Show students the first prompt in parentheses. Explain that the check marks on the photos mean that the person is going to do this activity, and the crosses in parentheses mean that the person isn't going to do this activity. Read out the example sentences. Students write the rest of the sentences on their own. Ask students to read out their sentences for the class.

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

Direct students' attention to the notes and explain that this is an entry from

someone's diary. Ask *What is he / she going to do / wear? Who is he / she going to go with?* Students look at the diary entry and answer orally. Read out the example question and answer. Have students look at the diary entry and write the remaining questions and answers. Check answers by asking pairs of students to read out the questions and answers for the class.

**3 Write your answers.**

Invite students to ask you the questions. Give model answers, using full sentences and grammar structures from the unit. Then ask the questions to students around the class and encourage them to answer using full sentences. Students work on their own to write answers to the questions in their books.

**4 Ask and answer the questions with a friend.**

Divide the class into pairs. Have students take turns interviewing their partners using the questions from the previous activity. Arrange the class into different pairs to allow students to ask and answer with a new partner.

**Optional activity**

Have the students write three more questions about their partner's future plans in their notebooks. Students can then take turns to ask and answer their questions in pairs.

**Evaluation**

See Unit 1 page 17 for notes on evaluating students' progress.

Have students place this unit's star sticker next to their favorite activity in the unit.

**Additional resources****The Unit 9 Test** can be given now.**The Units 7–9 Test and the End of Year Test** can be given now.**WORKBOOK ANSWERS**

- Ju: make a cake / go shopping  
Ava: going hiking / going surfing  
Lucas: to a party / play computer games  
Will: I am going to buy clothes. I am not going to read a book.

- No, I'm not / What are you going to do? 2 you going to / Yes, I am. / are you going to / I'm going to wear elegant clothes. 3 No, I'm not. / What are you going to / I'm going to make a cake. 4 you going to go / Yes, I am. / are you going to / I'm going to wear a wetsuit.

Try! Answers will vary.

**Further practice / Homework**

Workbook page 111

## Review Story

pages 126–127

### Lesson objectives

Review vocabulary and grammar structures from Units 7 to 9 in the context of a story.

Understand and act out a story.

### Language

Vocabulary and grammar structures from Units 7–9.

### Materials

• Track 90; Workbook page 118

### Warm up

Play *Minute Race!* Seat the students in a circle. Set a timer for one minute. You can use a timer on your phone or simply use a sand timer. Call out a vocabulary set from Units 7–9, such as the leisure activities. The students take turns calling out words for leisure activities around the circle. They have to try and get all the way around the circle before the minute is up. Alternatively, in a large class, they can try to say as many words as they can in one minute. Play the game again and see if they can beat their record with the same vocabulary. Alternatively, you can play the game in two teams, with students from each team in turn trying to say as many words as they can in one minute. The team with the most words wins.

Play the game again using a different set of words from Units 7–9.

### Lead in

Write the heading *Luke's III* on the board. Tell the class that this is the title of the story they are going to read in this lesson. Ask students around the class to predict what is wrong with Luke. Write their suggestions on the board. Point to each of the illnesses on the board and say *Luke has (a cold). What should he do?* Invite students around the class to give advice using *should* or *shouldn't*.

Tell students to open their books and look at the story on pages 126–127. Ask students to say what people and places they can see in the story and to say what they think is going to happen in the story.

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

Tell the students to look at the pictures on pages 126–127 in their books. Point to the first picture. Ask some questions to get students thinking about the story. For example, *Where are the children? Who are the people on the stage? What do you think they are doing? How do you think the children feel?*

Go through the rest of the frames in the story very quickly. Ask the students to tell

# Luke's III

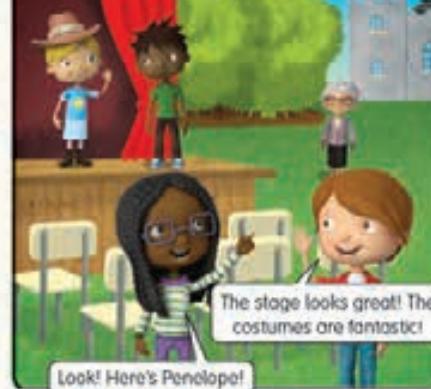
### 1 Look at the pictures and discuss with a friend.

1 Which characters go to the kitchen?

2 Which characters stand on the stage?

### 2 Read and circle the words. Listen and check.

1 It's the day of the show. Everyone is excited. The actors are having their last rehearsal.



2 Luke has an important part in the show. There aren't any extra actors. The students are worried.



126

3 Penelope isn't very happy. She has some bad news for the students.



4 The students go see Luke and Jeb. What are they going to do? They can't do the show without them.



you what they think the story is about and what they can see in the pictures. Take all their ideas but don't give the story away. Divide the class into pairs. Read the first question aloud and ask students to look at the pictures in their books and answer. Ask students to read and discuss the second question with their partners. Invite volunteers to share their answers with the class.

### 2 Read and circle the words. Listen and check. 90

Play the recording of the story all the way through. Ask questions to check students' understanding. For example, *Why is everyone excited? What's Penelope's bad news? What's the matter with Luke? What fruit does Rose put in the special recipe? What's the matter with Rose?*

Play the first two frames of the story, then pause the recording. Focus attention on the last speech bubble in frame 2 and read out the sentence with the two answer options. Ask children what the correct word is. Show the class the example circle

around the word *has*. Tell the students to read the rest of the story and circle the correct words. The students can do this on their own. Play the rest of the story for students to listen and check their answers. Invite students around the class to read out the speech bubbles with the circled words.

You may want to develop students' insight by asking some questions. Ask *Why are the children excited in frame 1? Why isn't Penelope very happy in frame 2? Why are the students worried in frame 3? What is Rose's idea in frame 5? Why is Rose excited in frame 6? What's wrong with Rose in frame 7?*

Personalize the story by asking students *When were you ill? What was the matter with you? How did you feel? What did you do?* Invite students around the class to tell you about their experiences.

5 Rose goes to find Penelope. She has an idea.

Penelope, can you ~~help~~ / helping me make a recipe? I'm going to help Jeb and Luke.



6 Penelope and Rose are busy in the castle kitchen. Rose is asking a lot of questions. She's excited.



7 Penelope and Rose finish in the kitchen. They take the special recipe to Jeb and Luke. But what's wrong with Rose?

Here you are! Rose and I ~~making~~ / made you a special drink. It should help.



Jeb and Luke feel better, but now Rose doesn't have a voice! What are they go / going to do?



### 3 Act out the story.

#### Optional activity

Have a story quiz. Divide the class into two teams. Ask questions about the story to students from each team in turn. For example, *What is June wearing?* *What's the matter with Luke?* *Who else is ill too?* *What advice do the children give to Luke and Jeb?* *Where do Rose and Lady Penelope go?* *What do they make?* *What happens to Rose's voice?* Students can look at the story in their books and answer. If you have a confident class, they can try answering the questions without looking at their books. Award one point for each correct answer. The team with the most points wins.

#### Optional activity

Give the students a challenge. Tell them to close their books. Ask some questions about the story and challenge students to answer from memory. For example, *Who thinks the stage looks great?* *Who tells Rose that Luke is ill?* *What's the matter with Luke?* *Who else is ill?* *What does Rose make?* *Who helps Rose?* *What happens to Rose at the end?*

### 3 Act out the story.

Divide the class into groups of eight students to act out the story. Assign each student a role: the narrator, Miss Snow, Jeb, Rose, June, Rory, Penelope and Luke. Students read through the story again and discuss ideas for props and actions for their parts. Encourage groups to take time to discuss each member's character and decide how each character should speak and act. If there is time, students can write their lines out on pieces of paper instead of reading from their books. Have students

practice the story with their actions and props. Monitor and help where necessary. Confident groups can close their books and try to act out the story from memory. Invite one or two groups to come to the front of the class and act out the story for the rest of the class.

#### Optional activity

If you have audio or video recording facilities, you can record the groups performing the story. Play the recordings of the story back to the class. Ask the students to say what they thought of each performance (whether it was funny, clever and so on). Ask the class to vote on which performance they liked best.

#### Optional activity

Divide the class into groups. Tell the students to work together to think of a different ending for the story. They should think about what happens in their new ending and what the characters say, then practice acting out the new ending in their groups. Invite groups of students to act out their new ending for the class.

#### WORKBOOK ANSWERS

- 1 1 cold: June, 2 should: Jeb,
- 3 going to: Rose, 4 Is: Rose,
- 5 drink: Lady Penelope, 6 voice: Miss Snow
- 2 1 kitchen 2 tablespoon 3 sore throat 4 actors 5 cold 6 honey Try! You should rest. You shouldn't do the show.

#### Further practice / Homework

Workbook page 118

## Audio script

### Track 1

acorn  
squirrel  
cobweb  
pumpkin  
mushroom  
berry  
walnut  
chestnut

### Track 4

baseball hat  
mittens  
rain boots  
raincoat  
sandals  
scarf  
sunglasses  
sweater  
swim trunks  
swimsuit  
T-shirt  
wool hat

### Track 6

**Man:** Do you like this picture?  
**Girl:** Yes, I do. I like the girl's raincoat.  
**Man:** Would you like to color it blue?  
**Girl:** Alright.  
**Narrator:** Can you see the blue raincoat?  
This is an example. Now you listen, color and draw. One.  
**Girl:** Look at that boy.  
**Man:** Where?  
**Girl:** There. He's playing.  
**Man:** Oh yes. He has a ball to throw. Can you color the ball red, please?  
**Girl:** OK.  
**Narrator:** Two.  
**Man:** Do you have a green pen?  
**Girl:** Yes, I do.  
**Man:** All right. Please color the girl's rain boots green.  
**Girl:** That's easy!  
**Narrator:** Three.  
**Man:** Can you see the man?  
**Girl:** Yes, I can. He's wearing a sweater and he's riding a bike.  
**Man:** That's right! Please color his sweater brown.  
**Girl:** Right.  
**Narrator:** Four.  
**Girl:** Look at the woman.  
**Man:** Right. She's sitting under the tree.  
She has a big book to read!  
**Girl:** Can I color the book purple?  
**Man:** Of course.  
**Narrator:** Five.  
**Man:** Now the last thing. Can you color the squirrel, please?  
**Girl:** What squirrel? Oh yes, it's eating an acorn.  
**Man:** Color him grey, please.  
**Girl:** OK!

### Track 7

play golf

go skiing  
do karate  
do ballet  
do archery  
play table tennis  
go ice-skating  
play badminton  
go sailing  
play volleyball  
play hockey  
play squash

### Track 8

Let's play squash, let's go skiing  
Let's play golf, let's go sailing  
Let's play volleyball – rain or sun!  
Let's do archery – let's have fun!

Come on now! Come on, let's play.  
In the sports complex, OK!  
Come and play now, everyone!  
The sports complex is fun!

Let's play badminton, let's do ballet,  
Let's play hockey, let's do karate,  
Let's go ice-skating – rain or snow!  
Let's play table tennis – oh, let's go!

Come on now! Come on, let's play.  
In the sports complex, OK!  
Come and play now, everyone!  
The sports complex is fun!

### Track 9

**Boy:** Can you see Sue?  
**Narrator:** What's she doing?  
**Boy:** She's playing hockey.  
**Narrator:** Does she have brown hair?  
**Boy:** Yes, she does.  
**Narrator:** Can you see the line? This is an example. Now you listen and draw lines.  
**Narrator:** One. Is John here?  
**Boy:** Yes, he is. He's over there.  
**Narrator:** What's he doing?  
**Boy:** He's doing archery.  
**Narrator:** Oh yes, I can see him.  
**Narrator:** Two.  
**Boy:** Oh look, there's Fred!  
**Narrator:** Where?  
**Boy:** There – he's wearing a red T-shirt.  
**Narrator:** Is he playing golf?  
**Boy:** No, he isn't. He's playing volleyball.  
**Narrator:** Three.  
**Boy:** Can you see Daisy?  
**Narrator:** No, I can't. What's she doing?  
**Boy:** She's doing ballet.  
**Narrator:** Oh right. I can see her now.  
**Narrator:** Four.  
**Narrator:** Who's the boy with a green baseball hat?  
**Boy:** Is he playing table tennis?  
**Narrator:** Yes, he is.  
**Boy:** Oh, that's my friend Jack. He loves table tennis!  
**Narrator:** Five.  
**Narrator:** Where's Sally? Is she here?  
**Boy:** Yes, she is. She's playing badminton.  
**Narrator:** Is she wearing shorts?

**Boy:** Yes, she is.

### Track 11

**Narrator:** One. Do you play hockey?  
**Mr. Potter:** Yes, I sometimes play hockey after work.

**Narrator:** Do you go ice-skating?  
**Mr. Potter:** No, I never go ice-skating.  
**Narrator:** Two. Do you play badminton?  
**Mrs. Potter:** Yes, I always play badminton on Tuesdays.

**Narrator:** Do you go ice-skating?  
**Mrs. Potter:** Yes, I sometimes go ice-skating in the evening.  
**Narrator:** Three. Do you play hockey?  
**Mr. Evans:** No, I never play hockey.  
**Narrator:** Do you do archery?  
**Mr. Evans:** Yes, I often do archery after work.  
**Narrator:** Four. Do you do archery?  
**Lucy:** Yes! I always do archery on Saturdays. I often play badminton on the weekend, too.

### Track 14

1 sweater  
2 swan  
3 sweet  
4 swing  
5 ice-skating  
6 skateboard  
7 skipping rope  
8 skiing

### Track 16

albatross  
walrus  
pelican  
sea lion  
whale  
swordfish  
shark  
jellyfish  
octopus  
starfish  
sea horse  
lobster

### Track 19

**Narrator:** One.  
**Child 1:** I'm thinking of an animal.  
**Child 2:** OK. Is it the albatross?  
**Child 1:** No, it's faster than the albatross.  
**Child 2:** Oh – I know!  
**Narrator:** Two.  
**Child 2:** Can you guess my animal?  
**Child 1:** Er ... is it the lobster?  
**Child 2:** No, it's friendlier than the lobster.  
**Child 1:** Right!  
**Narrator:** Three.  
**Child 1:** I'm thinking of an animal. It's longer than the shark.  
**Child 2:** That's easy!  
**Narrator:** Four.  
**Child 2:** My animal is slower than the whale.  
**Child 1:** Is it the walrus?  
**Child 2:** No, it's smaller than the walrus!  
**Child 1:** OK!

**Narrator:** Five.

**Child 1:** My animal is longer than the albatross, and it's slower than the shark.

**Child 2:** Er ... I know!

### Track 20

- 1 big tail
- 2 dark skin
- 3 thin body
- 4 fat body
- 5 light skin
- 6 small tail

### Track 22

The ocean is full of animals. Scientists classify animals into different groups. This means we can organize them. We can classify animals into two main groups: vertebrates and invertebrates.

Vertebrates have a spine. There are five groups of vertebrates: mammals, birds, reptiles, amphibians and fish.

Salamanders and frogs are amphibians. They can breathe in water and on land. Turtles and sea snakes are reptiles. They can't breathe under water. They have scales. Fish, like swordfish and sharks can't breathe in the air. They also have scales. All birds, like albatrosses and pelicans, have wings. They can't breathe under water. Mammals, like whales and walruses have warm blood. They don't lay eggs. Birds, fish, reptiles and amphibians lay eggs.

Invertebrates don't have a spine. Invertebrates are the largest group of animals. Some have a hard shell to protect their bodies, like mussels and lobsters. Others do not have a hard shell: they have a soft body, like jellyfish and octopuses.

### Track 23

- 1 jellyfish
- 2 playing squash
- 3 bush
- 4 toothbrush
- 5 witch
- 6 beach
- 7 sandwich

### Track 25

- Art
- Spanish
- Civics
- English
- Science
- Music
- Geography
- P.E.
- I.T.
- Drama
- Math
- History

### Track 28

**Man:** Hello, Mrs. Lewis. Were you good at math when you were at school?

**Mrs. Lewis:** Yes, I was. But I wasn't very good at science, and I wasn't very good at geography.

**Man:** Were you good at music?

**Mrs. Lewis:** No, I wasn't. But I was good at art.

**Miss Lewis:** Hello, I'm Miss Lewis.

**Man:** Hi! Were you good at art when you were at school?

**Miss Lewis:** No, I wasn't! And I wasn't very good at science.

**Man:** Were you good at music?

**Miss Lewis:** Yes, I was. And I was good at math and geography, too.

**Man:** Hello, Mrs. Smith!

**Mrs. Smith:** Hello!

**Man:** Were you good at math when you were at school?

**Mrs. Smith:** No, I wasn't. And I wasn't very good at geography.

**Man:** Were you good at music?

**Mrs. Smith:** Yes, I was. And I was good at art and science, too.

**Miss Wan:** Hi, I'm Miss Wan. I was good at art, too.

**Man:** And were you good at music?

**Miss Wan:** Yes, I was. But I wasn't very good at math or science or geography!

### Track 31

- 1 grandpa
- 2 green
- 3 grapes
- 4 grass
- 5 brush
- 6 brother
- 7 brown
- 8 bridge

### Track 34

- post office
- candy story
- restaurant
- castle
- factory
- office building
- fire station
- market
- bank
- store
- train station
- bus station

### Track 37

**Narrator:** One.

**Man:** He didn't go to the castle. He went to the candy store. He didn't see a cat, he saw a dog. He didn't buy a ticket, he bought an ice cream. He didn't read a book, he read a newspaper. He didn't meet his mom.

**Narrator:** Two.

**Man:** He didn't go to the castle. He went to the candy store. He met his mom. He didn't see a dog, he saw a cat. He didn't read a newspaper. He bought an ice cream.

**Narrator:** Three.

**Man:** He didn't go to the candy store. He went to the castle. He read a book. He didn't meet his mom, he met Will. He didn't buy an ice cream, he bought a ticket. He didn't see a dog, he saw a cat.

**Narrator:** Four.

**Man:** He met his mom. He didn't go to the candy store, he went to the castle. He didn't read a book. He bought an ice cream. He didn't see a cat.

### Track 38

**Adult:** Hello, Mary. Was your vacation good?

**Mary:** Yes, it was. On Wednesday, I went to the market.

**Adult:** With your parents?

**Mary:** Yes. I bought a new T-shirt and some candy.

**Narrator:** Can you see the line from the word "Wednesday"? Now you listen and draw lines. One.

**Adult:** It was hot on Friday.

**Mary:** Yes, it was! I went to the swimming pool with my friends.

**Adult:** Was it fun?

**Mary:** Yes, it was great!

**Narrator:** Two.

**Adult:** What about Saturday?

**Mary:** I didn't go out on Saturday. I stayed at home. I read three books!

**Narrator:** Three.

**Adult:** Was Tuesday a good day?

**Mary:** It was OK. I visited my uncle at work.

**Adult:** Where does he work?

**Mary:** He works in a big factory.

**Narrator:** Four.

**Mary:** It was my birthday on Monday!

**Adult:** Great! Happy birthday!

**Mary:** Thanks! I had dinner in a restaurant with my family.

**Adult:** Was the food good?

**Mary:** Yes. I had fish and chips.

**Narrator:** Five.

**Adult:** What about Thursday?

**Mary:** Thursday was a really good day. I went to the aquarium! I saw a lot of amazing animals.

**Adult:** What were your favorite animals?

**Mary:** Er ... the octopuses and the seahorses.

### Track 39

- 1 road
- 2 the end of the road
- 3 go straight ahead
- 4 bus stop
- 5 traffic lights
- 6 the corner of the square
- 7 crossroads
- 8 go
- 9 stop

### Track 42

- 1 weekend

- 2 sand

- 3 hand

- 4 pond
- 5 restaurant
- 6 tent
- 7 paint
- 8 instrument

#### Track 44

volcano  
mountain  
ocean  
iceberg  
forest  
canyon  
plain  
rainbow  
village  
pyramid  
city  
island

#### Track 47

**Narrator:** One.  
**Narrator:** Did you have a good weekend?  
**Girl 1 (Lucy):** Yes, thank you!  
**Narrator:** Did you go to the city?  
**Girl 1 (Lucy):** No, I didn't. I went to the mountains.  
**Narrator:** Did you see any animals?  
**Girl 1 (Lucy):** Yes, I did. I saw a big bird.  
**Narrator:** Two.  
**Narrator:** Tell me about your weekend.  
**Girl 2 (Katy):** OK! I went to an island.  
**Narrator:** Did you see any animals?  
**Girl 2 (Katy):** Yes, I did. I saw a bat!  
**Narrator:** Did you go fishing?  
**Girl 2 (Katy):** Yes, I did.  
**Narrator:** Three.  
**Narrator:** What about you? Did you play soccer?  
**Girl 1 (Lucy):** Yes, I did.  
**Narrator:** Great! And did you have a picnic?  
**Girl 1 (Lucy):** No, I didn't. But I had an ice cream.  
**Narrator:** Four.  
**Narrator:** And you – did you go the mountains?  
**Girl 3 (Zara):** No, I didn't. I went to the city.  
**Narrator:** Did you have a picnic?  
**Girl 3 (Zara):** Yes, I did. I had a picnic in a park.

#### Track 48

**Narrator:** One.  
**Boy:** Did you have a good vacation?  
**Girl:** Yes, I did. It was great!  
**Narrator:** Two.  
**Boy:** Did you go to the mountains?  
**Girl:** No, I didn't. I went to the beach.  
**Narrator:** Three.  
**Boy:** Did you swim in the ocean?  
**Girl:** Yes, I did. I love swimming!  
**Narrator:** Four.  
**Boy:** Did you see a jellyfish?  
**Girl:** Yes, I did. And I saw a starfish, too.  
**Narrator:** Five.  
**Boy:** Did you have a picnic?  
**Girl:** No, I didn't. But I had an ice cream.

#### Track 50

**Narrator:** One.  
**Adult:** Did you have a good day yesterday, Charlie?  
**Boy:** Yes, I did!  
**Adult:** Where did you go?  
**Boy:** I went to the river with my family.  
**Adult:** The river in the city?  
**Boy:** No, the river in the canyon.  
**Narrator:** Two.  
**Adult:** Was it a sunny day?  
**Boy:** Yes, but it was very cold!  
**Adult:** What did you wear?  
**Boy:** I wore a sweater and a jacket.  
**Adult:** Did you wear a hat?  
**Boy:** Yes, I wore a wool hat.  
**Narrator:** Three.  
**Boy:** I found something interesting there!  
**Adult:** What did you find?  
**Boy:** I found a lizard.  
**Adult:** Where was it?  
**Boy:** It was near the river, under some flowers.  
**Narrator:** Four.  
**Adult:** Did you have lunch near the river?  
**Boy:** Yes, we did. We had a picnic.  
**Adult:** What did you have?  
**Boy:** I had a sandwich and some fruit.  
**Adult:** Did you have an apple?  
**Boy:** No, I didn't. I had a banana.

#### Track 51

People use and enjoy natural places in a lot of different ways. They can make us want to make music, write poems or stories, and paint pictures. A picture of a place is called a landscape.

Van Gogh was from the Netherlands. He painted this landscape in 1889. It shows a town at night. In the foreground, there is a small town. In the background, there are hills. In the sky, there are stars, clouds, and a moon.

Rousseau was from France. He painted this landscape in 1891. It shows a jungle in a storm. In the foreground, there are a lot of plants and a big tiger. In the background, there are more plants and trees. There's a gray, stormy sky.

Monet was from France. He painted this landscape in 1900. In the foreground, there are a lot of colorful flowers. In the background, there are trees. You can't see the sky.

#### Track 52

- 1 played tennis
- 2 plain
- 3 plants
- 4 plates
- 5 blackbird
- 6 blanket
- 7 blue
- 8 black

#### Track 54

secretary  
firefighter  
journalist  
photographer  
singer  
pilot  
flight attendant  
businessman  
businesswoman  
TV anchor  
architect  
mechanic

#### Track 57

**Narrator:** One.  
**Interviewer:** What do you want to be when you grow up, Adam?  
**Adam:** I want to be a mechanic.  
**Narrator:** Two.  
**Interviewer:** What about you? What do you want to be when you grow up, Marina?  
**Marina:** Er ... I want to be an architect.  
**Narrator:** Three.  
**Interviewer:** What do you want to be when you grow up, Joe?  
**Joe:** I want to be ... a firefighter.  
**Narrator:** Four.  
**Interviewer:** And you, Jane? What do you want to be when you grow up?  
**Jane:** Er ... I want to be a photographer.

#### Track 61

- 1 frying pan
- 2 fruit
- 3 freckles
- 4 frog
- 5 bus driver
- 6 drummer
- 7 drinks
- 8 drawing

#### Track 64

cough  
sore throat  
sick  
stomachache  
toothache  
cut  
cold  
dizzy  
bruise  
broken leg  
headache  
earache

#### Track 67

**Narrator:** One.  
**Narrator:** What's going on?  
**Boy:** I have a sore throat.  
**Narrator:** Oh no! You shouldn't talk loudly.  
**Narrator:** Two.  
**Boy:** [sneezes loudly]  
**Narrator:** What's going on? Do you have a cold?  
**Boy:** Yes!  
**Narrator:** You should use tissues.

**Boy:** I know. I have a tissue here.

**Narrator:** Three.

**Boy:** Ouch!

**Narrator:** What's going on?

**Boy:** I have a cut on my finger!

**Narrator:** You should use a bandage. Here you are.

**Boy:** Thank you!

**Narrator:** Four.

**Narrator:** What's going on?

**Boy:** I have an earache.

**Narrator:** Oh no! You shouldn't swim today.

**Boy:** Oh ... OK.

### Track 70

1 throw

2 thin

3 thermometer

4 sore throat

5 tree

6 train

7 triangle

8 traffic lights

### Track 72

salt

sugar

flour

boil

fry

add

chop

milk

butter

peel

mix

weigh

### Track 75

**Narrator:** One.

**Adult:** In this pantry, there are some apples and there's some juice. There aren't any eggs.

**Narrator:** Two.

**Adult:** In this pantry, there's some butter and there are some oranges. There isn't any cheese.

**Narrator:** Three.

**Adult:** In this pantry, there are some onions and there's some salt. There aren't any carrots.

**Narrator:** Four.

**Adult:** In this pantry, there are some carrots and there's some chocolate. There isn't any flour.

### Track 76

1 liter

2 milliliters

3 cups

4 kilograms

5 grams

6 jar

7 teaspoons

8 tablespoons

### Track 78

**Narrator:** One.

**Adult:** What are you doing, Helen?

**Girl:** I'm making a lemon cake.

**Adult:** Mm, my favorite! How many lemons are there in the recipe?

**Girl:** There are two lemons.

**Narrator:** Two.

**Adult:** Is there any sugar in your recipe?

**Girl:** Of course!

**Adult:** How much?

**Girl:** There are 2 cups of sugar.

**Narrator:** Three.

**Girl:** There's some milk in the recipe, too.

**Adult:** How much milk is there?

**Girl:** There are 500 milliliters.

**Narrator:** Four.

**Adult:** What about butter? How much butter is there in the recipe?

**Girl:** Er ... there are 250 grams of butter.

**Narrator:** Five.

**Adult:** What else?

**Girl:** There's some flour.

**Adult:** How much flour is there?

**Girl:** There are six tablespoons of flour.

**Adult:** Are you going to meet your family this weekend?

**Bella:** No, I'm not.

**Adult:** Are you going to buy some clothes?

**Bella:** Yes, I am.

### Track 88

1 cook

2 hook

3 wood

4 book

5 balloons

6 food

7 teaspoon

8 Moon

### Track 80

1 portrait

2 horse

3 uniform

4 storm

5 park

6 farmer

7 shark

8 market

### Track 82

make a cake

have a party

see a movie

buy clothes

play computer games

read a book

see a play

go shopping

see an exhibition

go for a walk

meet a friend

meet your family

### Track 85

**Narrator:** One.

**Oscar:** I'm going to read a book on the weekend.

**Adult:** Are you going to see a play, too?

**Oscar:** No, I'm not.

**Narrator:** Two.

**Adult:** Are you going to see a movie this weekend?

**Jack:** Yes, I am.

**Adult:** Are you going to go shopping?

**Jack:** No, I'm not.

**Narrator:** Three.

**Toby:** I'm not going to make a cake on Sunday.

**Adult:** Are you going to go for a walk?

**Toby:** Yes, I am.

**Narrator:** Four.

**Harriet:** I'm going to play computer games on Saturday evening.

**Adult:** Right...

**Harriet:** I'm not going to see an exhibition.

**Narrator:** Five.





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