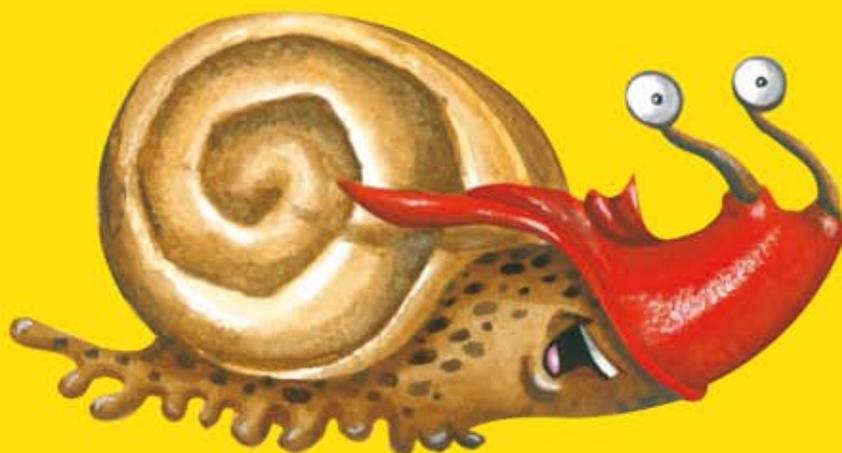


# English Print

# 3

 includes CDs

## Teacher's Guide



Susan House Katharine Scott

 **Richmond**  
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# English **Print 3**

## **Teacher's Guide**

**Written by**

Susan House

Katharine Scott



# Philosophy

The philosophy behind *Print* is that learning a second language is not only a means of communication, but also a window through which children see and understand other cultures and ways of thinking. Learning a second language helps children develop an awareness that there is more than one way of expressing ideas, solving problems and viewing the world.

*Print* offers children the opportunity to learn a second language while developing other areas. These books will teach children about different themes and provide enriching and fun stories, songs and games. They will promote students' creativity and critical thinking skills. Students will explore ecology, art and history, and all the while, they will be learning English.



# Methodology

*Print* follows a well-structured grammar syllabus and incorporates the following methods and approaches:

## The communicative approach

According to this approach, language is taught as a tool for communicating, not just as formal structures for passing exams.

The focus is more on meaning (the task to be completed) than on form (correctness of language and language structure).

Errors are a natural part of learning. Students trying to use the language spontaneously are bound to make errors. Constant correction is unnecessary and even counter-productive.

The classroom should provide students with the opportunity to rehearse real-life situations using natural language, not just repetition and drills.

There is an emphasis on oral and listening development. But reading and writing skills are also developed to promote pupils' confidence in all four skills.

## Task-based learning

This method states that learning is more meaningful if students can focus on completing a task using the target language rather than concentrating on using the language correctly. Thus, the primary focus of classroom activity is the task, and language is simply the instrument required to complete it. Activities reflect real-life situations, and learners focus on meaning—they are free to use any language they want. Playing a game, solving a problem or sharing information are all relevant and authentic tasks.

## Content-based learning

In a content-based lesson, students learn about a topic that interests them—anything from a serious scientific theme to a pop star or even a news story or film. The key is that the lesson is taught using the target language rather than students' native language. Students' motivation to understand the topic will naturally assist in language learning.

## Learning through literature

Stories provide the starting point for developing a wide variety of related language and learning activities, involving children creatively and actively in their own learning.

More and more English teachers at the primary level are using stories in their classes. This is partly because teachers have become more familiar with an acquisition-based methodology, but principally because stories meet the major linguistic, psychological, cognitive, social and cultural objectives for teaching a foreign language to children.

Learners acquire language most effectively from messages that are just slightly beyond their current competence. The stories in *Print* expose students to natural language that is meaningful and just above their level of production.

## The natural approach

In this approach, language acquisition (an unconscious process developed through using language meaningfully) is differentiated from language learning (a conscious process developed through learning or discovering rules about a language). Competence in a second language occurs through language acquisition.

The most effective way to acquire a language is to reproduce the conditions in which the first language is acquired. Therefore, students are exposed to the language in a variety of contexts. They are also encouraged to use the language before they analyse its grammatical content and structure.

The most effective learning environment motivates students without pressuring them. Learners will naturally start to produce language when they are ready.

# Index

## Introduction

Scope and sequence	4
Components	6
Course features	8
Tips and tricks	10
Word lists	12
Diagnostic test	15

## Units

 Unit 1	Time for music	17
 Unit 2	A busy day	31
 Unit 3	The living forest	45
 Unit 4	Wild animals	59
 Unit 5	Mother Earth	73
 Unit 6	My family	87
 Unit 7	Long, long ago	101
 Unit 8	Famous travellers	115
 Unit 9	Here come the pirates!	129

## Extras

Festivals	143
Assessments	149

**Grammar and language**

**Vocabulary**



**Present continuous:** *The mice are playing the piano. I'm not singing. Is the fat mouse jumping on the cushion? Yes, it is./No, it isn't.*  
**Wh questions + present continuous:** *What are the mice doing? Where is the music coming from? Who is making the mess?*  
**Prepositions:** *in, on, under*  
**Functional language:** *May I have..., please? Here's your..., This way, please.*

**Objects in the house:** *curtain, cushion, flowerpot, mirror, picture, plant, rug, sofa*  
**Rooms and places:** *bedroom, classroom, dining room, garden, kitchen, living room, park*  
**Musical instruments:** *drum, flute, guitar, maracas, piano, recorder, tambourine, triangle, trumpet, violin, xylophone*  
**Craft materials:** *bottle, can, crayon, glue, paint, paintbrush, rice, rubber band, tape*  
**Adjectives:** *baby, fat, old, tall, thin, short*  
**Verbs:** *carry, clap, dance, eat, have fun, jump, look, play, read, run, sing, sit, sleep, watch TV, work*



**Present simple:** *I work in a school. You work in a shopping centre. He/She works in a school. We work in a toy factory. They make lunch. He/She doesn't work in a cafe. They don't cook the food. Do you work every day? Yes, I do./No, I don't. Does he/she read comics? Yes, he/she does./No, he/she doesn't.*  
**Functional language:** *What's the matter? It doesn't work. (My shoulder) hurts. That's better!*

**Body parts:** *ankle, arm, elbow, feet, foot, hand, head, hip, knee, leg, neck, shoulder, wrist*  
**Verbs:** *clean, cut, dance, draw, eat, give, go, have, help, jump, like, listen to, make, paint, play, read, ride, run, see, sell, serve, sleep, watch, wear, work*  
**Professions:** *bus driver, cleaner, dancer, dentist, doctor, nurse, police officer, salesperson, secretary, toy maker, vet, waiter*  
**Places:** *bookshop, cafe, clinic, office, shop, shopping centre*



**Present simple:** *In the summer, he cuts the grass. We walk through the forest.*  
**Wh questions + present simple:** *Who does Dan play with? What do they buy? Where do they live? Why do they get sick? When do they go to the shop?*  
**There is/are:** *There's a fish in the river. There are four birds in the sky.*  
**Giving and following directions:** *Go over the bridge. Go around the rocks.*  
**Functional language:** *Can I help you? I'd like (a plant) for (my mum). Which one would you like? That/This one. The (big) one, please.*

**Objects in nature:** *bridge, bush, cactus, forest, grass, hill, lake, mountain, path, pinecone, river, rock, tree, valley, waterfall*  
**Verbs:** *buy, climb, collect, cut, drink, get sick, go, live, plant, play, walk, want, work*  
**Animals:** *bird, duck, fish, horse, mouse, rabbit*  
**Prepositions:** *across, around, down, over, through, under, up*  
**Parts of plants and trees:** *acorn, branch, flower, fruit, leaf-leaves, root, seed, stem, trunk*



**Present simple:** *Zebra eats the bush. Where do elephants live? Elephants live in grasslands.*  
**Like + gerund:** *I like swimming. They like sleeping.*  
**Can/can't:** *I can/can't climb trees. Can baby lions see? Yes, they can./No, they can't. Can it fly? Yes, it can./No, it can't. Can you speak English? Yes, I can./No, I can't.*  
**Possessive 's:** *the lion's mane*  
**Connectors:** *and, but*  
**Functional language:** *What is it? What's your favourite wild animal?*

**Animals:** *chimpanzee, crocodile, duck, eagle, elephant, flamingo, giraffe, gorilla, hippo, horse, lion, monkey, orangutan, ostrich, parrot, snake, tiger, zebra*  
**Animal body parts:** *beak, body, claw, coat, ear, feather, head, leg, mane, skin, tail, tongue, wing*  
**Verbs:** *clean, climb, dive, do, drink, eat, hear, lift, make, paint, play, read, run, see, sing, sleep, speak, splash, stand, swim, turn on, understand, use, walk, write*



**There is/are:** *There is a watermelon. There is some rice. There are some potatoes. Is there any water? Are there any trees? There isn't any milk. There aren't any biscuits.*  
**Functional language:** *Have you got any (carrots)? How much is that? Here you are.*

**Food:** *broccoli, carrot, cheese, grape, juice, milk, oil, onion, orange, pasta, pea, peach, pineapple, potato, rice, sugar, tomato, water, watermelon*  
**Water words:** *cloud, ice, lake, rain, rainbow, raindrop, snow, steam*  
**Containers and measures:** *bag, bottle, box, bunch, carton, litre, packet*  
**Verbs:** *brush your teeth, dissolve, evaporate, float, flush the toilet, have a shower, sell, wash your hands*

## Grammar and language

## Vocabulary

**Verb to be, present tense:** *My mother's in the attic. Are you in the hall? Yes, I am./No, I'm not.*

**Present simple:** *I cut the grass. Harry makes the beds. He/She lives in a tent. He/She doesn't live in a house. Do you wash the dishes? Yes, I do./No, I don't.*

**Present continuous:** *What's Harry doing? He's washing the beds. Harry isn't cutting the grass.*

**Adverbs of frequency:** *always, sometimes, usually, rarely, never: Nina always plays football. She never washes the car.*

**Contrasting present simple and continuous:** *Do you...?/Are you...?*

**Functional language:** *What time is it? It's time to (wake up). It's (six) o'clock.*

**Home:** *flat, house, houseboat, tent*

**Rooms:** *attic, balcony, basement, bathroom, bedroom, dining room, garage, hall, kitchen, living room, stairs*

**Family:** *aunt, brother, cousin, father, grandad, mother, sister, uncle*

**Daily activities:** *do homework, eat breakfast/lunch, get up, go shopping/swimming, go to bed/school, have a shower, play, visit, wake up, walk the dog, watch TV*

**Chores:** *clean the kitchen, cook the food, cut the grass, make the beds, sweep the floor, take out the rubbish, wash the dishes/clothes/car*

**Time:** *(ten) o'clock, quarter past (ten), half past (ten), quarter to (ten)*

**Verb to be, past form:** *He was lazy. They were small. He wasn't ugly. They weren't tall. Was Creb eleven years old? Yes, he was./No, he wasn't. Were the people cold? Yes, they were./No, they weren't.*

**There was/were:** *There was a school. There weren't any houses.*

**How + adjective:** *How tall was the diplodocus? How long is your foot? How wide is his hand?*

**Functional language:** *How old are you? What's your address? What's your telephone number? How many teeth have you got?*

**Adjectives:** *angry, bad, big, bored, careful, cold, crazy, excited, fat, frustrated, handsome, happy, hot, important, lazy, long, pretty, responsible, sad, short, small, strong, surprised, tall, thin, ugly, weak, wide, worried*

**Numbers:** *20–100*

**Family members:** *aunt, brother, cousin, father, mother, sister, uncle*

**Continents:** *Africa, Antarctica, Asia, Europe, America, Oceania*

**Oceans:** *Arctic, Atlantic, Indian, Pacific*

**Time expressions:** *a long time ago, last week, now, today, yesterday*

**Past simple:** *David wrote a diary. He made maps. I went to the cinema. I didn't write a letter. He didn't go alone. She didn't see a river. Did he meet the Emperor of China? Yes, he did./No, he didn't. Did they give them some food? Yes, they did./No, they didn't. Did you make your bed? Yes, I did./No, I didn't.*

**Functional language:** *It's my turn. Here's the dice. Throw the dice. I'm the winner.*

**Verbs:** *buy, carry, cross, do, eat, give, go, have, live, make, meet, run, say, see, sing, sleep, start, take, travel, visit, walk, write*

**Places:** *beach, desert, mountain*

**Food:** *ice cream, pasta, pizza, rice, soup*

**Professions:** *clown, doctor, inventor, musician, sailor*

**Animals:** *camel, dog, dolphin, eagle, horse, kangaroo, penguin, rat, snake, tiger*

**Other words:** *bandit, book, diary, fork, guard, kite, letter, map, palace, postcard, sandcastle, shepherd, silk, silkworm*

**Time expressions:** *every day, every week, every weekend, every year, last week, last weekend, last year, today, yesterday*

**Past simple (regular verbs):** *I sailed on a ship. He cooked his food. They didn't work. He didn't listen. Did the captain shout for his lunch? Did the pirates jump into the river?*

**Past simple (Wh questions):** *What did you call your ship? Where did the pirates travel? What did you do?*

**Functional language:** *What does it mean? Come on! Hurray! Look!*

**Regular verbs:** *attack, capture, clean, climb, cook, escape, jump, live, paint, rob, sail, shout, study, travel, walk, want, wash, watch, work*

**Irregular verbs:** *become, drink, eat, go, have, ride, sleep, wear*

**Pirate words:** *captain, earring, eye patch, flag, gold, parrot, pirate, pistol, ship, silver, sword, treasure chest/map, wooden leg*

**Countries:** *Australia, Brazil, Canada, China, Colombia, Dominican Republic, Egypt, England, France, India, Italy, Japan, Peru, Russia, Spain*

**Words for physical description:** *beard, black, blonde, brown, long, moustache, red, short, strong, tall*

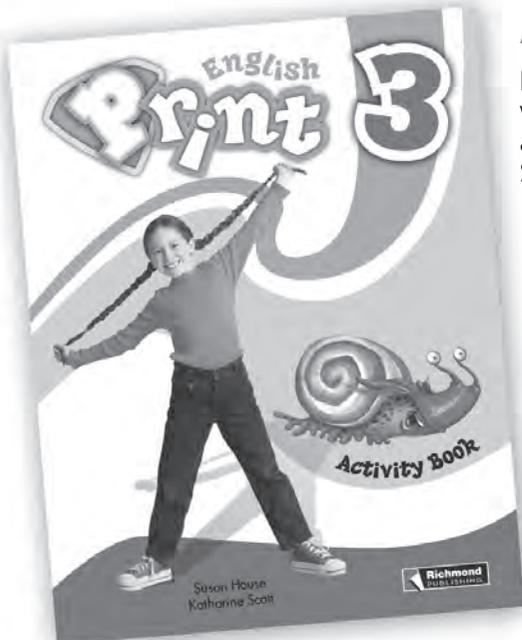


# Components



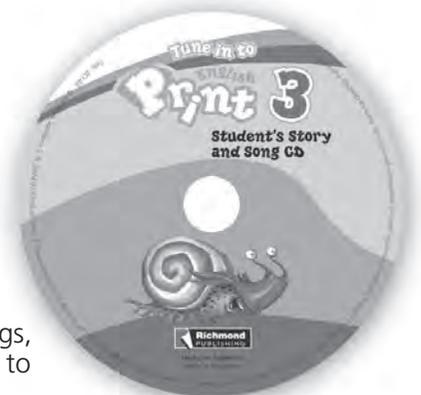
## Student's Book

Contains nine theme-based units with a variety of activities for classroom use.



## Activity Book

Includes grammar and vocabulary reinforcement activities based on the Student's Book.



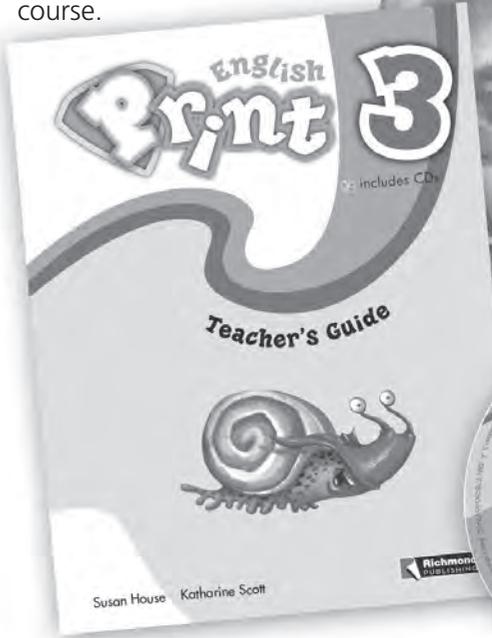
## Student's CD

Contains recordings of the songs, chants and stories for students to listen to at home.

These resources will make your classes more dynamic and effective.

### Teacher's Guide

Gives complete, easy-to-follow instructions for using the course.

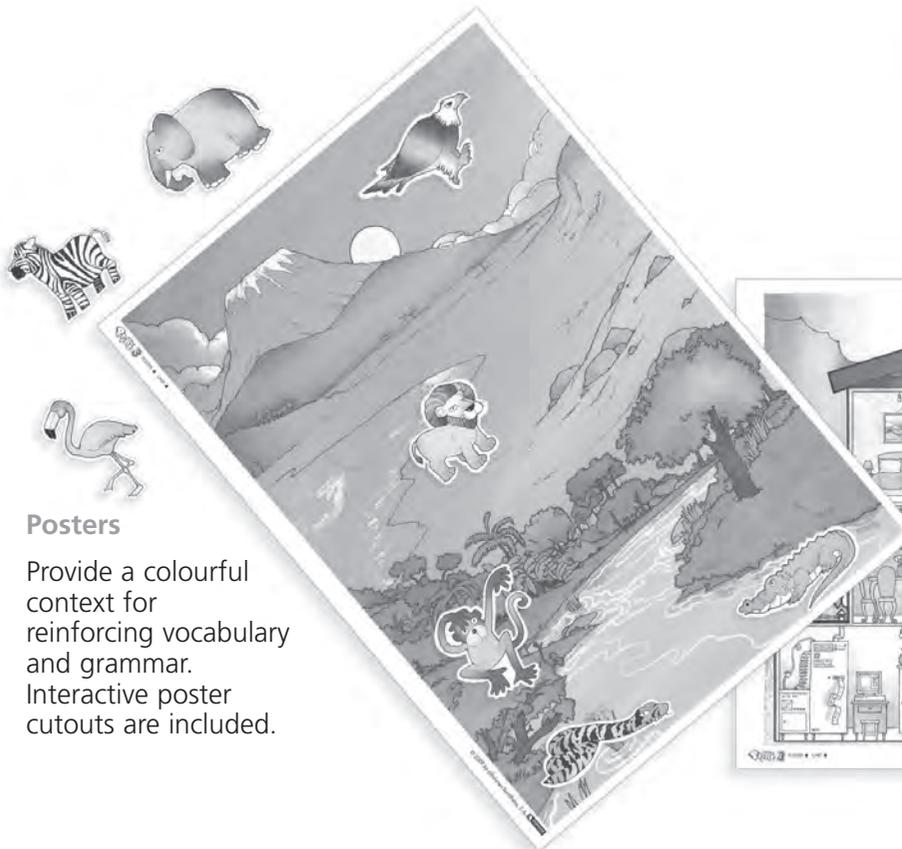
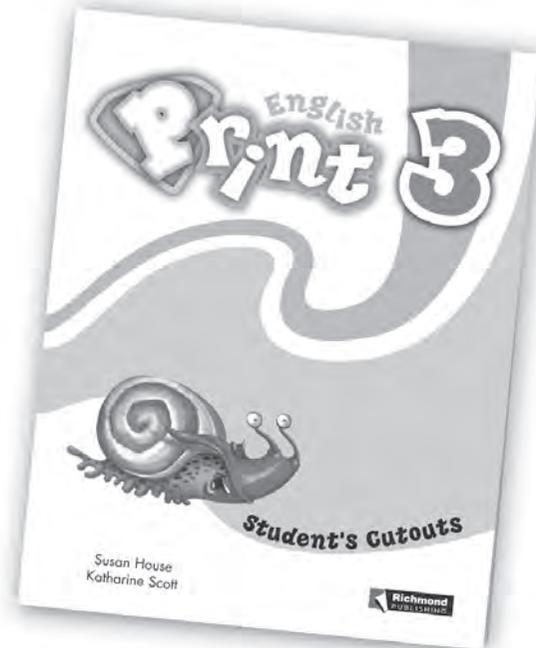


### Class CDs

Contains recordings for all the listening activities.

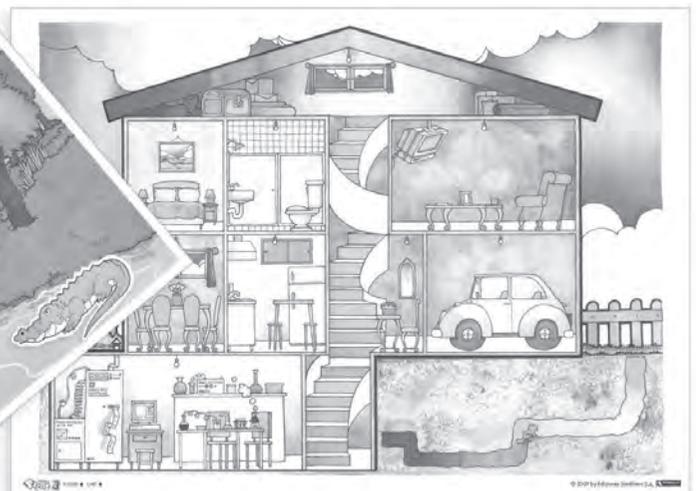
### Cutouts

Provide fun and interactive material for students to use in class.



### Posters

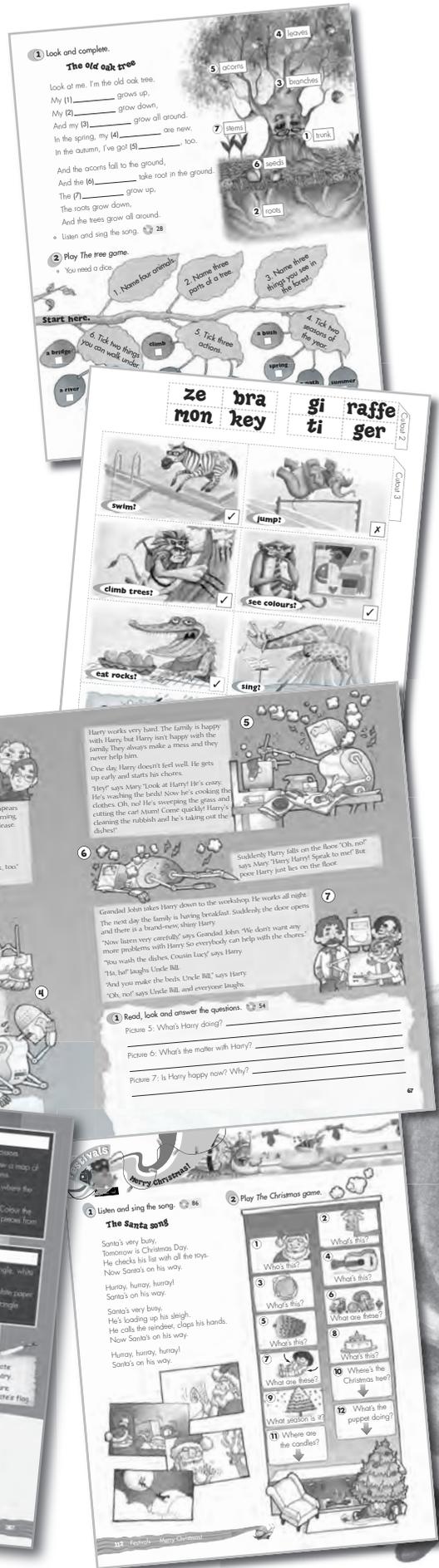
Provide a colourful context for reinforcing vocabulary and grammar. Interactive poster cutouts are included.



# Course features

## Student's Book

- Consists of nine units with a variety of activities for classroom use. Each unit is theme-based, providing a fun and interesting context for presenting language and vocabulary.
- Includes songs and hands-on projects.
- Offers original children's literature in each unit.
- Includes extra activities for traditional festivals.
- Offers a section with phonics, reading development and process writing.
- Provides a "real world" section with factual and authentic texts and additional activities.
- Provides interactive cutouts with games, info-gap activities and additional material to be used in each unit.
- Offers a review section at the end of each unit.



**CIRCLE THE CORRECT OPTIONS.**  
One hundred and fifty million years ago...

there were / weren't dinosaurs.  
there were / weren't any schools.  
there was / wasn't an ocean.  
there was / wasn't a dinosaur museum.  
there were / weren't trees.

**CIRCLE THE WORD THAT STARTS WITH A DIFFERENT SOUND.**

1. hen tomato fish tail  
2. snake tortoise thing Thursday  
3. free thirty thousand three

**MATCH THE ADJECTIVES WITH THE PICTURES.**

strong, pretty, handsome, weak, ugly, fat, crazy, old, tall, big

**Harry the robot**

This is the Nobel family. They are inventors. They live in a huge house. There are many chores to do every day. They work very hard and are always tired.

One day, Mary's father says, 'That's all we need a robot! So he goes down to his workshop in the basement.'

The next morning, Mary's father appears with a shiny new robot. 'Good morning everyone,' he says. 'Listen to me, please. This is Harry our new robot.'

'Hello!' Harry says.

'Yes!' He can talk! says Mary.

'Yes!' says father. 'And he can work, too!' They give Harry his list of chores.

Harry begins his chores. First, he makes the beds and then he cleans the bathroom. Next, he cooks the food. After lunch, he washes the dishes. In the afternoon, he sweeps the floor.

After that, he cuts the grass and washes the car. Then he makes dinner. After dinner he washes the dishes again and then he washes the clothes. Finally, he takes out the rubbish. Phew! Harry is really tired! What a long day!

**Harry's chores**

Make the beds  
C. \_\_\_\_\_  
C. \_\_\_\_\_  
W. \_\_\_\_\_  
S. \_\_\_\_\_

Harry works very hard. The family is happy with Harry but Harry isn't happy with the family. They always make a mess and they never help him.

One day, Harry doesn't feel well. He gets up early and starts his chores.

'They!' says Mary. 'Look at Harry! He's coughing. He's washing the beds! Now he's cooking the clothes. Oh, no! He's sweeping the grass and cutting the car! Mum! Come quickly! Harry's cleaning the rubbish and he's taking out the dishes!'

Suddenly Harry falls on the floor. 'Oh, no!' says Mary. 'Harry! Harry! Speak to me!' But poor Harry just lies on the floor.

Grandad John takes Harry down to the workshop. He works all night.

The next day the family is having breakfast. Suddenly the door opens and there is a handsome shiny Harry.

'Now, listen very carefully,' says Grandad John. 'We don't want any more problems with Harry. So everybody can help with the chores.'

'You wash the dishes, Cousin Lucy!' says Harry.

'He, he!' laughs Uncle Bill.

'And you make the beds, Uncle Bill,' says Harry.

'Oh, no!' says Uncle Bill, and everyone laughs.

**1. Read, look and answer the questions.** 54

Picture 5: What's Harry doing?  
Picture 6: What's the matter with Harry?  
Picture 7: Is Harry happy now? Why?

**Fun!**

1. Read and label the pictures.

Blackbeard had long black hair and a long black beard. He wore a long black hat. He was very tall and strong. Blackbeard was scared of him.

Anne Bonny had black boots and a red coat. She wore a red hat and a red coat. She was very tall and strong. Anne Bonny was scared of her.

Pearl had blue eyes and long blonde hair. She was the captain of a pirate ship with only women pirates.

Calico Jack had a red coat and a red hat. He was very tall and strong. Calico Jack was scared of him.

1. Read and label the pictures.

1. Make a pirate's treasure map.  
2. Make a pirate's treasure chest.  
3. Make a pirate's flag.

1. Materials: 1 sheet of white paper, 1 sheet of black paper, 1 sheet of red paper, 1 sheet of yellow paper, 1 sheet of blue paper, 1 sheet of green paper, 1 sheet of orange paper, 1 sheet of purple paper, 1 sheet of pink paper, 1 sheet of brown paper, 1 sheet of grey paper, 1 sheet of white paper, 1 sheet of black paper, 1 sheet of red paper, 1 sheet of yellow paper, 1 sheet of blue paper, 1 sheet of green paper, 1 sheet of orange paper, 1 sheet of purple paper, 1 sheet of pink paper, 1 sheet of brown paper, 1 sheet of grey paper.

2. Read again and number the pictures.

1. Draw a pirate's face. Use the pictures to help you. Draw a pirate's face. Use the pictures to help you. Draw a pirate's face. Use the pictures to help you.

2. Have a pirate party.

1. Dress up like a pirate and meet a pirate.  
2. Work in groups. Make a pirate's treasure chest, a pirate's treasure map or a pirate's flag.

**The 5 S's project**

1. Think of a special occasion.  
2. Write your message to the occasion.  
3. Ask for the 5 S's about your occasion.

**The Santa songs**

Tomorrow is Christmas Day. He checks his list with all the boys. Now Santa's on his way.

Hurry, hurry, hurry! Santa's on his way.

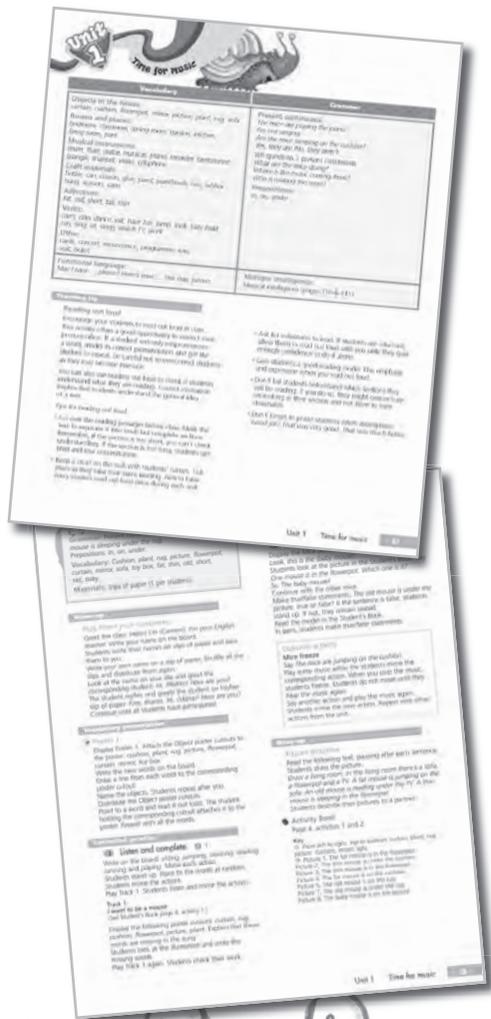
Santa's very busy. He's loading up his sleigh. He calls the reindeer, clips his hands. Now Santa's on his way.

Hurry, hurry, hurry! Santa's on his way.

**1. Listen and sing the song.** 86

**2. Play the Christmas game.**

1. Who's this?  
2. What's this?  
3. What's this?  
4. What's this?  
5. What's this?  
6. What's this?  
7. What's this?  
8. What's this?  
9. What's this?  
10. What's this?  
11. What's this?  
12. What's this?

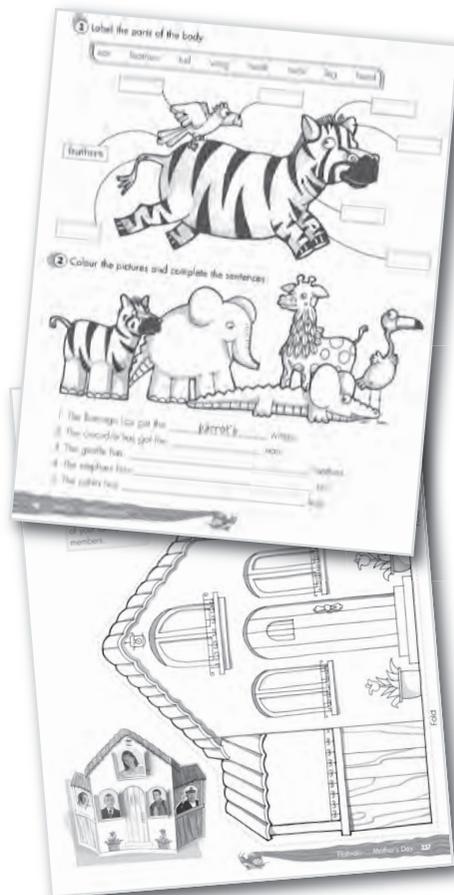


## Teacher's Guide

- Provides complete, easy-to-follow instructions for using the course.
- Includes clear ideas for grammar/vocabulary presentation and practice.
- Includes unit overviews—each overview provides a list of the target grammar, vocabulary and functional language, as well as a teaching tip.
- Includes one optional activity per lesson.
- Offers a variety of ideas for the reinforcement of the universal values included in the course.
- Contains ideas for developing students' critical thinking skills.
- Offers ideas for relating the course material to students' own experiences.
- Includes cross-curricular activities and a project at the end of each unit to enrich the course content.
- Provides one photocopiable assessment per unit.
- Includes an answer key for the Activity Book.
- Offers ideas for extended activities related to traditional festivals.
- Contains ideas for making the most out of each unit poster.
- Offers clear grammar tables and a grammar reference section at the end of each unit.

## Activity Book

- Provides grammar and vocabulary reinforcement. Each page in the Activity Book corresponds to one page in the Student's Book which can be done either as extended work in class or as homework.
- Contains clear and interactive grammar tables.
- Includes extra activities for traditional festivals.



Find fun cooking activities in the cross-curricular pages at the end of each unit.

# Tips and tricks

## Administering the diagnostic test

Give students the diagnostic test in the first week of school. The test covers the major grammar structures and lexical fields that students are expected to have learned prior to this level.

The test is designed to help you evaluate students' general level, determine in which areas they need reinforcement or remedial work and identify possible weak and strong students.

## Answer key to the diagnostic test

1. Left to right, top to bottom: do your homework, go to bed, watch TV, get up
2. 1. under; 2. between; 3. next to; 4. in; 5. on  
car-red, pencil-blue, plane-green, shoes-black, jumper-yellow
3. 1. No; 2. No; 3. Yes; 4. The birds are flying.  
5. The rabbit is hopping/jumping.

## Preparing class materials

For each lesson, students are expected to have the following materials: scissors, coloured pencils, a glue stick, a pencil, a rubber, and a notebook.

## Student's cutouts

These versatile and colourful cutouts are designed for meaningful language practice, games and skills development such as visual memory, classifying and critical thinking. The cutouts are used in different activities throughout the unit and may be used more than once.

## Info-gap cutouts

Some student cutouts are to be used for info-gap activities. In these type of activities, students should work in pairs. Each student has got the information that the other needs to complete the activity. Remind students that they cannot show each other their cutouts and encourage them to use English throughout the activity. Explain that it does not matter at this stage if they make mistakes, that the objective is to communicate in English.

## Working with the stories

The stories in *Print* challenge students' linguistic competence by providing meaningful input that is just above their level of production.

The stories provide students with a chance to learn English through literature. They expose students to natural language, which means they have got the opportunity to deal with texts in ways that a native speaker does.

When working with the stories, explain to students that it is not important for them to understand every single word in the text, but that they should focus on understanding the general meaning of the story.

*Note:* The activities on the first page of the story correspond to the first part of the story only. The activities on the second page of the story correspond to the second part of the story only. If possible, the activities in the Activity Book related to the stories should be done as an in-class activity.

### Using the posters

Each poster can be used to present and practise the vocabulary and language taught in the corresponding unit. You can write on the posters using whiteboard or water-based markers.

### Poster cutouts

This unique feature is used together with the posters so that the activities provide more meaningful practice and the opportunity for active participation on the part of the student.

The poster cutouts can also be used independently to present and practise vocabulary.

### Preparing and using poster cutouts

Before beginning each unit, prepare the cutouts and store them in a large envelope, marked with the unit number.

Use magnets, tape, Blu-Tack or any adhesive substance that will allow you to remove the cutouts without damaging them.

### Using the word lists

On pages 12-14 of this introduction, you will find photocopiable lists of the target vocabulary for each unit. These lists can be photocopied and distributed each month to your students. They include all the active vocabulary presented in each unit—the words that students are expected to learn and use.

Students can use the lists for study purposes or for a variety of activities:

- Creating a picture dictionary with the vocabulary for that month.
- Writing sentences with each one of the words.
- Writing a story with some of the words.
- Cutting out the words, gluing them into their notebooks and illustrating their meanings either with pictures or definitions.
- Classifying the words.

### Working with cross-curricular activities

Cross-curricular activities are a great way for students to practise language in an authentic context.

Prepare material ahead of time and make sure there is enough for everyone to complete the task successfully.

To extend language practice, talk students through the activity while demonstrating what you are saying.

Warn students not to swallow paint, glue, ink or any other substance.

Make sure there is sufficient space for physical activities such as jumping or running.

### Cooking

Strictly supervise students around hot food, knives and sharp objects.

Keep hands, utensils and food clean.

Get students to work in small groups, either in a special cooking area or in the classroom.

Associate the language with the actions as students perform them during food preparation.

Demonstrate the activity in front of the class. Have material ready in advance and use simple, clear language as you prepare the recipe.

### Art

*Print* integrates arts and crafts activities to help students develop creativity and artistic awareness. To make sure that students have an enriching experience, it is important to exhibit and praise everyone's work equally, without making comparisons.

### Handling critical thinking, universal values and extra activities

For the critical thinking and extra activities, the language may be too difficult for students to manage in English. You should use English to initiate the activity, but if necessary, you can switch into students' native language to cover the material in these sections.



**Key words Unit 1**

**Objects in the house**

curtain  
cushion  
flowerpot  
mirror  
picture  
plant  
rug  
sofa

**Rooms and places**

bedroom

classroom  
dining room  
garden  
kitchen  
living room  
park

**Adjectives**

baby  
fat  
old  
tall  
thin  
short

**Craft materials**

bottle  
can  
crayon  
glue  
paint  
paintbrush  
rice  
rubber band  
tape

**Musical instruments**

drum  
flute  
guitar  
maracas  
piano  
recorder  
tambourine  
triangle  
trumpet  
violin  
xylophone

**Verbs**

carry  
clap  
dance  
eat  
have fun  
jump  
look  
play  
read  
run  
sing  
sit

sleep  
watch TV  
work

**Other words**

cards  
concert  
mouse/mice  
programme  
row  
seat  
ticket

**Key words Unit 2**

**Professions**

bus driver  
cleaner  
dancer  
dentist  
doctor  
nurse  
police officer  
salesperson  
secretary  
toy maker  
vet  
waiter

**Places**

bookshop  
cafe  
clinic  
office  
shop  
shopping centre

**Body parts**

ankle  
arm  
elbow  
feet

foot  
hand  
head  
hip  
knee  
leg  
neck  
shoulder  
wrist

**Verbs**

clean  
cut  
dance  
draw  
eat  
give  
go  
have  
help  
jump  
like  
listen to

make  
paint  
play  
read  
ride  
run  
see  
sell  
serve  
sleep  
watch  
wear  
work

**Other words**

clothes  
curtain  
equipment  
hat  
medicine  
piece  
puppet  
scissors  
shelf  
string  
table

**Key words Unit 3**

**Objects in nature**

bridge  
bush  
cactus  
forest  
grass  
hill  
lake  
mountain  
path

pinecone  
river  
rock  
tree  
valley  
waterfall

**Animals**

bird  
duck  
fish  
horse

mouse  
rabbit

**Verbs**

buy  
climb  
collect  
cut  
drink  
get sick  
go  
live

plant  
play  
walk  
work  
want

**Parts of plants and trees**

acorn  
branch  
flower  
fruit

leaf-leaves  
root  
seed  
stem  
trunk

**Prepositions**

across  
around  
down  
over  
through

under  
up

**Other words**

cave  
enormous  
grasslands  
huge  
massive  
tusk

**Key words Unit 4****Animals**

chimpanzee  
crocodile  
duck  
eagle  
elephant  
flamingo  
giraffe  
gorilla  
hippo  
horse  
lion

monkey  
orangutan  
ostrich  
parrot  
snake  
tiger  
zebra

**Animal body parts**

beak  
body  
claw  
coat  
ear  
feather  
head  
leg  
mane  
skin

tail  
tongue  
wing  
**Verbs**  
clean  
climb  
dive  
do  
drink  
eat  
hear  
lift

make  
paint  
play  
read  
run  
see  
sing  
sleep  
speak  
splash  
stand  
swim

turn on  
understand  
use  
walk  
write

**Key words Unit 5****Food**

broccoli  
carrot  
cheese  
grape  
juice  
milk  
oil  
onion  
orange

pasta  
pea  
peach  
pineapple  
potato  
rice  
sugar  
tomato  
water  
watermelon

**Water words**

cloud  
ice  
lake  
rain  
rainbow  
raindrop  
snow  
steam

**Containers and measures**

bag  
bottle  
box  
bunch  
carton  
litre  
packet

**Verbs**

brush your teeth  
dissolve  
evaporate  
float  
flush the toilet  
have a shower  
sell  
wash your hands

**Key words Unit 6****Family**

aunt  
brother  
cousin  
father  
grandad  
mother  
sister  
uncle

**Parts of a house**

attic  
balcony  
basement  
bathroom  
bedroom  
dining room  
garage  
hall  
kitchen  
living room  
stairs  
TV room

**Home**

flat  
house  
houseboat  
tent

**Daily activities**

do homework  
eat breakfast  
/lunch  
get up  
go shopping  
/swimming  
go to bed  
/school  
have a shower  
play  
visit  
wake up  
walk the dog  
watch TV

**Chores**

clean the kitchen  
cook the food  
cut the grass  
make the beds  
sweep the floor  
take out the rubbish  
wash the dishes/clothes  
/car

**Time**

(ten) o'clock  
quarter past (ten)  
half past (ten)  
quarter to (ten)





**Key words Unit 7**

<b>Adjectives</b>	<i>hot</i>	<i>ugly</i>	<b>Continents</b>	<b>Numbers</b>	<b>Time expressions</b>
<i>angry</i>	<i>important</i>	<i>weak</i>	<i>Africa</i>	<i>twenty</i>	<i>a long time ago</i>
<i>bad</i>	<i>lazy</i>	<i>wide</i>	<i>Antarctica</i>	<i>thirty</i>	<i>last week</i>
<i>big</i>	<i>long</i>	<i>worried</i>	<i>Asia</i>	<i>forty</i>	<i>now</i>
<i>bored</i>	<i>pretty</i>	<b>Family members</b>	<i>Europe</i>	<i>fifty</i>	<i>today</i>
<i>careful</i>	<i>responsible</i>	<i>aunt</i>	<i>America</i>	<i>sixty</i>	<i>yesterday</i>
<i>cold</i>	<i>sad</i>	<i>brother</i>	<b>Oceans</b>	<i>seventy</i>	
<i>crazy</i>	<i>short</i>	<i>cousin</i>	<i>Arctic</i>	<i>eighty</i>	
<i>excited</i>	<i>small</i>	<i>father</i>	<i>Atlantic</i>	<i>ninety</i>	
<i>fat</i>	<i>strong</i>	<i>mother</i>	<i>Indian</i>	<i>one hundred</i>	
<i>frustrated</i>	<i>surprised</i>	<i>sister</i>	<i>Pacific</i>		
<i>handsome</i>	<i>tall</i>	<i>uncle</i>			
<i>happy</i>	<i>thin</i>				

**Key words Unit 8**

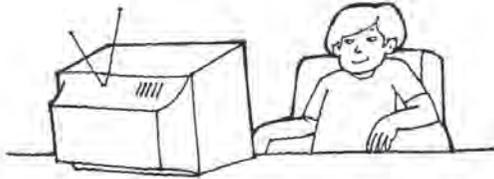
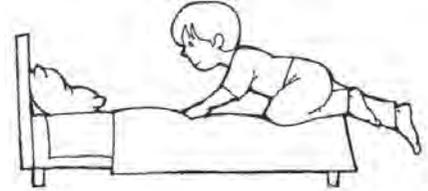
<b>Verbs</b>	<i>run</i>	<b>Places</b>	<b>Professions</b>	<b>Animals</b>	<b>Time expressions</b>
<i>buy</i>	<i>say</i>	<i>beach</i>	<i>clown</i>	<i>camel</i>	<i>every day</i>
<i>carry</i>	<i>see</i>	<i>desert</i>	<i>doctor</i>	<i>dog</i>	<i>last week</i>
<i>cross</i>	<i>sing</i>	<i>mountain</i>	<i>inventor</i>	<i>dolphin</i>	<i>last weekend</i>
<i>do</i>	<i>sleep</i>	<b>Food</b>	<i>musician</i>	<i>eagle</i>	<i>last year</i>
<i>eat</i>	<i>start</i>	<i>ice cream</i>	<i>sailor</i>	<i>horse</i>	<i>today</i>
<i>give</i>	<i>take</i>	<i>pasta</i>		<i>kangaroo</i>	<i>yesterday</i>
<i>go</i>	<i>travel</i>	<i>pizza</i>		<i>penguin</i>	
<i>have</i>	<i>visit</i>	<i>rice</i>		<i>rat</i>	
<i>live</i>	<i>walk</i>	<i>soup</i>		<i>snake</i>	
<i>make</i>	<i>write</i>			<i>tiger</i>	
<i>meet</i>					

**Key words Unit 9**

<b>Regular verbs</b>	<i>want</i>	<b>Irregular verbs</b>	<b>Pirate words</b>	<b>Countries</b>	<b>Words for physical description</b>
<i>attack</i>	<i>wash</i>	<i>become</i>	<i>captain</i>	<i>Australia</i>	<i>beard</i>
<i>capture</i>	<i>watch</i>	<i>drink</i>	<i>earring</i>	<i>Brazil</i>	<i>black</i>
<i>clean</i>	<i>work</i>	<i>eat</i>	<i>eye patch</i>	<i>Canada</i>	<i>blonde</i>
<i>climb</i>		<i>go</i>	<i>flag</i>	<i>China</i>	<i>brown</i>
<i>cook</i>		<i>have</i>	<i>gold</i>	<i>Colombia</i>	<i>long</i>
<i>escape</i>		<i>ride</i>	<i>parrot</i>	<i>Dominican Republic</i>	<i>moustache</i>
<i>jump</i>		<i>sleep</i>	<i>pirate</i>	<i>Egypt</i>	<i>red</i>
<i>live</i>		<i>wear</i>	<i>pistol</i>	<i>England</i>	<i>short</i>
<i>paint</i>			<i>ship</i>	<i>France</i>	<i>strong</i>
<i>rob</i>			<i>silver</i>	<i>India</i>	<i>tall</i>
<i>sail</i>			<i>sword</i>	<i>Italy</i>	
<i>shout</i>			<i>treasure chest</i>	<i>Japan</i>	
<i>study</i>			<i>treasure map</i>	<i>Peru</i>	
<i>travel</i>			<i>wooden leg</i>	<i>Russia</i>	
<i>walk</i>				<i>Spain</i>	

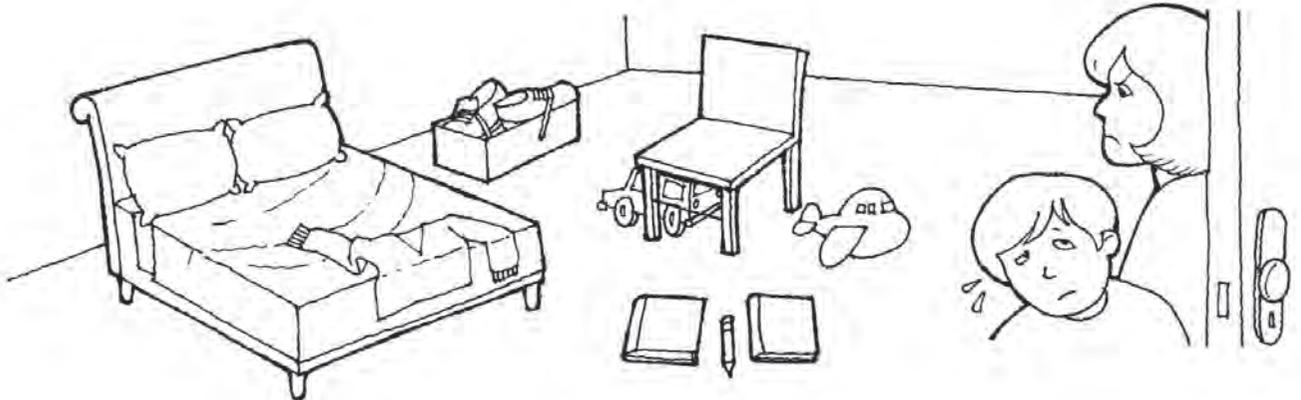
1 Label the pictures. (4 points)

get up   go to bed   do your homework   watch TV



2 Look and complete the sentences. (5 points)

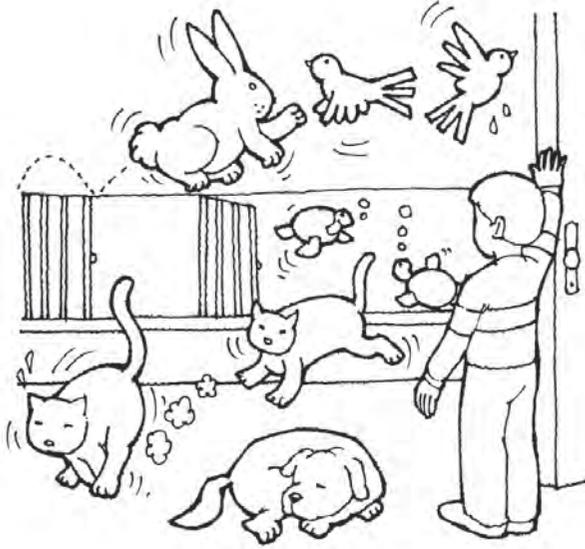
in   on   under   between   next to



1. The red car is \_\_\_\_\_ the chair.
2. The blue pencil is \_\_\_\_\_ the books.
3. The green plane is \_\_\_\_\_ the chair.
4. The black shoes are \_\_\_\_\_ the box.
5. The yellow jumper is \_\_\_\_\_ the bed.

- Colour the pictures.

**3** Look, circle and answer. (5 points)

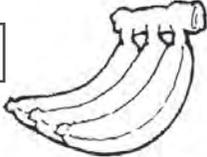


1. The dog is eating.      Yes. / No.
2. The turtles are singing.      Yes. / No.
3. The cats are running.      Yes. / No.
4. What are the birds doing?  
\_\_\_\_\_
5. What is the rabbit doing?  
\_\_\_\_\_

**4** Look, tick or cross and complete. (3 points)

✓ = like    ✗ = don't like







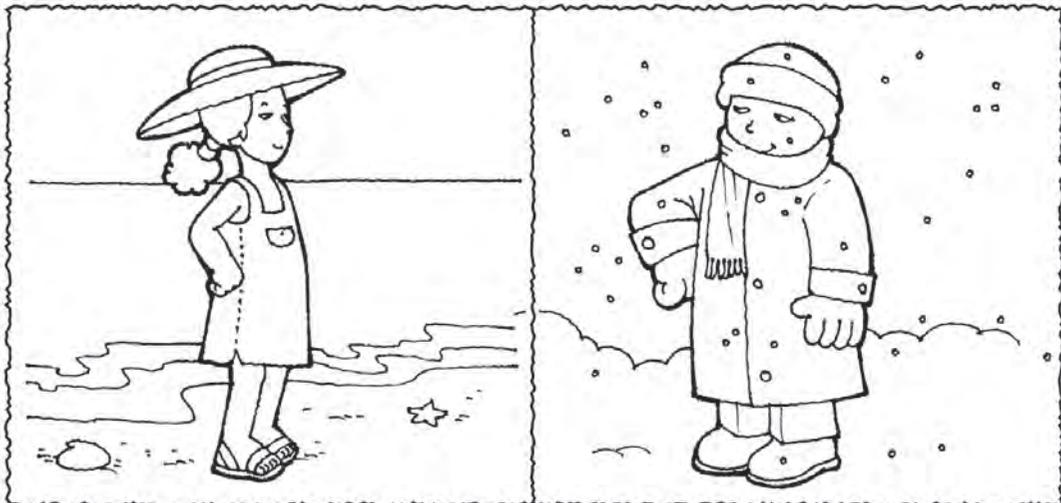
1. I \_\_\_\_\_ pizza.
2. I \_\_\_\_\_ bananas.
3. I \_\_\_\_\_ hamburgers.

**5** Look and match. (3 points)

dress

hat

sandals



boots

scarf

trousers



Vocabulary	Grammar
<p><b>Objects in the house:</b> curtain, cushion, flowerpot, mirror, picture, plant, rug, sofa</p> <p><b>Rooms and places:</b> bedroom, classroom, dining room, garden, kitchen, living room, park</p> <p><b>Musical instruments:</b> drum, flute, guitar, maracas, piano, recorder, tambourine, triangle, trumpet, violin, xylophone</p> <p><b>Craft materials:</b> bottle, can, crayon, glue, paint, paintbrush, rice, rubber band, scissors, tape</p> <p><b>Adjectives:</b> fat, old, short, tall, thin</p> <p><b>Verbs:</b> carry, clap, dance, eat, have fun, jump, look, play, read, run, sing, sit, sleep, watch TV, work</p>	<p><b>Other</b> cards, concert, mouse/mice, programme, row, seat, ticket</p> <p><b>Present continuous:</b> The mice are playing the piano. I'm not singing. Are the mice jumping on the cushion? Yes, they are./No, they aren't.</p> <p>Wh questions + present continuous: What are the mice doing? Where is the music coming from? Who is making the mess?</p> <p><b>Prepositions:</b> in, on, under</p>
<p><b>Functional language:</b> May I have..., please? Here's your..., This way, please.</p>	<p><b>Multiple intelligence:</b> Musical intelligence (pages 24 and 25)</p>

### Teaching tip

#### Reading out loud

Encourage your students to read out loud in class. This activity offers you a good opportunity to correct their pronunciation. If a student seriously mispronounces a word, model its correct pronunciation and get the student to repeat. Be careful not to overcorrect students as they may become insecure.

You can also use reading out loud to check if students understand what they are reading. Correct intonation implies that students understand the general idea of a text.

#### Tips for reading out loud

- Go over the reading passages before class. Mark the text to separate it into small but complete sections. Remember, if the section is too short, you can't check understanding. If the section is too long, students get tired and lose concentration.
- Keep a chart on the wall with students' names. Tick them as they take turns reading. Aim to have every student read out loud once during each unit.

- Ask for volunteers to read. If students are reluctant, allow them to read out loud with you until they gain enough confidence to read alone.
- Give students a good reading model. Use emphasis and expression when you read out loud.
- Don't tell students beforehand which sections they will be reading. If you do so, they might concentrate on looking at their section and not listen to their classmates.
- Don't forget to praise students when appropriate:  
*Good job! That was very good. That was much better.*

## Student's Book Page 4

**Grammar:** Present continuous (he/she/it): *The fat mouse is sleeping under the rug.*

Prepositions: *In, on, under.*

**Vocabulary:** *Cushion, plant, rug, picture, flowerpot, curtain, mirror, sofa, toy box, fat, thin, old, short, tall, baby.*

**Materials:** Slips of paper (1 per student).

### Warm-up

#### Play Greet your classmates.

Greet the class: *Hello! I'm (Carmen). I'm your English teacher.* Write your name on the board.

Students write their names on slips of paper and pass them to you.

Write your own name on a slip of paper. Shuffle all the slips and distribute them again.

Look at the name on your slip and greet the

corresponding student: *Hi, (Pedro)! How are you?*

The student replies and greets the student on his/her slip of paper: *Fine, thanks. Hi, (Maria)! How are you?* Continue until all students have participated.

### Vocabulary presentation

#### Poster 1

Display Poster 1. Attach the *Object* poster cutouts to the poster: *cushion, plant, rug, picture, flowerpot, curtain, mirror, toy box.*

Write the new words on the board.

Draw a line from each word to the corresponding poster cutout.

Name the objects. Students repeat after you.

Distribute the *Object* poster cutouts.

Point to a word and read it out loud. The student holding the corresponding cutout attaches it to the poster. Repeat with all the words.

### Controlled practice

#### 1 Listen and complete. 1

Write on the board: *sitting, jumping, sleeping, reading, running* and *playing*. Mime each action.

Students stand up. Point to the words at random.

Students mime the actions.

Play Track 1. Students listen and mime the actions.

#### Track 1

##### *I want to be a mouse*

(See Student's Book page 4, activity 1.)

Display the following poster cutouts: *curtain, rug, cushion, flowerpot, picture, plant*. Explain that these words are missing in the song.

Students look at the illustration and write the missing words.

Play Track 1 again. Students check their work.

- Listen and sing the song.

Play Track 1 again. Students mime the actions and sing along.

#### 2 Play True or false?

Display the *Mice* poster cutouts. Name each mouse: *Look, this is the (baby mouse).*

Students look at the picture in the Student's Book. Say *One mouse is in the flowerpot. Which one is it?*

Ss: *The baby mouse!*

Continue with the other mice.

Make *true/false* statements: *The old mouse is under the picture, true or false?* If the sentence is false, students stand up. If not, they remain seated.

Read the model in the Student's Book.

In pairs, students make *true/false* statements.

### Optional activity

#### Mice freeze

Say *The mice are jumping on the cushion.*

Play some music while the students mime the corresponding action. When you stop the music, students freeze. Students do not move until they hear the music again.

Say another action and play the music again. Students mime the new action. Repeat with other actions from the unit.

### Wrap-up

#### Picture dictation

Read the following text, pausing after each sentence. Students draw the picture.

*Draw a living room. In the living room, there's a sofa, a flowerpot and a TV. A fat mouse is jumping on the sofa. An old mouse is reading under the TV. A thin mouse is sleeping in the flowerpot.*

Students describe their pictures to a partner.

#### Answer Key

- 1 flowerpot, cushion, rug, picture, curtain, plant

#### Activity Book

Page 4, activities 1 and 2.

##### Key

- 1 curtain, plant, rug, picture, cushion, mirror, sofa
- 2 Picture 1, The fat mouse is in the flowerpot. Picture 2, The thin mouse is under the cushion. Picture 3, The thin mouse is in the flowerpot. Picture 4, The fat mouse is on the cushion. Picture 5, The old mouse is on the rug. Picture 7, The old mouse is under the rug. Picture 8, The baby mouse is on the picture.

## Student's Book Page 5

**Grammar:** Present continuous (he/she/it): *The fat mouse is sleeping on the rug. Is the tall mouse jumping on the cushion?*

Prepositions: *In, on, under.*

**Vocabulary:** *Cushion, plant, rug, picture, flowerpot, curtain, mirror, sofa, toy box, fat, thin, old, short, tall, baby, sleep, run, jump, sit, read, play.*

**Materials:** Paper.

**Preparation:** Write the following on five paper strips:

1. *Mice come from Europe.*
2. *Mice are 5–7 cm long. They are grey-brown and they haven't got hair on their tails.*
3. *Mice eat fruit, seeds, bread and cheese.*
4. *Mice have babies all year long.*
5. *Mice like living inside houses.*

**Optional: Word cards:** Cut out 36 paper squares. Write the following words and phrases, one on each square: *baby mouse, fat mouse, thin mouse, tall mouse, short mouse, old mouse, jumping, reading, sitting, sleeping, running, dancing, cushion, plant, rug, picture, flowerpot, curtain, in, in, on, on, under, under, is, is, is, is, is, is, the, the, the, the, the, the.*

### Warm-up

#### Play *Guess my action.*

Write the following words on the board: *jumping, eating, reading, sitting, sleeping, running, dancing, singing.* Mime one of the actions and ask *What am I doing?*

Students raise their hands to answer. The student who answers correctly mimes the next action.

### Grammar presentation: Present continuous

#### Poster 1

Divide the board into five columns. Attach the *Mice* poster cutouts to the first column and the *Object* poster cutouts to the last column. Copy the words from Student's Book activity 1 in the other columns. Draw lines to match the pictures and words and say the corresponding sentences. Rub out the lines. Students come up to the board and draw lines to make other sentences. Ask students about their sentences, for example: *Is baby mouse sleeping under the plant?*

### Controlled practice

#### ① Match the pictures and words to make sentences.

Students match the columns in their Student's Book to make their own sentences.

- Draw pictures for your sentences.

Students draw pictures to illustrate their sentences. Ask for volunteers to read their sentences out loud.

- Ask a classmate about his/her pictures.

Point to a student at random and say *Tell me about your picture. Is the fat mouse jumping on the flowerpot?*

Ask other students about their pictures.

Read the model in the Student's Book.

In pairs, students ask questions about their pictures.

#### Learning about mice

Tape five strips with facts about mice (see Preparation) around the classroom.

Students form pairs. One student goes around the classroom and reads the strips. He/She returns to his/her partner and dictates the facts. The partner writes the facts in his/her notebook.

When all pairs have completed the activity, elicit the facts and write them on the board.

### Optional activity

#### Play *The sentence game.*

Give each student one *Word card* (see Preparation). Students walk around with their cards trying to form a sentence with other students.

When six students form a sentence, they sit together.

Ask students to call out their sentences.

*Note:* If you have got more students in the class, increase the number of cards so that every student has got a card. If there are leftover cards, give some students two cards.

### Wrap-up

#### Poster 1

Play *Oh yes, he is./Oh no, he isn't.*

Attach the poster cutouts to Poster 1.

Make *true/false* statements about the mice: *The fat mouse is jumping on the cushion.*

Students respond as a whole group: *Oh yes, he is./ Oh no, he isn't.*

Ask for volunteers to make statements.

The rest of the class correct the responses.

#### Activity Book

Page 5, activities 1 and 2.

**Key**

① 1. am, on; 2. are, in; 3. is, on; 4. is, on; 5. are, in; 6. are, on



## Student's Book Page 7

**Grammar:** Present continuous (who/what/where):  
*Who is making the mess? Where is the music coming from? What are the mice doing?*

**Vocabulary:** *Make a mess, come from, do, sing, dance, play, music, living room, cushion, floor, plant, flowerpot, sofa, curtain, rug, picture, dinner, piano.*

### Warm-up

#### Story: *The mystery of the piano, part 1*

Dictate the following words: *Saturday, piano, men, living room, dog, music, bedroom, tree, dad, magic.*  
Check spelling. In pairs, students choose which words refer to the first part of the story.

### Developing reading

#### Story: *The mystery of the piano, part 2* 🌐 3

Ask students questions to reconstruct the first part of the story: *What day is it? Who's at the Carter's house? Are Freddie and Lucy at school? What are Lucy and Freddie doing? What are the men carrying to the house? Who's the piano from? What are Lucy and Freddie doing later that day? What do Lucy and Freddie hear? Where's the noise coming from?*

Read the sentences from the Wrap-up activity in the previous lesson.

Students look at picture 3 in the story and name the objects: *plant, picture, flowerpot, sofa, cushion, rug, cat.*

Say *Oh dear! What a mess!* Ask students *Where are the cushions? Where's the plant?*

Play Track 3. Students follow along in their books.

Ask *Is Freddie singing? Who's singing? Is the music coming from the kitchen? Where's the music coming from?*

#### Track 3

*The mystery of the piano, part 2*  
(See Student's Book page 7.)

Ask for volunteers to read the story out loud.

### Critical thinking

Write the following words on the board: *Lucy, Freddie, the baby, the cat, the mice.* Students vote for who they think made the mess.

### Controlled practice

#### 1 Read and answer the questions.

Students answer the questions in their books.

Elicit the answers and write them on the board.

*Note:* Some students may write full answers: *It is coming from the living room.* Others may write short answers: *From the living room.*

### Game: *Who, what, where?*

Divide the class into small teams. Write the following sentence on the board: *Lucy is reading on the rug.*  
Ask *Who?* The first team to write a question about the sentence, using *who*, wins a point: *Who is reading?*  
Repeat with *What?*—*What is Lucy doing?* and *Where?*—*Where is Lucy reading?*

Continue the game with:

*Mum is eating in the kitchen.*

*Dad is sleeping on the sofa.*

*The baby is sitting under the table.*

*The mouse is dancing in the piano.*

### Optional activity

#### Act out the story.

Divide the class into groups of six: *Lucy, Freddie, two men, mum and dad.*

Play Tracks 2 and 3.

While the CD is playing, students act out their parts in their groups. They can join in with their lines by reading from their books.

Ask for a volunteer group to act out the story for the rest of the class.

### Wrap-up

#### Write a story review.

Write the following on the board:

*This story is called \_\_\_\_\_.*

*There are \_\_\_\_\_ people in the story.*

*My favourite character is \_\_\_\_\_.*

*I like/don't like this story because it is \_\_\_\_\_.*

Provide adjectives for students to choose from: *funny, interesting, boring, sad, happy, silly.*

Students copy the sentences onto pieces of paper and complete the sentences with their own ideas.

Collect the story reviews and keep them.

#### Answer Key

1. The music is coming from the piano. 2. The mice are dancing. 3. The cat.

### Activity Book

Page 7, activities 1–3.

#### Key

1. 1. It's in the living room. 2. They're having dinner. 3. Dad. 4. They're in the piano. 5. The mice. 6. It's playing with the mice.

2. 5, 2, 6, 1, 3, 4

3. 2. are they jumping; 3. is she reading or is she doing; 4. is playing the piano; 5. is she sleeping; 6. is sleeping on the rug

## Student's Book Page 8

**Grammar:** Present continuous (he/she/they): *What is he/she doing? What are they doing?*

**Vocabulary:** *Book, piano, cards, TV, living room, read, play, watch, run.*

**Materials:** Cutout 1, slips of paper, bag.

**Preparation:** *Mime cards:* Write the following on 20 separate slips of paper: *singing, sitting, standing, opening the door, dancing, reading a book, reading a newspaper, jumping, running, playing the piano, carrying a piano, looking out of the window, eating, watching TV, sleeping, writing, listening, flying, playing football, closing the window.*

*Optional: Bingo bag:* Write the following on 13 separate slips of paper: *singing, sitting, standing, dancing, eating, reading, jumping, running, playing, carrying, sleeping, writing, listening.* Put the slips in a bag.

### Warm-up

#### Play *What am I doing?*

Choose a *Mime card* (see Preparation). Mime the action and ask *What am I doing?* Students guess. Students stand in a circle.

Divide the class into pairs. Distribute one *Mime card* to each pair. One student mimes the action and the other student guesses.

Pairs pass their card to the next pair in the circle. Repeat until the cards have made a full circle.

### Controlled practice

#### ① Listen and tick (✓) the pictures. 4

Ask students about the pictures: *What's (mum) doing?* Play Track 4.

**Track 4**

Mum! Mum!

Yes!

I'm bored! I want to play. What are you doing?

I'm reading a book.

What?

I'm reading a book.

Oh! And Dad?

Who?

Dad! What's he doing?

He's playing the piano.

What?

He's playing the piano.

Oh! And Lucy and Freddie?

Who?

Lucy and Freddie! What are they doing?

They're playing cards.

What?

They're playing cards.

Oh! But I'm bored.

Well, come here then.

Play Track 4 again and check answers: *Is mum reading a book or playing the piano?*

#### ② Cut out and glue the family members to complete the picture.

Students cut out the family members in Cutout 1. Say *Mum's reading*. Students hold up the corresponding cutout and repeat the sentence. Repeat with the remaining cutouts. Students choose one mum, one dad and one Lucy and Freddie and glue the cutouts into their books.

- Ask a classmate about his/her picture.

Ask individual students about their pictures: *What's (mum) doing in your picture?*

Two students read the model in their books. In pairs, students ask each other about their pictures, following the model. Students write sentences about their pictures.

### Optional activity

#### Play *Action bingo*.

Write the following verbs on the board: *singing, sitting, standing, dancing, eating, reading, jumping, running, playing, carrying, sleeping, writing, listening.*

Students draw a nine-square bingo board (3 x 3) in their notebooks. Students choose nine verbs and write one verb in each box.

Take out a slip from the *Bingo bag* (see Preparation).

Read the verb out loud.

Students cross out the corresponding verb on their bingo boards. Repeat with the remaining slips.

The first student to cross out all the verbs on his/her board shouts *Bingo!*

### Wrap-up

#### Dictation

Tell students that you are going to dictate a story with 30 words. Dictate the following: *Lucy opens the piano. The mice are dancing inside. They are making a mess and having lots of fun. The cat is looking at the piano. It is very angry.*

Tell students to count the words and check they have got the right number. Read the dictation again.

Write the text on the board and let students correct their own work.

#### Answer Key

① Mum: reading a book, Dad: playing the piano, Lucy and Freddie: playing cards

#### Activity Book

Page 8, activities 1 and 2.

#### Key

① 1. reading a book. 2. Where are the twins playing? They're playing in the bedroom. 3. What is the baby doing? He/She is sleeping. 4. Where is Dad eating? He's eating in the kitchen. 5. What are the mice doing? They're playing.

## Student's Book Page 9

**Functional language:** *To play the (recorder), I use (my hands and my mouth).*

**Vocabulary:** *Piano, flute, triangle, trumpet, violin, guitar, drum, plant, cushion, rug, picture, flowerpot, curtain, mirror, sofa.*

**Materials:** Paper.

**Preparation:** *Dictation lists:* Write the following list on a piece of paper: *three blue cushions, two red rugs, one purple rug, nine grey mirrors, one pink flowerpot, two orange sofas, one yellow curtain, five green plants.* Make six copies of the list.

### Warm-up

#### Play Running dictation.

Tape the *Dictation lists* (see Preparation) around the classroom. Turn the lists over, so that the writing is facing the wall. Divide the class into equal groups. One student in each group runs to a list, reads a phrase and runs back to his/her group. He/She then whispers the phrase to his/her group members, who write it down.

The first group to write the list correctly wins.

### Vocabulary presentation

Students look at the pictures in activity 1. Write the names of the instruments on the board. Mime each instrument and say *I'm the music man and I can play the (piano)*. Students repeat and mime with you. Repeat the activity with different instruments.

### Controlled practice

#### ① Listen and number the pictures. 5

Play Track 5. Students mime playing the instruments as they hear them.

Play Track 5 again. Students number the instruments as they hear them.

- Listen and mime along.

Play Track 5 a third time. Students join in with actions.

#### Track 5

##### *The music man*

(See Student's Book page 9, activity 1.)

#### ② Listen and play *The vocabulary game*. 6

Students look at Table 1.

Read the names of the instruments and get students to call out the colours. Repeat with Table 2.

Play Track 6. Students listen to the colours and call out the words.

#### Track 6

Number 1. Red, blue, green, pink, orange, purple, brown, yellow.

Number 2. Yellow, brown, blue, pink, orange, purple, green, red.

In pairs, students take turns calling out colours and reading the words. Walk around the classroom monitoring and correcting the exchanges.

### Optional activity

#### Play *Classify the words*.

Divide the board into two halves. Divide each half into four squares. Write the following headings in each of the four squares: *Instruments, Objects in the house, Actions, Adjectives*.

Divide the class into two groups. Each group stands in a line facing its half of the board.

Call out a word from one of the categories.

For example: *piano, flowerpot, running, fat*.

The first person in each line runs to the board and

writes the word in the correct category. Continue until all students have participated.

The group with the most correct words wins.

*Optional:* Students can play the game in smaller groups with notebooks, sitting at their tables.

### Print snail

Read the Print snail's question out loud.

Students look at page 6 and count the mice.

(Answer: 9 mice.)

Ask students where the mice are. (Answer: *one under the rug, one under the chair, one behind the flowerpot, two under the piano, one on the piano, two in the piano, one behind the piano*.)

### Wrap-up

#### Play *Music chain*.

Say *I'm the music man and I can play the piano*.

Get a student to add an instrument to the chain: *I'm the music man and I can play the piano and the violin*.

Continue with other students. When a student makes a mistake, the chain starts again.

#### Answer Key

① 1. piano, 2. violin, 3. flute, 4. drum, 5. guitar, 6. trumpet, 7. triangle

② 9

#### Activity Book

Page 9, activities 1 and 2.

#### Key

① maracas X, ✓, X, tambourine X, ✓, X, recorder ✓, ✓, X, xylophone X, ✓, X, piano, X, ✓

1. mouth, hands; 2. To play the maracas, I use my hands.

3. To play the xylophone, I use my hands.

4. To play the tambourine, I use my hands.

② 2. plant; 3. recorder; 4. mirror; 5. trumpet;

6. drum; 7. triangle; 8. tambourine; 9. flute; 10. mice;

*mystery word:* incredible.

## Student's Book Page 10

**Grammar:** Present continuous (he/she/they):  
*The children are playing very well.*

**Vocabulary:** *Concert, instrument, clap;* musical instruments.

**Materials:** *Optional:* CDs with different types of music (classical, jazz, pop, country, rock, etc.).

### Warm-up

#### Game: Musical mime

Mime playing an instrument. Ask *What instrument am I playing?*

Repeat with other instruments.

Choose students to mime playing an instrument and then ask the question.

### Vocabulary practice

#### 1 Listen and number the instruments. 7

Students look at Student's Book page 10. Point to the photo on the left. Say *This is the headteacher.* Ask *Who's the headteacher of our school?* Ask students to name the instruments at the top of the page.

Play Track 7, stopping after the first section of music.

Ask *What instrument is that?*

Students number the instrument in the photo.

Continue, stopping after each instrument.

#### Track 7

Number 1. (*drum*)

Number 2. (*piano*)

Number 3. (*triangle*)

Number 4. (*guitar*)

Number 5. (*violin*)

Number 6. (*flute*)

### Optional activity

#### Multiple intelligence: Music skills

Write the names of several musical categories on the board: *classical, jazz, pop, country, rock,* etc. Play short music clips from CDs that correspond to the categories. Stop after each clip and ask *What type of music is this?* Students guess.

Write the following adjectives on the board: *excited, happy, sad, angry, bored.* Play the music clips again (in any order) and ask students to choose the adjective that describes how the music makes them feel.

### Developing reading

#### Photos from the concert

Students look at the photos of the school concert. Lead students through each photo: *These are photos of a school concert.*

Point to the photo of the audience clapping. Say *Look at the people. They're clapping.* Write the verb on the board.

Ask more questions: *Are the children playing their instruments? Are the people sitting or standing?*

#### 2 Read the texts and number the four photos. Then, listen and check your answers. 8

In pairs, students read the captions under the photos and work out the sequence.

Play Track 8. Students correct their answers.

Play Track 8 again, stopping after each sound effect.

Ask *What's happening?* Students reply using the relevant part of the text from the photo captions.

Ask for volunteers to read the text out loud in the correct order.

#### Track 8

1. The children are practising for the concert at home.

2. The children are getting ready to play. They are tuning their instruments. Lots of people are arriving for the concert!

3. The concert is starting! The music is great. The children are playing very well.

4. The concert is over. Everyone is clapping.

### Connecting to students' experiences

Ask students questions to help them relate the theme to their own experiences: *Have you got a musical instrument at home? Do you know how to play a musical instrument? Have you ever had music lessons? Do you like classical music? Have you ever been to a concert?*

### Wrap-up

#### Clapping words

Ask for volunteers to write a list of musical instruments on the board.

Point to a word and clap out the syllables, showing the correct word stress. Say the word and clap again.

Students clap the word. Repeat with other words.

Clap one of the words without indicating which one.

Students guess the word.

Repeat with other words.

#### Guide to word stress

•  
vi-o-lin, gui-tar, re-cor-der, tri-an-gle, pi-a-no, trum-pet,  
• • • • •  
tam-bou-rine

### Activity Book

Page 10, activities 1 and 2.

#### Key

1. Ann. 2. hands and her feet; 3. Rick. 4. hands and his mouth; 5. Kate. 6. Her hands and her feet. 7. Sam. 8. His hands.

## Student's Book Page 11

**Functional language:** Understanding instructions.

**Vocabulary:** Craft materials: *Tape, rice, crayon, paper, scissors, can, glass bottle, paint, water, paintbrush, glue, balloon, rubber band.*

**Materials:** Get students to bring in the following materials: *Tape, rice, soft drink cans, small glass bottles, poster paint, paintbrushes, large tins, large rubber bands.*

### Warm-up

#### Craft vocabulary

Students put their materials (tape, rice, soft drink cans, glass bottles, poster paint, paintbrushes, tins, rubber bands) on their desks.

Name different materials and students hold them up: *Show me (some rice). Show me (a tin).*

Write the new vocabulary on the board.

Tell students that today they are going to make their own musical instruments and make music.

### Developing reading

#### ① Look and number the instructions.

Students look at the photos in their books.

Read the list of materials for each instrument.

Divide the class into three groups and assign an instrument to each group. Students memorise the materials needed to make their instrument.

Say *You need (rice) to make this.* Students stand up if that material is needed to make their instrument. Repeat with other materials.

Tell students that the texts on the right-hand side of the page are instructions for making the instruments. Students silently read the texts.

Ask for volunteers to read the first block of text out loud. Allow each student to read one line.

Ask *What instrument is this?*

Repeat with the other blocks of text.

Students match the instruments with the texts.

*Note:* It does not matter if students do not understand every word in the texts. Encourage them to grasp the general meaning.

### Craft activity

#### The Printer's Project

Display the materials at the front of the class.

Students choose one of the instruments on the page.

Students take turns saying what they need to make their instruments: *I need (rice).*

Students come to the front of the class and get the materials they need.

Students follow the instructions for making their instruments.

Invite individual students to play their instruments.

*Recommendation:* Make a sample of each of the instruments before the class to use as models for the craft activity.



### Environmental education

#### Recycling

Use the opportunity to talk with students about why recycling rubbish is important for the environment. Elicit the types of things that can be recycled and write a list on the board: *paper, cans, glass, cardboard, milk cartons, etc.*

Encourage students to suggest ways paper can be recycled.

Set up a recycling box in a corner of the room, where students can deposit paper used only on one side. Use the paper for classroom activities.

### Optional activity

#### Multiple intelligence: Making music

Divide the class into three groups according to their musical instruments.

Clap a rhythm. Repeat it several times. Ask for volunteers to repeat the rhythm with their instrument. Group by group, students repeat the rhythm.

Let students suggest new rhythms.

Divide the class into small groups with a mixture of instruments in each group. In their groups, students invent rhythms. Groups perform their rhythms for the class. Vote for the best performance.

### Wrap-up

#### Word dictation

Dictate the following words to students: *tape, rice, crayon, paper, scissors, can, glass bottle, paint, water, paintbrush, glue, balloon, rubber band.*

Students write the words in their notebooks.

Write the words on the board for students to check their spelling.

Students draw a picture for each word.

#### Answer Key

② 2, 3, 1



#### Activity Book

Page 11, activities 1 and 2.

#### Key

③ 2. People are coming into the hall and they are *sitting* on the chairs. 3. She's moving her *hands* very quickly. 4. He's making the sound with his *mouth*. 5. Now the concert is finishing and the *people* are clapping.

## Student's Book Page 12

**Pronunciation focus:** /u:/ flute, /ʌ/ drum

**Vocabulary:** *Instrument, carnival, steel drum, band, parade.*

**Materials:** *Optional:* Red and green paper, small bag.

**Preparation:** *Optional:* Cut some paper into 26 small squares, half red and half green.

### Warm-up

#### Game: Hangman

Choose one of the following words: *flute, shoe, room, music, glue, drum, fun, sun, rug, run.*

On the board, draw a line for each letter of the word and draw the hangman's scaffold.

Students take turns calling out letters. If the letter is part of the word, write it in. If it is not, draw part of the body and write the letter on another part of the board. Continue until students guess the word or until the hanged man is complete.

Repeat with other words from the list.

### Pronunciation practice

#### 1 Listen, repeat and circle. 9

Students look at activity 1 in their books. Play Track 9. Students follow along, repeat and circle the corresponding words.

##### Track 9

Use a red pencil. Circle the following words and repeat: *room, room, who, who, shoe, shoe.*

Use a blue pencil. Circle the following words: *fun, fun, run, run, under, under.*

Use a red pencil. Circle the following words: *Lucy, Lucy, flute, flute, blue, blue.*

Use a blue pencil. Circle the following words: *drum, drum, rug, rug, come, come.*

Say *flute*. Isolate and repeat the vowel sound /u:/. Students repeat. Repeat with all the words.

In pairs, students read the words to each other.

### Developing reading

#### 2 Read the text out loud. 10

Play Track 10. Students listen and follow the poem

##### Track 10

#### *The music room*

(See Student's Book page 12, activity 2.)

In pairs, students read the poem to each other. Students underline words with the /u:/ sound in red and the /ʌ/ sound in blue.

Make two lists of the words on the board.

Ask for volunteers to read the poem out loud.

### Optional activity

#### Game: Pass the bag!

Make a list on the board: *sun, fun, one, cut, duck, bus, cup; two, blue, stool, new, tune, school, glue, true.*

(Note: Change the order of the words in the list.) Write *green = flute /u:/, red = drum /ʌ/* on the board.

Put the paper squares (see Preparation) in a bag.

Students pass the bag around the class. Clap a rhythm or use a tambourine.

Stop clapping. The student with the bag takes a paper square. He/She says a word containing one of the key sounds according to the colour of the square.

Repeat the activity until most students have participated.

#### 3 Complete the sentences before you read the text.

Point to the girl in the photo. Say *This is Zafra.*

*Let's read about Zafra.*

Divide the class into pairs. Students circle one of the options to complete the sentences.

Check the activity by asking students to read the sentences out loud.

- Read the text and complete the tasks.

Students silently read the text.

Ask if there are any difficult words. Write them on the board and discuss the meaning.

In pairs, students complete the post-reading task.

Go over the answers with the class.

Read the text out loud.

Ask for volunteers to read it out loud.

### Wrap-up

#### My favourite instrument

Write the following on the board:

*My name's \_\_\_\_\_ and I'm from \_\_\_\_\_.*

*My favourite instrument is \_\_\_\_\_.*

Students complete the sentences and draw a picture of their favourite musical instrument.

#### Answer Key

3 Pre-reading: 1. b; 2. c

After-reading: 1. a. band, b. parade, c. love; 2. the music, the singing, the dancing; 3. hard, complicated.

#### Activity Book

Page 12, activity 1.

#### Key

1 2. two; 3. sun; 4. room; 5. glue; 6. under

Sounds like *flute*: glue, two, shoe, stool, soup; Sounds like *drum*: under, run, sun, one, cup.

## Student's Book Page 13

**Functional language:** *May I have... please?*  
*Here's your..., This way, please.*

**Vocabulary:** *Ticket, programme, row, seat.*

**Materials:** Cutout 3, paper, tape.

**Preparation:** Make a sign that says *Jukebox*.

### Warm-up

#### Game: *Running alphabet review*

Divide the board into two halves.

Write all the letters of the alphabet in random order on each half of the board.

Divide the class into two teams and assign half a board to each team.

Call out a letter.

A student from each team goes to the board, looks for the letter, rubs it out and returns to his/her seat.

Award a point to the student who completes the task first.

The team with the most points wins.

### Controlled practice

#### 1 Listen and repeat. 11

Students look at activity 1 in their books.

Ask *Where's the girl?* Accept all logical answers.

Play Track 11. Students point to the characters in their books.

#### Track 11

(See Student's Book page 13, activity 1.)

Divide the class into three groups and assign a character to each group.

Read the first line of the dialogue. Discuss a possible movement to accompany the line. Repeat with the other lines.

Play Track 11 again.

Students stand when their character speaks and mime or move as discussed.

### Craft activity

#### 2 Make a ticket and a programme for a concert.

Students cut out the ticket and programme in Cutout 3. Students look at activity 2 in their books.

Say *Let's make a ticket and a programme for a concert.*

To encourage brainstorming, elicit different types of music (classical, jazz, rock, etc.) and write them on the board. Students decide individually what type of music will be played at their concert.

Read the instructions. Students follow line by line.

As students are working on steps 3 and 4, go around the classroom asking questions based on the text in the programme and ticket: *When's the concert? Where's the concert? What type of music is it? Who's playing?*

This will help students clarify their ideas.

- Answer the questions.

Students answer the questions in their books.

Divide the class into pairs. Students ask each other questions about their tickets and programmes using the questions in their books.

### Free practice

#### 3 Role-play: *Going to a concert.*

Divide the class into groups of three and assign a character from activity 1 to each student.

Students decide whose programme and ticket to use.

Students practise the dialogue in activity 1, substituting the row and seat number for the row and seat number on the ticket they have chosen.

### Optional activity

#### Role-play

Set up two areas at the front of the classroom, one for the first scene and one for the second.

Choose groups to come to the front of the class and act out the role-play. They can use the programme and ticket they have made as props.

Encourage students to add to the dialogue if they wish.

### Wrap-up

#### Designing CDs

Ask students to think of their favourite song in English. Tell them to design the CD cover for this song. They should include the song title, the singer and any lyrics they know.

Tape the *Jukebox* sign (see Preparation) to the wall and tape students' CD covers underneath. Invite students to look at each other's CDs.

#### Activity Book

Page 13, activities 1 and 2.

#### Key

1. The Mystery Piano. 2. No, it isn't. It's on Monday.
  3. 10. 1. At the Rose Stadium. 2. The Animals. 3. K.
- 2 your, row, seat, way

## Student's Book Page 14

**Grammar:** Present continuous (who/what/where):  
*Who is eating? What is Freddie eating? Where is Freddie eating?*

**Vocabulary:** *Eat, play football, read, work, watch TV, friends, mum, dad, brother, sister, children, teacher, kitchen, bedroom, living room, classroom, park, garden.*

**Materials:** Cutout 2, index card.

### Warm-up

#### Game: *What am I doing?*

Mime one of the following actions: *eating, jumping, playing (choose a sport), watching TV, working, reading, playing a (choose an instrument), sitting, sleeping, etc.* and ask *What am I doing?*

Repeat with another action.

Students take turns miming an action for the class and formulating the question.

### Grammar practice

Point to one of the pictures on Student's Book page 8. Say *Mum is reading in the living room.*

Write the sentence on the board.

Write *Who?* on the board. Ask *Who is reading in the living room?*

Circle the answer in the sentence (*Mum*) and match it with the word *who* using a line.

Repeat with *What?* (*What is mum doing?*) and *Where?* (*Where is mum reading?*).

#### ① Match the questions with the answers.

Students look at activity 1 in their books.

Ask for a volunteer to read the first question.

Students match the question with the appropriate incomplete sentence.

Repeat with the other questions.

- Complete the sentences.

Write *Person / Place / Action or Thing* on the board.

Say *A question with "who" is about a person.* Write *who* underneath *Person*.

Repeat with *where* and *what*.

### Optional activity

#### Game: *Stand up/sit down*

Divide the class into three teams. Assign a question word (*who/what/where*) to each team.

Call out a word or phrase, either a person, a place or an action.

Students stand up if the word or phrase matches their team's question word.

#### ② Make and play a language game.

Students look at activity 2 in their books.

Students cut out the cards in Cutout 2.

Divide the class into groups of three.

Students read the instructions.

Answer any questions and check that all students understand the instructions.

Students make sentences and glue them onto a piece of paper.

The group with the most sentences after 10 minutes wins.

- Play *Mime and guess*.

Tell students to think of three different actions and write them down on a piece of paper. For example: *playing( the violin), eating( a sandwich), playing (cards), etc.*

With a partner, students mime the different actions while their partner guesses what they are doing. When their partner has guessed all of the actions, students switch roles.

For a final activity, invite individual students to the front of the class to mime an action and let the class guess.

### Wrap-up

#### Making *Wh* questions

Ask students to close their eyes.

Write a positive present continuous sentence on the board: *Pablo is reading a book.* Do not use a pronoun as the subject.

Cover part of the sentence (the subject, the verb or the object) with an index card.

Ask a student to formulate a question about the unseen part of the question, using *who, what* or *where*: *Who's reading a book?*

Repeat with another sentence.

Students come to the board to write the sentences.

#### Answer Key

- ③ 1. *Freddie*, 2. *a sandwich*, 3. *in the kitchen*.

#### ◆ Activity Book

Page 14, activities 1 and 2.

Note: Students need Cutout 4.

#### Key

2. *What*; They are playing a game. 3. *Who*; *Dad*.
4. *Where*; *In the kitchen*. 5. *What*; *She is playing the piano*.
6. *Where*; *In the living room*.

## Student's Book Page 15

**Grammar:** Present continuous review; contractions with the verb *to be*.

**Vocabulary:** Key vocabulary from the unit.

### Warm-up

#### Vocabulary review

Choose one of the lexical sets of the unit: *musical instruments, objects in the house or actions*.

Students stand in a circle. The first student says a word from the lexical set, for example: *piano*. The next student repeats the word and adds another: *piano, guitar*. Continue around the circle. Repeat with another lexical set.

### Review

#### The Printer's Quiz

##### ▶ CIRCLE AND ANSWER.

Students look at the first activity. Make *true/false* statements about the picture: *Bill's playing the piano in the kitchen*. Students answer *true* or *false*. Students circle the correct question words and answer the questions. Ask volunteers to read the questions and answers out loud.

##### ▶ LOOK AND REWRITE THE SENTENCES USING CONTRACTIONS.

Students look at the language bubbles. Write several present continuous sentences without contractions on the board. Use a variety of pronouns and verb forms. Circle the subject and the auxiliary (*to be*) in each sentence. Ask volunteers to come to the board and write the corresponding contractions underneath. Students rewrite the sentences in their books using contractions. In pairs, students check each other's work.

#### Optional activity

##### What's the sound?

Divide the class into groups of three or four. Write *flute* on the board.

Give the class a minute to think of all the words they know that have got the same sound as *flute*: /u:/. In their groups, students make a list of the words.

Ask for groups to read their words out loud. Award a point for each correct word. Repeat with *drum*: /ʌ/.

### Wrap-up

#### Class favourite 1 / 5

Get the class to vote for their favourite song of the unit (*I want to be a mouse* or *The music man*). Encourage students to give reasons for their choice. Sing the song.

## Answer Key

*Circle and Answer:* 1. Where, They are in the living room; 2. What, They are playing instruments; 3. Who, Jack is playing the flute; 4. What, Bill is playing the piano; 5. Who, Bill is sitting down; 6. Where, The cat is sleeping on the cushions.

*Look and rewrite:* 2. We're learning English; 3. I'm not clapping; 4. She's not/ isn't using a computer; 5. You're sitting on a chair; 6. They're not/ aren't doing their homework.

### Activity Book

Page 15, activities 1–3.

#### Key

- Ⓐ are, is, is, are, are, are; isn't, She, We, aren't, aren't; Are, he, she, Are, Are, they
- Ⓑ 1. who; 2. where; 3. what

### Grammar module: Present continuous

We use the present continuous for actions that are in progress at the moment of speaking.

We form the present continuous with the verb *to be* + verb + *-ing*.

*Freddie is reading a book. The mice are dancing.*

To form a question, we switch the position of the subject and the verb *to be*:

*The mouse is sleeping. Is the mouse sleeping?*

To answer a question, we use *yes* or *no*, followed by the subject and the verb *to be*:

*Is he sleeping? Yes, he is./No, he isn't.*

#### Positive

*I am (I'm) eating.  
You are (You're) eating.  
He is (He's) eating.  
She is (She's) eating.  
It is (It's) eating.  
We are (We're) eating.  
You are (You're) eating.  
They are (They're) eating.*

#### Negative

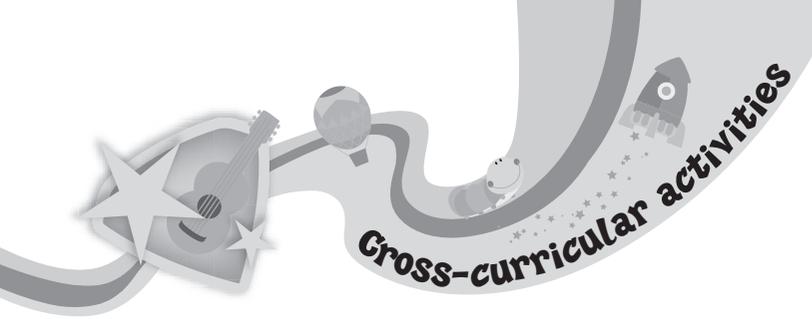
*I am not (I'm not) eating.  
You are not (aren't) eating.  
He is not (isn't) eating.  
She is not (isn't) eating.  
It is not (isn't) eating.  
We are not (aren't) eating.  
You are not (aren't) eating.  
They are not (aren't) eating.  
OR  
You're not eating.  
He's not eating.  
She's not eating.  
It's not eating.  
We're not eating.  
You're not eating.  
They're not eating.*

#### Question form

*Am I eating?  
Are you eating?  
Is he eating?  
Is she eating?  
Is it eating?  
Are we eating?  
Are you eating?  
Are they eating?*

#### Short answers

*Yes, I am./No, I'm not.  
Yes, you are./No, you aren't.  
Yes, he is./No, he isn't.  
Yes, she is./No, she isn't.  
Yes, it is./No, it isn't.  
Yes, we are./No, we aren't.  
Yes, you are./No, you aren't.  
Yes, they are./No, they aren't.*



### **Science: Sound pitch**

**Materials:** Glass bottles of the same size (3 per group), plastic containers (1 per group), water, metal spoons.

**Directions:**

Tell students they are going to do an experiment on pitch—how high or low a sound is.

Divide the class into small groups. Give each group three bottles, a container of water and a spoon.

Students fill the bottles with different amounts of water.

Students in the groups take turns tapping the bottles with the spoon. Ask *Which bottle has got the highest pitch? Which bottle has got the lowest pitch? Why?* (Explanation: *The glass with the least amount of water has got the highest pitch. The glass vibrates to produce the sound. Water slows the rate of the vibration of the glass, which means that if there is less water, the glass vibrates faster, and the pitch is higher.*)

### **Music: Sound safari**

**Materials:** Unbreakable classroom objects.

**Directions:**

**Part 1**

Students close their eyes for 20 seconds and listen carefully for as many different sounds as they can hear inside and outside the classroom. After 20 seconds, students open their eyes and write a list of the sounds they heard. When students have completed their lists, ask individual students to name one sound. Make a list of sounds on the board.

**Part 2 (Optional)**

Give students one minute to make as many different sounds as they can without using their voices. Students may use body parts or unbreakable classroom objects. Then tell students that the class is going to make a sound safari: each student needs to make a unique sound.

Go around the class and get each student to demonstrate the sound he/she is going to make.

No sound should be repeated.

Tell students you are the sound safari conductor. Raise your hand. Students make their sounds. Students pay attention to the sounds other students are making.

Lower your hand. Students remain silent.

Divide the class into small groups and get each group to create and practise its own sound safari composition.

Groups perform their compositions for the class.

### **Project: Class postbox**

**Materials:** Large box, red card, paper, felt tip pens, stamps, envelopes.

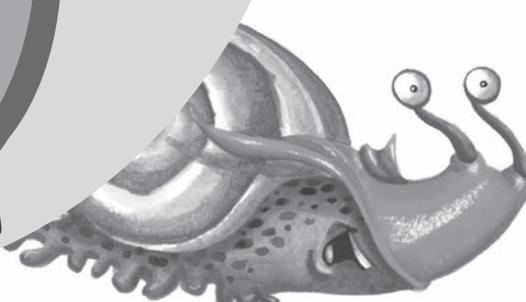
**Directions:**

Cover a large box with red card.

Students decorate the box to represent a postbox.

Set up an area with paper, felt tip pens, stamps and envelopes. Assign each student a “post pal” in the class. Tell students to write letters and draw pictures to send to their pal. Make sure every student will receive at least one letter.

Students put the letters in envelopes, stick on stamps and post the letters in the postbox. At the end of the day, choose a student to be the postal worker and deliver the letters.



Vocabulary	Grammar
<p><b>Body parts:</b> ankle, arm, elbow, feet, foot, hand, head, hip, knee, leg, neck, shoulder, wrist</p> <p><b>Verbs:</b> clean, cut, dance, draw, eat, give, go, have, help, jump, like, listen to, make, paint, play, read, ride, run, see, sell, serve, sleep, watch, wear, work</p> <p><b>Professions:</b> bus driver, cleaner, dancer, dentist, doctor, nurse, police officer, salesperson, secretary, teacher, toy maker, vet, waiter</p> <p><b>Places:</b> bookshop, cafe, clinic, office, shopping centre, shop</p> <p><b>Other words:</b> clothes, curtain, equipment, hat, medicine, piece, puppet, scissors, shelf, string, table</p>	<p><b>Present simple:</b> I work in a school. You work in a shopping centre. He/She works in a school. We work in a toy factory. They make lunch. He/She doesn't work in a cafe. They don't cook the food. Do you work every day? Yes, I do./No, I don't. Does he/she read comics? Yes, he/she does./No, he/she doesn't.</p>
<p><b>Functional language:</b> What's the matter? It doesn't work. (My shoulder) hurts. That's better!</p>	<p><b>Multiple intelligence:</b> Kinesthetic intelligence (pages 32 &amp; 34)</p>

### Teaching tip

#### Reading in English

Students frequently apply the rules of their native language (L1) when trying to interpret how words sound. This often results in English words being mispronounced when they are read. Thus, students need to modify the reading strategies they have acquired in L1.

To help students read "in English" (using English reading strategies), encourage them to observe the letter combinations that represent the English phonemes. This will help them pronounce the words correctly when reading out loud.

The English spelling system is not completely chaotic. There are letter combinations that consistently produce the same sounds. However, many letter combinations are used to make up different vowel sounds and students need to familiarise themselves with these combinations to become fluent readers in English.

Play games with students to help them recognise and remember the most common letter combinations.

*Rhyming families.* Brainstorm words that rhyme. Make a list of the words on the board and underline the letters that produce the rhyming sound.

*Rhyming snap.* Create a list of rhyming pairs. Make a card for each word on the list. Mix up the cards and then create two equal piles. Turn over the cards until you have got a rhyming pair.

*Rub out the rhyming pairs.* Divide the board in half. Write the same words on each half of the board. Divide the class into teams and assign a half of the board to each team. Call out a word. A student from each team comes to the board, finds a rhyming word and rubs it out.

*Complete the word.* Write a word on the board, leaving out the vowels. Students add the vowels. Reverse the activity to exclude the consonants and get students to complete the words.

Focusing on rhyming words also provides an opportunity for pronunciation practice. While we focus on the letter combinations that make the different sounds, we can isolate specific vowel sounds and concentrate on their correct articulation. Students *hear* the target vowel sound while they see the letter combinations that are used to represent the sound. Controlled practice with rhyming words thus helps students produce the correct sounds when they read out loud. Poems and tongue twisters are especially appropriate for combining pronunciation practice with an awareness of the letter combinations used to represent key sounds.

## Student's Book Page 16

**Grammar:** Present simple (I): *I move my feet.*

**Vocabulary:** *Neck, shoulder, elbow, wrist, hip, knee, leg, foot, arm, hand, ankle, head, connect, move.*



### Warm-up

#### Game: *Simon says*

Students stand up.

Give students commands using known vocabulary (*arm, leg, hand, foot, head*).

Students respond to instructions only if they are preceded by the phrase "Simon says": *Simon says touch your (arm)*.

Students who respond to instructions that are not preceded by the phrase are out.

*Optional:* Play the game adding *left* and *right* to the instructions: *Simon says touch your (left foot)*.

Allow the winner to call the instructions if there is time to play the game again.

### Vocabulary presentation

#### The joints in my body 🎧 12

Students stand up.

Play Track 12. Touch the body parts as they are mentioned. Students imitate your actions.

Repeat the activity, naming the body parts without the CD, until students correctly associate the words and body parts.

#### Track 12

Find the neck. Colour it red.

Now find the shoulders. Colour them blue.

Find the elbows. Colour them green.

Find the wrists. Colour them yellow.

Find the hips. Colour them orange.

Find the knees. Colour them pink.

And finally... find the ankles. Colour them purple.

Play Track 12 again, but this time do not model the movements. Watch students and check comprehension of the new vocabulary.

#### 1 Listen and colour the parts of the body. 🎧 12

Students look at activity 1 in their books.

Say *Let's colour the puppet*.

Play Track 12 again. Students listen and colour in the body parts.

Check the activity with the whole class: *What colour are his knees?* Repeat with the other body parts.

- Colour the key.

Read the key on the side of the page out loud.

Write the words on the board.

Point to one of the words and ask a student to read it out loud.

Repeat with the rest of the words.

Students colour the key according to how they coloured the puppet.

In pairs, students compare their keys.

### Controlled practice

#### 2 Listen and complete. 🎧 13

Point to the illustration. Say *Look! The puppet is dancing. Let's learn The puppet song.*

Play Track 13. Students listen and touch the body parts as they are mentioned.

#### Track 13

##### *The puppet song*

(See Student's Book page 16, activity 2.)

Play Track 13 again. Students complete the lyrics with the missing words.

Play the song one more time for students to check their work.

- Listen and sing the song.

Students close their books and stand up.

Play Track 13. Students join in with the song and add movements, touching the body parts as they are mentioned.

### Optional activity

#### Joints poem

Write the following on the board:

*My \_\_\_\_\_ is connected to my \_\_\_\_\_.*

*And my \_\_\_\_\_ is connected to my \_\_\_\_\_.*

*And my \_\_\_\_\_ is connected to my \_\_\_\_\_.*

Divide the class into pairs or small groups.

Students invent their own verse of the song using all known vocabulary.

Students perform their verse for the class.

### Wrap-up

#### Multiple Intelligence: Kinesthetic intelligence

Students stand in a circle.

Call out a part of the body and touch it: *hand*.

The first student calls out a body part that is connected to the previous one: *wrist*.

Continue around the circle.

#### Answer Key

- shoulder, wrist, hip, ankle

#### Activity Book

Page 16, activities 1 and 2.

#### Key

1. head, shoulder, neck, hip, arm, leg, hand, foot, wrist, elbow, knee, ankle

2. 1. shoulder; 2. hip; 3. elbow; 4. wrist; 5. ankle; 6. knee;

7. neck; *From top to bottom:* 7, 1, 4, 3, 6, 5, 2

## Student's Book Page 17

**Grammar:** Present simple (he/she): *He/She paints the puppets. Does he/she...?*

**Vocabulary:** *Draw, paint, cut, make, play, read, dance, like, listen.*

### Warm-up

**Song:** *The puppet song* 🎵 13

Play Track 13. Students join in with the song and add movements, touching the body parts as they are mentioned.

### Grammar practice: Present simple

#### ① Listen and match the toy makers with the actions. 🎧 14

Students look at the pictures in activity 1. Elicit the characters' names: *Look at number (1). What's (his) name?*

Tell students that everyone in the puppet factory has got a different job.

Point to one of the pictures in the middle. Say *Someone paints the puppets*. Repeat with *cuts the pieces, makes the clothes, draws the models*.

Play Track 14. Students match the people with the actions.

#### Track 14

Luke, Anna, Sam and Claire work in a toy factory. They make puppets.

Number 1. Sam draws the models.

Number 2. Luke cuts the pieces of wood.

Number 3. Anna paints the puppets.

Number 4. Claire makes the clothes.

Check answers: *Who draws the models?*

Play Track 14 again, pausing after each line.

Students repeat the line. Make sure that they pronounce the final s.

- Look and write the names.

Students complete the activity.

Ask for volunteers to read the sentences out loud.

### Controlled practice

#### ② Look at Sam's room and say what he does.

Students look at the picture and name everything they can see in Sam's bedroom.

Divide the class into pairs. Give students one minute to look at the illustration. Students close their books.

Students make a list of all the things they can remember seeing in Sam's bedroom.

Divide the board into two columns.

Ask students how many items they remembered

and write a list in the first column on the board.

Help students make sentences with the words on the list: *guitar—Sam plays the guitar.*

Write the corresponding verbs in the other column: *plays.*

- Answer the questions in your notebook.

Write *Yes, he does* and *No, he doesn't* on the board. Divide the class into two groups and assign a phrase to each group.

Ask questions about Sam using the picture in activity 2: *Does Sam play the guitar?* Make sure some of the questions lead to negative answers.

Students answer according to the phrase they have been assigned.

Students read the questions in their books and answer them using short answers. Students should write the answers in their notebooks.

Read the questions in the book out loud and ask students to read the answers they have written.

### Connecting to students' experiences

Students draw a picture of their bedroom. In a circle, students hold up their pictures and say what they have got in their rooms. Use this information to ask about students' hobbies: *Miguel, I see that you have got a computer. Do you play computer games?*

### Optional activity

#### True or false?

Make statements about Sam based on the picture. Some of the statements should be incorrect:

*Sam plays baseball.* Students say *True* if the statement is correct and *False* if it is not.

Let students make the statements.

### Wrap-up

#### Game: Word snake

Copy the following word snake onto the board:

*makeswritescutsdrawslikesplayspaints.*

Students write a list of the verbs in their notebooks.

Students write sentences using the verbs.

Encourage them to invent information about *Claire* or *Luke*.

#### Answer Key

- ① 1. Sam, 2. Luke, 3. Anna, 4. Claire

#### Activity Book

Page 17, activities 1 and 2.

#### Key

- ① cuts, draws, paints, makes; 2. Luke cuts; 3. Anna paints; 4. Claire makes

- ② 1. she doesn't; 2. Does Anna; Yes, she does. 3. Does Anna dance; Yes, she does. 4. Does Anna play; No, she doesn't. 5. Does Anna; Yes, she does.

## Student's Book Page 18

**Grammar:** Present simple (he/she/they): *Albert makes two puppets. The puppets dance.*

**Vocabulary:** *Winter, toy fair, toy maker, puppet, string, workshop, surprised, run, jump, dance, make, run away; body parts.*

### Warm-up

#### Review: Toy survey

Ask students if they've ever been to a fair. Elicit some things that you can see at a fair: animals, games, food. Write *Toy fair* on the board.

Elicit a list of toys and write them on the board: *puppet, ball, kite, train, teddy bear, etc.*

Students vote for their favourite toy.

### Predicting

#### Story: *The dancing puppets, part 1* 🎧 15

Read out the title of the story. Students look at the pictures on pages 18 and 19 in their books.

Point to the pictures and ask questions. Let students guess the answers, even if they are incorrect:

Puppets: *Are these puppets or children?*

Man with beard: *Who is he?*

Dancing puppets: *What are they doing?*

Ask *What do you think the story is about?*

Students make predictions about the story.

### Developing reading

Play Track 15. Students follow the story in their books.

Pause the recording after each paragraph to ask general comprehension questions:

*Is Albert a toy maker? Is Albert busy? How many puppets does Albert make? Do the puppets dance?*

#### Track 15

##### *The dancing puppets, part 1*

(See Student's Book page 18.)

Students silently read the story in their books.

Ask students to underline all the words for the parts of the body.

Ask students to come to the front of the class one by one without their books. Each student writes one of the body part words from the story. The rest of the class checks the spelling.

Ask for volunteers to take turns reading out loud. Help them with the difficult words.

Ask *Wh* questions about the story: *Who's Albert? What does he make? Why are the puppets special? Where do the puppets go?*

### Controlled practice

#### 1 Read and circle *T* (True) or *F* (False).

Students silently read the sentences and circle the options.

Read the first sentence out loud. Students call out the answer. Continue with the rest of the sentences. Encourage students to make more *true/false* sentences about the story.

### Optional activity

#### Multiple Intelligence: Kinesthetic intelligence

##### The puppet master

Invite two students to the front of the class.

Say *You're puppets.*

Point to the places on their bodies where they have got strings (shoulders, elbows, wrists, knees, hips, ankles, neck).

Stand behind them as if you were holding their strings. Give instructions: *Move your right shoulder.*

Students move only the named part.

Say *Rest.* Students go back to a neutral position.

Continue giving instructions. Coordinate body parts:

*Move your left elbow and your right knee.*

Divide the class into groups. Students play the game, taking turns being the puppet master.

### Wrap-up

#### Story sequencing

Write the following sentences on the board in random order: *Albert makes the girl puppet. Albert makes the boy puppet. The puppets suddenly jump up in the air. The puppets dance around Albert's workshop. Albert says "Stop!" The puppets open the door and run away.*

Students work in pairs and number the sentences to sequence the story.

Ask pairs to read out the sentences in the correct order while students check their work.

Students copy the sequence into their notebooks.

#### Answer Key

1. F, 2. T, 3. T, 4. F, 5. T

#### Activity Book

Page 18, activities 1–3.

#### Key

1. puppet; 2. strings; 3. shelf; 4. hat; 5. curtain; 6. pieces; 7. scissors; 8. table

2. hips, shoulder, ankle, leg, hand, head, arm, neck, knee, elbow, wrist, foot

3. elbows; hasn't got any ankles; hasn't got any wrists; hasn't got any knees

## Student's Book Page 19

**Grammar:** Present simple (he/she/they): *Albert plays the violin. The puppets dance.*

**Vocabulary:** *Fair, violin, song, dance, jump up, spin, cheer, clap, sad, excited, busy, tired, happy.*

### Warm-up

**Review: *The puppet song*** 🎵 13

Play Track 13 to remind students of the song. Say *Let's be puppets*. Decide on a series of actions to accompany each line. Students should move in a puppetlike way.

Play the song. Students sing and move.

### Review

**Story: *The dancing puppets, part 1***

Ask questions to remind students about what has happened in the story so far: *Who's Albert? What does Albert make for the winter toy fair? Why are the puppets special? Where do the puppets go?*

Read the story sequence from the Wrap-up activity in the previous lesson.

### Critical thinking: Predicting

Students look at the pictures on page 19 and make guesses about what they think happens to Albert and his puppets.

### Developing reading

**Story: *The dancing puppets, part 2*** 🎵 16

Play Track 16, pausing the recording after each paragraph. Students listen and follow along in their books.

Ask *yes/no* questions after each paragraph: *Is Albert happy? Does he see the puppets? Does the girl puppet play the violin?*

Track 16

***The dancing puppets, part 2***  
(See Student's Book page 19.)

Students silently read the story in their books and underline all the verbs that end in *s*.

Ask for volunteers to take turns reading out loud.

Tell them to be especially careful in pronouncing the final *s* in the verbs they have underlined.

Ask general comprehension questions about the story: *Why is Albert sad on the day of the fair? What does the girl puppet give Albert? Do the children like the dancing puppets? How do you know? Do the puppets run away at the end of the story?*

### Controlled practice

① Read and number the sentences.

Students number the sentences according to the story. Students compare their answers in pairs.

Call pairs to the board. One student dictates the sentence. The second writes it out on the board.

### Optional activity

#### Play *True or false?*

Divide the class into two teams. Students close their books. Make a statement about the story. It can be true or false. Ask a student in team A to respond: *True or False*. Award a point if the answer is correct. Repeat for team B. Continue making statements until most students have responded. The winner is the team with the most points.

### ♥ Moral and civic education

Ask *Why do you think the puppets ran away? Why did they come back to Albert? Is Albert like a father to the puppets? Why or why not?*

Make two columns on the board:

*With Albert / Without Albert.*

Elicit from students what the puppets had with Albert (food, clothes, a bed, security) and write the list on the board. Ask students if the puppets had these things without Albert. Now elicit what the puppets had without Albert (freedom, no rules) and write the list on the board.

Ask *If you were the puppets, which life would you prefer?* Students explain their answers.

### Wrap-up

#### Write a story review.

Write the following on the board:

*This story is called \_\_\_\_\_.*

*There are \_\_\_ characters in the story.*

*My favourite character is \_\_\_\_\_.*

*I like/don't like this story because it is \_\_\_\_\_.*

Give students a selection of adjectives to choose from: *funny, interesting, exciting, boring, sad, happy, silly.*

Students copy the review onto pieces of paper and complete the sentences with their own ideas.

Collect the story reviews and keep them.

#### Answer Key

① 4, 5, 1, 3, 2

#### ◆ Activity Book

Page 19, activities 1 and 2.

Key

① arrives; sees; smile; plays; dance; move; makes

② sees, gives, go, dance, makes, plays, like, jump, run; makes, jump, run, sees, gives, plays, dance, like, go

## Student's Book Page 20

**Grammar:** Present simple (he/she/they): *He eats breakfast. They go to the shop.*

**Vocabulary:** *Eat breakfast, go to the shop, make lunch, sleep, play games, dance, watch TV, draw, ice cream, pizza, picture, cinema, football.*

**Materials:** Cutout 1.

### Warm-up

#### Review: Present simple

Write *Every day* on the board.

Ask students what they do every day: *I go to..., I have..., I eat..., I wash my..., I read...*

Make a mind map on the board with students' ideas.

### Grammar presentation: Third person "s"

#### 1 Listen and circle the correct options. 17

Ask individual students *What do you do on Saturdays?*  
S1: *I play with my friends.*

Relay the information back to the class: *He/She plays with his/her friends.* Stress the pronoun and the final *s* on the verb. When two students supply the same answer, point to them and say *They play with their friends.* Stress the pronoun and the verb.

Students look at activity 1 in their books. Tell them these are some of the things that Albert and the puppets do on Saturdays.

Read the options with the class.

Play Track 17. Students circle the options.

#### Track 17

On Saturday, Albert eats breakfast at eight o'clock.

The puppets go to the shop to buy the food.

At one o'clock, the puppets make lunch.

After lunch, Albert sleeps on the sofa and the puppets play games.

In the evening, the puppets dance around the house and Albert watches TV.

Ask questions about Albert and the puppets: *Does Albert (eat breakfast) on Saturdays? Do the puppets (sleep on the sofa)?*

### Controlled practice

Students read the model in their books. Ask them to explain when *eat* and *eats* are used.

Make *true/false* statements about Albert or the puppets: *The puppets play the violin.*

Students say *True* or *False*.

Divide the class into pairs. Students take turns making *true/false* statements about Albert and the puppets. Remind them to use the final *s* in statements about Albert.

- Circle the correct options.

Students complete the activity in their books individually.

Write *Albert* and *The puppets* on the board.

Students come to the front and write the verbs under the appropriate heading.

#### 2 Cut out and glue the activities.

Direct students' attention to Cutout 1. Tell students to choose three activities for Albert and three activities for the puppets.

Students glue the chosen activities into their books.

- Draw pictures of the activities in your notebook.

Ask individual students about their choices: *What does Albert do on Sundays? What do the puppets do?*

Students write the headings *Albert* and *The puppets* in their notebooks. They draw pictures for the activities they have chosen.

Invite students to come to the front of the class and talk about their pictures.

### Optional activity

#### More Sunday activities

Students draw two more pictures for Albert's activities and two more for the puppets.

Students write sentences under each picture.

Ask for volunteers to read their work out loud.

Display students' work around the classroom.

### Wrap-up

#### Mime dictation

Write *Albert* and *The puppets* on the board.

Mime an activity (*play the violin*).

Students interpret the mime and write a sentence:

*Albert plays the violin.*

Repeat with different mimes: *dance, jump, sleep, make a puppet, watch TV, etc.*

Ask individual students to come to the front and write out a sentence. Correct the sentence if necessary.

The rest of the class checks their work.

#### Answer Key

- 1. eats, 2. go, 3. The puppets, 4. sleeps, 5. Albert

#### Activity Book

Page 20, activities 1 and 2.

#### Key

- 1. 2. Does your dad clean the kitchen? 3. Do you play games with your family? 4. Do your mum and dad work? 5. Do you have lunch with your granny?

- 2. 3. eat/don't eat; 4. watch/don't watch; 5. read/don't read; 6. go/don't go; 7. ride/don't ride

## Student's Book Page 21

**Grammar:** Present simple (they): *They sell books.*

**Vocabulary:** *Check, serve, help, sell, examine, salesperson, waiter, vet, dentist, doctor, police officer, busy, noise, shopping centre, teeth.*

**Materials:** Cutout 2, a large ball.

### Warm-up

#### Game: *Ball dictation*

Throw a ball to a student. The student with the ball dictates a word or short phrase to the rest of the class. Students write down the word or phrase in their notebooks.

The student with the ball throws it to another student, who dictates a new word or phrase. Continue until 10 students have participated.

Ask students to dictate the words or phrases back to you and write them on the board.

Students correct their work.

### Vocabulary presentation

#### **Poster 2** 18

Hold up the *Profession* poster cutouts one by one and name the jobs. Students repeat.

Display the cutouts around the classroom. Ask *Where's the (doctor)?* Students point to the relevant cutout.

Play Track 18. Students point to the corresponding cutouts as they hear the words.

#### Track 18

##### *The busy song*

(See Student's Book page 21, activity 1.)

### Controlled practice

#### **1** Listen and label the pictures. 18

Point to the pictures in activity 1. Ask *What's his/her job?/What's their job?*

Ask questions about the professions based on the song: *Does the doctor sell books and toys?*

Students label the pictures.

- Listen and sing the song.

Play Track 18. Students follow along in their books.

Play Track 18 again. Students join in with the profession words and the chorus.

Play the song again. Students join in.

### Connecting to students' experiences

Write *shopping centre* on the board. Elicit the names of shopping centres that students are familiar with. Ask individual students when was the last time they were at a shopping centre and what they bought. Make a list of the things they bought on the board.

### Developing reading

#### **2** Play *Word dominoes*.

Students cut out the dominoes in Cutout 2. Divide the class into pairs. Students mix up their dominoes and distribute them.

S1 places a domino in the middle. S2 tries to make a word using his/her dominoes.

Students take turns placing dominoes to make words.

### Optional activity

#### Game: *Clapping words*

Ask a student to come to the board. Say a word from this unit (a body part or a profession): *doctor*. The student writes the word on the board. Repeat with different students and words until there is a list of new vocabulary on the board.

Point to one of the words. Say it out loud, clapping with each syllable: *dóc-tor*. Emphasise the stressed syllable with a stronger clap. Students join in. Continue with other words.

Ask *What word is this?* Clap a word. Students supply possible answers. Divide the class into small groups. Students take turns clapping out words.

### Wrap-up

#### Game: *Hangman*

Choose a vocabulary word from the unit. On the board, draw a line for each letter of the word and draw the hangman's scaffold.

Students take turns calling out letters. If the letter is part of the word, write it in. If it is not, draw part of the body and write the letter on another part of the board.

Continue until students guess the word or until the hanged man is complete.

#### Answer Key

- ① Waiters, Police officers, Salespeople, Vets, Dentists, Doctors

#### ◆ Activity Book

Page 21, activities 1–3.

#### Key

- ① 1. dentist; 2. salesperson; 3. vet; 4. waiter; 5. police officer; 6. doctor
- ② 4, 6, 3, 2, 5
- ③ dancer, teacher, bus driver, waiter, police officer

## Student's Book Page 22

**Grammar:** Present simple (he/she/they): *He/She works. He/She doesn't work. They work. They don't work.*

**Vocabulary:** *Clinic, shopping centre, cafe, shop, office; professions.*

### Warm-up

#### The busy song 18

Students look at the pictures on Student's Book page 21, activity 1.

Divide the class into groups and assign a profession to each group. Students decide how to mime their profession.

Play Track 18. The groups stand up and mime the verse about their profession. The other groups continue singing.

Track 18

*The busy song*

(See Student's Book page 21, activity 1.)

### Developing reading

#### 1 Read and label the texts.

Students look at pages 22 and 23. Say *Lots of people work in the shopping centre.*

Read the first text out loud. Ask *What's her job?*

Ask for volunteers to read the text about the vet out loud. Assign a sentence to each student. Ask *What's his job?*

Continue with the other blocks of text.

Students label the texts with the corresponding jobs.

#### 2 Label the shops on the map.

Students read the texts and underline with pencil the place where each person works.

Point to one of the shops. Ask *Who works here?*

Students reply with the profession. Ask *What's this place called?*

Students label the map.

### Optional activity

#### Poster 2

Ask students to identify the places in the poster.

They identify the *Profession* poster cutouts.

Students place the cutouts on the correct parts of the poster. Ask questions: *Where do the (doctors) work? Where does the (salesperson) work?*

### Grammar review: Present simple

#### 3 Listen and write the jobs. 19

Make *true/false* statements about the people in the photos: *The dentist cleans teeth. Ss: True. The salesperson doesn't sell books. Ss: False.*

Invent a riddle for the class, including a positive and a negative statement: *She doesn't work outside. She sells books. What's her job?*

Divide the class into pairs. Ask them to look at the list of professions in their books.

Play Track 19. Stop after the first riddle. In pairs, students circle the profession on their lists.

Play Track 19 again. Students write the answer in their books.

#### Track 19

1. He works in a cafe. He serves food and drinks. He wears special clothes. What's his job?

2. She works in a clinic. She checks people's teeth. She wears a white coat. What's her job?

3. He works in a shop. He sells books and magazines. What's his job?

4. He takes care of animals, like dogs, cats and parrots. He doesn't give medicine to people. He gives medicine to animals. What's his job?

5. She works in the shopping centre. She helps people and stops thieves. She wears a uniform. What's her job?

6. She works in a clinic. She examines sick people and gives them medicine. She wears a white coat. What's her job?

#### Consumer education

Ask students if they receive pocket money from their parents. If so, ask them how much money they receive. Where do they spend their money? What do they buy? Is it difficult for them not to spend all of their pocket money right away?

Talk about the importance of spending money carefully and saving money.

### Wrap-up

#### Game: Spelling competition

Divide the class into two teams.

Say a profession: *dentist*. The members from team A spell the word, saying one letter each: S1: *D*, S2: *E*, S3: *N*, etc.

Repeat with a different word for team B.

Award a point when a word is spelled correctly.

#### Answer Key

1. From left to right, top to bottom: Doctor, Waiters, Police officers, Toy maker, Vet, Salesperson, Dentist.

2. 1. Waiter, 2. Dentist, 3. Salesperson, 4. Vet, 5. Police officer, 6. Doctor

#### Activity Book

Page 22, activities 1 and 2.

#### Key

1. Doctors work in a clinic. 2. Police officers help people. 3. Vets don't give medicine to people. 4. Teachers don't sell toys.

5. I'm a waiter. I work in a cafe. I serve food and drinks. I'm a vet. I help animals.

**Grammar:** Present simple (I/you): *Do you work every day? Yes, I do./No, I don't.*

**Vocabulary:** *Work, sell, make, help, serve, give, wear, food, medicine, special clothes; professions.*

**Materials:** Paper, bag.

**Preparation:** Make four identical lists, each with the following words: *dentist, doctor, toy maker, salesperson, police officer, vet, waiter, teacher.* Cut up the lists to separate the words. There should be one profession per student, and make sure that each profession has got one matching pair.

### Warm-up

#### Class job survey

Ask students *What's your favourite job?*

Make a list of jobs on the board.

Help students with new vocabulary if necessary: *nurse, firefighter, cook, secretary, dancer, etc.*

Students vote for their favourite job.

Announce the class favourites.

#### ♥ Moral and civic education

##### Working together

Ask students what their parents do for work and write the jobs on the board. Talk to the class about the importance of all work. Explain that although some jobs are more highly paid than others, it does not mean they are more important.

### Controlled practice

#### ① Choose a job and interview a classmate.

Students look at page 23. Review the information in the blocks of text: *Who works in the (toy shop)? What's (his/her) job?*

Students choose a job.

Divide the class into pairs. Students take turns interviewing each other and writing the answers.

### Optional activity

#### Game: Find your partner

Put the cut up lists of professions (see Preparation) in a bag.

Each student takes a piece of paper out of the bag. He/She should not show anyone what it says. The aim of the game is find another student who has got the same profession.

Students take turns asking each other questions in order to find the student with the same profession: *Do you work in a restaurant? Do you sell things?*

Once pairs are formed, they sit next to each other. Continue until all the partners have been found.

### Developing writing

#### The Printer's Project

Brainstorm a list of the different places in the school: *classroom, gym, hallway, playground, kitchens, headteacher's office.*

On the board, list different jobs within the school: *teacher, headteacher, cleaner, secretary, cook, caretaker.*

Relate the jobs to the places in the school: *Who works in the kitchens? Who works in the gym?*

Divide the class into small groups and assign each group an employee who works in the school.

Students prepare a questionnaire for the interview.

They can use the questions in activity 1 or invent some questions of their own.

Students interview the school employee. They can take a photo of him/her or draw his/her picture.

After the interview, students use the answers to write a short text about the person's job. They can use the texts in their books as models.

Display the finished work around the classroom.

### Wrap-up

#### Game: Guess my job

Write a profession on a piece of paper. Say *Guess my job.*

Divide the class into two teams and award each team 10 points.

Teams take turns asking questions: *Do you work outside? Do you help people?*

When the teams think they know the profession, they ask *Are you a... ?*

Give a point for every correct guess and deduct a point for every incorrect guess.

#### ◆ Activity Book

Page 23, activities 1 and 2.

**Functional language:** *What's the matter (with your puppet)? His/Her (knee) doesn't work. Let's put a plaster on his/her (knee). That's better.*

**Vocabulary:** Body parts, professions, everyday actions.

**Materials:** Cutout 3, butterfly clips, hole punch, white stickers.

### Warm-up

#### I need strings!

Draw a picture of a puppet on the board.

Say *The puppet needs strings.*

Ask a student to come to the board, draw one of the strings and say where it goes: *This string is connected to (the shoulder).*

Continue until all the main joints have got strings.

### Craft activity

#### 1 Make a puppet.

Students select Cutout 3.

Say to the class *Let's make a puppet.* Read the instructions out loud and clarify any doubts.

Students draw and colour clothes on the puppet and cut out the pieces.

Encourage students to share the classroom materials and ask for help using English: *Pass the scissors.*

Go around the class helping students make holes in the small circles. (*Tip:* To reinforce the circles, place a piece of tape over the circle before you punch the hole.)

Students assemble the puppets. As they work, ask questions to help them assemble the puppet, for example: *Is the leg connected to the hip?*

### Developing writing

#### 2 Make notes about your puppet.

Students look at activity 2 in their books.

Ask individual students questions to elicit the information: *What's your puppet's name? How old is he/she? What's his/her job? What's his/her favourite animal? What does he/she do every day?*

Encourage students to ask each other the questions.

Students complete the notes about their puppets individually.

- Present your puppet to the class.

Read the text in the book out loud.

Ask students to prepare a short text using the notes they have already made.

Invite students to present their puppet to the class by reading their texts out loud.

### Controlled practice

#### 3 Role-play: *Going to the toy hospital.* 20

Students look at activity 3 in their books. Play Track 20. Students follow the dialogue.

#### Track 20

(See Student's Book page 24, activity 3.)

Ask volunteers to read the text out loud.

Ask students to imagine that their puppets are not well. Say *Use a red pencil to colour the part of the body that hurts.*

Ask a student *What's the matter with your puppet?*

Continue with the role-play.

Tell the student that he/she must now be the toy doctor. S1 asks the student on his/her right *What's the matter with your puppet?* They continue with the role-play. Continue in a chain around the class until all students have spoken.

Divide the class into pairs. Assign a role to each student.

Give the doctors the stickers to use as a plaster.

Students act out the role-play using their puppets.

### Optional activity

#### Grammar review: Third person s

Point to the illustration in activity 3 and say *The puppet isn't well.* Write on the board: *His knee doesn't work.*

Borrow a puppet from a student. Say *Oh dear! This puppet isn't well. His arms don't work.*

Write on the board: *His arms don't work.*

Underline the verb and auxiliary in each sentence. Ask students why they are different. Prompt by pointing to the singular and plural subjects.

### Connecting to students' experiences

Ask students who have broken a bone to raise their hands. Ask them to show the class where they broke the bone.

### Wrap-up

#### Puppet role-play

Give students time to practise their role-play. Encourage them to use body language and facial expressions as they speak.

Ask for volunteers to act out their role-play for the rest of the class.

Students vote for their favourite performance.

#### Activity Book

Page 24, activities 1 and 2.

#### Key

- 1 2. ankle; 3. knee; 4. elbow; 5. shoulder; 6. head
- 2 toy, doesn't, arms, legs

## Student's Book Page 25

**Pronunciation focus:** /i:/ green, /e/ red

**Vocabulary:** Dance, theatre, cancan; body parts.

**Materials:** White paper (2 pieces per student).

### Warm-up

#### Game: Green and red

Write the words *green* and *red* on the board.

Students think of things that are these colours, for example: *pear, apple, grapes, leaf, flower, heart, grass, strawberry.*

Provide vocabulary as needed. Elicit the words and write them on the board.

Students copy the words into their notebooks and draw a coloured picture next to each one.

### Pronunciation practice

#### 1 Listen, repeat and match. 21

Write *green* on the board. Read the word out loud. Then isolate and repeat the vowel sound /i:/. Students repeat the sound.

Write *red* on the board. Read the word out loud. Then isolate and repeat the vowel sound /e/. Students repeat.

Students look at activity 1 in their books. Play Track 21.

#### Track 21

Point to the word *green*. Say *green*. Point to the word *feet*. Say *feet*. Point to the word *teeth*. Say *teeth*. Point to the word *knee*. Say *knee*. Point to the word *see*. Say *see*. Point to the word *three*. Say *three*. Point to the word *red*. Say *red*. Point to the word *neck*. Say *neck*. Point to the word *leg*. Say *leg*. Point to the word *bed*. Say *bed*. Point to the word *head*. Say *head*. Point to the word *ten*. Say *ten*.

Find the word *green*: green. Now draw a line from green to feet, green to teeth, green to knee, green to see, green to three.

Find the word *red*: red. Now draw a line from red to neck, red to leg, red to bed, red to head, red to ten.

Play Track 21 again. Students check their work.

### Developing reading

#### 2 Read the poem out loud. 22

Students look at activity 2 in their books.

Play Track 22. Students listen and follow the poem in their books.

#### Track 22

##### The monster poem

(See Student's Book page 25, activity 2.)

In pairs, students read the poem to each other. Then they underline the words with the /i:/ sound in green and the words with the /e/ sound in red. Elicit the words and write them on the board. Ask for volunteers to read the poem out loud.

#### 3 Complete the sentences before you read the text.

Point to the dancer. Ask *What's her job?*

Divide the class into pairs. Students circle one of the options to complete the sentences.

- Read the text and complete the tasks.

Students silently read the text. They circle all the body parts in the text and underline the actions.

Clarify unknown vocabulary.

- Listen to the music and clap. Listen again and do the dance. 23

Play Track 23. Students clap to the rhythm.

Play the track again. Students perform the dance routine.

#### Track 23

(Cancan music)

### Optional activity

#### Rhyme booklet

Write *pen* on the board. Elicit words ending in *en*.

Make a list on the board: *men, chicken, ten.*

Give each student two pieces of paper.

Students fold the paper to make a four-page booklet.

They cut the first three pages in half vertically. The last page should be twice as wide as the other pages.

On the last page students write *en* and they write letters on the short pages: *p, chick, t.* By turning the pages, words are formed.

Students illustrate

their rhyme booklets.



### Wrap-up

#### Play Standing green, standing red.

Divide the class into two groups. Assign *green* to one group and *red* to the other.

Call out words containing one of the two key sounds: /i:/ or /e/.

The green group stands up when a word with the /i:/ sound is called out, and the red group stands up when the /e/ sound is called out.

#### Answer Key

3 Pre-reading: 1. b; 2. b

After-reading: Circle: 1. feet, 2. hands, hips, 3. knees, 4. leg, 5. feet, 6. knees, 7. leg, 8. feet. Underline: 1. Stand, 2. Put, 3. Bend, 4. Jump, kick 5. Put, 6. Bend, 7. Jump, kick 8. Put

#### Activity Book

Page 25, activity 1.

#### Key

1 Green: knee, tree, read, feet, bee, sleep, jeans, teeth;

Red: bed, leg, head, ten, neck, pen, bread, tent

Sounds like *knee*: read, feet, bee, sleep, jeans, teeth

Sounds like *bed*: head, ten, neck, pen, bread, tent

## Student's Book Page 26

**Grammar:** Present simple (all forms): *I live in Brazil. He/She/It doesn't work. Do they come to our house?*

**Vocabulary:** *Live, work, dance, eat, play basketball, come, hospital, theatre, parrot.*

**Materials:** Cutout 4, index cards.

**Preparation:** *Optional: Action cards:* Write the following words/phrases on separate index cards: *do, does, doesn't, don't, he, she, they, I, you, it, eat all day, eats all day.* Prepare three identical sets of cards.

### Warm-up

#### Question time!

Ask students *yes/no* questions: *Do you live in...? Do you like...?* Include third-person questions: *Does your mum work in a (hospital)?* Ask students to write three similar questions. Students ask and answer each other's questions.

### Grammar review

#### ① Read and underline the verbs.

Ask for volunteers to read the text out loud, reading at least one complete sentence each. Students underline in red the verbs ending in *s*. Make a list on the board. Students underline in blue the verbs that do not end in *s*. Make a list on the board. Write the subject pronouns from the text (*I, he, she, it, we* and *they*) to the left of the lists of verbs. Ask students to match the pronouns with the verbs following the information in the text. Ask *When do we add s to the verb?* Point to the subject pronouns *he, she* and *it* to prompt the correct answer.

- Complete the table with the verbs from the text. Students complete the table. Explain that in the first column they should write the verbs exactly as they appear in the text, next to the corresponding pronouns. In the second column they should mark whether the verb has got an *s* or not. In the third and fourth columns they should write the verb in its negative and question forms.

Ask students to look through the unit for negative and question statements.

Write on the board: *Does Sam play football? Do you sell things? She doesn't sell pets. They don't work in a shop.*

Ask *Do we add s to the main verb for negative sentences and questions?*

### Controlled practice

#### ② Make and play a language game.

Write the subject pronouns (*I, you, he, she, we, you,*

*they*), the auxiliary verbs (*does, do, doesn't, don't*) and verbs in the present simple (*play, plays, live, lives, like, likes*) on the board in random order.

Students come to the board and match the pronouns with appropriate verbs and auxiliaries to form sentences. Read the instructions of the language game and clarify where necessary.

Students complete and cut out the word cards from Cutout 4.

Students play the game in pairs. Students read out the sentences they have formed. Students can glue their sentences into their notebooks and illustrate them.

### Optional activity

#### Sentence chain

Place the *Action cards* (see Preparation) face down on a table.

Ask a volunteer to turn over a card (*doesn't*).

S1 stands with his/her card in front of the class.

Ask a second student to turn over a card. If S2's card can be used to form part of a sentence with S1's card (*eat all day*), he/she stands next to S1.

If S2's card cannot be used (*we*), S2 sits down.

Once a sentence has been formed, students sit together.

Continue until there are no more cards on the table.

Divide the class into three groups. Students play the game in their groups.

### Wrap-up

#### Magic word square

Copy the following square on the board:

A	S	T	N	E	T
B	E	A	C	H	D
C	A	Y	R	D	A
S	R	L	I	O	N
T	E	E	V	E	C

Students copy the square into their notebooks.

Give students five minutes to make as many words as they can, using the letters in the square. The letters they use to make a word must be touching—vertically, horizontally, diagonally, up or down: *bear, dance, see, live, etc.*

#### Answer Key

① *Text:* live, works, dances, eats, play, come.

*Table:* She dances, It eats, They come; She doesn't dance, It doesn't eat, We don't play, They don't come; Does he work?, Does she dance?, Does it eat?, Do we play?, Do they come?

#### ◆ Activity Book

Page 26, activities 1 and 2.

*Note:* Students need Cutout 5.

- ② 1. makes; 2. like; 3. work; 4. lives; 5. eat; 6. like; 7. wear; 8. sell; 9. reads; 10. swim

## Student's Book Page 27

**Grammar:** Present simple review.

**Vocabulary:** Key vocabulary from the unit.

**Materials:** Rolls of toilet paper.

### Warm-up

#### Game: Word chain

Say a word from this unit: *clinic*. S1 says a word starting with the last letter: *cafe*. S2 continues: *eat*.

Continue until all students have participated.

*Note:* Students should not repeat words.

### Review

#### The Printer's Quiz

- ▶ **CIRCLE THE CORRECT OPTIONS.**  
Students circle the correct words.  
Volunteers read the answers out loud.
- ▶ **COMPLETE THE TABLE.**  
Students complete the lists.  
Go around the class finding out how many words students can think of for each category.
- ▶ **WRITE THE WORDS THAT RHYME.**  
Write *me, bed, feet* and *ten* on the board.  
Students say words that rhyme with each word.  
Write the words next to their partners.  
Students do the activity in pairs.
- ▶ **PLAY AT THE DOCTOR'S.**  
Divide the class into pairs and assign a role to each student: *doctor* or *patient*. *Patients* decide which parts of their body hurt.  
Distribute rolls of toilet paper to the *doctors* for them to use as bandages.  
Students act out the role-play following the script in their books.

#### Optional activity

##### Letter s poem

Write the following verse on the board:

*Learn this verse so you know best*

*When to add the letter s.*

*Sometimes the verb needs an extra bit,*

*So add the s with he, she and it.*

*With "he doesn't" and "does he?" put the s away.*

*And there's no s with I, you, we or they.*

Ask *When do we add the letter s? Do we add the s with negative sentences and questions?*

### Wrap-up

#### Back writing

Ask students to call out words they have learned in this unit. Write the words on the board.

In pairs, students take turns writing one of the words on their partner's back. The partner guesses the word.

### Answer Key

*Circle:* 1. work, 2. dances, 3. Does, 4. Do, 5. Work, 6. don't, 7. doesn't, 8. work, 9.'s got, 10. work.

*Complete: Jobs:* police officer, vet, salesperson, dentist, doctor, toy maker. *Parts of the body:* neck, leg, feet, head, elbow, ankle, hip, wrist, shoulder.

*Write:* 1. knee, tree, we, bee; 2. head, red, Ted, bread; 3. eat, meat, seat, feet; 4. pen, Ken, when, den.

### Activity Book

Page 27, activities 1 and 2.

#### Key

② works, works, work, work; I, don't, He, doesn't, work, work, You, don't; I, Do, he, Does, work, we, Do, work, Do; 1. work; 2. doesn't work, works; 3. don't work, work; 4. works; 5. don't work, work

### Grammar module: Present simple

In this unit, the present simple is used to talk about routines, repeated actions and everyday life.

#### Positive

Form the present simple with the *subject + verb*:

*I live in Brazil. They make lunch.*

With *he, she* and *it*, add *s* or *es* to the verb:

*John lives in Chicago. Mary goes to school. It works.*

#### Negative

To form the negative, use the auxiliary *do/does + not*:

*I do not/don't live here. He does not/doesn't work.*

Use *don't* with *I, you, we* and *they*.

Use *doesn't* with *he, she* and *it*.

#### Question form

To form a question, use the auxiliary *do/does*:

*Do you live in Mexico? Does he like football?*

To answer a question, use *yes* or *no*, followed by the subject and the positive or negative auxiliary:

*Yes, I do./No, I don't. Yes, he does./No, he doesn't.*

#### Positive

*I work.  
You work.  
He works.  
She works.  
It works.  
We work.  
You work.  
They work.*

#### Negative

*I do not/don't work.  
You do not/don't work.  
He does not/doesn't work.  
She does not/doesn't work.  
It does not/doesn't work.  
We do not/don't work.  
You do not/don't work.  
They do not/don't work.*

#### Question form

*Do I work?  
Do you work?  
Does he work?  
Does she work?  
Does it work?  
Do we work?  
Do you work?  
Do they work?*

#### Short answers

*Yes, I do./No, I don't.  
Yes, you do./No, you don't.  
Yes, he does./No, he doesn't.  
Yes, she does./No, she doesn't.  
Yes, it does./No, it doesn't.  
Yes, we do./No, we don't.  
Yes, you do./No, you don't.  
Yes, they do./No, they don't.*



### **Art: Profession batiks**

**Materials:** Paper, watercolours, paintbrushes, crayons.

#### **Directions:**

Students choose a profession and draw an activity related to it using crayons, for example: *a dentist pulling out a tooth, a waiter serving some drinks, a nurse helping someone sit up.*

Students colour the picture and background in crayon. Show students how to crinkle up their drawings. Students unfold their pictures and paint over them with watered-down paint to make a batik.

When students' pictures are dry, display them around the classroom.

*Language link:* Students come up and describe their pictures to the rest of the class.

### **Social studies: Skin collage**

**Materials:** Magazines, glue, card.

#### **Directions:**

Students cut out magazine pictures of people with different skin colours. They glue the pictures onto a piece of card. Encourage them to overlap the pictures to make a collage.

Display the students' work around the classroom. Remind students that we must respect all people, regardless of the colour of their skin.

### **Project: A professional figure**

**Materials:** Card, white paper, coloured pencils.

*Optional:* wool (yellow, red, brown, black, white).

#### **Directions:**

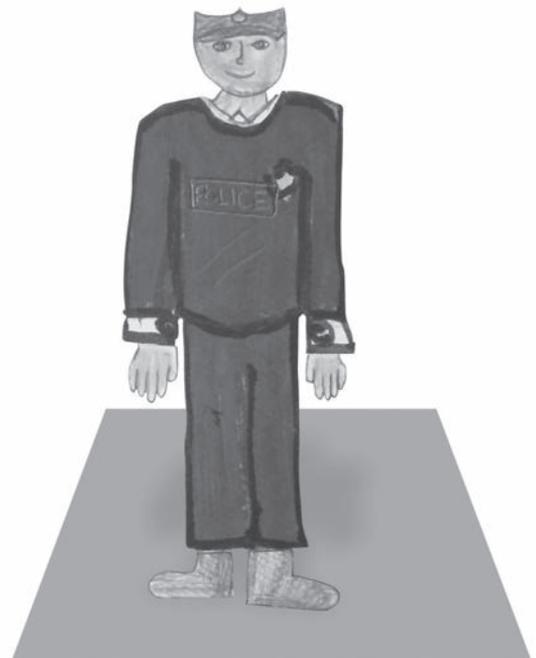
Write the following professions on the board: *dentist, doctor, waiter, police officer, vet, teacher, farmer, secretary, cleaner, nurse, bus driver, dancer.*

Students choose a profession. On white paper they draw, colour and cut out the uniform or clothes for the profession. Students then glue the clothes onto a piece of card in the relevant positions.

Then they draw in and colour the missing body parts of the figure.

*Optional:* Students choose a coloured wool. They cut the wool and glue it onto their figures to make hair or to adorn their character's clothes. Students name their characters.

Students write a short description of their character's daily routine: *Sue is a nurse. She gets up at seven o'clock. She gives the patients medicine at half past three.*





Vocabulary	Grammar
<p><b>Objects in nature:</b> <i>bridge, bush, cactus, forest, grass, hill, lake, mountain, path, pinecone, river, rock, tree, valley, waterfall</i></p> <p><b>Verbs:</b> <i>buy, climb, collect, cut, drink, get sick, go, live, plant, play, walk, want, work</i></p> <p><b>Animals:</b> <i>bird, duck, fish, horse, mouse, rabbit</i></p> <p><b>Prepositions:</b> <i>across, around, down, over, through, under, up</i></p> <p><b>Parts of plants and trees:</b> <i>acorn, branch, flower, fruit, leaf-leaves, root, seed, stem, trunk</i></p> <p><b>Other words:</b> <i>axe, coconut, dandelion, fire, firewood, flowerpot, ground, pea, pod, soil, sun, water, wind</i></p>	<p><b>Present simple:</b> <i>In the summer, he cuts the grass. We walk through the forest.</i></p> <p><i>Wh</i> questions + present simple: <i>Who does Dan play with? What do they buy? Where do they live? Why do they get sick? When do they go to the shop?</i></p> <p><b>There is/are:</b> <i>There's a fish in the river. There are four birds in the sky.</i></p> <p><b>Giving and following directions:</b> <i>Go over the bridge. Go around the rocks.</i></p>
<p><b>Functional language:</b> <i>Can I help you? I'd like (a plant) for (my mum). Which one would you like? That/This one. The (big) one, please.</i></p>	<p><b>Multiple intelligence:</b> Kinesthetic intelligence (page 48)</p>

**Teaching tip**

**Using English in the classroom**

It is much more natural for students to communicate in their native language, especially in free activities like games and pair work. Here are some guidelines for encouraging students to gradually use more English:

Always speak to your students in English: in the classroom, playground, corridors, etc.

Always use English for instructional language: *Open your books. Sit down. Come here.* This way, students will get plenty of exposure to this language throughout their primary years.

Use posters and wall charts in English to decorate the classroom. If you haven't got your own classroom, ask for a section of wall space for English.

Consistently repeat in English whatever students say in their native language. For example, if students ask you a question in L1, repeat the question in English and answer in English as well.

Write frequently used expressions on large pieces of poster board. Place the signs up around the classroom: *May I go to the toilet, please? It's my turn now. Can I borrow your rubber? How do you say lapiz in English?* When students use L1 for one of these expressions,

point to the card and say *Look! You can say that in English.*

At the beginning of each term, divide the class into several teams. Give each group 50 points to start. Every time a student uses L1 when he/she could use English, deduct a point from the team. Every time a student makes a special effort to use English, award points to the team. At the end of each term, add up the points and award a small prize to the winners. You can use these teams for all group work.

## Student's Book Page 28

**Grammar:** *There is/There are: There is a bird. There are four birds.*

**Vocabulary:** *River, valley, hill, forest, bridge, path, lake, mountain, rock, waterfall, bush, cactus; animals: bird, duck, rabbit, mouse, fish, horse.*

**Materials:** Slips of paper (1 per student).

### Warm-up

#### Play One, two, three. What do I see?

Display the poster cutouts from units 1 and 2 on the board. Say *One, two, three. What do I see? It begins with the letter (p).*

Students look at the cutouts and guess the word. The student who guesses correctly chooses a different word and repeats the rhyme.

### Vocabulary presentation

Draw simple pictures on the board to represent the following vocabulary: *river, valley, hill, forest, bridge, path, lake.*

Name the items and write the corresponding words next to the pictures. Students repeat.

Students choose one of the pictures, draw it on a piece of paper and write the word below.

Name the pictures one by one. Students raise their pictures if they have drawn that item.

Ask students about their drawings: *What's your drawing? S1: It's a (path).*

Students save their drawings for activity 1.

### Controlled practice

#### 1 Listen and number the pictures. 24

Play Track 24. Students hold up their drawings as they hear the words.

Track 24

*Fun in the forest*

(See Student's Book page 28, activity 1.)

Students look at the illustration in their books.

They identify the new vocabulary in the illustration: *Point to the (hill).*

Play Track 24. Students number the pictures.

#### 2 Play The memory game.

Give students two minutes to look at the picture on page 28 and remember everything in it. Point to a student at random and say *There's a fish in the river. Right or wrong?*

Repeat with other elements from the picture.

Ask two students to read the model in the Student's Book.

Divide the class into pairs. S1 looks in the book and makes sentences, which can be true or false. S2 says if the statements are right or wrong and corrects where necessary. Students change roles and play again.

### Optional activity

#### Play Find your partners.

Distribute slips of paper.

Ask students to call out true or false statements about the picture in activity 1. You need one statement for every three students (for example, 39 students = 13 statements).

Write the statements on the board but split them into three parts: *There's a mouse on the rock.*

Assign three students to each statement. Each student in the group writes one part of the assigned statement on his/her slip of paper.

Collect the slips, shuffle and distribute them again.

Students walk around the room looking for the other students to make up the statement again. When they have got the statement, they sit together.

Ask students to read the statements out loud and tick them off on the board.

### Wrap-up

#### Dictation

Write the following words on the board: *valley, hill, trees, bridge, river, lake and water.*

Dictate the following text to the class and tell students to make sure they have got the words on the board in their dictation.

*As I run down the forest path, I can see a valley, a hill and lots of trees. As I go over the bridge I can see a river, a lake and lots of water.*

Write the full text on the board.

Students correct each other's work.

#### ◆ Activity Book

Page 28, activities 1 and 2.

#### Key

1 forest, hill, path, lake, river, bridge, mountain, waterfall, rock, bush, cactus

## Student's Book Page 29

**Grammar:** Prepositions (across/through/over/up/down/under/around): *Go over the bridge. Go around the rocks.*

**Vocabulary:** *River, valley, hill, forest, mountain, bridge, path, lake, rock, waterfall, bush.*

**Materials:** Sweets, classroom objects, paper.

**Preparation:** Optional: *Place posters:* Write the following words on five large pieces of paper: *mountain, river, lake, forest, bridge.* *Preposition cards* (1 per student): Write the following prepositions on slips of paper: *over, under, across, up, down, through, around.*

### Warm-up

#### Grammar review

Tell students to take out the following: *a book, a notebook, a pencil and a rubber.*  
Distribute the sweets.

Give students the following instructions: *Put the book on the desk. Put the notebook under the book. Put the pencil on the book. Put the rubber next to the pencil. Put a sweet behind the book.*

To review, go over the position of all the items: *Where's the book? Where's the pencil?*

Finally, say *Put the sweet in your mouth.*

### Grammar presentation

#### ① Look and number.

Draw a simple picture of a path on the board.  
Say *Look, this is a path. I can go up the path* (draw an arrow upward). *I can go down the path* (draw an arrow downward). *And I can go across the path* (draw an arrow crossing the path).

Say the prepositions (*up, down, across*) and write the words on the arrows. Students repeat.

Repeat the procedure with *bridge* (*over the bridge, under the bridge*) and *forest* (*through the forest, around the forest*).

Students look at the pictures in their books. Ask a student to describe the routes in the first picture.

Repeat with the other pictures.

Students number the prepositions.

### Controlled practice

#### ② Listen and draw the paths. 🎧 25

Tell students to have red, blue and green pencils ready for this activity.

Ask students to describe what there is in the picture: *There are three houses, there's a lake.*

Play Track 25. Students listen and follow the routes with their fingers. They do not colour it yet.

#### Track 25

Draw a path. Use a red pencil. Go around the lake.

Go across the path. Go through the forest.

Colour the house red.

Draw a path. Use a blue pencil. Go over the bridge.

Go around the rocks. Go up the hill. Colour the house blue.

Draw a path. Use a green pencil. Go over the bridge.

Go down the hill. Go through the bushes.

Colour the house green.

Play Track 25 again. Students draw the routes and colour in the houses.

Ask individual students to describe a route: *Tell me how to get to the (red) house.*

### Free practice

#### ③ Choose a house and give directions to a classmate.

Read the model in the Student's Book. S1 describes a route to one of the houses. S2 guesses which house it is.

Walk around the classroom monitoring and correcting the exchanges.

### Optional activity

#### Play *The preposition game*.

Choose five students to be "places." Give each one a *Place poster* (see Preparation) and ask them to stand around the edge of the classroom.

Distribute the *Preposition cards* (see Preparation) to the rest of the class. Call out a place. Students holding prepositions that go with that place run to the student holding the corresponding *Place poster*.

Ask students to make sentences with their preposition and the matching place: *I can go up a mountain, I can go down a mountain, I can go around a mountain.*

Repeat with other places.

### Wrap-up

#### Group dictation

Divide the class into small groups.

Dictate the following text:

*Go through the bridge. Walk under the path and go up the forest. Go around the river and walk over the lake.*

Students work in small groups. Tell them there are five mistakes in the text.

Students work together to correct the text. There are several correct options.

#### Answer Key

① 1, 2, 4, 5, 3, 7, 6

#### ◆ Activity Book

Page 29, activities 1 and 2.

#### Key

① over, up, through, under, around, across

**Grammar:** Present simple (all forms): *Dan and Ben cut down a tree.*

**Vocabulary:** *Forest, rock, river, lake, tree, ground, pinecone, sky, wood, axe, firewood, autumn, winter, cold, cut down, fall, need, through, down, around, across, up, next to.*

**Materials:** Five large pieces of paper.

**Preparation:** Write the following sentences on five pieces of paper: *Mum tells the children to go into the forest and cut down a tree. Ben finds the axe. Dan and Ben find some small trees next to some rocks. A big pinecone falls from the tree. Ben falls to the ground.*

**Warm-up**

**What's the meaning?**

Write the following verbs on the board: *live, say, go, cut down, want, need, look, find, walk, see, climb, fall.* Divide the class into small groups. In their groups, students try to write the meaning in their own language for each word. Go over the meanings with the class.

**Developing reading**

**Story: The pinecone solution, part 1**  26

Lead students through an introduction to the story. Say *This is a story about* (hold up two fingers) (draw two male figures). *They live in a* (draw lots of trees). Students provide the missing words: *two, boys, forest.*

Write the following words on the board: *forest, rocks, river, lake, tree, pinecone, ground, sky, firewood, winter, autumn, axe.* Draw a small picture next to each word to illustrate its meaning.

Students look at the pictures on pages 30 and 31 and find as many of these things as they can.

Play Track 26. Students listen with their books closed and raise their hands every time they hear a word from the board.

**Track 26**  
**The pinecone solution, part 1**  
(See Student's Book page 30.)

Play Track 26 again. Students follow the story in their books.

Ask students questions with negative answers about the story: *Does the boys' mum want a tree for the garden? Do they need the tree for the summer? Do the boys go to the shop?*

Students silently read the story in their books. Ask for volunteers to take turns reading out loud.

**Controlled practice**

**1 Read and circle Yes or No.**

Say *Let's play Yes or No.* Make statements about the story and students call out *Yes* or *No*. If the statement is false, they should correct you. Make the false statements humorous, for example: *Dan's brother takes an ice cream into the forest!*

Students read the statements in activity 1 in their books and circle *Yes* or *No*. Check the activity by reading a statement and then asking if it is right or wrong.

 **Environmental education**

**Save the forests!**

Elicit ideas about how to save the forests. Make a mind map with the following categories: *at home, at school, in our community.* For more ideas, encourage students to visit the following website:  
[www.greenpeace.org/kidsforforests](http://www.greenpeace.org/kidsforforests)

**Optional activity**

**Multiple intelligence: Kinesthetic intelligence**

Write these sentences on the board: *Ben looks up at the blue sky. It's very cold in the winter. Ben finds the axe. We walk through the forest. We climb up a hill. Suddenly, a big pinecone falls from the tree and hits his head. Ben falls to the ground. Soon there are lots of pinecones on the ground.*

Discuss how students might mime these sentences. Tell students to think about facial expressions and body movements.

Divide the class into groups. Each group chooses a sentence and mimes it while the remaining students guess the sentence.

**Wrap-up**

**Summary of the story, part 1**

Tape the five pieces of paper (see Preparation) in random order on the board. Students work in pairs and decide the sequence of the sentences. Ask volunteers to come up to the board and put the sentences in order. Students copy the sequence into their notebooks.

**Answer Key**

1. Yes, 2. No, 3. Yes, 4. No, 5. Yes

 **Activity Book**

Page 30, activities 1–3.

**Key**

1. rock, firewood, fire, sky, pinecone, axe  
2. 1. a; 2. b; 3. a; 4. b; 5. a; 6. a  
3. through, around, over, up

## Student's Book Page 31

**Grammar:** Present simple (all forms), *Wh* questions (what/where/when/why–because): *We hear a voice. What do you want?*

**Vocabulary:** *Axe, forest, dark, voice, firewood, living, pinecone, branch, path, winter, cold, pick up, need, cut down, fall, run away, collect.*

**Materials:** Paper (1 piece per student).

### Warm-up

#### Play Axe!

Divide the class into groups. Give each group 10 points. Choose a word from the story. Draw lines on the board to represent each letter. Groups take turns guessing the missing letters. Each time they make a mistake, write one of the letters of the word *axe*. The group that makes the final mistake, and forms the word *axe*, loses a point. The first group to guess the word gets a point. The group with the most points is the winner.

### Review

#### Story: *The pinecone solution, part 1* 🎧 26

Read the sentences from the Wrap-up activity in the previous lesson.

Play Track 26. Students follow along in their books, page 30.

Say incomplete sentences about the first part of the story. Students complete them: *Dan and Ben live in... (the forest).*

Continue with *Their mother wants them to cut down..., They need a tree for..., Ben finds an..., The boys climb up a..., The small trees are next to..., Pinecones fall from the...*

### Developing reading

#### Story: *The pinecone solution, part 2* 🎧 27

Students look at the pictures on Student's Book page 31. Tell them to name everything they can see: *tree, pinecone, ground, axe, branches*, etc.

Play Track 27. Students listen and follow along in their books.

#### Track 27

*The pinecone solution, part 2*  
(See Student's Book page 31.)

Pause after each section and ask comprehension questions: *Do the trees talk to the boys? Are the boys scared? Why are the trees angry? Do the boys cut down a tree? What do they collect for the fire?*

### Optional activity

#### Acting out the story

Ask for six volunteers to come to the front of the class. Assign roles: One student is mum, two students are the boys and the other three are the trees. Play Tracks 26 and 27. Students act out the scenes.

### Environmental education

Remind students what the trees say: *We are living trees.* Ask for reasons why we should not cut down trees. Explain that trees provide oxygen and absorb the rainfall.

Ask students *What do the boys collect? Is it OK to collect pinecones and branches?*

Ask them about collecting other things from the countryside, like flowers and plants. Explain that we should not pick living things. Talk about the importance of respecting the environment.

### Controlled practice

#### 1 Read and match the questions with the answers.

Write the first two questions and answers on the board but not in the correct order. Then read the first question and ask *Which is the correct answer?* Students call out the answer.

Students do the matching activity in their books. Check the activity by calling out each question and asking students to read the correct answer.

### Wrap-up

#### Write a story review.

Write the following on the board:

*This story is called \_\_\_\_\_.*

*There are \_\_\_ people in the story.*

*My favourite character is \_\_\_\_\_.*

*I like/don't like this story because it is \_\_\_\_\_.*

Provide adjectives for students to choose from: *funny, interesting, exciting, boring, sad, silly.*

Students copy the sentences and complete them with their own ideas.

#### Answer Key

1. Because they need wood for the winter, 2. In the winter, 3. Because the boys want to cut down a tree, 4. Branches and pinecones, 5. On the ground.

#### Activity Book

Page 31, activities 1 and 2.

#### Key

1. 2. Why; 3. What; 4. When; 5. Where; 6. What; 7. Why; 8. What

**Grammar:** Present simple (he/she/they), *Wh* questions (what/where/when/why–because): *Why do they drink the water? When does he work?*

**Vocabulary:** *Forest, shop, hot dogs, pizza, river, money, water, thirsty, sick, dirty, live, buy, eat, finish, drink, sleep, wear, watch, stay at home, run.*

**Materials:** Cutout 1, paper (white and coloured).

**Preparation:** Write questions on strips of white paper and answers on slips of coloured paper (1 strip per student). Questions: *Where do you live/watch TV/sleep/play/eat? What do you eat/drink/like/play/watch/read? When do you eat lunch/sleep/watch TV/play tennis/read/study?* Answers: *I live in Oxford. I watch TV in the living room. I sleep in my bedroom. I play in the park. I eat in the kitchen. I eat biscuits. I drink milk. I like sweets. I play football. I watch TV. I read comics. I eat lunch at 12:00. I sleep at night. I watch TV in the afternoon. I play tennis at the weekend. I read in the evening. I study after school.*

**Warm-up**

**Play Find your partner.**

Hand out *question strips* to half the class and *answer strips* to the other half (see Preparation). The students with the questions ask the students with the answers. Once they have found their partner, they stand together. Students read out their questions and answers.

**Developing reading**

① **Read the text.**

Remind students of Dan and Ben, the boys from the story on pages 30 and 31. Students silently read the text. They underline any words they don't understand. Write any words they don't understand on the board. Elicit meanings from other students. If there are words that nobody understands, explain the meanings using mime or drawings rather than translation. Ask for volunteers to read the text out loud. Ask *yes/no* questions: *Do Dan and Ben live near the forest? Do they go to the shop on Sunday? Do they buy five hot dogs and a cake? Do they eat next to a lake?* etc.

**Grammar practice**

- Ask a classmate questions about the text. Reproduce the activity on the board. Elicit the questions one by one. In pairs, students ask each other questions about the text. Walk around the room monitoring and correcting the exchanges.

Finally, students write the questions in their notebooks.

**Free practice**

② **Play Mr Topsy-Turvy.**

Students find Cutout 1. Invite a student to the front of the class and demonstrate the activity. Students ask each other questions to complete the information on their cutouts. Students compare their cutouts to check their answers.

**Optional activity**

**Making Wh questions**

Write the following sentences on the board: *I eat pizza in my bedroom on Saturday because I don't go to school. I read comic books in the library on Monday because I like reading. I walk my dog after school because I meet my friends in the park.* Students write six *Wh* questions about the sentences using *what, where, when, why*. For example: *What do you eat in your bedroom? When do you read comic books? Where do you walk your dog? Why do you walk your dog in the park?* When students finish writing their questions, they swap their work with a partner. Pairs answer each other's questions. Elicit questions and answers and write them on the board, making corrections as necessary.

**Wrap-up**

**Word search**

Draw the following word search on the board.

W	Y	W	E	W
O	H	H	H	R
A	W	N	E	H
H	T	H	W	E

Students copy the word search into their notebooks. Tell students that they can find all the letters to make five question words and there is one extra letter. The first student to cross out all the letters, write the question words and tell you what the extra letter is, is the winner.

◆ **Activity Book**

Page 32, activities 1 and 2.

**Key**

- ① 5, 4, 2, 6, 1, 3
- ② 1. Tuesday; 2. He visits his granny on Thursday. 3. He goes to the cinema on Monday. 4. He rides a horse on Friday. 5. He goes to the shop on Wednesday.

## Student's Book Page 33

**Grammar:** Present simple (it/they): *My trunk grows up. My roots grow down.*

**Vocabulary:** *Branch, root, leaf/leaves, acorn, seed, stem, trunk; animals, countryside words, seasons of the year.*

**Materials:** Dice (1 per 2 students).

**Preparation:** Divide the board in half. On each half write words belonging to different categories: *wrist, elbow, hand, arm, knee, leg; path, forest, bridge, mountain, valley, river; singer, dancer, actor, waiter, police officer; cushion, sofa, curtain, rug; kitchen, bedroom, living room.*

### Warm-up

#### Play *The board game*.

Divide the class into two groups.

Line groups up in front of the board.

Call out a category: *parts of the body, things in the house, countryside words, jobs or rooms in the house.*

Students run to the board and rub out one of the words from that category. Give them one point if they rub out a correct word.

The group with the most correct answers wins.

### Vocabulary presentation

#### Poster 3

Attach Poster 3 to the board.

Explain that this is an oak tree. Point to the tree trunk and say *This is the trunk*. Students repeat.

Hold up the *Tree parts* poster cutouts, name each one as you attach it to the poster: *branches, roots, leaves, acorns*. Students repeat.

Write the new words (including *trunk*) around the poster and draw lines to the corresponding parts of the tree.

Students choose a part of the tree, draw it in their notebooks and write the word. Then they ask other students what they have drawn and try to find all the other parts to make up the tree.

When five students have found all the different parts, they form a group and shout *Stop!*

### Controlled practice

#### ① Look and complete.

Students look at the picture in their books. Get them to point to the different parts of the tree: *Point to the (branches)*.

Students complete the text by filling in the missing words, using the words in the illustration.

Play Track 28. Students check their answers.

#### Track 28

##### *The old oak tree*

(See Student's Book page 33, activity 1.)

- Listen and sing the song  28

Discuss with students how you could mime the lines of the song.

Play Track 28. Students mime and sing along.

Divide the class into groups.

Play Track 28 again. Choose two groups to perform the song.

Repeat until all the groups have performed.

Hold a class vote on the best performance.

### Review

#### ② Play *The tree game*.

Read the questions in the game, making sure students understand what they have got to do.

Distribute dice. Students play the game in pairs. Each student plays in his/her own book.

Students throw the dice and move clockwise around the board, answering the questions. The first student to answer all of the questions is the winner.

### Optional activity

#### Play *Categories*.

Copy the following categories onto the board: *parts of a tree, countryside words, parts of the body, musical instruments, jobs, things in the house.*

Divide the class into groups. Give students five minutes to write as many words as they can to complete the table. Then say *Stop!*

Elicit the words and write them in the table.

The group with the most correct words in all the columns is the winner.

### Wrap-up

#### Play *Go to sleep*.

This game should be played very quickly.

Say *Parts of a tree* and point to a student.

If the student can say a word belonging to that category, he/she says the word and then pretends to go to sleep. If not, say *Sorry! You stay awake!*

Repeat with other students and other categories: *countryside words, parts of the body, musical instruments, jobs or things in the house*. The game ends when all the students are asleep.

#### Answer Key

- ① 1. trunk, 2. roots, 3. branches, 4. leaves, 5. acorns, 6. seeds, 7. stems

#### ◆ Activity Book

Page 33, activities 1 and 2.

#### Key

- ① *From top to bottom:* 2, 10, 8, 1, 6, 4, 5, 3, 9, 7  
② 1. roots; 2. river; 3. grass; 4. seed; 5. stem; 6. tree; 7. forest; 8. bush; 9. path; 10. fruit; 11. flower; 12. bridge; 13. branch; 14. lake. The hidden words are *spring, summer, autumn and winter*.

## Student's Book Page 34

**Grammar:** Present simple (all forms): *The seed has got small roots.*

**Vocabulary:** *Watermelon, tomato, plant, seed, root, stem, fruit, flower, small, ground, leaf/leaves.*

**Materials:** Cutout 2, six large pieces of paper, slips of paper (1 per student).

**Preparation:** *Growth cycle labels:* On six separate pieces of paper, write the following sentences:  
*The seed is in the ground. The seed's got small roots. The plant's got a stem and two small leaves. The tree's got lots of leaves. Now the tree has got flowers. The tree has got acorns.*

### Warm-up

#### Play *Make a word chain.*

Tell students to review all the words they have learned. They can look at their word lists for the first three units, or you can attach the poster cutouts to the board. Point to a student at random and ask him/her to call out any word. Write the word on the board. Draw a circle around the last letter.

Ask students to think of a word beginning with the last letter. Continue asking for words, writing them on the board and forming a word chain.

*Note:* Avoid plurals or all the words will end in s!

### Vocabulary presentation

#### Poster 3

Attach the *Growth cycle* cutouts to Poster 3 and display them on the board.

Point to the first picture in the cycle and describe it: *Look! The seed is in the ground. Write the word seed on the board.*

Continue, describing each stage in the cycle:  
*The seed is in the ground. The seed's got small roots. The plant's got a stem and two small leaves. The tree's got lots of leaves. Now the tree's got flowers. The tree's got fruit. What is this fruit called? (Answer: Acorns.)*

Write the key words for each picture: *roots, tree, stem/leaves, flowers, fruit, acorn.*

Distribute the *Growth cycle labels* (see Preparation). Describe the growth cycle again. The student holding the corresponding label comes to the board and attaches it to the poster, pointing to the key words.

### Controlled practice

#### ① Listen and number the words. 29

Students look at activity 1. Explain that this is the growth cycle for the watermelon. Read the words with the class.

Play Track 29, part 1. Students point to the words

as they hear them.

#### Track 29

1. seed
2. roots
3. stem
4. leaves
5. flowers
6. fruit

#### ② Listen and glue the pictures on the cycle. 29

Students cut out the pictures in Cutout 2.

They place the pictures in their books in the order they think is correct.

Play Track 29, part 2. Students make any necessary changes and then glue in the pictures.

#### Track 29

1. This is the seed. It's very small. It's in the ground.
2. Now the seed has got small roots.
3. The plant now has got a stem and two new leaves.
4. Now the plant is very big. It has got lots of leaves.
5. Now the plant has got flowers.
6. Look, the plant has got fruit. It's got a lot of watermelons!

### Developing reading

- Number the sentences.

Students look at the pictures they have glued in. Read sentence number 1 and tell students to point to the corresponding picture in activity 1.

Students silently read the remaining sentences and number them in the correct order.

### Optional activity

#### Watermelon words

Write the word *watermelon* on the board.

Students make as many words as they can using the letters in *watermelon*: *water, now, man, lemon, tree, wear, meat, team, town, rat, etc.*

The student with the most correct words wins the game.

### Wrap-up

#### Song: *The old oak tree* 28

Play Track 28. Students follow the song on Student's Book page 33. Encourage them to mime the actions and sing along.

Play the song again. This time encourage students to sing as loudly as they can.

Play the song a third time. Students sing as softly as they can.

Remind students that this is how oak trees grow and that their seeds are the acorns that fall on the ground.

#### Answer Key

- ① 6, 5, 1, 2, 3, 4
- ② 3, 6, 4, 1, 2, 5

#### ◆ Activity Book

Page 34, activity 1.

## Student's Book Page 35

**Grammar:** Present simple (it/they): *It has got a lot of seeds. They grow inside a pod.*

**Vocabulary:** *Apple, seed, dandelion, wind, pinecone, Christmas tree, bird, coconut, water, coconut milk, pea, pod, eat, float, fly.*

**Materials:** Different types of seeds (apple, peach, watermelon, coconut, avocado, etc.), paper, coloured card (1 large piece per group), large ball.

### Warm-up

#### Seeds all around

Ask students to name all the types of fruit they know which have got seeds. Write the words on the board: *apple, orange, watermelon, peach.*

Encourage students to say any words related to each piece of fruit and write the words next to the corresponding name: *apple—red, delicious, worm, apple pie, etc.*

### Developing reading

#### Poster 3

Place the poster on the board and attach the *Growth cycle* poster cutouts.

Point to the first picture in the cycle and say *This is an acorn. It's one type of seed. There are many different types of seeds. Let's read about other types of seeds.*

#### 1 Read the texts and number the pictures.

Ask for volunteers to read the texts out loud. Help them with any difficult words.

Students silently reread the texts and underline any words they don't understand. Students call out the words. Write them on the board. Ask the class to explain the words. Explain any words the class doesn't understand.

Students read the texts and number the pictures.

Check the activity by asking for volunteers to say the number of the pictures and read the texts.

### Developing writing

#### The Printer's Project

Show students different types of seeds. Hold up the seeds and discuss them with the class: *This seed is big/small. It's heavy/light. It's (brown), etc.*

Divide the class into small groups.

Give each group a piece of coloured card. Each group chooses four types of fruit.

Students draw the fruit on a piece of white paper, including the seeds.

Students colour their pictures and write a short description of the seeds.

Students glue their work onto the card and decorate

it to make a poster.

Each group presents its poster to the class. Display the posters around the classroom.

### Optional activity

#### Critical thinking

Ask if any students have got gardens. Has anyone ever planted a seed? Elicit the types of seeds that are commonly planted by people: *watermelon seeds, tomato seeds, sunflower seeds, etc.*

### Wrap-up

#### Play *Who has got the seed?*

Hold up a large ball and say *Let's imagine this is a big seed, like a coconut!*

Play some music. You can use any of the songs that students have learned in Units 1, 2 or 3.

Throw the ball to a student and explain that they have got to throw the ball to each other as fast as possible. Stop the music. The student holding the ball when the music stops runs to the board and writes a word in English. If the word is spelled correctly, he/she continues playing. If it is spelled incorrectly, he/she is out. Words cannot be repeated. If a student repeats a word already used, he/she is out.

Continue until there is only one student left.

*Note:* You could call out a different word for each student to spell. This way you can grade the activity, giving weaker students easier words and stronger students more difficult ones.

#### Answer Key

1 From left to right: clockwise 2, 3, 5, 4, 1

#### Activity Book

Page 35, activities 1 and 2.

#### Key

1 sun, water, peas, wind, coconut, bird, rock

2 *Picture 1:* The seeds can fly. It looks like a flower. *Picture 2:* Birds eat the fruit. The seeds are small and brown. *Picture 3:* The seeds grow inside the pod. The seeds are small and green. *Picture 4:* This seed is very big. It floats on the water.

## Student's Book Page 36

**Pronunciation focus:** /s/ coconuts, /z/ seeds

**Vocabulary:** *Spring, summer, autumn, winter, gardener, park, grass, branch.*



### Warm-up

#### Play *The s words*.

Divide the class into three groups.

Each group finds words with the letter s:

Group 1 finds words that begin with s: *seed*.

Group 2 finds words that end in s: *lives*.

Group 3 finds words that have got an s somewhere in the middle: *mouse*.

Give the groups a time limit to make their word lists.

They can use their books and any other material you've got in the classroom, but they cannot write words they don't know the meaning of.

When the time is up, ask the groups to read their word lists out loud.

### Pronunciation practice

#### 1 Listen and follow the paths. 30

Tell students that the final letter s is sometimes pronounced /s/, like the sound a snake makes, and sometimes /z/, like the sound a bee makes.

Get the class to practise the two sounds out loud.

Students look at activity 1.

Play Track 30. Students listen and repeat the words.

#### Track 30

Start at the snake, /s/: Coconuts, roots, parks, plants, grass, /s/. Now start at the bee, /z/: seeds, flowers, stems, leaves, trees, /z/.

Play Track 30 again. Stop after each word and students repeat. Ask them whether the s sounds like the /s/ or the /z/ sound.

### Developing reading

#### 2 Read the poem out loud. 31

Students look at the poem in their books.

Play Track 31. Students listen and follow the rhyme in their books.

#### Track 31

##### *The spring poem*

(See Student's Book page 36, activity 2.)

In pairs, students read the poem to each other. Ask volunteers to read the poem out loud to the class.

#### 3 Read and circle the four seasons of the year.

Explain to the class that this is a text about Nick. Say *Nick is a gardener and he works in a park*. Students silently read the passage.

Ask if there are any difficult words. Write them on the board and discuss their meanings.

Read the text out loud to the class.

Ask for volunteers to read it out loud.

Ask students *How many seasons are there in the year?*

Tell them to find the seasons in the text and circle the words.

- Read again and label the pictures.

Tell students to look carefully at the pictures of Nick working at different times of the year.

Students read the text and write the season words under the pictures.

Ask students about Nick's work *What does Nick do in the (summer)?*

### Optional activity

#### Seasons of the year

Write the seasons of the year on the board:

*spring, summer, autumn, winter.*

Students copy the words into their notebooks as headings for four columns.

Dictate the following words: *holiday, school, snow, flowers, baby, Halloween, coat, swimsuit, rain, Christmas, bees, scarf, Easter, snowman.*

Students decide which season the words belong to and write them in the corresponding columns.

### Critical thinking

Students look again at the activity *Seasons of the year* in their notebooks. Encourage students to give reasons for their choices and explain that words may go in more than one column.

### Wrap-up

#### Tongue twisters

Write the following tongue twisters on the board:

*Seven sick snakes sing sad songs.*

*Six slippery snails slide slowly.*

Read the tongue twisters out loud. Then read them with the class, encouraging students to join in.

Encourage students to memorise the tongue twisters.

#### Answer Key

① spring, summer, autumn, winter

#### Activity Book

Page 36, activities 1 and 2.

#### Key

① /z/ sound: flowers, seeds, trees, leaves; /s/ sound: coconuts, grass, roots, parks

② Coconuts are very big seeds. Grass and trees (or Trees and grass) grow in parks. Trees have got a lot of leaves.

Roots grow under the ground.

## Student's Book Page 37

**Functional language:** *Good (morning). Can I help you? I'd like a (flower) for my (mum). Which one would you like? The (big) one, please.*

**Vocabulary:** *Flower, plant, tree.*

**Materials:** Cutout 3, card.

### Warm-up

#### Play *Let's go shopping.*

Tell students that in this lesson they will be going shopping, but that before they go shopping they need to make a list.

Call out a category: *something to eat.*

Students write a word belonging to that category. Point to a student at random and ask him/her what word he/she has written.

Anyone else with the same word is out of the game.

Repeat with other categories: *something in the house, a musical instrument, an animal, something to drink.*

Continue playing until there is only one student left, who is the winner.

### Craft activity

#### ① Make trees and plants.

Distribute the card (see Materials).

Students use Cutout 3. Tell them to write their names on the back of their cutouts.

Review the parts of a tree and plant.

Demonstrate how to assemble the cutouts.

### Controlled practice

#### ② Listen and repeat. 🎧 32

Ask students if they have ever been to a flower and plant shop. Explain that in English are called big plant shops garden centres.

Students look at the comic strip in activity 2.

Write each of the four sentences from the dialogue on the board.

Play Track 32. Students follow the text on the board.

Track 32

(See Student's Book page 37, activity 2.)

Play Track 32 again. Students follow the text in their books.

### Free practice

#### ③ In pairs, use your cutouts to set up a shop.

• Circle the options to make a dialogue.

In pairs, students place all the trees and plants they have made on a table.

They decide who is Student A and who is Student B.

Then they select the words from the dialogue for their role.

• Practise your dialogue with a classmate.

Students act out the dialogue using their trees and plants as props.

They change roles and choose new words for their new role.

Then they act out the dialogue again.

### Optional activity

#### Play *I'd like a...*

Choose a few students to come to the front of the class. Explain the game very quietly so that the rest of the class cannot hear.

The class is going to say what they would like. They can choose any word they like, but it must begin with the first letter of their name. For example, Carla can say *I'd like a coconut*, but she can't say *I'd like a tomato*.

Start the game: Say *I'd like a* (choose a word starting with the first letter of your name).

Point to a student and ask *What would you like?* Prompt them to say *I'd like a...*

Each time a student chooses a word incorrectly, say *Oh, no (Pedro), you can't have a (coconut), but you can have a (pencil).*

Give clues: *Alicia would like an apple and Ernesto would like an elephant.*

When students work out the rule, they shouldn't say anything but just continue playing.

Eventually, ask the students who know the rule to explain it to the rest of the class.

### Wrap-up

#### Let's go to the garden centre!

Collect all the tree and plant cutouts and place them around the classroom.

Assign some students to be salespeople and others to be customers. Make sure there are more customers than salespeople.

Students walk around the "garden centre" and buy two things. Make the activity as realistic as possible. You can use counters for money and ask students to line up and wait for their turn.

#### ◆ Activity Book

Page 37, activities 1 and 2.

#### Key

1. put the soil in a flowerpot; 2. put the seeds on the soil; 3. cover the seeds with a bit of soil; 4. put the flowerpot in the sun; 5. water your plant every day
- 2 help, like, mum, one

**Grammar:** *Wh* questions (who/what/where/when/why): *Who does Dan play with?*

**Vocabulary:** *Football, park, friend, play, love.*

**Materials:** Cutout 4.

**Warm-up**

**Play Interview a famous person.**

Tell the class that you are a famous person: *David Beckham, Shakira, Brad Pitt*, etc.

Divide the class into four groups.

Assign a different question word to each group: *what, where, when, why*. Each group writes questions for you using their question word.

Give the class a few minutes to write as many questions as they can and then say *Stop!*

Students ask you their questions. Invent the answers.

Try to make the answers as humorous as possible.

Correct any mistakes in the questions.

**Grammar review**

Write the letters *wh* on the board. Elicit words that we use at the beginning of questions. Give some incomplete examples: *\_\_\_'s your name? \_\_\_ do you live?*

Write the question words on the board.

**Grammar presentation**

**1 Look and number the questions.**

Students look at activity 1 in their books.

Write the complete sentence from the Student's Book on the board: *At the weekend Dan plays football with his friend in the park because he loves football.*

Explain that we can ask five different questions about this sentence.

Cover the first part of the sentence (number 1 in the Student's Book) and say *Ask me a question with the word "when."* When students ask the question (*When does Dan play football?*), uncover the part of the sentence and say *At the weekend.*

Continue covering the parts of the sentence, eliciting the questions and uncovering the answers.

Students number the questions in their books.

Check the activity by asking for volunteers to read the questions and call out the numbers.

- Match the words with the phrases.

Write the word *place* on the board.

Students look at the sentence in activity 1 and name a place, for example: *the park*.

Continue with the other question words in the activity: *time, person, action* and *reason*. Students match the phrases in their books.

**Free practice**

**2 Make a fortune-teller and play.**

Students use Cutout 4.

They follow the photos in their books to assemble their fortune-tellers.

Call two students to the front of the class. Demonstrate how to use the fortune-teller:

Student A (holding the fortune-teller) asks Student B to choose a number between one and eight.

Student A moves the fortune-teller the same number of times.

Student B looks in the fortune-teller at the numbers visible and says a number.

Student A opens up the fortune-teller asks the question corresponding to the number B has selected.

Student B answers the question.

Student A and Student B change roles.

**Optional activity**

**Play How many questions can you make?**

Dictate the following text:

*Melody lives in New York. She is a singer. She sings in a club every day. Melody likes singing because it is fun. On Sunday, she visits her mother and father.*

Check that students have written the text correctly.

In pairs, students make questions about the text.

Ask *Who's got four questions? Five questions?*

Find the pair with the most questions.

The winners read out their questions.

Ask if anyone has got any different questions.

**Wrap-up**

**Play Question chains.**

Start with the first student in the first row.

Say *Ask me a question with "what."* Continue along the row with different question words.

When one student makes a mistake, stop the chain and count the number of students. These students form a group.

Continue with the next student and stop at the next mistake.

Continue forming groups until a student makes a mistake.

At the end, the group with the highest number of students is the winner.

**Answer Key**

1 Text 1: 3, 1, 5, 4, 2

Text 2: time-at the weekend, person-with his friend, action-plays football, reason-because he loves football

**Activity Book**

Page 38, activities 1 and 2.

**Key**

1. Where; 2. When; 3. Why; 4. What

## Student's Book Page 39

**Grammar:** Review of present simple, adverbs of movement and *Wh* questions.

**Vocabulary:** Key vocabulary from the unit.

**Materials:** Paper.

**Preparation:** Optional: *Dictation lists:* Write the following list on a piece of paper: *5 watermelon seeds; 1 small axe; 2 small green flowerpots; 6 big blue flowerpots; 1 apple tree; 5 bags of soil; 12 tomato plants; 2 avocado plants; 1 bag of grass seed; 4 garden chairs.* Make six copies of the list.

### Warm-up

#### Vocabulary review

Write the word *trees* vertically on the board. Tell students to use the letters to make other words related to trees. Write the words as follows:

plant  
roots  
forest  
seeds  
stem

Repeat with *animals* and *valley*.

### Review

#### The Printer's Quiz

##### ▶ ANSWER THE QUESTIONS.

Students look at the first activity.  
Check that students understand the questions.  
Students answer the questions.  
Ask for volunteers to read their answers.

##### ▶ CIRCLE THE ODD WORD OUT.

Students circle the word that does not belong in each set. Ask for volunteers to read their answers.

##### ▶ DESCRIBE THE PATH TO THE HOUSE.

Students look at the picture. Say *I go over the bridge, then what do I do?*  
Students write a description of how to get from the bridge to the house.

#### Optional activity

##### Play *Running dictation*.

Tape the *Dictation lists* (see Preparation) around the classroom. Turn the lists over so the writing is facing the wall.

Divide the class into equal teams.

One student in each team runs to a list, reads a phrase and runs back to his/her team. He/She then whispers the phrase to his/her team members, who write it down.

The first group to write the list correctly wins.

### Wrap-up

#### Play *Noughts and Crosses*.

Draw a 3 x 3 grid on the board. Write a different question word (*who/what/where/when*) in each square. Divide the class into two teams: X and O.

A student from team X points to a word and asks a question, for example: *When do you study?*

If the question is correct, rub out the word and put an X in the square. If not, the question word remains. Repeat with team O.

The first team to get three Xs or Os in a row, horizontally, vertically or diagonally, wins.

#### Answer Key

*Circle:* 1. cold, 2. lake, 3. river, 4. go

*Describe:* through the forest, up the hill, through the mountains, down the hill, around the lake and under the bridge.

#### ◆ Activity Book

Page 39, activities 1–3.

### Grammar module: Prepositions

We use the following prepositions to talk about moving from one place to another.

<i>Across</i>	Moving from one end to another on a surface. <i>He swims across the river.</i>
<i>Through</i>	Moving from one end to another, with things on both sides—related to <i>in</i> . <i>She walks through the forest.</i>
<i>Over</i>	Moving from one end to another on something high. <i>We climb over the mountain.</i>
<i>Under</i>	Moving below something. <i>They run under the bridge.</i>
<i>Around</i>	Moving in a circle or in a curved path. <i>I drive around the lake.</i>
<i>Up</i>	Moving from a lower to a higher place. <i>You climb up the hill.</i>
<i>Down</i>	Moving from a higher to a lower place or from one place to another. <i>We walk down the mountain. She walks down the path.</i>



### Science: Tree mural

**Materials:** For each student: Several sheets of white paper, a piece of charcoal (the type used in art), glue, dark brown card (several sheets to make a mural), leaves, bark, nutshells, seed pods.

#### Directions:

Tell students that if we observe trees, we can discover a lot about them. Explain that all trees are different with various types of bark and leaves. Students go to the park and identify different trees. Students collect leaves and bark to bring to class. Discuss what types of trees the bark and leaves are from. Check in a reference book if necessary. Students make bark rubbings from one tree using paper and charcoal. Then they press a few leaves from the same tree and glue them around the bark rubbings. Students write the name of the tree and any other related information about the tree on the sheet of paper: *This tree is called an oak tree. It's got a lot of branches and leaves. It's got acorns. The acorns are the fruit.* Collect students' work to make a mural. Place a long sheet of dark brown paper along the wall. Make a frame around the paper using dried leaves, nutshells and seed pods. Glue students' work onto the paper as a mural.

### Music: The Four Seasons

**Materials:** CD with Vivaldi's *The Four Seasons*, paper, watercolours, paintbrushes.

#### Directions:

Tell students you are going to play music about the four seasons. Play four extracts from Vivaldi's *The Four Seasons*— one for each season. Encourage students to move freely to the music while they are listening. Then they guess the season for each extract and say how the seasons are represented by the music. *Language links:* Play the four extracts of music again. Students pretend that they are animals and act out what that they would do in each season. Pause the music and say *Freeze!* Ask individual students *What are you? I'm a squirrel. What are you doing? I'm looking for nuts. What season is it? It's autumn.* Distribute the watercolours, paper and paintbrushes. Students fold their paper into quarters and write the name of a season in each section. Play the music again. Students paint the seasons freely, using appropriate colours for each season.

### Project: Seed men

**Materials:** For each student: 5 clean yogurt pots, 1 sheet of paper, glue, different kinds of seeds (grass seed, lentils, parsley, beans, flower seeds, etc.), soil, a tray.

#### Directions:

Give students the following instructions:

1. Wash and dry the yogurt pots.
2. Make a few holes in the bottom of the pots.
3. Glue paper around the pots to cover them.
4. Draw faces on a piece of paper, cut them out and glue one face onto the front of each pot. Give each seed man a name.
5. Carefully fill the pots with soil. Plant the seeds in the soil and water them.
6. Place all the pots on a tray. Put the tray in a sunny place.

Students water their seed men every day.





Vocabulary	Grammar
<p><b>Animals:</b> chimpanzee, crocodile, duck, eagle, elephant, flamingo, giraffe, gorilla, hippo, horse, lion, monkey, orangutan, ostrich, parrot, snake, tiger, turtle, zebra</p> <p><b>Animal body parts:</b> beak, body, claw, coat, ear, feather, head, leg, mane, skin, tail, tongue, wing</p> <p><b>Verbs:</b> clean, climb, dive, drink, do, eat, hear, lift, make, paint, play, read, run, see, sing, sleep, speak, splash, stand, swim, turn on, understand, use, walk, write</p> <p><b>Other words:</b> bush, cave, enormous, grasslands, huge, massive, tusk</p>	<p><b>Present simple</b> Zebra eats the bush. Where do elephants live? Elephants live in grasslands. Like + gerund I like swimming. They like sleeping.</p> <p><b>Can/can't:</b> I can/can't climb trees. Can baby lions see? Yes, they can./No, they can't. Can it fly? Yes, it can./No, it can't. Can you speak English? Yes, I can./No, I can't.</p> <p><b>Possessive 's:</b> the lion's mane</p> <p><b>Connectors:</b> and, but</p>
<p><b>Functional language:</b> What is it? What's your favourite animal?</p>	<p><b>Multiple intelligence:</b> Visual/spatial intelligence (page 64)</p>

**Teaching tip**

**Correcting oral activities**

Students will be doing a lot of oral work both in whole group activities and in pair work. It is important to encourage students to be adventurous with their oral work. Over-correcting might discourage them from trying to say things that they are not very sure about. Limit correction to the target structures and grammar (i.e. in this unit *can/can't* and *like + gerund*). Supply language they need and gently correct simple errors. In general, it is better not to ask students to repeat what they have already said or you will impede the flow of conversation. Also, it is preferable not to spend lots of time correcting complex sentences. Instead, offer an alternative, simpler form.

## Student's Book Page 40

**Functional language:** *What's your favourite animal?*

**Vocabulary:** *Bird, crocodile, duck, eagle, lion, elephant, flamingo, horse, monkey, parrot, snake, turtle, zebra, mammal, reptile.*

**Materials:** Slips of paper, tape.

**Preparation:** Write the names of different animals on separate slips of paper (1 per student). Attach each slip to the edge of your desk with tape.

### Warm-up

#### Play *What am I?*

Elicit animal words that students already know: *dog, cat, turtle, hamster, mouse, parrot, fish, bird, pig, cow, horse, sheep, turkey, goat, chick, duck, rabbit, donkey, etc.* Write the words on the board.

Point to a word and ask students to make the noise and/or mime the action of the animal.

Mime an animal and make the corresponding noise. Students guess what you are. The first student to guess correctly chooses an animal from the list and mimes the action/makes the noise.

Ask students to classify the animals into *pets* and *farm animals*.

Tell them that they are going to learn about wild animals in this unit.

### Vocabulary presentation

#### Poster 4

Display Poster 4 on the board.

Tell students that in Africa there are a lot of wild animals, especially in the grasslands.

Place the *Animal* poster cutouts on the poster one at a time and name the animals.

Point to the animals again and ask students to mime the actions and make the noises.

Write the animal names on the board.

Point to the animals on the poster and ask students to call out the names.

### Controlled practice

#### 1 Listen and number the pictures. 33

Play Track 33. Students listen and point to the pictures in their books.

#### Track 33

Let's listen to the animals that live in the African grasslands. Listen to the lion. Can you see the picture of a lion?

Write the number 1 next to the picture.

Now listen to the monkey. Can you see the monkey?

Write the number 2 next to the picture.

Listen to the elephant. Can you see the elephant?

Write the number 3.

Can you hear the flamingo? Write the number 4 next to the flamingo.

Now listen carefully. Can you hear the eagle?

Write the number 5 next to the eagle.

Now listen to the snake. Write the number 6 next to the snake.

Let's listen to the crocodile. Be careful, now! Can you see the crocodile? Write the number 7 next to the picture.

What noise does a zebra make? Listen to this. Write the number 8 next to the zebra.

Play Track 33 again. Students number the animals as they hear them.

Write the numbers on the board next to the animal words so that the students can correct their work.

#### 2 Ask your classmates and mark the boxes.

Ask a student what his/her favourite wild animal is.

Hold up the Student's Book, point to the corresponding box in activity 2 and make a tally mark.

Continue with other students.

Divide the class into groups. In their groups, students ask each other about their favourite wild animals.

### Optional activity

#### Class survey

Draw the following table on the board:

lion	crocodile	flamingo	eagle
monkey	zebra	snake	elephant

Say *Raise your hand if the (lion) is your favourite animal*. Count the number of students and write the number in the table.

Continue with the other animals.

Ask *What's the class' favourite animal? The second favourite? The third favourite?*

### Wrap-up

#### Play *Animal mimes*.

Tape a slip of paper with the name of an animal (see Preparation) to each student's back so that he/she cannot see the word.

Students ask other students to mime animal actions so that they can guess what animal they are:

S1: *What am I?*

S2: *You're* [S2 mimes monkey actions].

S1: *Am I a monkey?*

S2: *Yes!*

They can only ask each student once. If they don't guess the answer, they ask another student.

Once students have guessed correctly, they remove the slip of paper and sit down.

#### ◆ Activity Book

Page 40, activity 1.

#### Key

1 *Mammals*: elephant, monkey, horse, zebra, lion; *Birds*: parrot, eagle, duck, flamingo; *Reptiles*: crocodile, snake, tortoise

## Student's Book Page 41

**Grammar:** Present simple: *like* + gerund (I/he/she):  
*Elephants like splashing. I don't like swimming.*

**Vocabulary:** *Climb, read, sleep, dance, swim, sit, stand, splash, play, rain, football, cold; wild animals.*

### Warm-up

#### Game: *Miming animals.*

Write the following animal words on the board:  
*zebra, lion, crocodile, flamingo, elephant, snake, monkey and eagle.*

Write the following actions on the board: *sleeping, climbing up trees, swimming, standing on one leg, playing football, reading and splashing.*

Use mime to clarify the meaning of unknown actions.  
Divide the class into small groups.

Each group chooses three animals and three actions from the board.

The group decides how it is going to mime the animals doing the actions.

In turns, the groups do their mimes for the class to guess. Each time they ask: *What are we?*

*What are we doing?*

Award points for correct guesses.

The group with the most points wins.

### Controlled practice

#### Poster 4

Display Poster 4.

Attach the following poster cutouts: *elephant, snake, monkey, crocodile and flamingo.*

Students name the animals.

#### 1 Listen and complete the song. 34

Students look at the illustration in their books.  
Ask them what the different animals are doing.  
Play Track 34. Students listen and point to the animals as they are mentioned.

#### Track 34

##### *Happy animals*

(See Student's Book page 41, activity 1.)

Play Track 34 again. Students listen and write the missing words.

- Listen and sing the song.

Ask students to decide on a mime for each action in the song.

Play Track 34 again. Students join in with words and mime the actions.

### Free practice

#### 2 Play *The guessing game.*

Divide the class into pairs. Ask two students to read the model in the Student's Book out loud.

Students play the game in pairs.

Students change roles and play again.

Walk around the classroom monitoring and correcting the exchanges.

### Optional activity

#### Our animal song

Draw three columns on the board.

Brainstorm names of animals, actions and objects with the whole class. Write three elements in each column on the board, for example:

Animal	Action	Object
lions	running	in the grasslands
tigers	hunting	in the jungle
zebras	eating	green leaves

Divide the class into groups of five.

Students make up a new verse to the song using the words on the board.

Get the groups to take turns singing their new verse while the rest of the class listens and joins in with the actions and words.

### Wrap-up

#### Play *I like it, too!*

Write ten activities on the board: *reading, playing football, swimming, climbing trees, dancing, playing cards, learning English, sleeping, listening to music, watching TV.*

Students choose their favourite three activities and write them down.

Ask a student to stand up and say one of the activities from his/her list: *I like (dancing).*

All the students who have chosen the same activity stand and say *I like (dancing), too!*

Repeat several times. Play the game faster and faster to make it more fun.

#### Answer Key

1. Elephants, Elephants, 1. Monkeys, 2. Snakes, 3. Flamingos, 4. Crocodiles

#### Activity Book

Page 41, activities 1 and 2.

#### Key

1. Ben likes sitting in the sun. Bill likes swimming in the river. Ben likes sleeping in the morning. Bill likes sleeping at night. Ben doesn't like the cold. Bill doesn't like the rain.

**Grammar:** Present simple (he/she/it/they): *A big cave opens in the ground. The lion and the elephant tell the other animals about the cave.*

**Vocabulary:** *Grey, brown, green, orange, red, silver, gold, cave, coat, ground, jungle, greedy, big, small, tiny, find, open, tell; wild animals.*

**Materials:** Paper.

**Preparation:** *Prediction sheets* (1 per student): Write the following sentences on a piece of paper and make photocopies:

1. *All the animals get new coats.*
2. *The coats are all pink.*
3. *Greedy Zebra goes to the cave.*
4. *Greedy Zebra gets a black coat.*
5. *Greedy Zebra likes his coat.*

**Warm-up**

**Game: Stand up if you're wearing (blue)!**

Write the following colours on the board: *grey, red, orange, green, brown, silver, gold.* Point out examples of these colours in the classroom. Ask students to call out more colours and add them to the list. Say *Stand up if you're wearing (blue)!* Repeat with different colours.

**Controlled practice**

 **Poster 4**

Display Poster 4. Say *We're going to read a story about animals a long time ago.* Hold up the cutout of the zebra and tell students that the story is about a greedy zebra. Explain the word *greedy* by miming *eating a lot.* Hold up the other *Animal* poster cutouts. Students name the animals and attach them to the poster. Get students to say the animals' colours.

**Developing reading**

**Story: Greedy Zebra, part 1**  35

Students look at the pictures on Student's Book page 42. Ask them what colour the animals are. Play Track 35. Students listen carefully and say how many colour words they hear.

**Track 35**

**Greedy Zebra, part 1**

(See Student's Book page 42.)

Play Track 35 again. Students follow the story in their books.

Students look at the picture of the coats in the cave. Ask them to identify which animals they think will wear each coat.

Ask *What does the zebra like doing?* Ask individual students if they like doing different things: *Do you like eating/listening to stories/going to the zoo/reading about animals?*

**Controlled practice**

1 **Read and match the questions with the answers.**

Write the following questions on one half of the board: *Where do the animals live? Where do the animals go? What does Greedy Zebra like eating?*

Ask students to answer the questions orally. Write the answers on the other half of the board, but not in the same order. Ask for volunteers to come to the board and match the questions with the answers. Students complete the activity in their books. Check answers with the class.

**Optional activity**

**Correct the story.**

Read the story out loud and replace some of the words, for example: *The animals live in the jungle garden.* Replace the following words: *jungle garden, coats shoes, grey green, cave mountain, lion tiger, elephant snake, zebra monkey.* Also change some of the colours and/or adjectives. Encourage students to correct you as you read.

**Story summary**

Write the following sentences on the board:

*All the animals are a dull \_\_\_\_\_ colour.  
One day, a big \_\_\_\_\_ opens in the ground.  
The \_\_\_\_\_ and the \_\_\_\_\_ tell the other animals about the cave. There are lots of new coats of different \_\_\_\_\_ inside the cave. All the animals go to the cave, but Greedy \_\_\_\_\_ stays by the river. He likes \_\_\_\_\_ a lot.*

Students copy and complete the sentences in their notebooks.

**Wrap-up**

**Predicting**

Distribute the *Prediction sheets* (see Preparation). In pairs, students predict what will happen in the second part of the story and write *yes* or *no* next to each sentence.

Students write their names on their work. Collect the sentences for the next lesson.

**Answer Key**

1. They are grey. 2. They find lots of new coats. 3. He likes eating.

 **Activity Book**

Page 42, activities 1 and 2.

**Key**

1 giraffe > tiger > monkey > snake > parrot > eagle > Greedy Zebra

2 1. The animals are grey. 2. A cave opens in the ground. 3. There are a lot of new coats. 4. Greedy Zebra likes eating grass.

## Student's Book Page 43

**Grammar:** Present simple (he/she/it/they): *Greedy Zebra eats and eats. The animals have got beautiful coats.*

**Vocabulary:** *Skin, stripe, tail, tummy, bush, cave, coat, grass, river, beautiful, fat, small, tight, see, go, cut, eat; colours, wild animals.*

**Materials:** *Prediction sheets* from the Wrap-up activity in the previous lesson, slips of paper.

**Preparation:** Optional: *Animal cards* (1 per student): Write the following on slips of paper: *elephant, lion, zebra, tiger, snake, flamingo, giraffe, crocodile.*

### Warm-up

**Story: Greedy Zebra, part 1** 🎧 35

Ask students to say everything they can remember about the first part of the story. Write their ideas in note form on the board.

Remind students of the meaning of the word *greedy*.

Ask them which of the animals is greedy.

Play Track 35. Students follow along on Student's Book page 42.

### Controlled practice

**Story: Greedy Zebra, part 2** 🎧 36

Distribute the *Prediction sheets* (see Materials).

Students read their *Yes* sentences out loud.

Play Track 36. Students follow along in their books.

Students look back at their predictions and see how many things they predicted correctly.

Track 36

**Greedy Zebra, part 2**

(See Student's Book page 43.)

Ask comprehension questions about the story: *What colour is the tiger's coat? Does Zebra go to the cave? Does he eat on the way? What colour coat does Zebra want? Is Zebra's coat very big? Why can we see Zebra's tummy?*

Read out parts of the dialogue and ask who is talking: *Who says, "Do you like my new coat?" Who says, "I want a new coat, too?"*

#### ① Read and colour the animals.

Students look at the illustrations on page 43 and say what colour the animals should be.

Students read the story and colour in the animals.

To check answers ask various students: *What colour is the giraffe?* etc.

### Developing reading

#### ② Read and circle T (True) or F (False).

Read the first sentence out loud and get students to call out *true* or *false*.

Ask students to find the sentence in the text that shows

the answer. Continue with all the sentences. Students complete the activity individually. Then they underline the sections of the text that show each answer.

### Vocabulary practice

Write the following words on the board: *coat, stripes, cave, bush, grass, tail, skin, tummy, river.*

Divide the class into pairs or groups of three. Students copy the words and draw pictures to illustrate their meanings. Encourage students to go back to the story to try to deduce the meaning of the words they don't understand. Monitor the activity, helping students with any words if necessary. Invite some groups to present their work to the class.

### Optional activity

**Game: Animal noises**

Students sit in a circle. Distribute the *Animal cards*.

Call out one of the animals and ask the students holding the corresponding cards to mime the animal.

Continue until all students know the mime for their animal.

Explain that you are going to read the story out loud.

When they hear their animal named, they stand up,

mime their animal and then quickly change places.

When you say the word *animals*, all students stand up, mime their respective animals and change places.

### Wrap-up

#### Story reflection

Write the following on the board:

*Title:* \_\_\_\_\_

*Characters:* \_\_\_\_\_

*Setting:* \_\_\_\_\_

*Opinion: I think this story is* \_\_\_\_\_.

Go over the vocabulary and make sure students understand what they have got to write (*Title*: the name of the story; *Characters*: the people or animals participating in the story; *Setting*: where and when the story takes place).

Students copy the headings onto a piece of paper and complete the information. Students draw a picture below the text of their favourite part of the story.

Collect the story reflections and keep them.

#### Answer Key

① *Colour: Tiger-orange, flamingo-pink, crocodile-green, snake-red and green, giraffe-yellow and brown, lion-gold colour*

② 1. T, 2. T, 3. F, 4. F, 5. F, 6. F

#### Activity Book

Page 43, activities 1 and 2.

Key

① 2. a, h; 3. e, f, seven black; 4. b, j, eight black;

5. c, i, nine black stripes

② 3, 1, 4, 2

**Grammar:** Possessive 's: *the zebra's coat*

**Vocabulary:** *Beak, body, claw, coat, ear, feather, head, leg, mane, tail, wing, skin;* wild animals.

**Materials:** Paper (1 piece per student), large bag.



**Warm-up**

**Game: Whose is this?**

Students choose one item each from their school bags. Collect all the items and put them in a bag (see Materials). Take an item out of the bag. Hold it up and say. *Oh, look, a (pen)! Whose pen is this?*

The owner of the pen puts his/her hand up.

Say *Ah! It's (Kim's) pen.*

Write the name with the *apostrophe s* ('s) and the object on the board. Continue with another nine items, writing the names and objects on the board.

Read the names on the board out loud and point to the 's each time. Explain to students that this is how we say who owns something.

**Vocabulary presentation**

 **Poster 4**

Display Poster 4 with the *Animal* poster cutouts. Point to the animals' body parts and name them. Write the words on the board around the poster: *ears, claws, feathers, tail, wings, beak, coat, skin, legs, head and mane.*

Ask questions about the animals: *Has a crocodile got feathers? Which animal has got a beak, claws and feathers?*

**Controlled practice**

**1 Listen and sing the song.**  37

Divide the class into eight groups. Assign an animal to each group: *zebra, elephant, crocodile, flamingo, monkey, duck, parrot, lion.* Tell each group to think of a mime for their animal.

Play Track 37. Students snap their fingers in time to the music and mime their animal when they hear the name mentioned.

**Track 37**

**The mixed-up monster**

(See Student's Book page 44, activity 1.)

- Number the parts of the monster.

Students look at the monster in activity 1.

Ask *Whose (ears) are these?*

Students answer chorally: *The elephant's ears.* Make sure they are using the possessive 's.

Continue to ask about the remaining body parts.

Students read through the text of the song and number the body parts on the monster.

**Vocabulary practice**

**TPR: I'm a monster!**

Tell students to stand up and imagine they are the monster in the song.

Give them instructions for moving their different body parts. Students mime the actions:

*Touch your ears. Move your wings. Stamp your feet. Shake your mane. Wag your tail. Move your feathers. Open your beak. Raise your claws.*

**Controlled practice**

**2 Circle the words and draw a monster.**

Students circle one option for each body part and then draw their monster.

- Tell a classmate about you monster.

Students show their monster to their classmates and describe it. Ask for volunteers to describe their monsters to the class and hold up their pictures.

**Optional activity**

**Multiple intelligence:** Visual/spatial intelligence

Distribute paper.

Students draw a picture of an animal.

Make sure they fill the page.

Students colour in their animal and the background.

Then students draw dotted lines to divide up the body parts and cut their animals into jigsaw pieces along the dotted lines.

Students collect all their jigsaw pieces and swap them with a partner.

Students reconstruct the jigsaws.

**Wrap-up**

**Play Write the animal names.**

Write the following on the board: *tail, wing, claws, feathers, beak, mane, head, wings, legs, ears.*

Point to a word and get students to write the names of three animals with this body part: *tail-monkey, horse, elephant.*

The first student to finish shouts *Stop!* and reads his/her words out loud. Continue with all the body parts.

**Answer Key**

- 1, 6, 5, 7, 2, 3, 4

 **Activity Book**

Page 44, activities 1 and 2.

**Key**

- 1. tail; 2. wing; 3. mane; 4. neck; 5. claws; 6. beak; 7. feathers

2 The text at the top matches the picture at the bottom. The text in the middle matches the picture in the middle. The text at the bottom matches the picture at the top.

## Student's Book Page 45

**Pronunciation focus:** /i/ wing, /ai/ stripe

**Vocabulary:** *Wind, night, sky, wing, forest, grassland, trunk, tusk, hunter, winter, spring, huge, massive, enormous, sing, fly, kill*; wild animals.

**Materials:** Circles of white paper (2 per student), slips of paper.

**Preparation:** *Word slips* (1 per student): Write the following words on separate slips of paper: *wing, sing, winter, spring, hip, flamingo, fish, crocodile, stripe, night, fly, lion, why, swim, time, I, my, mice, it, sit, big, write, light, pink, bike*.

### Warm-up

#### Play Red or blue?

Give each student two circles of white paper. Students colour one circle red and the other blue. Write *red = wing / blue = stripe* on the board. Point out that the *i* in each of these words is pronounced differently. Read the words in activity 1, Student's Book page 45, out loud. Students hold up the coloured circles according to the *i* sound they hear. Write the words under the corresponding examples on the board.

### Developing reading

#### 1 Listen and connect the words. 38

Students look at the words in the footprints. Play Track 38. Students connect the words which have got the same sound.

##### Track 38

Wing, /i/, /i/, flamingo, /i/, /i/, winter, /i/, /i/, spring, /i/, /i/, hip, /i/, /i/, sing.  
Lion, /ai/, /ai/, crocodile, /ai/, /ai/, stripe, /ai/, /ai/, night, /ai/, /ai/, fly, /ai/, /ai/, why.

Read the first word out loud (*wing*) and ask for a volunteer to complete the chain. Read the second word out loud (*lion*) and ask for a volunteer to complete the chain. Students correct their work.

#### 2 Read the texts out loud. 39

Play Track 39. Students listen and follow the rhyme in their books.

##### Track 39

#### *Birds in the sky*

(See Student's Book page 45, activity 2.)

In pairs, students read the poem to each other. Students underline words with the /i/ sound in red and words with the /ai/ sound in blue. Ask for volunteers to read the poem out loud to the rest of the class.

- Match the verses with the pictures. Tell students to look at the picture of the owl.

Ask *What do owls eat? When do owls hunt for food?* Students read the verses and match them with the corresponding pictures.

#### 3 Circle the correct options before you read the text.

Read the first question out loud. Students stand up if they think the answer is *yes* and remain seated if they think the answer is *no*. Repeat with the second question.

Students circle the answers in their books.

- Read the text and complete the tasks.

Students silently read the text. Ask them if there are any words they don't understand. Write the words on the board and discuss their meanings.

Read the text out loud to the class. Ask for volunteers to read it out loud.

Students complete the tasks individually. Check answers with the class.

### Wrap-up

#### Game: Word chain

Distribute the *Word slips* (see Preparation).

Tell students to stand up and place themselves within an arm's length of other students.

One student with an /i/ sound word reads his/her slip. A student with the same sound in his/her word who is standing near calls out his/her word and joins hands. Continue until the chain cannot be continued.

Repeat with the /ai/ sound.

Continue until there are either two unbroken chains or several smaller chains.

### Optional activity

#### Environmental education

Ask students *Do you know of any animals in our country that are endangered? Why are these animals endangered?* Explain the meanings of *extinct* and *endangered*.

Ask *What can we do when an animal is in danger? What happens to animals if we don't protect them?*

#### Answer Key

3 Pre-reading: 1. Yes, 2. Yes

After-reading: 1. Forests, Grasslands; 2. huge, enormous, massive; 3. a lot of space, a lot of food; 4. hunters want their tusks.

#### Activity Book

Page 45, activities 1–3.

#### Key

- 1 spring–sing, fly–I, my–mice, wing–it, sit–big, write–light, pink–fish, white–bike
- 2 From left to right: skin; mice, nice; bite, white; my, why; spring, wing; him, Tim
- 3 From left to right: spring; winter, night, fly; wings, sing; mice, sky

**Grammar:** Possessive 's: *I can see the monkey's tail. The monkey has got the parrot's wings.*

**Vocabulary:** *Africa; wild animals, animal body parts.*

**Materials:** Paper, tape.

**Preparation:** *Spy holes* (1 per student): On a small piece of paper, cut out a circle the same size as the pictures of the animals' coats on Student's Book page 46.



**Warm-up**

**Play One, two, three: Look at me!**

Teach students the following rhyme:

*One, two, three: Look at me!*

*Tell me what I can see.*

*Something beginning with (b)!*

Students look around and guess the word.

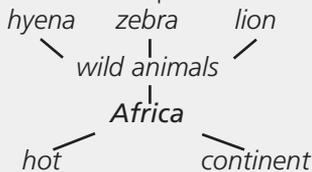
The student who guesses correctly repeats the rhyme with another letter.

Repeat the game several times.

**Connecting to students' experiences**

Write the phrase *Serengeti Park* on the board. Tell students that this is a wildlife park in Africa. Explain that in these parks the animals are protected. Ask them if they know of any other wildlife parks.

Ask students what they know about Africa. Write everything they say (provide words in English if necessary) as a mind map on the board:



**Vocabulary practice**

**1 Label the coats and number the animals.**

Distribute the *Spy holes* (see Preparation). Read the text about the Serengeti Park. Explain the word *camouflage*. Tell students there are some animals hiding in the picture.

Students place their *Spy holes* over the page and move them until they see a picture of the animal's coat in the hole.

Point to a student at random and say *One, two, three: Look at me! Tell me what you can see.*

The student replies with the name of the animal.

Students play the guessing game in pairs.

Students uncover the page and write the names of the animals under the coats.

Explain that animals have got these strange coats and colours so that they can hide in the grasslands.

Students find and number the animals.

**Critical thinking**

Ask questions to raise students' awareness about the spaces where wild animals live, for example: *Where do wild animals live? Why do many wild animals live in zoos and wildlife parks? Have you ever been to a zoo or wildlife park? Which animals did you see there? If you were a wild animal, would you prefer to live in a zoo or a wildlife park? Why?* Ask students to explain their answers.

**Free practice**

**2 Play Safari observation.**

Ask two volunteers to read the dialogue out loud.

Ask a student to hold up the book and point to the monkey's tail.

Students take turns asking the question and finding and naming the animal body parts in the picture.

Students make a list in their notebooks of all the body parts they can find.

Check the lists with the whole class.

**Optional activity**

**Play Body observation.**

Students draw one of the animal body parts from activity 2.

Attach students' drawings to their backs with tape.

Students walk around the room making a list of all the body parts they are able to identify.

Ask several students to read their lists out loud.

**Wrap-up**

**Play True or false?**

Call out *true/false* statements about the animals students have studied in this unit: *Elephants are very big. Giraffes live in flats.*

Students stand up if the statement is true and remain seated if it is false.

**Answer Key**

1. crocodile, 2. giraffe, 3. flamingo, 4. elephant, 5. zebra, 6. snake

**Activity Book**

Page 46, activities 1 and 2.

**Key**

1. wing, beak, head, ear, neck, tail, leg

2. elephant's; 3. got the flamingo's; 4. got the crocodile's; 5. got the elephant's

**Grammar:** *Can/can't:* Eagles can see very far. Giraffes can't jump. Can giraffes clean their ears with their tongues? Yes, they can./No, they can't.

**Vocabulary:** Ostrich, hippo, eagle, lion, giraffe, snake, tongue, heavy, lift; wild animals, action verbs.

**Materials:** Paper (1 piece per student), coloured paper (2 pieces per group), hole punch, string.



**Grammar practice**

**3 Answer the questions.**

Ask students questions about the texts. Elicit the short answers *Yes, they can./No, they can't.* Students read the questions and write the answers.

**Optional activity**

**Play Jump the line.**

Draw a chalk line down the middle of the room. Write *Yes* and *No* on either side of the line. Students stand on the line. Ask a question about the animals: *Can (giraffes) (jump)?* Students jump to the correct side of the line and call out the answer: *Yes, they can./No, they can't.*

**Warm-up**

**Play The board game.**

At the top of the board write: *What can zebras do?* Divide the board into two. Write the same verbs on both sides of the board: *fly, run, swim, talk, write, read, walk, climb trees, eat lions, eat grass.* On both sides of the board write: *Yes, they can./No, they can't.* Divide the class into two groups. Each group stands in a line in front of its side of the board. Ask a question using one of the verbs on the board: *Can zebras fly?* The first student in each line runs to the board and circles the corresponding answer. The first student to circle the correct answer wins a point for his/her team. Repeat with other verbs. The group with the most correct answers is the winner.

**Developing reading**

**1 Read the texts and complete the tasks.**

Read the texts out loud. Stop after each sentence and ask a question to highlight the facts: *Baby lions can't see. Can baby dogs see?* Students underline one thing in each text that each animal can do and circle one thing in each text that each animal can't do. Ask volunteers to read the sentences they underlined and circled.

**Grammar presentation**

**2 Listen and tick (✓) the correct options. 40**

Ask *Can zebras (run)?* Elicit *Yes, they can.* Repeat with other verbs. Play Track 40. Students listen and provisionally tick their options.  
**Track 40**  
 Number 1. Can snakes hear?  
 Number 2. Can some snakes eat monkeys?  
 Number 3. Can giraffes jump?  
 Number 4. Can eagles lift heavy things?  
 Number 5. Can baby lions see?  
 Number 6. Can eagles see far?  
 Play Track 40 again. Students tick their definitive options. Play Track 40 again. Stop after each question and ask a volunteer to give the answer.

**Developing writing**

**The Printer's Project**

Brainstorm elements that students might put in their wildlife park: *hill, valley, forest, river, lake, trees, bridge, path.* Write the words on the board. Brainstorm animals. Write the words on the board. Divide the class into groups. Distribute the coloured paper (See Materials). In their groups, students draw a map of their wildlife park on coloured paper. They draw, colour and cut out elements to glue onto the map. Each member of the group chooses and draws an animal from the list. Each group invents a name for its wildlife park. Students write sentences about their animals: *This is a (zebra). It can run fast. It can swim.* Assemble each group's pamphlet by punching holes and tying the pages together with string. Display the pamphlets around the classroom.

**Wrap-up**

**Visit the wildlife parks.**

Students walk around the classroom in their groups looking at the wildlife park pamphlets they made in *The Printer's Project.* Each group chooses a park they would like to visit and names a spokesperson who explains which park they decided to visit and why: *We want to visit the (Wangala) Wildlife Park because there are (zebras and lions).*

**Answer Key**

- 1. can drink for 20 minutes, can see very far, can clean their ears with their tongues, can eat monkeys and pigs. 2. can't see, can't lift heavy things, can't jump, can't hear.
- 2. 1. No, they can't, 2. Yes, they can, 3. No, they can't, 4. No, they can't, 5. No, they can't, 6. Yes, they can.
- 3. 1. No, they can't, 2. Yes, it can.

**Activity Book**

Page 47, activities 1 and 2.  
**Key**

- 2. can't fly. 3. They can swim. 4. They can't talk.
- 1. Hippos can run fast. 2. They can't fly. 3. They can swim. 4. They can't write.

## Student's Book Page 48

**Grammar:** *Can/can't: Can Koko turn on the TV? Koko can read but she can't write.*

**Vocabulary:** *Gorilla, kitten, sign language, film, clever, speak, paint, understand, use, read, write, do Maths, play, turn on, climb, eat, communicate.*

**Materials:** Cutout 1.

### Warm-up

#### Play *Don't break the chain.*

Start at the back of the class. Ask a student a question using *Can you...?: Can you (swim)?*

The student answers and asks the student sitting next to him/her another question: *Can you (fly)?*

Continue until a student repeats a question. The rest of the class calls out *Broken chain!*

When a student breaks the chain, the next student begins the game again.

### Developing reading

#### ① Read the text and complete the chart.

Tell students that this text is about a real gorilla called Koko, who lives in California, U.S.A.

Ask the class to say some of the things they think gorillas can do.

Ask the class whether gorillas can talk, read, write or paint. Write students' ideas on the board.

Read the text out loud. Ask the class if there is anything surprising about Koko.

Ask the first question: *Can Koko turn on the TV?*

Students answer chorally.

Repeat with the remaining questions.

Students silently read the text and complete the chart in their books.

- Test a classmate's memory.

S1 looks in the book. S2 has got the book closed.

S1 asks questions about Koko's abilities:

*Can Koko (do Maths)?*

S2 tries to remember the correct answer.

S1 makes a note of the number of correct answers.

Students change roles.

### Free practice

#### ② Ask a classmate and circle the correct options.

In pairs, students choose their cutouts: 1A or 1B.

Students silently read their respective cutouts and circle the corresponding options on Student's Book page 48, activity 2.

Now choose two students to demonstrate the activity in front of the class:

Student A looks at his/her Student's Book and asks questions to discover the missing answers. For example: *Can Grub (use sign language)?*

Student B refers to the answers he/she has circled and responds: *Yes, he can.*

Monitor and correct the exchanges.

When Student A has completed his/her answers,

Student B asks his/her questions.

Students compare their cutouts to check their work.

### Optional activity

#### Game: *Animal antics*

Divide the class into small groups.

Each group chooses an animal. The members of the group go to the front of the class and mime three actions that their animal can do and three actions it can't do.

To show what their animal can do, the members of the group hold their thumbs up and mime the action. To show what their animal can't do, they hold their thumbs down and mime the action.

While the group is miming, the rest of the class says the sentence, for example: *You can (fly).* The actors nod their heads if the sentence is correct and shake their heads if the sentence is incorrect.

Finally, the rest of the class guesses the animal.

Repeat with all the groups.

### Wrap-up

#### Game: *Animal categories*

Draw the following chart on the board:

<i>Animals that can...</i>	
<i>fly</i>	
<i>climb trees</i>	
<i>swim</i>	
<i>speak</i>	

Divide the class into pairs. Give pairs five minutes to complete the categories with as many animal names as possible.

Check the categories.

Students call out the animal words and add any extra words. Students count their correct responses. The pair with the highest number of correct words wins.

#### Answer Key

- ① Yes, No, Yes, No, No

From top to bottom : Mari: can, can, can, can't, can

- ② Grub: can, can, can't, can, can

#### ◆ Activity Book

Page 48, activity 1.

#### Key

- ① gorilla: X; flamingo: X, X; crocodile: X, X, X, X, ✓; boy: ✓, ✓, ✓, X, ✓

1. can't; 2. Yes, they can. 3. No, they can't.

4. No, they can't. 5. Yes, I can.

## Student's Book Page 49

**Grammar:** Present simple (it): *It's got the monkey's tail.* Like + gerund: *It likes eating leaves.* Can/can't: *It can swim. It can't fly.*

**Vocabulary:** *Run, climb, swim, fly;* wild animals, animal body parts.

**Materials:** Cutout 2, paper, card.

**Preparation:** *Animal sheets* (1 per student): Write the following list with large letters on a piece of paper and make photocopies: *giraffe, monkey, tiger, crocodile, gorilla, ostrich.*

### Warm-up

#### Game: Reconstructing animal words

Distribute the *Animal sheets* (see Preparation). Students fold the sheet and tear the list into individual strips (one word per strip). Then they fold the words in half and tear. They can choose where to do this, but they must not tear any letters. Students shuffle their word halves and exchange them with a partner. Shout *Go!* Students reconstruct the words as fast as possible. The first student to finish shouts *Stop!* Check the words. Tell each student to keep one of the words (both halves) and throw the rest away. Collect both word halves from half of the students and keep them for the Wrap-up activity. The other students throw out their words. You should have half a word per student.

### Craft activity

#### 1 Make crazy animals.

Distribute the card. Remind students of the parts of the body: *tail, head, legs, body.* Students cut out the animal pieces in Cutout 2. They put the pieces together to make up four different crazy animals. They glue their animals onto the card. Students cut out the animal words and place two halves together to invent animal names. They choose an invented name for each of their animals and glue the names to the top of the card.

- Complete the information about your animal.

Ask for a volunteer to hold up one of his/her crazy animals. Ask him/her questions: *What's your animal called? Which head/tail/legs/body has it got? Can it fly? Can it climb trees?*

Students choose one of their crazy animals and complete the information in their books.

Then students copy the completed paragraph onto the card.

Ask for volunteers to show their crazy animals and read their paragraphs to the class.

#### 2 Role-play: Going to the crazy zoo. 41

Play Track 41. Students listen and repeat.

#### Track 41

(See Student's Book page 49, activity 2.)

Students put their three remaining crazy animals from activity 1 on the table.

Students take turns asking each other questions about their crazy animals, following the dialogue.

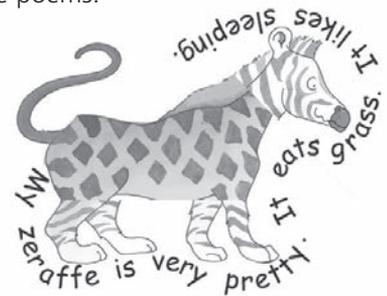
### Optional activity

#### Make a shape poem.

Tell students to choose one of their crazy animals (not the one they used in activity 1). Students think of simple sentences to write about their animals.

They write their sentences around the shape of the animal.

Display the shape poems.



### Wrap-up

#### Play Find your partner.

Shuffle the word halves from the Warm-up activity and hand out one per student.

Shout *Go!* Students walk around the classroom until they find the other half of their word.

Once students have found their other half, they sit down.

#### Activity Book

Page 49, activities 1 and 2.

#### Key

2 1. What a funny bridge! 2. Stop! That isn't a bridge! It's a crocodile!

**Grammar:** *Can/can't: I can ride a bike. I can't fly. Can you swim?*

**Vocabulary:** *Ride a bike, play the violin, swim, climb, see colours, eat, jump, sing, dive, run, play the piano, speak English, dance the cancan, rocks, tree; wild animals.*

**Materials:** Cutout 3, paper (1 piece per group).

**Preparation:** *Abilities tables* (1 per group of 4–5 students): Copy the following table on a piece of paper and make photocopies:

Can you...	Name	Name	Name	Name	Name
touch your toes?					
touch your nose with your tongue?					
touch your knees with your nose?					
hop 25 times?					
do 25 sit-ups?					

**Warm-up**

**Game: Lie!**

Write a list of ten sentences using *can*, for example: *I can (swim)*. Include three sentences that are obviously false: *I can (fly)*.

Tell students that you are going to read out a list of things that you can do, and that you are not always going to tell the truth. When they hear a sentence that they think is false, they call out *Lie!* and correct the sentence: *You can't (fly)!*

Read the sentences out loud.

Students write their own list of six sentences with two false sentences.

A student starts reading his/her list out loud. The other students listen carefully and call out *Lie! You can't (fly)!* Continue until all the students have read their lists.

**Grammar practice**

**1 Complete the tasks.**

Ask for volunteers to read the sentences in the speech bubbles out loud.

Students underline the words *can* or *can't* in red.

Then they underline the words *I* or *you* in green.

Write the sentences on the board while students are working.

Point out that the position of the words underlined in green changes when we make a question.

- Classify the sentences.

Students classify the sentences in the table.

- Circle the correct options.

Read the sentences out loud one by one. Students put their thumbs up if they think the sentence is true and down if they think it is false.

Students read the sentences in their books and circle the correct answers.

**Free practice**

**2 Play The animal quiz game.**

Divide the class into pairs. Students cut out the quiz cards in Cutout 3 and place them in a pile face down on their desk.

S1 takes a card and asks a question.

S2 guesses the answer. If he/she is correct, he/she takes the card. If the answer is incorrect, the card is placed at the bottom of the pile.

Continue until pairs are holding all the cards. The one with the most cards is the winner.

**Optional activity**

**Conduct a survey.**

Divide the class into five groups. Give each group an *Abilities table* (see Preparation).

Go over the questions and make sure students understand them.

Students ask each other the questions in their tables and note their results.

Display the results.

**Wrap-up**

**Game: Spelling competition.**

Divide the class into two teams.

Name an animal: *crocodile*.

The members of Team A spell the word, saying one letter each: S1: C, S2: R, S3: O, etc.

Repeat with a different word for Team B.

Award a point to each team when a word is spelled correctly.

**Answer Key**

① *Classify:* Positive: I can play the violin. I can swim. *Negative:* I can't ride a bike. I can't dance the cancan. *Questions:* Can you play the piano? Can you speak English?  
*Circle:* 1. Yes, 2. No, 3. Yes, 4. No, 5. No

**Activity Book**

Page 50, activities 1 and 2.

**Key**

③ 1. Can you speak seven languages? 2. Can you swim for ten hours? 3. Can you eat ten hamburgers? 4. Can you talk with monkeys? 5. Can you jump twelve metres? *From top to bottom:* 2, 1, 4, 5, 3

## Student's Book Page 51

**Grammar:** Review of *can/can't*, *like* + gerund and the possessive 's.

**Vocabulary:** Key vocabulary from the unit.

**Materials:** Index cards (1 per student).

### Warm-up

#### Play *Finish my sentence*.

Call out the beginnings of sentences from the unit:  
*Zebras can't... I like...*

Point to students at random and ask them to complete the sentences.

Each time a student completes a sentence correctly, tell him/her to put his/her hands on his/her head. Continue playing until all the students in the class have got their hands on their heads.

### Review

#### The Printer's Quiz

##### ▶ ANSWER THE QUESTIONS.

Ask students questions about their own abilities:

*Can you swim? Can you fly?*

Students answer the questions in their books.

##### ▶ COMPLETE THE CHART ABOUT YOURSELF AND ASK TWO CLASSMATES.

Tell the class about yourself: *I like reading. I don't like watching TV.* Ask students at random:

*Do you like (reading)?*

Students fill in the chart about themselves and ask two other classmates, recording their responses.

##### ▶ COMPLETE THE SENTENCES. USE THE INFORMATION IN THE CHART.

Write three sentences on the board: *I like swimming. I like dancing. I don't like climbing trees.*

*Say I like swimming and I like dancing.*

Write the complete sentence on the board.

*Say I like dancing but I don't like climbing trees.*

Write the complete sentence on the board.

Remind students that when the two sentences are the same (positive or negative), we join them with the word *and*. When the two sentences are different, we join them with the word *but*.

#### Optional activity

##### Play *Categories*.

Divide the class into two teams.

Divide the board in half and draw a chart on each half with the following categories: *mammals, reptiles, birds, actions*.

Call out a category. The first member of each team runs to the board and writes a word.

Give points for the first word correctly written.

The team with the most points is the winner.

### Wrap-up

#### Unit report card

Give each student an index card.

Write the following sentences on the board:

Name: \_\_\_\_\_

Unit: \_\_\_\_\_

*My favourite activity is \_\_\_\_\_ on page \_\_\_\_.*

*My least favourite activity is \_\_\_\_\_ on page \_\_\_\_.*

*I really like / don't like this unit.*

Students copy and complete the sentences onto their index cards.

#### ◆ Activity Book

Page 51, activities 1–3.

#### Key

② can, can swim, swim, can swim, can swim; can't, swim, He, can't, swim, swim, You, can't; I, Can, he, Can, swim, we, Can, swim, Can

③ 3, 5, 4, 2, 1

#### Grammar module: *Can/can't* and *Like* + gerund

We use the auxiliary verb *can* to talk about the things we know how (or don't know how) to do:

*I can swim. He can't read.*

In the question form, we change the position of the pronoun and *can/can't*: *Can you speak English?*

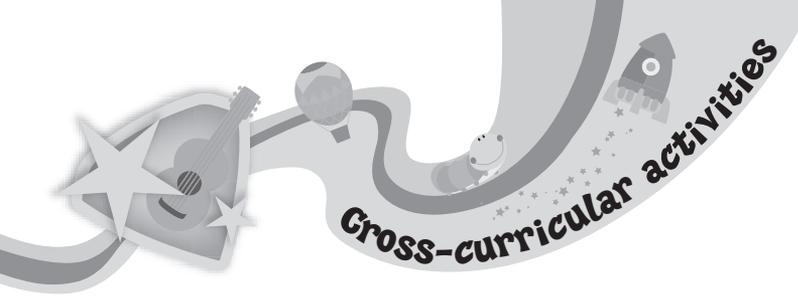
Positive	Negative
I can swim.	I can't swim.
You can swim.	You can't swim.
He can swim.	He can't swim.
She can swim.	She can't swim.
It can swim.	It can't swim.
We can swim.	We can't swim.
You can swim.	You can't swim.
They can swim.	They can't swim.

Question form	Short answers
Can I swim?	Yes, I can./No, I can't.
Can you swim?	Yes, you can./No, you can't.
Can he swim?	Yes, he can./No, he can't.
Can she swim?	Yes, she can./No, she can't.
Can it swim?	Yes, it can./No, it can't.
Can we swim?	Yes, we can./No, we can't.
Can you swim?	Yes, you can./No, you can't.
Can they swim?	Yes, they can./No, they can't.

#### *Like* + gerund

When we want to express our likes and dislikes with respect to actions, we use the verb *like* + the gerund of the second verb.

*I like running. He doesn't like watching TV.*



**Science: Caring for sick animals**

**Materials:** Paper, coloured pencils.

**Directions:**

Remind students of the apes that appear on Student's Book page 48, activity 2. Tell them that these apes were rescued by the Centre for Great Apes. Tell them about the centre: it is located in Florida and was founded in 1993. In the centre, orangutans and chimpanzees live in a natural habitat with lots of trees and space. They have also got a lot of climbing structures, swings and toys. There are 14 apes in the centre, from 4 to 34 years old. They are all animals that lived in terrible conditions and/or were mistreated. Invite students to look at or bring in printouts from the website <http://www.prime-apes.org/index.html> Students look at the photos of the apes, find out their names, what they like eating and their favourite games. They choose one of the apes and design a poster about it, including its name and some information.

**Cooking: Animal dung biscuits**

**Materials:** 2 cups sugar, 1/2 cup milk, 1/2 cup margarine, 1/2 cup cocoa, pinch of salt, 1 tsp vanilla extract, 2-1/2 cups rolled oats (oatmeal), 1/2 cup chopped nuts, pan, wooden spoon.

**Preparation:** Mix the sugar, milk, margarine, cocoa and salt in a pan and boil them for two minutes. Do not overcook. Remove from the heat and add the remaining ingredients, stirring them in thoroughly. Drop teaspoonfuls onto napkins and allow to stand. The biscuits look like animal dung, but taste delicious!

**Project: Animals in danger**

**Materials:** Large world map, pictures of different animals in danger of extinction, drawing pins, wool, marker pens, index cards.

**Preparation:** Cut the wool into long strips to connect index cards to the map.

**Directions:**

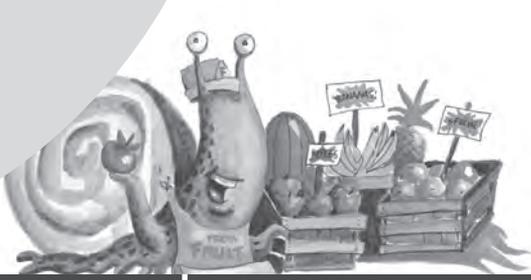
Display a world map on the wall. Students identify the continents. Brainstorm a list of animals in danger of extinction from around the world. Find at least three animals from each continent and enough animals so that you have got one per student. Assign an animal to each student.

For homework, students find out as much information as they can about the animal and why it is in danger of extinction. Students can ask their parents for help or use the Internet.

Each student completes an index card with the following information about his/her animal:

Students come to the map with their index cards and read the information to the class. Place a drawing pin in the area where the animal is found, stretch a piece of wool from the drawing pin to the border of the map and place another drawing pin through the wool and the index card.

Name: \_\_\_\_\_  
This animal lives in \_\_\_\_\_.  
Habitat: \_\_\_\_\_  
There are \_\_\_\_\_ left in the world.  
This animal is in danger because \_\_\_\_\_  
\_\_\_\_\_



Vocabulary	Grammar
<p><b>Food:</b> broccoli, carrot, cheese, grape, juice, milk, oil, onion, orange, pasta, peach, peas, pineapple, potato, rice, sugar, tomato, water, watermelon</p> <p><b>Water words:</b> cloud, ice, lake, rain, rainbow, raindrop, snow, steam</p> <p><b>Containers and measures:</b> bag, bottle, box, bunch, carton, litre, packet</p> <p><b>Verbs:</b> brush your teeth, dissolve, evaporate, float, flush the toilet, sell, have a shower, wash your hands</p> <p><b>Other words:</b> gas, houseboat, liquid, market, mountain, path, sky, solid, vegetables, village, well</p>	<p><b>There is/are:</b> There is a watermelon. There is some rice. There are some potatoes. Is there any water? Are there any trees? There isn't any milk. There aren't any biscuits.</p>
<p><b>Functional language:</b> Have you got any (carrots)? How much is that? Here you are.</p>	<p><b>Multiple intelligence:</b> Mathematical Intelligence (page 75)</p>

### Teaching tip

#### Correcting written work

The process of correction of a piece of written work can be very de-motivating for students, especially if they have put a lot of effort into producing the work.

Before students start a piece of work, prepare them orally. Make sure they understand what they have got to do and that they have got all the elements they need to carry out the task. Ask yourself the following questions:

*Do students understand the language needed to complete the task?*

*Do students understand the mechanics of the task (gap-fill, matching, completing, etc.)?*

*Do students understand the communicative purpose of the task (letter, survey, story, personal questions)?*

*Have students got enough information (or access to information) in order to be able to carry out the task? This is especially important for project work.*

Written work should always be carefully checked by the teacher. Students will be more motivated to do a good job if they know that their teacher is going to read their work carefully and comment on it.

When checking the work, it is important to correct language mistakes. A careful analysis of the types of mistakes a student (or group of students) is making shows the areas that need reinforcement.

Not all mistakes should be evaluated equally. Mistakes in target structures and grammar are obviously critical. Sometimes, however, in a free piece of writing, students try to use language that has not been taught. This effort should be applauded and not penalised, although the correct form should also be given.

Always take into account the effort the student has made and the progress he/she is making.

Pieces of work that are good in terms of effort as well as the final result can be displayed around the classroom. This is very motivating for students and leads to greater care in the presentation of their work.

#### Tips to improve writing

1 Planning the work. This phase can include oral brainstorming of ideas as a group activity.

2 Working in pencil. This allows the work to be corrected at a later stage, thereby ensuring a cleaner final draft.

3 Peer correction. Once a first draft has been produced, let students exchange their work with a classmate. Students should try to identify their classmates' mistakes and suggest corrections.

## Student's Book Page 52

**Grammar:** *There is a/There are some + singular and plural nouns: There is a watermelon. There are some oranges.*

**Vocabulary:** *Pineapple, orange, banana, tomato, peach, potato, grape, watermelon.*

**Materials:** Index cards (2 per student), tape.

### Warm-up

#### Play Fruit categories.

Divide the class into small groups.

Write *yellow fruit and vegetables* on the board. Give students 30 seconds to write a list of yellow fruit and vegetables.

Ask for volunteers to read their lists out loud: *banana, yellow pepper, grapefruit, lemon...* Make a list on the board.

Repeat with *red fruit and vegetables (apple, strawberry, cherry, watermelon), orange fruit and vegetables (carrot, orange, peach), green fruit and vegetables (cucumber, apple, spinach).*

### Grammar presentation

#### 1 Listen and number. 42

Students look at the illustration on Student's Book page 52.

Point to each type of food and ask *What's this? What are these?*

Play Track 42. Students number the food on the stands.

#### Track 42

Look at Mary's stand.

Number 1. There is a pineapple.

Number 2. There are some grapes.

Number 3. There are some oranges.

Number 4. There are some bananas.

Look at Sam's stand.

Number 5. There are some tomatoes.

Number 6. There are some peaches.

Number 7. There are some potatoes.

Number 8. There is a watermelon.

Say *There's a pineapple. What number is it?*

Repeat with the other foods, emphasizing each time *is/are* and *a/some*.

Draw students' attention to the *Look at grammar!* box.

Student B tries to remember which stand the food is on. Monitor students and correct the use of *there is/there are* where necessary.

### Controlled practice

#### 3 Look and match.

On the board, draw two columns with the headings *One/More than one*.

Students look at the illustration again. Ask *How many bananas are there?* Students respond. Write the word *bananas* in the column *More than one*. Repeat for the rest of the food items.

Students look at activity 3 and match the food items with *There is/There are*.

Ask for volunteers to read their answers out loud.

- Look and complete.

Students complete the sentences.

### Wrap-up

#### Can you remember?

Give two index cards to each student. Students draw a fruit or vegetable on each card. Ask them to draw one singular item and one plural item. Collect the cards. Tape some of the cards onto the board.

Use both singular and plural cards.

Give students 30 seconds to memorise the items.

Cover the cards with a piece of paper.

Students use *There is a.../There are some...* to describe the items on the cards.

### Optional activity

#### Counting fruit

Invite a volunteer to the front. Ask him/her to select four cards with fruit or vegetables drawn on them.

He/She describes the food on the cards: *There is an apple. There are some grapes.*

Repeat with other students.

### Answer Key

1 From left to right: Mary: 2, 1, 3, 4; Sam: 8, 6, 5, 7

3 Text 1: There is: a watermelon, a pineapple; There are: some bananas, some peaches, some oranges, some potatoes, some grapes, some tomatoes

Text 2: pineapple, oranges, watermelon, potatoes

### Grammar practice

#### 2 Play The memory game.

Give students a minute to look at the illustration on page 52. Then tell them to close their books.

Divide the class into pairs.

Ask two students to read the model dialogue in the Student's Book.

Student A keeps his/her book open and says a sentence that describes the food on the stands.

## Student's Book Page 53

**Grammar:** *There is/are some* + uncountable and countable nouns: *There is some juice. There are some carrots.*

**Vocabulary:** *Oil, pasta, cheese, carrot, juice, pea, rice, milk, broccoli, onion, sugar, water.*

**Materials:** *Optional:* A selection of countable and uncountable foods. For example: grapes, peas, sugar, water; a bowl.

### Warm-up

#### Game: *Things I like!*

Say *I like (grapes).*

Encourage a student to continue the chain.

S1: *I like grapes and (ice cream).*

Continue around the classroom. Each student adds a new word.

### Vocabulary presentation

#### ① Listen, point and repeat. 43

Point to the illustration on page 53.

Ask students if they can identify any of the food.

Play Track 43. Students listen and point.

#### Track 43

Look at Kim's stand.

Number 9. There is some broccoli.

Number 10. There are some onions.

Number 11. There is some sugar.

Number 12. There is some milk.

Number 13. There is some rice.

Number 14. There is some water.

Number 15. There is some cheese.

Now look at Jack's stand.

Number 16. There are some carrots.

Number 17. There are some peas.

Number 18. There is some pasta.

Number 19. There is some oil.

Number 20. There is some juice.

Play Track 43 again. Students listen and repeat.

- Look and number the words.

Students number the words according to the illustration. Students check their work in pairs.

### Grammar presentation

#### *There is/are* + countable and uncountable nouns

#### Poster 5

Point to the carrots in Poster 5. Say *There are some carrots. Can we count the carrots? How many carrots are there?* Repeat with the other countable items.

Point to the oil. Say *There is some oil. Can we count oil?* Repeat with the other uncountable items.

If necessary, explain that the container (for example, the bottle or bag) can be counted.

Display the *Label* cutouts. Read out the labels: *Things I can count; Things I can't count.*

Invite students to attach the labels in the corresponding boxes on the poster.

Students make sentences about the poster using *There are some.../There is some...*

Display the *Food* cutouts and ask *Can you count (sugar)?*

Invite volunteers to place the cutouts on the corresponding side of the table on the poster.

### Optional activity

#### Multiple intelligence: Mathematical intelligence

Place a bowl on a table (see Preparation). Ask a student to come up and hold his/her hands over the bowl. Drop some grapes slowly into his/her hands.

Ask *Can you count the grapes?* Repeat with peas, water and sugar.

Remind students that when we cannot count a quantity, we use *There is some...*

Repeat the experiment several times with different students.

#### ② Read the quiz and circle.

Draw students' attention to the *Look at grammar!* box. Students read and circle the correct name.

- Make your own quiz and swap with a classmate.

Students write similar sentences about the two stands in their books. Check the use of *There is some.../There are some...*

### Wrap-up

#### Game: *Spelling competition.*

Divide the class into two teams.

Say a food word, for example: *watermelon.*

The members of Team A spell the word, saying one letter each: S1: *W*, S2: *A*, S3: *T*, etc.

Repeat with a different word for Team B.

Award a point to each team when a word is spelled correctly.

#### Answer Key

② *From top to bottom* : Kim's, Kim's, Jack's, Kim's

#### Activity Book

Page 52, activities 1 and 2.

Page 53, activities 1 and 2.

#### Key

Page 52 ① rice, carrot, pasta, oil, water, cheese, pineapple, orange, watermelon, peach, tomato, banana, onion, juice, broccoli; potato, grapes, cake, pear, milk

② 1. Broccoli; 2. A carrot; 3. A banana; 4. A pea; 5. A grape

Page 53 ① *I can count:* carrots, potatoes, onions, peaches, apples, bananas, watermelons, tomatoes; *I can't count:* juice, water, sugar, pasta, ice cream, rice, broccoli, oil

② 2. are; 3. is; 4. are; 5. are; 6. are; 7. are; 8. is  
5, 2, 7, 3, 4, 8, 6

**Grammar:** *Is/Are there any...?* + uncountable and countable nouns: *Is there any water? Are there any trees?*

**Vocabulary:** *Water, rain, cloud, sky, mountain, grass, village, path, well.*

**Materials:** Paper.

**Preparation:** *Prediction sheets:* Write the following sentences on a piece of paper:

1. *The plants die and the villagers are hungry.*
2. *The villagers move their houses near the river.*
3. *Anita gets angry at the villagers and runs away.*
4. *The clouds follow Anita to the village.*
5. *The villagers sing with Anita and it rains.*

Make photocopies (1 per student).

**Warm-up**

**Play Find the word.**

Write the following words on the board: *well, water, cloud, rain, flower, grass, mountain.*

In pairs, students look for pictures for each word on Student's Book pages 54 and 55.

**Critical thinking**

**Story: Anita's rain song, part 1** 44

Point to the first picture on page 54. Ask *Is this a hot or cold country? How can you tell? Does the boy look happy? What do you think the problem is?*

Point to the picture of the villagers and ask *Do the people look happy? How you do think they feel?*

Point to the picture of the two men digging and ask *What are they doing? Why do you think they're digging a hole?*

Now point to the picture of the girl and ask *What's the girl doing? Does she look happy? Why do you think she's happy?*

Accept all logical answers and encourage students to make predictions about the story.

**Developing reading**

**Story: Anita's rain song, part 1** 44

Play Track 44. Students follow the story in their books.

Pause the recording after each paragraph to ask general comprehension questions:

*Is there any water in the well? What do the children do every morning? Where's Anita?*

*Why are the people worried? What are the men doing?*

**Track 44**

**Anita's rain song, part 1**

(See Student's Book page 54.)

Ask for volunteers to take turns reading the story out loud. Help them with the difficult words.

**Grammar practice**

**Countable and uncountable nouns**

Students silently read the story in their books.

Ask students to underline all the nature words in the story: *water, sky, clouds, trees, mountain, grass and rain.*

Write the headings *I can count/I can't count* on the board. Ask a student to classify a nature word from the story. Repeat with other words until there is a list on the board.

**1 Read and circle the correct answers.**

Students silently read the questions and circle the options. Remind them to use pencil in case their answers need to be changed.

Read the first question out loud. Students call out the answer.

Continue with the rest of the questions.

**Optional activity**

**Memory game**

Ask students to look carefully at the illustrations on page 54.

Students close their books.

Ask questions about the story and the illustrations. Use a mixture of singular, plural and uncountable nouns: *Is there any water in the old well? Are there any clouds near the village? Are there any trees in the village? Are there any clouds on top of the mountain? Are there any trees on top of the mountain? Are there any flowers in the village? Is there any grass in the village?*

**Wrap-up**

**Predicting**

Distribute the *Prediction sheets* (see Preparation).

In pairs, students predict what will happen in the second part of the story and write *Yes* or *No* next to each sentence.

Students write their names on their work and collect the sentences for the next lesson.

**Answer Key**

1. No, there isn't.
2. No, there aren't.
3. No, there aren't.
4. No, there isn't.

**Activity Book**

Page 54, activities 1 and 2.

**Key**

1 village, river, rain, grass, cloud, mountain, sun

- 2 Are there any clouds? No, there aren't. Are there any snakes? Yes, there are. Is there any grass? Yes, there is. Are there any animals? No, there aren't. Are there any flowers? Yes, there are.

## Student's Book Page 55

**Grammar:** *There isn't/aren't any: There isn't any rain. There aren't any clouds.*

**Vocabulary:** *Rain, cloud, village, flower, grass, plant, worried, hungry, wet, dying, sing.*

**Materials:** *Prediction sheets from the Wrap-up activity in the previous lesson, paper.*

### Warm-up

#### Story: Part 1 review

Write the following sentences on the board:

*There isn't any \_\_\_\_\_ in the well.*

*The children collect water from the \_\_\_\_\_.*

*Anita walks to the top of the \_\_\_\_\_.*

*She sings and the \_\_\_\_\_ falls.*

*The people in the village make a new \_\_\_\_\_.*

*There \_\_\_\_\_ water in the new well.*

In pairs, students complete the sentences.

Check answers with the whole class.

### Developing reading

#### Story: Anita's rain song, part 2 45

Distribute the *Prediction sheets* (see Materials). Encourage some students to read their sentences out loud.

Play Track 45, pausing the recording after each paragraph. Students follow along in their books.

Ask questions after each paragraph:

*Are the people in the village hungry? Why are the plants dying? Where does Anita go? Who goes with Anita? When does it start raining?*

*Do the villagers believe Ram? Do the clouds and the rain follow the children? Do the clouds like Anita's rain song? At the end of the story, who sings with Anita?*

Track 45

#### Anita's rain song, part 2

(See Student's Book page 55.)

Students look over their predictions and see how many things they predicted correctly.

Ask for volunteers to take turns reading out loud.

Help them with the difficult words.

Ask general comprehension questions about the story:

*Why does it rain? Are the people happy at the end of the story? Why are they happy?*

### Connecting to students' experiences

Write the word *drought* on the board. Explain that a drought is a long period of time when there isn't any rain. Ask students if they can remember a time when there was a drought in their region. Let them share their ideas. Ask them to suggest what people can do to save water when there is a drought.

### Grammar practice

#### There isn't/aren't any

On the board, write the following sentences: *There is some rain. There are some flowers. There isn't any rain. There aren't any flowers.*

Draw students' attention to the use of *some/any*.

### Controlled practice

#### 1 Read and rewrite the sentences.

Read the first sentence out loud.

Ask for a volunteer to correct the sentence.

Repeat with the other sentences.

Students write the correct sentences in their books.

### Optional activity

#### Play True or false?

Make *true/false* statements about the story using *there is/isn't/are/aren't*:

*There's some water in the well. There are two wells in the village. There isn't any grass on top of the mountain. There aren't any wells in the village. There aren't any flowers in the village. There isn't any rice.*

*At the beginning of the story, there aren't any clouds.*

Students call out *True* or *False*.

### Wrap-up

#### Story reflection

Write the following on the board:

*Title: \_\_\_\_\_*

*Characters: \_\_\_\_\_*

*Setting: \_\_\_\_\_*

*Opinion: I think this story is \_\_\_\_\_.*

Go over the vocabulary and make sure students understand what they should write (*title*: the name of the story; *characters*: the people or animals participating in the story; *setting*: where and when the story takes place).

Students copy the headings onto a piece of paper and complete the information. Underneath, students draw a picture of their favourite part of the story. Collect the story reflections and keep them.

#### Answer Key

1. There aren't any clouds and there isn't any rain; 2. There aren't any flowers and there isn't any grass; 3. The people are hungry because there isn't any rice.

#### ◆ Activity Book

Page 55, activities 1–3.

Key

1. 3, 5, 2, 4

2. aren't any; 3. isn't any; 4. aren't any; 5. aren't any; 6. isn't any

3. there isn't any water; to the top of a mountain; they don't believe her; make a new well; any water in the new well; the rain song with Anita

## Student's Book Page 56

**Grammar:** Countable and uncountable nouns.

**Functional language:** *Have you got...? How much is that? Here you are.*

**Vocabulary:** Food vocabulary, containers.

**Materials:** Cutout 1, tape, paper.

### Warm-up

#### Game: *Can you count it?*

Divide the board in half. Write a heading on each half of the board: *I can count this/I can't count this.* Divide the class into two teams. Ask them to form two groups at the back of the classroom. Call out a food word, for example: *oil.* A student from team A writes the word on the corresponding half of the board (*I can't count this*). Repeat with team B. Award a point for each correctly spelled and categorised word. Continue until all students have played.

### Craft activity

#### ① Make a food shop.

Students look at activity 1 on Student's Book page 56. Read the instructions out loud. Students follow along in their books. Students colour and cut out the food and money in Cutout 1. They cut out small squares of paper (one for each food cutout) and write prices. Students use tape to attach the price tags to the cutouts.

### Controlled practice

#### ② Role-play: *Going shopping.* 🎧 46

Students look at activity 2 in their books. Ask *What fruit can you see? How much are the (bananas)? What do you think the people are doing?* Accept all logical answers.

Play Track 46. Students point to the characters as they are speaking.

#### Track 46

(See Student's Book page 56, activity 2.)

Divide the class into two groups. One group is the shopkeeper and the other group is the shopper. Read the lines of the dialogue one at a time. Groups repeat chorally. Repeat the activity with different food items from the cutouts.

### Free practice

Students clear their desks. Divide the class into pairs. Tell partners to choose their roles. One is the shopkeeper; the other is the shopper. The shopkeeper selects 10 cutouts and sets up his/her shop by displaying the selected cutouts on his/her desk. Students practise the dialogue in activity 2, substituting different food items. Pairs change roles and practise again.

### Optional activity

#### Shop role-play

Set up a "shop" at the front of the class. Choose pairs to come to the front and act out the role-play using the cutouts from the *Craft activity*. Encourage students to add to the dialogue.

### Wrap-up

#### My favourite food shop

Students draw a picture of their favourite food shop, real or imagined. Students write four sentences describing the food for sale in the shop using *There is/isn't* and *There are/aren't*.

#### ◆ Activity Book

Page 56, activities 1 and 2.

#### Key

- ① 1. bottle; 2. packet; 3. carton; 4. box; 5. bunch; 6. bag
- ② you, have got

## Student's Book Page 57

**Grammar:** *There is some..., There are some...:*  
*There is a rainbow. There is some rain. There are some clouds.*

**Vocabulary:** *Raindrop, cloud, lake, sea, rainbow, sky, mountain, ground, sun, waterfall, tree, path, house, village, evaporate.*

**Materials:** Cutout 2.

### Warm-up

#### Vocabulary review: *Back to nature.*

Divide the class into groups of four.  
Write *Nature* on the board. Give the groups a few minutes to make a list of all the nature words they know. Ask the groups to read out their lists. Make one big list on the board.

### Vocabulary presentation

#### ① Listen and number the pictures. 47

Say *Let's learn some more nature words.*  
Students look at activity 1 on Student's Book page 57. Play Track 47. Stop after the first line. Say *Look at the picture. Where are the raindrops?*  
Students point to the illustration and answer. Continue with the recording, stopping after each line and asking each time: *Where are the raindrops now?*  
Students number the pictures.  
Read what the frog says out loud. Students number the rainbow.

#### Track 47

##### *The raindrop song*

(See Student's Book page 57, activity 1.)

- Listen and sing the song.

Play Track 47 again. Invent gestures for the song.

For example:

Line 1: Point to sky.

Line 2: Wiggle fingers imitating falling rain.

Line 3: Indicate a circle on the ground.

Line 4: Move hands to imitate waves.

Line 5: Move hands upward to imitate rising vapour.

Line 6: Move hands to make cloud shapes.

Students sing and make the corresponding gestures.

### Controlled practice

#### ② Make a nature scene.

Students look at activity 2 on Student's Book page 57. Read the list of materials.  
Read the instructions line by line.  
Students use cutout 2. Students colour and cut out the scene and the pictures. Make sure that they glue only six of the small cutouts onto the scene.

- Describe your picture.

Students write a description of their picture in their notebooks.

Ask individual students to come to the front of the class, display their pictures and describe them.

### Optional activity

#### Game: *Whose picture is it?*

Collect the nature scenes and hand them out to different students.

Students walk around and ask each other questions to try to find the "owner" of the nature scene they have been given: *Is there (a house) in your picture? Are there any (clouds) in your picture?*

### Wrap-up

#### Game: *Hangman.*

Choose a vocabulary word from this lesson. On the board, draw a line for each letter of the word and draw the hangman's scaffold.

Students take turns calling out letters. If the letter is part of the word, write it in. If it is not, draw part of the body and write the letter on another part of the board. Continue until students guess the word or until the hanged man is complete.

Repeat with other words from this lesson.

#### Answer Key

- ① Counter-clockwise: 1, 2, 3, 4, 5, 6, 7.

#### ◆ Activity Book

Page 57, activities 1 and 2.

#### Key

- ① clouds, lake, sea, raindrops, evaporate

**Grammar:** Present simple: *An elephant is 70 percent water.*

**Vocabulary:** *Percent, liquid, ice, snow, vapour, steam, gas, solid, dissolve;* recognition of numbers 1–100.

**Materials:** Bottles of water; small quantities of sugar, salt, rice, tea, coffee, pepper; plastic teaspoons and plastic glasses (one teaspoon and six glasses per group of four students). *Optional:* objects that float, objects that don't float, one bowl per group of students.

**Warm-up****The raindrop song**

Divide the class into seven groups and assign a line from the song to each group.

Play Track 47.

Students join in with the song and mime the actions that correspond to their line.

**Developing reading****1 Read and answer the questions.**

Write *WATER* on the board in large letters.

Explain that the next two lessons are all about water. Students look at activity 1 on Student's Book page 58. They silently read the text. Tell them to underline any words they don't understand.

Divide the class into pairs. Students work together to try to guess the meanings of the words.

Go over the new words with the class.

Read the text out loud, stopping after each paragraph. Clarify language where necessary.

Read the questions out loud.

Students answer the questions individually.

- Read the text again and match.

Point to each picture and ask *What's this?*

Read the first label out loud and ask *What's 90% water?*

Students match the label with the picture.

Students match the remaining labels.

**2 Do the experiment.**

Say *Let's do an experiment.*

Write on the board *What dissolves in water?*

Students silently read the description of the experiment. Explain that when something dissolves in water, it forms part of the liquid and you cannot see it.

Divide the class into groups of four.

Hold up the different foods (sugar, salt, rice, tea, coffee, pepper) and ask *What's this? Does it dissolve in water?*

Students record their predictions on the chart.

Distribute the materials.

Students do the experiment and record the results.

Check the results. Ask *Does (pepper) dissolve in water? Are your predictions the same as the results?*

**Environmental education****The pollution we create: Where does it go?**

Draw students' attention to *The raindrop song* on Student's Book page 57. Explain that it illustrates the water cycle.

Ask students to name some everyday substances we use that pollute water: *detergents, home cleaning liquids and chemicals, non-biodegradable soap, paint, fluid from old batteries, oil*, etc. Encourage students to reflect on where all these substances go. Explain that just like the raindrops, these poisonous substances go into the ground, lakes, rivers and, finally, the sea.

**Optional activity****Experiment: What floats on water?**

Repeat the experiment in the Student's Book but focusing on materials that float and don't float. Possible objects: a metal pencil sharpener, a piece of chalk, plasticine, pencil shavings, a plastic bottle cap, a paper clip... You will also need a large bowl.

Students should record their predictions before doing the experiment.

**Wrap-up****Word dictation**

Dictate the following words: *ice, steam, tea, coffee, pepper, spoon, glass.*

Students write the words in their notebooks and draw pictures to illustrate their meanings.

Write the words on the board for students to check their spelling.

**Answer Key**

1. *Because it has got a lot of water;* 2. *It's called ice or snow;* 3. *It's called vapour or steam.*

**Activity Book**

Page 58, activities 1 and 2.

**Key**

1. ice, snow, steam, earth, liquid

## Student's Book Page 59

**Functional language:** *How much/many...?: How many times do you flush the toilet? How much water do you use?*

**Vocabulary:** *Have a shower, flush the toilet, wash your hands, brush your teeth, litres; numbers 1–100.*

**Materials:** Paper.

### Warm-up

#### Game: Number fun!

Call out the numbers 10 to 100 by tens: 10, 20, 30, ... 100. As you say each number, write it in a random place on the board.

Call out one of the numbers. Ask a student to come to the board, find the number and rub it out. Continue with the other numbers until they are all erased.

Call out one of the numbers and ask a student to come to the board and write it down. Continue until all the numbers have been written again.

### Controlled practice

Say *We use water every day*.

Mime a series of daily activities. As you mime, ask students if you are using water. Possible actions: *washing your hands, brushing your teeth, getting dressed, reading a book, having a shower, sweeping the floor*, etc.

① Listen and complete. 48

Students look at activity 1 on Student's Book page 59.

Say *We use water for all of these activities*.

Students silently read the text.

Play Track 48. Students complete the text with the corresponding numbers.

Ask for volunteers to read the completed sentences out loud.

#### Track 48

These are the quantities of water we use for daily activities.

Flushing the toilet uses 20 litres of water.

A five-minute shower uses 100 litres of water.

Washing your hands uses 2 litres of water.

Brushing your teeth uses 5 litres of water.

(Note: These figures refer to when you leave the water running.)

- Complete the chart.

Divide the class into pairs.

Show students how to calculate their daily water consumption for the four activities and then how to calculate the total amount of water they use every day.

Copy the following table onto the board:

140–179 litres	
180–219 litres	
220–259 litres	
260–299 litres	
300–350 litres	

Ask a student *How much water do you use every day?* The student comes to the board and writes his/her name next to the corresponding range. Continue with the other students in the class.

### Optional activity

#### ♥ Health education

Ask students *When do you drink water? How many glasses of water do you drink every day?*

Students write the number of glasses in their notebooks. Write on the board *1 glass of water = 0.15 litre*.

Ask students *How much water do you drink every day?* Show students how to calculate the amount.

Explain to students that they should drink at least 1.5 litres of water a day.

### Developing writing

#### The Printer's Project

Write on the board *Saving water*. Elicit ways of saving water. Provide vocabulary as needed.

Write students' ideas on the board in note form.

Provide other ideas: *Save used water (from the bath or shower) for plants. Save used water for flushing the toilet.*

Divide the class into small groups. Students choose two or more ways of saving water. They illustrate their ideas by making a collage with pictures or magazine cutouts. Then they think of slogans.

Display students' work around the classroom. Invite groups to present their posters to the rest of the class.

### Wrap-up

#### Play Bleep.

Divide the class into pairs.

Explain the rules of the game: Players take turns saying a sentence about water with the word *bleep* instead of a verb: *I bleep water every day*.

Partners repeat the sentence, substituting an appropriate verb: *drink/use*.

#### ◆ Activity Book

Page 59, activities 1 and 2.

#### Key

① 1. 8 litres; 2. 14 litres; 3. 85 litres; 4. 43 litres

② 1. toilet; 2. teeth; 3. hands; 4. shower

## Student's Book Page 60

**Grammar:** *There is/are some..., There isn't/aren't any...: There is some water. There isn't any milk. There are some oranges. There aren't any carrots.*

**Vocabulary:** Food.

**Materials:** *Optional:* Paper, tape.

**Preparation:** *Optional: Dictation lists:* Write the following list on a piece of paper. Make 8 copies:

*There is a big green watermelon.*

*There is a bag of biscuits.*

*There is some pineapple juice and milk.*

*There are some pears and peaches.*

*There isn't any rice.*

*There aren't any tomatoes or potatoes.*

### Warm-up

#### Game: Alphabet food.

Divide the class into pairs.

Tell students to think of a food or drink for every letter in the alphabet.

Give students two minutes to write as many words as they can. Tell them that some letters are very difficult:

*apple, banana, carrot, doughnut, egg, fish, grapes, hamburger, ice cream, juice, kiwi, lemon, milk, nuts, onion, peach, rice, sugar, tomato, watermelon, yogurt.*

Ask students to read their lists out loud.

### Grammar practice

#### ① Look in Jill's cupboard and complete the quiz.

Students look at activity 1 on Student's Book page 60.

Ask *What food is there in the cupboard?* Let several students provide the answers: *There's a watermelon.*

Students silently read the sentences and circle *T* (True) or *F* (False).

Ask for a volunteer to read the first sentence out loud.

Ask *Is that true or false?*

Continue with the remaining sentences.

Draw students' attention to the use of *some* and *any*.

Ask *Is the verb positive or negative when we use "any"?*

- Write your own quiz about Jill's cupboard and swap with a classmate.

Students write five additional statements describing the contents of the cupboard. Explain that they must use *There is/are* and *There isn't/aren't*.

When students finish, they write their names at the top of the page and exchange quizzes with a classmate.

The partner completes the quiz and hands it back.

Collect the quizzes at the end of the activity to check the use of *some/any*.

### Free practice

#### ② Play *What's in the cupboard?*

Students look at activity 2. Say *Now you can draw your ideal cupboard.*

Read the first line of instructions.

While students are drawing, draw a cupboard with some food items on the board.

When students finish drawing, say *Now complete List A with the food in your cupboard.*

While students are completing their lists, walk around and check spelling.

- Ask a classmate about his/her picture and complete List B.

Ask a student to read the first line of the dialogue out loud. Referring to the drawing of the cupboard on the board, answer using the dialogue as a model: *In my cupboard, there is.../are...*

In pairs, students ask each other about their cupboards and complete List B.

Ask students *What's in your classmate's cupboard?* Elicit responses around the class.

### Optional activity

#### Running dictation

Tape up the *Dictation lists* (see Preparation) around the classroom. Turn the lists over so that the writing is facing the wall.

Divide the class into eight groups.

One student in each group runs to the list, reads a sentence and runs back to his/her group. He/She then whispers the sentence to his/her group members, who write it down.

The first group to write the list correctly wins.

*Optional:* Group members can take turns running to the list and dictating the food items.

### Wrap-up

#### In my cupboard.

Make a list of food on the board including singular, plural and uncountable items. Put a ✓ or ✗ next to each item. Say *These are the things I have got in my cupboard (✓) and these are the things I haven't got (✗).* Students describe the contents of the cupboard using *There is/isn't/are/aren't* with *a/some/any*.

#### Answer Key

- ① 1. T, 2. T, 3. F, 4. T, 5. F, 5. F

#### ◆ Activity Book

Page 60, activities 1 and 2.

#### Key

① *Sam's basket:* rice; *Mary's basket:* there is some sugar and there are some peaches; *Jack's basket:* there is some oil and there are some bananas

② (Note: Some foods may be listed in more than one category.) *milk, pasta, cake, fish, cheese, chicken, grapes, rice, broccoli; Bread and cereal:* pasta, cake, rice; *Fruit and vegetables:* grapes, broccoli; *Milk and eggs:* milk, cheese, butter; *Meat and fish:* fish, chicken; *Sugars and oil:* cake, butter

## Student's Book Page 61

**Pronunciation focus:** /eu/ snow, /Au/ cow.

**Vocabulary:** Market, river, houseboat, fruit, vegetables, flower, float, sell, colourful.

**Materials:** Optional: Red and green paper, bag.

**Preparation:** Optional: Cut the paper into 26 small squares, 13 red and 13 green.

### Warm-up

#### Vocabulary review

Draw six columns on the board.

Write words containing the key vowel sounds studied so far in this book: *flute, drum, green, red, mice, wing*. Divide the students into pairs. Students write as many words as possible containing each vowel sound. Call students to the board to write a word from their list in the correct column.

### Pronunciation practice

#### ① Listen and connect the rocks. 🎧 49

Students look at activity 1 on Student's Book page 61. Play Track 49. Students listen and point to the words on the rocks.

#### Track 49

Snow, /eu/, grow, /eu/, go, /eu/, cold, /eu/, nose, /eu/, toes, /eu/. Cloud, /au/, mouse, /au/, cow, /au/, ground, /au/, mouth, /au/, brown, /au/, house, /au/.

Play the track again. Students draw a line from rock to rock connecting the words with related sounds.

- Read the words out loud.

Say *snow*. Model the vowel sound /eu/. Students repeat. Repeat with the words that have got the /eu/ sound.

Say *cloud*. Model the vowel sound /au/. Students repeat. Repeat with the words that have got the /au/ sound. In pairs, students read the words out loud to each other.

### Developing reading

#### ② Read the poem out loud. 🎧 50

Play Track 50. Students follow the poem in their books.

#### Track 50

##### *The cold snow*

(See Student's Book page 61, activity 2.)

Make two columns on the board with the headings *go* and *cow*.

Read the poem out loud very slowly. Students raise their hands when they hear a word containing one of the key sounds.

Stop reading and ask a student to come to the board and write the word in the corresponding column. Start reading again and repeat.

Ask for volunteers to read the poem out loud.

### Optional activity

#### Pass the bag

Write *green = go*, *red = cow* on the board.

Put the paper squares (see Preparation) in a bag. Students pass the bag around the class. Clap a rhythm or use a tambourine. Stop clapping. The student with the bag takes a paper square. He/She says a word containing one of the key sounds according to the colour of the square. Repeat the activity until most students have participated.

#### ③ Complete the sentences before you read the text.

Point to the photo in activity 3. Say *This is a boat in Thailand*. If there is a world map in the classroom, locate Thailand on the map.

Divide the class into pairs. Students circle one of the options to complete the sentences.

Check the activity by asking students to read the sentences out loud.

- Read the text and complete the tasks.

Say *Let's read about Thailand*. Students silently read the text.

Ask if there are any difficult words. Write the words on the board and discuss their meanings.

In pairs, students complete the post-reading tasks.

Go over the answers with the class.

Read the text out loud. Then ask for volunteers to read it out loud.

### Wrap-up

#### Game: Lipreading!

Point to the poem in activity 2. Say *Guess which line of the poem I'm reading*.

Lip-read one of the lines of the poem. Do not make any sounds but exaggerate all mouth movements. Students guess which line is being read. Repeat with other lines. Divide the class into pairs and let them lip-read to each other.

#### Answer Key

③ Pre-reading: 1. a, 2. b.

After-reading: 1. fruit, vegetables, flowers; 2. watermelon, soup, yellow cakes; 3. People live and travel on the river. They also sell fruit, vegetables and flowers.

#### ◆ Activity Book

Page 61, activities 1 and 2.

#### Key

① brown, cold, ground, toes, house

② cloud, nose, toe, cow, mouse

Sounds like *brown*: cloud, cow, mouse

Sounds like *cold*: nose, toe

## Student's Book Page 62

**Grammar:** *There is a..., There are some..., Is there any...?, Are there any...?: There is a watermelon. There are some biscuits. Is there any juice? Are there any grapes?*

**Vocabulary:** Food.

**Materials:** Cutout 3, magazines, tape, index cards.

**Preparation:** *Food picture cards:* Cut out photos of different types of food from magazines or food advertisements and glue them onto index cards. Be sure to include singular, plural and uncountable food words.

**Optional:** Bring magazines or food advertisements to class and ask students to cut out and glue the photos.

### Warm-up

#### Categorising words

Make three columns on the board with the headings *Singular/Plural/Uncountable*.

Divide the class into groups. Distribute the *Food picture cards* (See Preparation) between the groups.

Groups decide which category each card belongs to. Choose groups to come to the board and tape the cards in the correct column.

Then get students to copy the categories and corresponding food words into their notebooks.

### Grammar review

#### ① Look and complete the sentences.

Students look at activity 1 on Student's Book page 62. Point to the illustration and ask *What's on the picnic blanket?*

Students answer: *There's a pineapple.*

Students complete the sentences in their books.

#### ② Draw five items from the list.

Students look at the two lists of words in activity 2.

Ask individual students to read the words out loud.

Correct pronunciation where necessary.

Students draw five of the food items.

Ask different students *Is/Are there any... in your picture?*

- Ask a classmate about his/her picture and mark the lists.

Divide the class into pairs. Students ask each other about their pictures and tick or cross the items on the lists.

When students have completed the activity, choose a few students to describe their classmates' pictures to the class: *In Sophia's picture, there is/are...*

### Controlled practice

#### ③ Make and play a language game.

Students look at activity 3.

Read the instructions out loud. Students cut out all the

cards. They choose six of the cards and write the names of the foods they have chosen on the squares of the game board in their Student's Book.

Divide the class into groups of four. Groups put all their cards together and then deal out six cards to each student. The remaining cards are spread out face down on the table.

Explain the object of the game: students collect cards for the six food items written on their squares.

Students look at the cards in their hand and place any corresponding cards on their squares.

*S1 asks Have you got any...?*

If *S2* has got the card, he/she gives it to *S1*, who places it on the corresponding square on his/her board.

If *S2* hasn't got the card, *S2* says *Go to the market*. *S1* picks a card from the table.

The winner is the first player to complete his/her board. Finally, students glue the six cards onto their boards.

### Optional activity

**Game:** *Collective memory.*

Tape the *Food picture cards* (see Preparation) onto the board.

Divide the class into two teams. Allow students a few seconds to look at the cards and memorise them.

Turn the cards over. Students from each team take turns trying to recall the foods: *There is a/some.../There are some...*

Award a point for each correct answer. Repeat the activity several times.

The team with the most points wins.

### Wrap-up

#### Play *Guess the food*.

Draw a large triangle with five parts on the board (see Activity Book page 60, activity 2).

Students help you to reconstruct the food pyramid, using the pyramid on Activity Book page 60 as a guide.

Give a *Food picture card* (see Preparation) to a student.

Tell the remaining students to ask *yes/no* questions about the food: *Is it in the (bread and cereal category)?*

*Is it (green/small/big/round)?* The student holding the card answers questions until someone correctly guesses the food.

Give a *Food picture card* to a different student and repeat the activity.

#### Answer Key

- ① 2. bananas, 3. pineapple, 4. watermelon, 5. juice

#### ◆ Activity Book

Page 62, activities 1 and 2.

#### Key

- ① 2. Is; 3. Is; Yes, there is. 4. Are; No, there aren't.

5. Is, juice; Yes, there is. 6. Are, bananas; Yes, there are.

- ② 2. T; 3. F; 4. F; 5. T

## Student's Book Page 63

**Grammar:** Review of *There is/are...* with countable and uncountable food words.

**Vocabulary:** Key vocabulary from the unit.

### Warm-up

#### Vocabulary review

Elicit food words from this unit and write them on the board. There should be a selection of words of different lengths.

Clap out one of the words, clapping once for each syllable. Ask a student to come to the board and find a word that corresponds to the claps. The student says the word as he/she rubs it out on the board. Continue until all the words have been erased.

### Review

#### The Printer's Quiz

##### ► WRITE ABOUT YOUR CLASSROOM.

Students look at the first illustration on Student's Book page 63.

Make *true/false* statements about the illustration: *There are some children. There aren't any desks.* Students answer *True* or *False*.

Students complete the sentences about their classroom. Students read the complete sentences out loud. Check their answers.

#### Optional activity

##### My perfect classroom

Encourage students to use their imagination and write five or six sentences about their perfect classroom using *There is/isn't...*, *There are/aren't...*: *In my perfect classroom, there are lots of computers and a big TV. There is a sweet machine. There aren't any clocks.*

Then students draw pictures of their perfect classroom based on their sentences.

Finally, students can show their drawings to the class and talk about them.

##### ► COMPLETE THE TABLE.

Start a word chain with countable food items: *I can count apples.* S1: *I can count apples and grapes.*

S2: *I can count apples and grapes and tomatoes.*

Repeat with uncountable food items: *I can't count oil.*

S1: *I can't count oil or juice.*

Students complete the table with countable and uncountable food words.

Students read their lists out loud.

##### ► PLAY A GAME.

Students look at the coloured food chart and name the food they can see.

Say *There's some broccoli. What colour is the box?*  
Ss: *Yellow!*

In pairs, students take turns making statements and saying the corresponding colour.

### Wrap-up

#### The raindrop song 🎵 47

Students look at the song on Student's Book page 57. Divide the class into seven groups.

Assign a line to each group.

Play Track 47. Students sing and mime the actions for their line.

### Grammar module: There is/are...

We use *There is a/an* with singular nouns.

We use *There is some* with uncountable nouns.

We use *There are some* with plural nouns.

In negative sentences, we change *some* to *any*:

*There aren't any grapes. There isn't any milk.*

In questions, we generally change *some* to *any*:

*Are there any potatoes? Is there any water?*

To answer a question, we use *Yes* or *No*, followed by *there is* or *there are*.

#### Positive

#### Negative

*There is an apple.*

*There isn't an apple.*

*There are some grapes.*

*There aren't any grapes.*

*There is some bread.*

*There isn't any bread.*

#### Question form

#### Short answers

*Is there an apple?*

*Yes, there is./No, there isn't.*

*Are there any grapes?*

*Yes, there are./No, there aren't.*

*Is there any bread?*

*Yes, there is./No, there isn't.*

### Answer Key

*Complete:* top: peaches, watermelons, tomatoes, onions, grapes

*Bottom:* pasta, sugar, rice, oil

### Activity Book

Page 63, activities 1 and 2.

#### Key

❶ pineapple, broccoli, pasta, grapes, rice, peas, juice, sugar, peach

❷ a, is, some, any, aren't, any, Are



**Cross-curricular activities**

**Science: Healthy eating**

Copy the food pyramid from Activity Book page 60, activity 2 onto the board. Write the number of recommended servings for each food group:

*Bread and cereal: 6–11 servings*

*Fruit and vegetables: 5–9 servings*

*Milk and eggs: 2–3 servings*

*Meat and fish: 2–3 servings*

*Sugars and oil: very little*

Students make a list of the food they have eaten in the last 24 hours. Show them how to calculate the number of servings they have had from each food group. In pairs, students check how healthy their diet is comparing their lists to the food pyramid.

**Science: Snack food**

**Materials:** For each student: 1 brown paper bag, scissors; for the class: cooking oil, crisps, apples, pieces of cheese, carrots, pieces of chocolate.

**Directions:**

Give each student a brown paper bag. Students cut out six squares from the paper bag. Demonstrate how to put a drop of oil on a square and label it *oil*.

Students write the names of the other food items on the remaining squares and rub each one with the corresponding food.

Students hold up each food square to the light and compare it to the square with oil. They order the snacks from the oiliest to the least oily.

**Music: Rain sticks**

**Materials:** For each student: 1 kitchen paper tube or long cardboard tube, masking tape, aluminum foil, paper, crayons or marker pens, glue, grains of rice or beans.

**Directions:** Remind students of the story in the unit: *Anita's rain song*. Tell students that people in lots of countries have got different traditional ways of making it rain. Rain sticks are musical instruments made by the people who live in the desert in northern Chile. They are made of dead cactus tubes filled with small stones. When rain sticks are turned upside down, they make a sound similar to falling rain. Rain sticks are used to call the rain spirits.

Give students the following instructions:

1. Cut two round pieces of paper bigger than the diameter of the tube. Cover one end of the tube with one of the pieces of paper and attach it with masking tape. Put the other piece of paper aside.

2. Cut two long pieces of aluminum foil (1 1/2 times the length of the tube). Twist the aluminum foil into

two long, thin rope-like shapes.

Then mold them into spring shapes and put them into your tube.



3. Pour some grains of rice or dried beans into your tube. The tube should only be about 1/10 full.

4. Wrap the other round piece of paper (see step 1 above) over the other end of your tube and tape it on, sealing the tube shut.

5. Make designs on paper with crayons or marker pens. Wrap the paper around the tube and attach with glue.

6. Turn your rain stick upside down and hear the sound of falling rain!



**Project: Alfalfa sprouts**

**Materials:** For each student: 5–10 alfalfa seeds, a paper towel, stapler, plastic zip-lock bag, half a cup of water.

**Directions:**

Ask students if they have ever eaten alfalfa sprouts. Tell them they are going to grow some. Help them to do the following activity:

1. Fold a paper towel so that it will just fit inside a plastic bag. Moisten the towel with water and put it into the bag.

2. Put a horizontal row of staples three inches from the top of the bag to make a mini-pocket. Open the folds of the paper towel.

3. Put the seeds in the mini-pocket and close the paper towel so that they stay between the folds.

4. Place the bag in a dark place.

5. Moisten the paper towel once a day.

6. After a few days, you should be able to see the roots and stems. Your seeds have germinated! Open the paper towel and put the plastic bag in the sun so that the sprouts turn green. Pour water into the plastic bag to ensure that the paper towel is always moist.





Vocabulary	Grammar
<p><b>Home:</b> <i>flat, house, houseboat, tent</i></p> <p><b>Rooms:</b> <i>attic, balcony, basement, bathroom, bedroom, dining room, garage, hall, kitchen, living room, stairs</i></p> <p><b>Family:</b> <i>aunt, brother, cousin, father, grandad, mother, sister, uncle</i></p> <p><b>Daily activities:</b> <i>do homework, eat breakfast/lunch, get up, go shopping/ swimming, go to bed/school, play, have a shower, visit, wake up, walk the dog, watch TV</i></p> <p><b>Chores:</b> <i>clean the kitchen, cook the food, cut the grass, make the beds, sweep the floor, take out the rubbish, wash the dishes/clothes/car</i></p> <p><b>Time:</b> <i>eight o'clock, quarter past eight, half past eight, quarter to eight</i></p> <p><b>Other words:</b> <i>invention, inventor, robot</i></p>	<p><b>Verb to be, present tense:</b> <i>My mother's in the attic. Are you in the hall? Yes, I am./No, I'm not.</i></p> <p><b>Present simple:</b> <i>I cut the grass. Harry makes the beds. He/She lives in a tent. He/She doesn't live in a house. Do you wash the dishes? Yes, I do./No, I don't.</i></p> <p><b>Present continuous:</b> <i>What's Harry doing? He's washing the car. Harry isn't cleaning the bathroom.</i></p> <p><b>Adverbs of frequency:</b> <i>(always, usually, sometimes, rarely, never) Nina always plays football. She never washes the car.</i></p> <p><b>Contrasting present simple and present continuous:</b> <i>Do you...?/Are you...?</i></p>
<p><b>Functional language:</b> <i>What time is it? It's time to (wake up). It's (six) o'clock.</i></p>	<p><b>Multiple intelligence:</b> Interpersonal intelligence (page 89)</p>

**Teaching tip**

**Using role-plays, information gap activities and acting in the classroom**

Role-plays, information gap activities and acting all provide a valuable source of oral work with controlled language. They give students the opportunity to speak within a structured framework and, at the same time, with a communicative purpose.

*Role-plays*

Almost any dialogue can be used for a role-play, although shorter dialogues that focus on the target structure are usually more effective.

*Role-play tips:*

- Make sure students hear a model dialogue for the role-play before practising it.
- Let students choose their roles.
- Insist on correct pronunciation and voice expression.
- Let students practise the role-play first in its original form and then encourage them to try substituting certain words and expressions. When preparing your classes, identify any language that could be substituted, for example: names, places or times.

*Information gap activities*

Students feel more motivated to communicate with each other when they feel there is a real need for communication. By doing information gap activities, students must communicate in order to obtain missing information. Information gap activities should be done in pairs.

*Acting*

Acting out stories and scenes is an effective way to engage students in the language learning process. You will be surprised how many quiet students suddenly come alive when they have got to act.

*Acting tips:*

- Work in small groups.
- Assign the roles.
- At the beginning of the school year, don't force students who don't want to act. Let them observe several acting activities to allow them to get accustomed to the idea before insisting that they participate.
- Make sure students think about their characters and decide on voice expression.
- Encourage students to move around as they act.
- Encourage students to make or bring in props for their performances.

## Student's Book Page 64

**Grammar:** Verb *to be*, present tense: *My mother's in the attic. Are you in the hall? Yes, I am./No, I'm not.*

**Vocabulary:** *Grandad, mother, father, brother, sister, uncle, aunt, cousin, basement, living room, dining room, kitchen, bedroom, bathroom, hall, stairs, attic, garage.*

**Materials:** Game counters (1 per student).

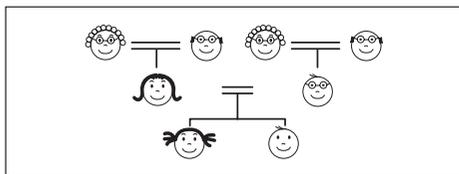
### Warm-up

#### Reviewing family words

Draw your family tree on the board. Include *mother, father, sisters, brothers* and *grandparents*.

Write the names and the relationships of all the family members.

Point to each family member and explain who he/she is: *This is (Holly). She's my mother.*



Students draw their own family trees following the model on the board.

Collect the family trees, shuffle them and take one.

Hold up the family tree. The owner comes to the front and explains his/her family tree to the class.

Repeat with other trees.

### Vocabulary presentation

#### Extended family

Point to your family tree on the board and add uncles, aunts and cousins.

Students complete their own trees by adding uncles, aunts and cousins.

Ask students about their families: *How many (uncles/aunts/cousins) have you got? What are their names?*

#### Rooms in the house

##### Poster 6

Attach Poster 6 to the board.

Point to the places in the house and ask students if they remember how to say them in English.

Distribute the *House label* poster cutouts.

Call out a place. The student holding the matching cutout attaches the word to the place.

Repeat with the remaining places.

#### 1 Listen and sing the song. 🎧 51

Play Track 51. Students follow along in their books.

Track 51

*Laura's family song*

(See Student's Book page 64, activity 1.)

Play Track 51 again. Divide the class into two groups. Group 1 stands up and sings when the family words are mentioned. Group 2 stands up and sings when the rooms are mentioned.

#### Laura's family tree

Draw the lines of a family tree for Laura on the board (see Activity Book page 64, activity 1).

Hold up *Laura's family* poster cutouts. Students place the family members in their correct places. Go over Laura's family tree with the students: *Look, this is Laura. This is her grandad. He's called Ted.*

Play Track 51. Students help you place the family members next to the matching *House label* poster cutouts.

### Optional activity

#### Your dream house

Students draw a picture of their dream house.

Encourage them to be imaginative and tell them they can include all the features they wish: *tree house, swimming pool, apple trees, garden*, etc. Students write sentences about their dream houses underneath their pictures.

- Match the family members with the rooms.

Students match the family members with the correct rooms in the house.

Ask questions: *Is Laura's grandad in the basement? Is Aunt Agatha in the garage?*

### Controlled practice

#### 2 Play Hide and seek.

Distribute game counters.

Demonstrate the game with a student: The student conceals his/her book and places his/her counter on one of the rooms in the house. Ask questions until you guess where the student is: *Are you in the living room?*

Students play the game in pairs.

### Wrap-up

#### Poster 6

##### Word dictation

Dictate the following words: *attic, basement, stairs, kitchen, dining room, garage, living room, bathroom, bedroom, hall*. Students write the words in their notebooks.

Attach the *House label* poster cutouts to the poster for students to check their spelling.

#### Activity Book

Page 64, activities 1 and 2.

##### Key

1. grandad, father; 2. mother, uncle; 3. cousin, aunt; 4. granny
2. kitchen; 3. attic; 4. living room; 5. garage; 6. stairs; 7. bathroom; 8. basement; dining room

## Student's Book Page 65

**Grammar:** Present simple: *I cut the grass. Do you wash the dishes? Yes, I do./No, I don't.*

**Vocabulary:** *Wash the dishes, make the beds, sweep the floor, cut the grass, wash the car, take out the rubbish, cook the food, clean the kitchen.*

**Materials:** Slips of paper (1 per student).

**Preparation:** *Sentence slips:* Write a verb and an object on each slip of paper, for example: *clean the kitchen, wash the dishes.* Make various combinations using the following verbs: *clean, wash, cut, make, take out, sweep.* Cut the slips of paper so that you have got the verb on one half and the object on the other.

### Warm-up

#### Poster 6

Review the members of Mary's family. Attach Poster 6 to the board. Place the *Mary's family* poster cutouts in different rooms. Describe the location of a family member and ask students to guess who you are describing: *I'm in the bedroom. Who am I?* Ask for a volunteer to choose a family member and describe the location. The class guesses the family member. Change the location of the family members. Students continue to play in pairs.

### Vocabulary presentation

Ask students if they help do the chores at home. Mime the chores on page 65, activity 1, and describe them: *In my home, we (wash the dishes).* Mime the actions again. This time students name the chores.

#### ① Listen and match the family members with the chores. 52

Students look at Student's Book page 65, activity 1. Play Track 52. Students listen and match the family members with their chores.

#### Track 52

Hello! I'm Laura's mother. I cut the grass.  
And I clean the kitchen.  
Hi! I'm Laura's father. I cook the food.  
I'm a very good cook.  
Hello, there! I'm Grandad Ted. I sweep the floor.  
I'm Aunt Agatha. I wash the car.  
And I'm Uncle George. I wash the dishes.  
I'm Cousin Maggie. I take out the rubbish.  
You know who I am! I'm Laura, and I make the beds.

Play Track 52 again and stop after each speaker. Ask students to repeat the chore: *He/She (sweeps the floor).* Students correct their work.

### Controlled practice

#### ② Complete the chart about yourself.

Students look at Student's Book page 65, activity 2. Go over the chart with students: Point to a student at random and ask *Do you (wash the dishes)?* Continue asking students about their chores at home. Students complete the chart about themselves.

- Ask three classmates and complete the chart. Each student asks three other students and completes the chart with their answers. When students have completed their charts, ask questions about different students in the class: *Does (Juan) wash the dishes?*

### Optional activity

#### Memory game

Divide the class into pairs. Give students one minute to study the information about Laura's family on Student's Book page 65. Students take turns testing each other:  
Student A: *Who washes the dishes?*  
Student B: *Uncle George.*  
Students get one point for each correct answer.

### Optional activity

#### Multiple intelligence: Interpersonal intelligence

Explain that at school we all help with the chores or jobs, such as cleaning the board and collecting the notebooks. Explain that we should also help with the chores at home. Students make a chore chart for their homes. They write the days of the week and a family member's name for each day. Students take home their chore charts.

### Wrap-up

#### Match the chores.

Distribute the *Sentence slips* (see Preparation). Students walk around the classroom looking for another student with either the verb or the object to complete the phrase. When students find their match, they sit together.

#### Activity Book

Page 65, activities 1 and 2.

#### Key

① 2. floor; 3. car; 4. food; 5. beds; 6. rubbish; 7. grass

## Student's Book Page 66

**Grammar:** Present simple: *Harry makes the beds.*

**Vocabulary:** *Huge, tired, shiny, new, robot; chores.*

**Preparation:** *Prediction sheets* (1 per student): Write the following sentences on a piece of paper:

1. *Mary's father invents another robot to help Harry.*
2. *Harry gets angry and runs away.*
3. *Harry is very tired and cooks the clothes.*
4. *Harry falls on the floor.*
5. *Mary calls the doctor because Harry is sick.*

### Warm-up

#### A robot

Write the word *robot* on the board.

Briefly discuss with they class how they would use a robot if they had one.

**Story:** *Harry the robot, part 1* 53

Read the title of the story out loud.

Point to pictures 2 and 3 and ask *What's this? What's he doing here? Why has the family got a robot?*

Students make predictions about the story.

Play Track 53. Students listen and follow along.

Pause the recording after each paragraph and ask general comprehension questions:

*Is the Nobel's house clean and tidy?*

*What does Mary's father make?*

*What's the robot's name?*

*Can you remember all the things that Harry does?*

*Is Harry tired at the end of the day?*

Track 53

*Harry the robot, part 1*

(See Student's Book page 66.)

### Developing reading

Students silently read the story in their books.

Ask students to underline all the chores.

Ask volunteers to call out the chores and write them at random on the board.

Ask a volunteer to come to the board and number the first chore.

Continue until students have numbered the chores in the correct order.

Ask for volunteers to take turns reading out loud.

#### Optional activity

##### Design your own robot.

Students desing their own robot. They draw a picture and write a list underneath of the things it can and can't do.

Encourage them to name their robots.

Display students' work around the classroom.

### Critical thinking

#### Technology in our lives.

Divide the class into small groups.

Students make a list of 10 important items of technology that we use in our everyday lives: *telephone, computer, car, TV, etc.*

They read their lists to the class. Write the words on the board.

In their groups, students choose the five most important objects and then number them from the most important (1) to the least important (5).

Groups present their lists to the class. Encourage students to give reasons for their answers.

### Vocabulary recognition

#### 1 Read and complete Harry's list of chores.

Students complete the list of Harry's chores.

Check the activity and underline the chores

on the board so that students can correct their work.

#### Expanding vocabulary

Write the following words on the board: *easy, up, old, dull* and *short*.

Students find the opposites of these words in the story: *hard, down, new, shiny* and *long*. They write the opposite pairs in their notebooks.

### Wrap-up

#### Predicting

Distribute the *Prediction sheets* (see Preparation).

In pairs, students predict what will happen in the second part of the story and write *Yes* or *No* next to each sentence.

They write their names on their work and collect the sentences for the next lesson.

#### Answer Key

1 clean the bathroom, cook the food, wash the dishes, sweep the floor, cut the grass

#### Activity Book

Page 66, activities 1–3.

#### Key

1 sweep the floor, cut the grass, cook the food, make the beds, wash the dishes, take out the rubbish, clean the bathroom

2 1. washes. 2. makes. 3. washes. 4. cleans. 5. makes. 6. cleans.

3 makes the beds (Tuesday to Saturday), washes the dishes (Tuesday to Saturday), cleans the bathroom (Tuesday), washes the car (Wednesday), sweeps the floor (Thursday), cleans the bathroom (Friday), washes the car (Saturday)

Answer to question: Thursday

## Student's Book Page 67

**Grammar:** Present continuous: *What's Harry doing? He's washing the beds.*

**Vocabulary:** *Make a mess, fall, feel well, crazy, workshop, laugh;* chores.

**Materials:** *Prediction sheets* from the Wrap-up activity in the previous lesson, paper.

### Warm-up

#### Predicting

Distribute the *Prediction sheets* (see Materials). Encourage some students to read their sentences out loud.

**Story:** *Harry the robot, part 2* 🎧 54

Students look at Student's Book page 67. Point to picture 5 and ask *What's Harry doing?* Play Track 54, pausing the recording after each paragraph. Students listen and follow along in their books.

Ask questions after each paragraph:

*Is the family happy with Harry?*

*Why isn't Harry happy with the family?*

*Is Harry cooking the food?*

*Is Harry sweeping the floor?*

*Is he cleaning the car?*

*Why does Harry fall on the floor?*

Track 54

*Harry the robot, part 2*

(See Student's Book page 67.)

Students look at their *Prediction sheets* again and see how many things they predicted correctly. Share answers with the class.

### Developing reading

Students silently read the story in their books and underline all the words that end in *ing*. Students call out the words and write them on the board.

Point to the words one by one. Say *Washing. What's Harry washing?*

Students answer: *He's washing the beds.*

Shake your head and say *Harry's really gone crazy.*

Continue with the other verbs.

Ask for volunteers to take turns reading out loud.

Help them with the difficult words.

### Grammar presentation

Illustrate the differences between the two present tenses. Ask students *Do you make your bed in the morning? Are you making your bed now?*

Continue asking questions using the chores from the previous page in the story.

### Controlled practice

① Read, look and answer the questions.

Read the questions out loud. Elicit the answers and write them on the board.

Clean the board. Students write the answers in their books.

### Optional activity

**Game:** *Guess what I'm doing!*

On the board, write out the list of funny actions from the second part of the story: *washing the beds, cooking the clothes, etc.*

Divide the class into groups.

Students take turns choosing a funny action from the list and acting it out for the other members of the group.

The student that guesses correctly chooses and acts out the next action.

### Connecting to students' experiences

Ask questions to help students relate the story to their own experiences: *Who does the chores in your house? Who makes a mess in your house? Should we clean up our own mess? Should somebody else clean up our mess? Whose job is it to keep the house clean?*

### Wrap-up

#### Story reflection

Write the following on the board:

*Title:* \_\_\_\_\_

*Characters:* \_\_\_\_\_

*Setting:* \_\_\_\_\_

*Opinion: I think this story is* \_\_\_\_\_.

Go over the vocabulary and make sure students understand what they should write (*title*: the name of the story; *characters*: the people or animals participating in the story; *setting*: where and when the story takes place).

Students copy the headings onto a piece of paper and complete the information. Underneath, students draw a picture of their favourite part of the story. Collect the story reflections and keep them.

#### Answer Key

① 5. *Harry is cooking the clothes;* 6. *Harry doesn't feel well and falls on the floor;* 7. *Yes, he is happy now because everybody can help with the chores.*

#### Activity Book

Page 67, activities 1 and 2.

#### Key

① dishes, wash the car, cook the food, make the beds, cut the grass, clean the kitchen. *Answer:* I work a lot!

② He's washing the bed. He's cooking the clothes. He's cutting the car. He's cleaning the rubbish. He's sweeping the grass. He's taking out the dishes.

## Student's Book Page 68

**Functional language:** Telling the time: *What time is it? It's time to (wake up). It's (six) o'clock.*

**Vocabulary:** *O'clock, quarter past, half past, quarter to, go to bed/school, do homework, eat breakfast/lunch, wake up.*

**Materials:** Cutout 1.

### Warm-up

#### The tick tock rhyme

Teach students the following rhyme. Say it rhythmically so that it sounds like a clock ticking. Move your head from side to side like a pendulum.

*Tick tock, tick tock,*

*One o'clock.*

*Tick tock, tick tock,*

*Two o'clock.*

Continue until you reach *Twelve o'clock.*

### Craft activity

#### 1 Make a clock.

Read the instructions. Students follow line by line.

Practise telling the time with the clocks.

Call out a time: *It's (three) o'clock.* Move the hands on your clock and show the class.

Show students how to move the hands on the clock to quarter past (*three*), half past (*three*), and quarter to (*three*).

- Listen and move the hands on your clock. 🎧 55

Play Track 55. Students move the hands on their clocks and hold them up for you to see.

Correct any clocks before you move to the next time.

#### Track 55

1. It's two o'clock.
2. It's half past six.
3. It's quarter past twelve.
4. It's quarter to eleven.
5. It's quarter past three.
6. It's nine o'clock.

- Listen again and number the clocks.

Demonstrate a time on your clock: *quarter past six.*

Write the time on the board as if it were a digital clock.

Explain that some clocks have got hands and others have just got numbers. We call these clocks digital clocks.

Ask how many students have got digital watches and how many have got watches with hands for the hour and minutes.

Play Track 55 again.

Students number the clocks in their books.

### Controlled practice

#### 2 Complete the timetable.

Tell students to look at the list of activities.

Ask *What time do you wake up?*

Elicit answers around the room. Elicit information about students' daily timetables for other activities on the list:

*What time do you eat breakfast/go to school/eat lunch?*

Students complete the timetable with the actions from the list. Answers should be logical.

Check answers: *What do you do at (six) o'clock?*

- Ask a classmate questions.

Demonstrate the role-play with a student.

Divide the class into pairs.

Students choose their roles and do the role-play.

### Optional activity

#### Game: *What time is it, Mr Wolf?*

One student is Mr Wolf. He/She stands facing the board. The rest of the class lines up along the back wall of the classroom.

The students walk slowly forward asking: *What time is it, Mr Wolf?*

The wolf turns around suddenly and answers: *It's (one) o'clock.*

If the wolf sees anyone moving when he/she turns around, that student is out.

The first student to touch the board without getting caught by Mr Wolf wins.

Then he/she becomes Mr Wolf, and the game begins again.

### Wrap-up

#### Game: *What time is it?*

Students play in pairs using their clocks.

Student A demonstrates a time using his/her clock and asks *What time is it?*

Student B answers: *(Six) o'clock.*

Change roles and continue playing.

*Note:* Tell students to keep their clocks for the next lesson.

#### Answer Key

1 6, 2, 3, 4, 1, 5.

2 From top to bottom: eat breakfast, go to school, eat lunch, do homework, go to bed

#### Activity Book

Page 68, activities 1 and 2.

#### Key

1 6:15 = quarter past six, 11:45 = quarter to twelve, 5:15 = quarter past five, 3:30 = half past three

## Student's Book Page 69

**Grammar:** Present simple v present continuous: *Harry makes lunch every day. Harry's making lunch now.*

**Functional language:** Telling the time: *It's (four) o'clock.*

**Vocabulary:** *O'clock, quarter past, half past, quarter to, rest, help, read, play, football, computer games, paint, watch TV, clean, mess; chores.*

**Materials:** Slips of paper, cutout clocks from previous lesson.

**Preparation:** *Time slips* (1 per student): Write a time in the form of a digital clock (6:15) on a slip of paper and the same time in words (*quarter past six*) on another. Repeat with different times.

### Warm-up

#### Game: *What time is it?*

Distribute the *Time slips* (see Preparation).

Ask for a volunteer holding a slip of paper with a digital clock on it to call out the time.

The student holding the slip of paper with the same time written in words stands up and reads the time. Continue until all the times have been read out.

### Functional language

#### 1 Listen and sing the song. 56

Tell students to look at the pictures and say what Harry is doing in each picture.

Remind students that Harry is not happy about all this work. Say *This is Harry's protest song*.

Tell students to have their cutout clocks from the previous lesson ready.

Play Track 56.

Students listen to the song and move the hands on their clocks to demonstrate the times they hear.

#### Track 56

##### *Harry the robot's protest song*

(See Student's Book page 69, activity 1.)

Divide the class into six groups. For each group, assign a specific time from the song.

Play the track again. When each group hears its designated time, its members stand up, hold up their clocks and join in with the words.

- Write the times on the clocks.

Students read the words of the song and write the times in the clocks under the pictures.

### Controlled practice

- Read the song again. Then look and ask a classmate.

Tell students to look at the pictures at the bottom of the page of Harry doing different things.

Read the dialogue at the bottom of the page out loud.

Model the dialogue with a student.

In pairs, students ask and answer questions about what Harry is really doing at the different times.

### Optional activity

#### Competition: *Harry the robot's protest song*.

Divide the class into groups.

Explain that they should discuss how they are going to act out Harry the robot's protest song.

They can use their clocks to illustrate the times, and they should choose one student to be Harry.

Give the groups five minutes to practise.

Play Track 56 and get the groups to perform.

The class votes on the best performance.

### Health education

#### A healthy timetable

Talk with students about a healthy timetable. Discuss with them how many hours they think they should spend sleeping, eating, playing and studying.

Ask students to suggest ways in which they can organise their timetables better.

Students make up a timetable for themselves and write it in their notebooks.

### Wrap-up

#### Game: *The blackboard game*

Divide the blackboard in half.

Write a selection of times (digital) on each side of the board (the same set of times on both sides).

Divide the class into two teams.

Get each team to stand in front of their side of the board.

Call out a time. The first member of each team runs to the board, rubs out the time and runs back to his/her team.

The first student to get back after correctly rubbing out the time wins a point for his/her team.

*Note:* Keep at least one cutout clock for Student's Book page 72, activity 1.

#### Answer Key

1 From left to right: 8:00, 10:30, 1:15, 4:45

#### Activity Book

Page 69, activities 1 and 2.

#### Key

1 make the beds, half past ten, quarter past one, clean the mess, quarter to five

## Student's Book Page 70

**Grammar:** Present simple: *He/She lives in a tent. He/She doesn't live in a house.*

**Vocabulary:** *Mongolia, Egypt, Canada, nomad, house, tent, blanket, goat, flat, balcony, flower, garden, bed, travel;* family members, rooms in a house.

**Materials:** Magazine pictures of different houses, flats and rooms in houses (1 picture for every 2 students).

### Warm-up

#### Describing homes

Divide the class into pairs.

Hand out magazine pictures (see Materials).

Tell students they've got three minutes to decide how they are going to describe their picture to the rest of the class.

One student in each pair holds up the picture, and both students take turns describing it: *It's a bedroom. It's got two windows.*

### Developing reading

#### 1 Read the texts and number the pictures.

Say *Raise your hand if you live in a flat. Raise your hand if you live in a house.* Ask students questions about their homes: *Has your home got (an attic/ a basement/ a garage/ a garden)? How many (bedrooms/ bathrooms) are there in your home?*

Explain that in different parts of the world, people live in different kinds of houses. Ask them if they can think of any unusual houses. Write some examples on the board (*igloo, tent, houseboat, caravan, etc.*) and draw pictures next to the words to illustrate them.

Ask for a volunteer to read the first text in the book.

Help him/her with the difficult words.

Ask students to look at the pictures and point to Balden. Students number the pictures.

Continue with the other two texts.

#### 2 Make sentences about the texts and test a classmate.

Students look at Student's Book page 70, activity 2.

Get different pairs of students to read the short dialogues out loud.

Make *true/false* statements about the children from the texts, for example: *Balden's tent is very small. Soraya's flat has got three bedrooms. Nina's dog is called Blackie.*

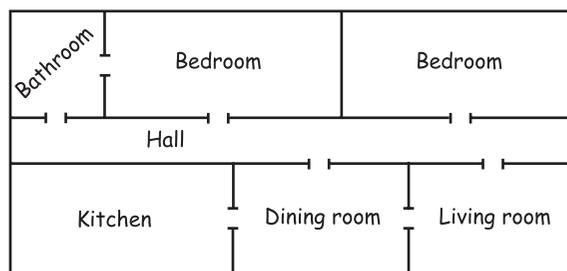
Students listen and call out *true* or *false*.

In pairs, students take turns making sentences and saying *true* or *false*.

### Optional activity

#### My home

Students draw a floor plan of their home.



Tell students to write about their homes. They should use the texts in their books as a guide.

Collect the floor plans and texts.

Tape the pictures to the wall. Hand out the texts.

Tell students to read the texts and tape them under the corresponding picture.

Students look at the results and correct the position of the texts and the pictures.

### Wrap-up

#### Game: Stand up, sit down.

Make some statements about your family and your home: *I've got two dogs. I live in a small house. My bedroom is very big. There are three bathrooms in my house.*

Students decide if the statements are true or false.

If they think the statements are true, they remain seated. If not, they stand up.

Students who guess incorrectly are out of the game.

Make sure some of the sentences are deliberately humorous, for example: *I've got a monkey called George.*

The last student left is the winner.

#### Activity Book

Page 70, activities 1 and 2.

#### Key

1 attic, bedroom, bathroom, stairs, bedroom, living room, hall, kitchen, garage, basement

## Student's Book Page 71

**Grammar:** Adverbs of frequency: *Nina always plays football. She never washes the car.*

**Vocabulary:** *Always, usually, sometimes, rarely, never, watch, make, go, clean, wash, play, walk, visit; chores.*

**Materials:** Large pieces of coloured paper (1 per student).

### Warm-up

#### Game: A busy week.

Students stand in a circle. Start a chain. Say *On Monday, I (play football).*

Point to the first student in the circle. He/She continues the chain by saying *On Monday, I (play football). On Tuesday, I (clean my room).*

Students continue adding to the chain until somebody makes a mistake. Start the chain again.

### Grammar presentation

#### Adverbs of frequency

On the left-hand side of the board, write *always, usually, sometimes, rarely* and *never* in a column. Say *I always make my bed. I make my bed on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.* For each day, draw a tick (✓) on the board next to the word *always*, so that there are seven ticks on the board.

Now say *I usually make dinner.* Draw five ticks next to the word *usually*.

Say *I sometimes visit my mother.* Draw three ticks next to the word *sometimes*.

Say *I rarely go to the cinema.* Draw one tick next to the word *rarely*.

Finally, say *I never cut the grass.* Draw an X next to the word *never*.

Say *I clean my bedroom.* Ask a student to say the same sentence, but explain that he/she must add the adverb that corresponds to his/her situation: *I (sometimes) clean my bedroom.*

Repeat with different students.

#### 1 Listen and complete the chart. 57

Remind students of Balden, the boy who appears on page 70. Elicit more information about him: *Where's he from? Where does he live?*

Tell students that they are going to listen to Balden talking about his daily routine.

Play Track 57. Students listen and tick the chart.

#### Track 57

Interviewer: Good afternoon. We are here with Balden. Balden is from Mongolia. Now, Balden, tell us about your routine. How often do you watch TV?

Balden: I never watch TV. We haven't got electricity.

Interviewer: No electricity? So how do you cook the food?

Balden: We've got a fire. In the morning, I always make

the fire.

Interviewer: After you make the fire, do you go to school?  
Balden: Oh, no! I never go to school. I study at home with my mum.

Interviewer: Really? Do you help with the chores?

Balden: Well, sometimes I make the tea... and I usually clean the tent.

Interviewer: And how often do you wash the dishes?

Balden: Err... I rarely wash the dishes.

Play Track 57 again. Students correct their work. Students write sentences about Balden in their notebooks: *Balden never goes to school.*

### Optional activity

#### A different lifestyle

Tell students to imagine they are from a different part of their country. For example, if they live in a city, they should imagine life in a rural area.

If they live in a rural area, they should imagine life in a big city.

Students write sentences about their imaginary daily lives and draw a picture of themselves in this new place.

Display the texts and drawings around the classroom.

Explain that we can learn a lot from studying different ways of life.

### Controlled practice

#### 2 Talk about Nina's routine poster.

Tell students to look at Nina's routine poster. Ask questions: *What does Nina (always) do?*

Ask students if their routines are similar: *Nina always plays football. Do you always play football?*

### Craft activity

#### The Printer's Project

Students draw small pictures to represent their daily routine. They glue the pictures onto a piece of coloured paper (see Materials) using Nina's poster as a model.

### Wrap-up

#### My daily routine poster

Arrange a class display of the work for *The Printer's Project*. Each student explains his/her daily routine to the rest of the class.

Tell students to choose two classmates and write about their daily routines.

#### Activity Book

Page 71, activities 1 and 2.

## Student's Book Page 72

**Grammar:** Adverbs of frequency: *Tina always plays football on Saturday.*

**Functional language:** Telling the time: *What time do you (get up)? I (get up) at (seven) o'clock.*

**Vocabulary:** *Get up, go to school/bed/swimming, have a shower, go, have, visit, karate lesson, orchestra practice, library.*

**Materials:** Cutout 2, paper.

**Preparation:** *Dictation lists:* On a piece of paper write a list of the following times and actions:

*Wake up at 6:45.*

*Eat breakfast at 7:00.*

*Go to school at 7:45.*

*Have English class at 9:30.*

*Eat lunch at 11:30.*

*Go home at 2:45.*

*Go to the park at 3:15.*

*Do my homework at 5:00.*

*Eat dinner at 6:30.*

*Go to bed at 9:00.*

Make six copies of the list.

Students work in pairs. They take turns asking and answering questions about the actions. Then they complete the clocks with the answers.

### Writing practice

#### 2 Play Pair dictation.

Students cut out the texts in Cutout 2 and decide which role they are going to play (A or B). They put the cutout they are not using aside.

Explain the rules of the game: Students should read their cutouts out loud slowly and clearly.

Student A dictates the sentences on his/her cutout.

Student B listens and completes the sentences, asking Student A to repeat as necessary.

Students change roles: Student B dictates while Student A completes his/her cutout.

When they have finished, tell students to look at the other half of the cutout and correct their work.

### Optional activity

#### Running dictation

Tape up the *Dictation lists* (see Preparation) around the classroom. Turn the lists over so that the writing is facing the wall.

Divide the class into equal groups.

One student in each group runs to the list, reads a phrase and runs back to his/her group. He/She then whispers the phrase to the group members, who write it down.

The first group to write the list correctly wins.

*Optional:* Group members can take turns running to the list and dictating the times and actions.

### Warm-up

#### The robot game

Students stand up.

Tell them to pretend they are robots. Demonstrate how a robot moves.

Give students commands. They should follow the commands like robots: *Stand up! Jump! Dance! Stop! Go to sleep!*

### Controlled practice

#### Clock dictation: *What time is it?*

Write a list of 10 different times, but do not show the list to the class: *8:00, 9:45, 12:30, 6:00, 11:15, 2:30, 4:15, 7:00, 3:45, 4:00.*

Students write the numbers 1 to 10 in their notebooks. Use one of the cutout clocks from Student's Book page 68, activity 1.

Move the hands on the clock to demonstrate the times on the list, but do not say the time. For each one ask *What time is it?*

Students write down the times in their notebooks, next to the corresponding numbers.

- 1 Ask a classmate about the activities. Then complete the chart with his/her information.

Students look at Student's Book page 72, activity 1. Model the dialogue at the top of the page and students repeat.

Ask students at random about the times they do the actions listed.

### Wrap-up

#### Digital clocks

Tell students to draw six digital clocks in their notebooks with different times.

Then tell them to draw another six digital clocks but with no times.

In pairs, students take turns dictating their times to their partners and completing the clocks.

Students correct their work.

#### Activity Book

Page 72, activities 1 and 2.

#### Key

2. usually; 3. sometimes; 4. never; 5. always; 6. never; 7. sometimes; 8. rarely

## Student's Book Page 73

**Pronunciation focus:** /w/ white, /r/ write.

**Vocabulary:** *Rabbit, write, river, read, rock, winter, window, houseboat, bathroom, restaurant, rubbish, kitchen, dish*; chores.

**Materials:** Music cassette or CD, white paper, coloured paper.

### Optional activity

#### Silent letters

Tell students that some letters in words are very shy! We can't hear them. Write some examples on the board:

(Silent gh) *eight, night, light*

(Silent k) *know, knee*

(Silent w) *write, wrong*

(Silent h) *what, when, why, where*

(Silent l) *walk, talk*

Say the words as you write them on the board. Ask individual students to come up and circle the silent letters.

Rub out the words on the board. Randomly dictate the words. Students write the words in their notebooks.

They circle the silent letters in red. Check answers around the class.

### Warm-up

#### Game: Pass the picture.

Students draw something that begins with the letter *r*: *rabbit, rat, rug, rice, ring, river, radio, rock*.

Students stand in a circle. Play music while students pass their pictures around the circle.

Pause the music and ask pairs of students to stand together. Each pair identifies the objects in the pictures they are holding: *It's a rock. It's a radio.*

### Pronunciation practice

#### 1 Listen and connect the words. 58

Play Track 58. Students listen and point to the words as they hear them.

#### Track 58

*white, wash, where, water, walk, watch, why, red, run, rabbit, write, read, wrist, wrong*

Play Track 58 again. Students draw a line from word to word as they hear them. Pause after speaker 1 and tell students to use a different colour to connect the words which speaker 2 says.

#### 2 Read the tongue twisters out loud. 59

Play Track 59. Students listen and follow the tongue twisters.

#### Track 59

(See Student's Book page 73, activity 2.)

Make two columns on the board. Write *wet* and *runs* as a heading for each column. Read the tongue twisters out loud very slowly. Students raise their hands when they hear a word containing one of the key sounds. Ask a student to come to the board and write the word in the correct column.

### Developing reading

#### 3 Complete the sentences before you read the text.

Point to the picture of the boat. Say *This is a boat.*

*It's a houseboat.* Point to the picture of Henry.

Say *This is Henry. He's a sailor.*

Students complete the sentences individually.

- Read the text and complete the sentences.

Students silently read the text.

Ask if there are any difficult words. Write the words on the board and discuss their meanings.

In pairs, students complete the activity.

Go over the answers with the class.

### Wrap-up

#### Game: Shape poems.

Draw a simple outline of a boat on the board.

Encourage the class to say things about the boat:

*The boat is on the water. It's Henry's boat.*

Write the sentences on the board.

Tell students that they can write around the shape of the boat. Demonstrate by writing a few sentences around the outline of the boat.

Students choose an object from this unit to make a shape poem, for example: *house, tent, robot, clock*.

Distribute white paper. Students draw their object and write simple sentences about it around the shape.

Students glue their shape poems onto coloured paper and display them on the walls.

#### Answer Key

3 Pre-reading: 1. b, 2. c

After-reading: 1. washes the dishes, sweeps the floor; 2. takes out the rubbish; 3. cooks, 4. eats in a restaurant

#### Activity Book

Page 73, activities 1 and 2.

#### Key

1 rabbit, wrong, run, river, why, writes, reads, window, winter, water, rock; window, winter, rabbit, writes, river, reads, rock

2 From top to bottom, left to right: kitchen, bathroom, table, rubbish, dishes, river, restaurant

## Student's Book Page 74

**Grammar:** Contrasting the verb *to be* and verbs in the present simple: *Are you an inventor? Do you invent a lot of unusual things?*

**Functional language:** Telling the time: *It's four o'clock.*

**Vocabulary:** *Inventor, robot, egg, juice, breakfast, invent, every day/morning/night, right now; chores.*

**Materials:** Cutout 3, index cards (1 per student).

**Preparation:** *Optional: Question and answer cards* (1 card per student): Write questions on one set of cards: *Are you happy? Is he Spanish? Is she sad? Are they inventors? Do you sweep the floor every day? Does he wash the car? Does she watch TV every night? Do they eat biscuits?* On another set of cards, write positive or negative answers: *Yes, I am. No, I'm not. Yes, he is. No, he isn't. Yes, she is. No, she isn't. Yes, they are. No, they aren't. Yes, I do. No, I don't. Yes, he does. No, he doesn't. Yes, she does. No, she doesn't. Yes, they do. No, they don't.*

Make sure there is exactly one answer per question.

### Warm-up

#### Game: *What time is it?*

Divide the class into two teams and get a member from each team to come to the board.

Say a time on the hour, half-hour or quarter-hour, for example: *half past three*. The first student to write the correct time in numerals wins a point for his/her team: 3:30.

### Review

#### 1 Listen and write the times. 60

Play Track 60. Students listen and write the times in their books.

#### Track 60

1. It's five o'clock.
2. It's half past eight.
3. It's quarter to twelve.
4. It's half past two.
5. It's seven o'clock.
6. It's quarter past four.

Write the times on the board for students to correct their work.

### Controlled practice

#### 2 Match the interview questions with the answers.

Ask students if they recognise the man in the picture (he is Mary's father from *Harry the robot*). Remind them that he is an inventor.

Read the questions out loud one by one. Ask students to suggest possible answers:

T: *Are you an inventor?*

Ss: *Yes, I am./No, I'm not.*

Write the possible answers on the board.

Students read the questions in their books and match them with the correct answers.

- Role-play the interview with a classmate. 61

Play Track 61. Students listen to the interview and follow along in their books. In pairs, students do the role-play.

- Complete the answers.

Write *Do you...? Are you...?* on the board.

Ask students to suggest answers to the question starters. Students complete the answers in their books.

### Optional activity

#### Which question?

Distribute the *Question and answer cards* (see Preparation).

Explain that some students have got questions and the others have got answers. If a student is holding a question card, he/she should find a student with a corresponding answer, and vice versa.

When students find their partners, they sit down.

#### 3 Play *Concentration*.

Read the instructions out loud.

Students cut out the cards in Cutout 3.

In pairs, they place all of their cards face down together on a desk.

Students take turns turning over two cards. They must match a word card with a picture card. If the cards match, they keep them. If not, they turn them over again. The student with the most cards at the end of the game is the winner.

### Wrap-up

#### Interview the teacher.

Write the following question starters on the board:

*Are you...? Do you...?*

Students prepare interviews in groups. They should ask you six questions, three with *Are you...?* and three with *Do you...?*

Sit in the middle of the classroom. Groups take turns asking you their questions. A member of each group writes the answers.

#### Answer Key

From top to bottom: do, don't, am, 'm not

#### Activity Book

Page 74, activities 1 and 2.

#### Key

It's quarter past five. It's one o'clock. It's quarter to eight. It's half past nine. It's quarter past twelve. It's half past four.

## Student's Book Page 75

**Grammar:** Review of time expressions, adverbs of frequency, present simple v. present continuous.

**Vocabulary:** Key vocabulary from the unit.

### Warm-up

#### Game: Hangman

Remind students of the household chores: *sweep the floor, make the beds, wash the dishes, etc.* Play hangman with this words.

### Review

#### The Printer's Quiz

##### ▶ LOOK AND COMPLETE.

Ask questions about Sarah's timetable.  
T: *Does Sarah make her bed every day?*  
Ss: *Yes, she does.*

T: *That's right, she always makes her bed.*

Students complete the sentences using adverbs from the box and the times.

##### ▶ COMPLETE THE TABLE.

Students call out more words for each category. Students write as many words as they can to complete the table.

### Optional activity

#### Joining words

Draw three columns on the board with the following headings: *Family, Rooms, Chores.*

Students come up and write words in the columns until there at least five words in each one. Demonstrate how the words can be joined together to make sentences either in the present simple or the present continuous:  
*My aunt is in the attic. She's sweeping the floor. My aunt sweeps the floor in the attic every day.* In pairs, students write as many combinations as they can.

### Wrap-up

#### Music competition 🎧 51 / 🎧 56

Divide the class into groups. Remind the class of the two unit songs (pages 64 and 69). Each group decides which song they want to perform for the rest of the class. The groups perform their songs along with the CD tracks. Vote for the best performance.

#### Answer Key

① *Text 1:* 1. always, 2. never, 1 o'clock; 3. rarely, quarter past five; 4. sometimes, 7 o'clock; 5. usually, half past nine  
*Text 2:* family members: uncle, mother, father, grandad, cousin, sister, brother; rooms in a house: basement, garage, hall, living room, bathroom, bedroom, kitchen: *chores:* wash the dishes, make the beds, cut the grass, take out the rubbish

## Activity Book

Page 75, activities 1–3.

### Key

- ① sweep the floor, make the beds, clean the garage, clean the kitchen, clean the living room, wash the car, wash the dishes, wash the clothes, make breakfast, make lunch, cut the grass  
② *From left to right:* usually, sometimes, rarely, never

### Grammar module:

#### Present simple v. present continuous

In this unit, the present simple is used to talk about routines and habitual actions.

#### Positive

*I drink.  
You drink.  
He drinks.  
She drinks.  
It drinks.  
We drink.  
They drink.*

#### Negative

*I don't drink.  
You don't drink.  
He doesn't drink.  
She doesn't drink.  
It doesn't drink.  
We don't drink.  
They don't drink.*

#### Question form

*Do I drink?  
Do you drink?  
Does he drink?  
Does she drink?  
Does it drink?  
Do we drink?  
Do they drink?*

#### Short answers

*Yes, you do./No, you don't.  
Yes, I do./No, I don't.  
Yes, he does./No, he doesn't.  
Yes, she does./No, she doesn't.  
Yes, it does./No, it doesn't.  
Yes, we do./No, we don't.  
Yes, they do./No, they don't.*

In this unit, the present continuous is used to talk about actions going on right now.

#### Positive

*I am drinking.  
You are drinking.  
He is drinking.  
She is drinking.  
It is drinking.  
We are drinking.  
They are drinking.*

#### Negative

*I'm not drinking.  
You aren't drinking.  
He isn't drinking.  
She isn't drinking.  
It isn't drinking.  
We aren't drinking.  
They aren't drinking.*

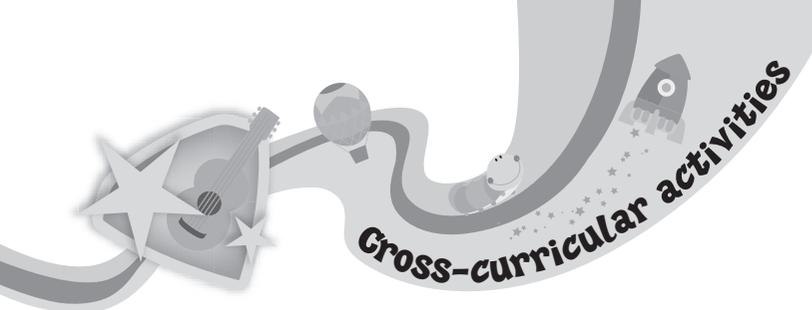
#### Question form

*Am I drinking?  
Are you drinking?  
Is he drinking?  
Is she drinking?  
Is it drinking?  
Are we drinking?  
Are they drinking?*

#### Short answers

*Yes, you are./No, you aren't.  
Yes, I am./No, I'm not.  
Yes, he is./No, he isn't.  
Yes, she is./No, she isn't.  
Yes, it is./No, it isn't.  
Yes, we are./No, we aren't.  
Yes, they are./No, they aren't.*

**Adverbs of frequency** (always, usually, sometimes, rarely, never) are used to clarify how often we do something.



**Cross-curricular activities**

**Social studies: Who does the chores?**

**Materials:** Paper, string, stapler.

**Preparation:** Cut some paper into strips (several per student).

**Directions:**

Students look at the chores and the family members on Student's Book page 65. Point out that all the members of the family do the chores at home, not just the women.

Ask students if their mums work harder at home than any other member of the family.

Students make a list of the chores that they and other members of their family could do to share the chores more equally.

Students write sentences explaining how they can help at home: *I can make my bed. My dad can take out the rubbish.*

Staple all the pieces of paper to a string to make a banner.

Hang the banner across the classroom.

**Language arts: Household chore dialogues**

**Materials:** Card, paper.

**Directions:**

On a piece of card, students draw and colour a picture of themselves doing an everyday household chore.

They draw a speech bubble on a piece of paper and cut it out.

Students write a sentence in the speech bubble to go with their pictures, for example: *I make my bed.* They write their names on the back of the speech bubble.

Display students' pictures around the room and redistribute the speech bubbles. Students attach the speech bubbles to the corresponding pictures.

Finally, students come up to the front of the class with their own pictures. Encourage the class to ask:

*What do you do every day?* Students respond: *I (make my bed) every day.*

**Art: Rubbish robots**

**Materials:** Rubbish that has been collected by students from home and cleaned or rinsed (paper towel rolls, toilet paper rolls, empty cardboard boxes, empty egg boxes, string, cans, card, cloth, etc.), glue or tape, paint.

**Directions:**

Tell students that for this activity they will need a great deal of imagination.

Display the rubbish on a table. Students use the

materials to design and build a robot.

Display the robots on a table in the classroom.

*Language link:* Students describe their robots to the class and explain what they can do.

**Project: Worker's quilt**

**Materials:** Card, marker pens or coloured pencils, hole puncher, wool.

**Directions:**

Take students on a walk around the school and ask them to notice the people working there.

Back in the classroom, students name the workers.

Write a list on the board: *nurse: Jody, caretaker:*

*Tom...* Cut some card into squares (15 x 15 cm)

and distribute them.

Students draw a picture of one of the workers and write his/her name below.

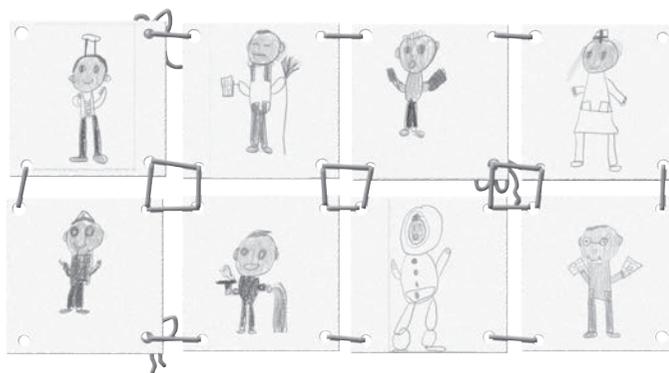
Help them punch a hole in the four corners of the squares and tie the squares together with the wool to make a quilt.

Make a sign to hang above the quilt: *Thank you, workers!* Display the quilt in or outside the classroom.

Ask questions about the workers: *Does the nurse water the plants? Who waters the plants?*

Students write a sentence about what one of the workers does. The rest of the class guesses who it is.

*Optional:* Students make thank-you cards and give them to the workers.





Vocabulary	Grammar
<p><b>Adjectives:</b> angry, bad, big, bored, careful, cold, crazy, excited, fat, frustrated, handsome, happy, hot, important, lazy, long, pretty, responsible, sad, short, small, strong, surprised, tall, thin, ugly, weak, wide, worried</p> <p><b>Numbers:</b> 20–100</p> <p><b>Family members:</b> aunt, brother, cousin, father, mother, sister, uncle</p> <p><b>Continents:</b> Africa, Antarctica, Asia, Europe, America, Oceania</p> <p><b>Oceans:</b> Arctic, Atlantic, Indian, Pacific</p> <p><b>Time expressions:</b> a long time ago, last week, now, today, yesterday</p> <p><b>Other words:</b> ashes, cave, chief, continent, dinosaur, eagle, fire, gift, million, protection, spark, stone, tribe, volcano</p>	<p><b>Verb to be, past tense:</b> He was lazy. They were small. He wasn't ugly. They weren't tall. Was Creb 11 years old? Yes, he was./No, he wasn't. Were the people cold? Yes, they were./No, they weren't.</p> <p><b>There was/were:</b> There was a school. There weren't any houses.</p> <p><b>How + adjective</b> How tall was the diplodocus? How long is your foot? How wide is his hand?</p>
<p><b>Functional language:</b> How old are you? What's your address? What's your telephone number?</p>	<p><b>Multiple intelligence:</b> Visual/spatial intelligence (page 109) Visual/spacial intelligence (page 109)</p>

### Teaching tip

#### Effectively managing games

Games provide an opportunity to practise language in an informal, child-centred manner. However, in order to make an activity successful and maximise language practice, it is important to have a well-controlled class.

If you need to divide the class into small groups, choose the students in each group with care. Try to avoid grouping all the noisiest and most disruptive students together. Also, make sure there is a mix of abilities in each group. Games provide an ideal opportunity for peer teaching, as the more able students help the “weaker” members of their team.

Before starting a game, remind students of the classroom rules for playing games. Stress that they must wait their turn and speak in English. Students will find it easier to speak English if they are clear about the language they need to use. Make sure the target language is clear, and remind the class of some basic functional language for games: *It's my/your turn. That's right/wrong. Here you are. Throw the dice. Don't cheat! We're the winners.*

Discourage students from shouting but accept that a certain level of noise is inevitable.

It is especially useful to establish a sign or key word that indicates students must finish the game, stop talking and return to their seats if necessary. A spoken word or phrase can easily get lost in the general noise, so often a body gesture that is clearly visible to students works better. For example, before you start the game, explain to the class that when you place your hands on your head, they must stop playing the game and copy you by placing their hands on their heads. Once one or two students have seen and copied you, they will start encouraging the rest of the class to do the same.

## Student's Book Page 76

**Grammar:** Verb *to be*, past tense (he/she/they): *He was lazy. They were small.*

**Vocabulary:** *Cold, thin, crazy, fat, lazy, ugly, tall, weak, small, strong, handsome, pretty.*

**Materials:** *Optional:* Reproduction of old portraits and/or photos.

### Warm-up

#### Opposites

Write the following words on the board: *big, weak, hot, tall, happy, fat, young, ugly.*

Call out one of the words: *big*. Elicit the opposite adjective: *small*. Repeat with the remaining adjectives: *weak-strong, hot-cold, tall-short, happy-sad, fat-thin, young-old, ugly-pretty-handsome*. (Note: Explain that *pretty* is used for girls and women, and *handsome* is used for boys and men.)

Represent an opposite pair with mime: *big-small*.

Students imitate your actions as they repeat the words. Students write the opposites in their notebooks.

### Grammar presentation

#### 1 Listen and sing the song. 🎧 62

Tell students about the Stone Age: *It was thousands of years ago. Humans lived in caves. The caves were big and comfortable. They had animal skins and dry grass on the floor. These beds were soft and warm. There was a fire in the cave, for protection and for cooking.*

Students look at the illustration on page 76.

Read the introduction to the song out loud.

Play Track 62. Students follow along in their books.

#### Track 62

(See Student's Book page 76, activity 1.)

Point to the children in the illustration. Ask *What were their names?*

Play Track 62 again. Students underline the names in the text of the song.

Clarify the meaning of *crazy* and *lazy*.

Divide the class into five groups. Assign a line from the middle of the song (the part with the names) to each group.

The groups make up mimes for their line.

Play Track 62. Students sing and mime the song.

- Label the pictures.

Describe one of the children in the song: (*Tum-tum*) *was fat*. Say *Point to (Tum-tum)*.

Continue with the rest of the children.

Students complete the labels with the names of the children.

#### 2 Match the names with the adjectives.

Read the adjectives out loud and ask students to do a mime for each adjective.

Students match the names with the adjectives.

To explain the use of the past tense of the verb *to be* (*was/were*), say *The children lived during the Stone Age*. Point to the grammar box. Say *Tum-tum was fat*. Repeat with a plural subject.

- Play *True or false?*

Write the names of the six Stone Age children on the board.

Divide the class into pairs.

Student B closes his/her book.

Student A keeps his/her book open and makes *true/false* statements about the Stone Age children: (*Baba*) *was (thin)*. *True or false?*

Student B answers *true* or *false*. Students change roles.

### Optional activity

#### People from the past

Show old photos and portraits to students. Explain that these are people who lived a long time ago. Hold up one of the images and make *true/false* statements about it: *Her hair was red. She was thin.*

Repeat with other images.

Divide the class into pairs. Give an image to each pair. Students write sentences describing the person in the image.

Students show the image to the rest of the class and read their sentences out loud.

Collect the images and the written work and display them on the wall.

### Wrap-up

#### Anagrams

On the board, write anagrams of the adjectives used in this lesson: *a-l-t-l (tall)*, *g-n-r-o-s-t (strong)*, etc.

In pairs, students solve the anagrams.

#### Answer Key

1 Left: Kiki, Tum-tum, Flip-flop; Right: Baba, Bim-bam, Coco

#### Activity Book

Page 76, activities 1 and 2.

#### Key

1. was; 2. was; 3. was; 4. were; 5. was; 6. were  
From left to right, top to bottom: 1, 6, 2, 5, 3, 4

7. thin; 8. ugly; 9. strong; 10. fat; 11. lazy; 12. handsome

## Student's Book Page 77

**Grammar:** Verb *to be*, past tense (he/she/they): *She was short. He wasn't ugly. They were happy. They weren't tall.*

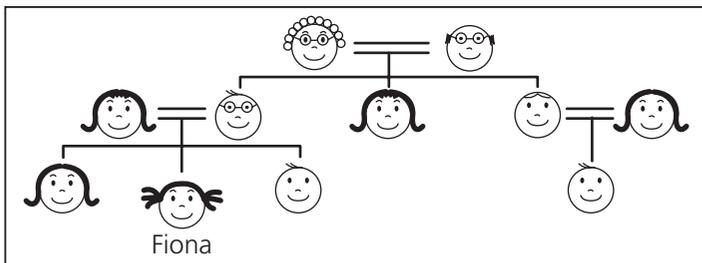
**Vocabulary:** *Mother, father, brother, sister, cousin, aunt, uncle, monster*; adjectives of physical description.

**Materials:** Cutout 1, paper clips. *Optional:* a bag.

### Wrap-up

#### Family members vocabulary review

Draw a family tree on the board with circles to indicate the people. Identify one of the circles (representing the daughter) with a name (*Fiona*).



Ask individual students to come to the board and label Fiona's family members: *father, mother, uncle, aunt, brother, sister, cousin*.

### Grammar presentation

#### 1 Read and tick (✓) or cross (X).

Ask students if they remember who Kiki is. Ask them to identify Kiki on page 76.

Students look at Student's Book page 77, activity 1.

Students silently read the text.

Ask for volunteers to read sentences from the text out loud.

Write the following on the board:

*mother = m, father = f, brother = b, cousin = c, aunt = a, uncle = u*

Students read the text again and write the corresponding letters next to each character in the illustration.

Make a negative statement about a character: *Kiki's mother wasn't tall.*

Invite individual students to make similar statements. Students fill the boxes below the text following the key.

- Check your answers with a classmate. Students compare answers with a partner.

### Grammar practice

Make two columns on the board. Write the following words in the first column: *mother, father, brother,*

*cousin, aunt, uncle, Kiki*. In the second column, write *short, tall, big, small, fat, thin, handsome, ugly, pretty, strong, weak*.

Now ask questions about Kiki's family using the words on the board: *Was Kiki's mother tall? Was Kiki fat? Was Kiki's cousin ugly?*

Students look at the illustration on page 77 in their books and answer the questions.

Ask students to close their books and divide the class into pairs. Students ask each other questions about Kiki's family. If they disagree, they can check in their books.

### Optional activity

#### Cartoon characters

Students draw a Stone Age character. Tell them they can think of the characters in the cartoon *The Flintstones*. Collect their drawings and put them in the bag (see Materials).

Ask a student to take a picture from the bag and describe it, using both negative and positive statements: *He wasn't tall. He was fat*. Repeat with other students.

#### 2 Make and play a language game.

Students look at Student's Book page 77, activity 2. Distribute the materials. Read the instructions line by line. Divide the class into pairs.

Students follow the instructions and form positive or negative sentences according to the information on the spinners. They can use their books as a reference.

### Wrap-up

#### The Stone Age song 62

Students look at Student's Book page 76, activity 1. Divide the class into five groups. Assign a line from the middle of the song (the part with the names) to each group.

Play Track 62.

Students sing and mime *The Stone Age song*.

#### Track 62

(See Student's Book page 76, activity 1.)

#### Answer Key

1 top: X, ✓, ✓, ✓, X, ✓; bottom: X, ✓, X, ✓, ✓, ✓

#### Activity Book

Page 77, activity 1.

#### Key

1 Happy: ✓✓✓✓ Lazy: X✓✓✓ Fat: X✓X✓ Tall: ✓XXX

Bad: XX✓✓ Strong: ✓XXX

Glup, Glab, Glim, Glob

1. was; 2. wasn't; 3. wasn't; 4. was; 5. were; 6. were;

7. weren't; 8. were

## Student's Book Page 78

**Grammar:** Verb *to be*, past tense: *Was Creb 11 years old? Yes, he was./No, he wasn't.*

**Vocabulary:** *Fire, cave, chief, gift, ashes, tribe, protection, careful, important, angry, bored, cold, responsible, cook, keep warm, hunt, run, fish.*

**Preparation:** *Story sentences* (1 per student): Write the following sentences on a piece of paper:

*The fire was \_\_\_\_\_.*

*The people of the tribe were \_\_\_\_\_.*

*Creb was \_\_\_\_\_.*

*Creb wasn't \_\_\_\_\_.*

*His father was \_\_\_\_\_.*

Make photocopies.

*name was Creb./He went to play with his friend in the river./When he returned, the fire was out!/He was very angry.*

Students select the relevant cutouts and place them on the poster. (When necessary, they remove the cutouts that are already there.)

### Grammar recognition

Write the following words from the story on the board:

*gave, precious, fire, cave, careful, protected, child, watch, important, went, bad, angry, cold, ashes.*

Elicit what a verb, an adjective and a noun are (verb = an action, adjective = a word that describes a noun, noun = a person, animal, place or thing).

Students read the story, underline the words and classify them into verbs, nouns or adjectives.

### Warm-up

#### Critical thinking: The Stone Age

Ask the class questions about the Stone Age: *Were there houses/cars/cities in the Stone Age? Where did people live? What did they eat? What did they do? Was fire important in the Stone Age? Were animals important? Why?*

#### Predicting

Students look at the illustrations on Student's Book pages 78 and 79 and predict what the story will be about.

### Developing reading

**Story: *Creb, the fire maker, part 1***  63

Point to pictures of Creb and his father and say *This is Creb. This is Creb's father.*

Write on the board: *fire, cave, ashes, chief.*

Students find the illustrations for these words on page 78.

In the first picture, point to Creb, and ask *Is he happy?*

Repeat with the second picture.

Point to the man and ask *Is Creb's father angry?*

Play Track 63. Students listen and follow along in their books.

Pause the recording after each paragraph. Ask students comprehension questions: *Where was the fire? Was the fire important? Were the people careful with the fire? Who was the son of the chief? Was Creb responsible at first? Was Creb happy inside the cave? Was he bored? Was he responsible later? Was the fire out?*

Track 63

***Creb, the fire maker, part 1***  
(See Student's Book page 78.)

#### Poster 7

Display Poster 7 and the poster cutouts.

Play Track 63 again. Pause the track after the first paragraph. Ask students to find an appropriate cutout and place it on the poster. Continue, stopping after *His*

### Connecting to students' experiences

Briefly discuss with students if fire is important in our daily lives. Ask them if we could live without fire and if they think fire is more important today than it was during the Stone Age.

#### 1 Read and circle the correct answers.

Students look at Student's Book page 78, activity 1.

They read the questions and circle the options.

Go over the answers with the whole class.

### Optional activity

#### Fun with letters

Write *responsibility* on the board. Discuss the meaning of the word with the class.

Divide the class into pairs. Tell students they have got three minutes to make words using the letters in *responsibility*: *person, pet, boy, line, pen, yes, no, one, son, ten, tiny, sit, toy*, etc.

The pair with the most correct words wins.

### Wrap-up

#### Writing about the story

Distribute the *Story sentences* (see Preparation).

In pairs, students complete the sentences.

Ask students to read their sentences out loud.

Accept all logical sentences.

#### Answer Key

1. No, it wasn't; 2. Yes, it was; 3. No, he wasn't; 4. No, he wasn't; 5. Yes, he was.

#### Activity Book

Page 78, activities 1 and 2.

#### Key

1. cave, chief, fire, gift, cook, run, ashes, tribe, fish, hunt  
2. careful; Yes, they were. 3. bored; Yes, he was.  
3. responsible; No, he wasn't. 4. happy; No, he wasn't.  
5. cold; Yes, he was.

## Student's Book Page 79

**Grammar:** Verb *to be*, past tense (he/she/they): *Was Creb frustrated? Yes, he was./No, he wasn't. Were the people cold? Yes, they were./No, they weren't.*

**Vocabulary:** *Eagle, volcano, stone, spark, leaves, frustrated, angry, worried, excited, surprised.*

**Materials:** Slips of paper (7 slips per 2 students).

### Grammar presentation

#### Review: Story summary

Write the following sentences on the board:

*The people were very careful with the fire.*

*Creb's father said, "Come and watch the fire."*

*Creb was bored inside the cave.*

*The fire was out!*

*Creb's father was very angry.*

*Mother Earth gave people the gift of fire.*

*Creb went to play with his friend.*

Divide the class into pairs and distribute the slips of paper.

Students copy the sentences onto slips of paper (1 sentence per slip of paper).

Students put the slips of paper in order to make a summary of the first part of the story.

Various students read their summaries out loud.

### Developing reading

#### Story: *Creb, the fire maker, part 2* 64

Play Track 64, pausing the recording after each paragraph. Students follow along in their books.

Ask questions after each paragraph: *Did the eagle help Creb? Who knows the mystery of fire? Were the stones hot? Was Creb frustrated? Was there a spark of fire? Were the people angry? Why? Were the people happy at the end?*

#### Track 64

*Creb, the fire maker, part 2*  
(See Student's Book page 79.)

#### Poster 7

Display Poster 7 and the poster cutouts.

Play Track 64 again. Pause the track after the first paragraph. Ask students to find an appropriate cutout and place it on the poster.

Continue, stopping after *He picked up a stone, but it was cold./He hit one stone against another, and there was another spark./He collected some leaves./They were very happy.*

Students select the relevant cutouts and place them on the poster. (When necessary, they remove the cutouts that are already there.)

#### 1 Read the second part of the story.

Students silently read the story in their books and underline all sentences with *was* or *were*.

Ask for volunteers to take turns reading the story out loud.

Help them with the difficult words.

Ask general comprehension questions about the story: *Why was fire important? What was the mystery of fire? At the end of the story, was Creb a hero? Why?*

### Controlled practice

#### 2 Make questions and ask a classmate.

Students look at Student's Book page 79, activity 2.

Read the adjectives in the boxes out loud. Ensure that all the students understand them.

On the board write *At the beginning*, *In the middle* and *At the end*.

Ask students to make questions about the end of the story: *At the end of the story, was Creb happy? At the end of the story, were the people cold?*

Students ask each other the questions.

Repeat the activity with questions about the beginning and the middle of the story.

### Optional activity

#### Play True or false?

Students write five *true/false* statements about different moments in the story in their notebooks. Ask students at random to read their statements out loud: *At the end of the story, Creb was bored.*

The rest of the class says *true* or *false*.

### Wrap-up

#### Story summary scramble

Students close their books. Write the following on the board:

- worried/very/was/Creb*
- eagle/saw/Creb/an/nest/in/its*
- stone/He/the/threw*
- spark/a/There/was*
- collected/leaves/some/He*
- leaves/were/The/on/fire*
- surprised/people/were/The*
- people/The/cold/never/were*

In pairs, students unscramble the sentences.

Check answers around the class. Then ask one student to read the complete story summary.

#### ◆ Activity Book

Page 79, activities 1 and 2.

#### Key

1 Creb was not careful with the fire.

The fire was out and Creb's father was angry. Creb was very worried. Creb was very excited. The people in the tribe were very happy. They were never cold again.

2. Were; Yes, they were. 3. Were; No, they weren't. 4. Was; No, he wasn't. 5. Was; Yes, he was. 6. Were; Yes, they were.

## Student's Book Page 80

**Functional language:** Numbers.

**Vocabulary:** Numbers 1–100.

**Materials:** Two soft balls.

### Warm-up

#### Review: Numbers 1–20.

Ask students to stand up and form a circle.

Explain that you are going to count to 20 as a group.

The person with the ball must say the next number.

Say *One!* and throw the ball to a student.

S1: *Two!* (Throws the ball to S2.)

S2: *Three!*

Students continue around the circle.

Divide the class into two groups. Students play

the game in their groups.

### Vocabulary presentation

#### 1 Listen and circle the numbers. 65

Students look at Student's Book page 80, activity 1.

Say *Look at the numbers in the white column.*

Say the numbers out loud, pointing to each number as you say it.

Repeat with the red column.

Play Track 65. Students circle the numbers they hear.

#### Track 65

One, seven, twelve, twenty-four, thirty-six, forty-eight, fifty-two, sixty-five, seventy-three, eighty-nine, ninety-one, one hundred.

- Play with a classmate.

Say *G, green. What's the number?* Show students how to locate the number by locating the letter and colour coordinates: *Sixty-three.*

Repeat with other numbers.

Divide the class into pairs. Students play the game in pairs.

### Grammar practice

#### 2 Look at the code and discover Creb's secret message.

Point to the code and explain that the numbers represent letters.

Ask *What letter is forty-six?* (Answer: *F*) Ask about a few more letters to test understanding.

Students decipher the code individually.

Check answers with the whole class: *What's the (first) word?*

### Optional activity

#### Game: Secret messages

Divide the class into pairs. Students invent a code by assigning numbers to all the letters of the alphabet.

Students write a secret message using their code. They dictate the numbers in the message to another pair of students and give them a copy of the code. Students decode the messages and read them to each other.

### Critical thinking: Numbers

Write the following numbers on the board:

03            30.3

30            3.30

33            3

3.3           .3

Students classify the numbers from biggest to smallest.

Go over the answers with the whole class.

### Wrap-up

#### Game: Buzz-fizz!

Students stand up.

Write the number 5 on the board. Explain the rules of the game. Each student says a number, counting up to a hundred. Multiples of five should be replaced by the word *buzz*.

S1: *One.*

S2: *Two.*

S3: *Three.*

S4: *Four.*

S5: *Buzz.*

Repeat the game, using the word *fizz* for multiples of three.

Repeat, replacing the multiples of five and the of three. It may be necessary to say both words: fifteen becomes *buzz-fizz*.

#### Answer Key

- 2 The fire is in the stone.

### Activity Book

Page 80, activities 1 and 2.

#### Key

1 eleven–11, seventeen–17, twenty-five–25, thirty–30, thirty-nine–39, forty–40, fifty-eight–58, sixty-two–62, seventy-one–71, eighty-four–84, ninety-three–93, one hundred–100

$$\begin{array}{r} \textcircled{2} \quad \boxed{25} + \boxed{32} + \boxed{43} = \boxed{100} \\ \quad \quad \quad + \quad \quad \quad + \\ \boxed{41} + \boxed{12} + \boxed{47} = \boxed{100} \\ \quad \quad \quad + \quad \quad \quad + \\ \boxed{34} + \boxed{56} + \boxed{10} = \boxed{100} \\ \quad \quad \quad = \quad \quad \quad = \\ \boxed{100} \quad \boxed{100} \quad \boxed{100} \end{array}$$

The three missing numbers: 47, 34, 10

The magic number: 100

## Student's Book Page 81

**Grammar:** *There was/were: There was a school. There weren't any houses.*

**Vocabulary:** *River, hill, cave, path, rock, house, supermarket, eagle, village, bridge.*

**Materials:** White paper.

### Warm-up

#### Play *Guess the room.*

Write *There is.../There are...* on the board.

Describe the classroom and write the sentences on the board: *There's a door. There are three windows. There's a rubbish bin. There are a lot of chairs.*

Divide the class into pairs.

Students think of a place in the school and write three sentences describing it.

Collect students' work.

Read one of the descriptions out loud. The rest of the class guesses the place.

Continue with other descriptions.

### Vocabulary presentation

#### Poster 7

Display Poster 7. Point to the cave. Say *There was a cave.*

Attach the *fire* and *eagle* cutouts to the poster and say *There was a fire in the cave. There was an eagle.*

Attach the *rock* cutout to the poster and say *There were some rocks.*

Now write sample sentences with *was* and *were* on the board.

Make negative statements about the scene: *There wasn't a school. There weren't any cars.*

Write sample sentences with *wasn't* and *weren't* on the board.

Elicit more sentences using *There was/were...*, *There wasn't/weren't...*: *There was a (river/volcano). There were some (trees/plants/birds). There wasn't a (house/shopping centre). There weren't any (bookshops/telephones).*

### Controlled practice

#### ① Look and circle the correct options.

Students look at Student's Book page 81, activity 1. Point to the illustration and say *This is Creb's village.* Make *true/false* statements about the village: *There was a school.*

Ss: *False.*

Students read the text and circle the correct options.

- Complete the chart.

Students complete the chart listing the things in Creb's village.

Make sure that students notice the use of *were* for plural nouns.

#### ② Invent a Stone Age village.

Elicit items from the Stone Age. Write students' ideas on the board: *caves, trees, a fire, a mountain, etc.*

Divide the class into pairs and give a piece of paper to each pair.

Students look at Student's Book page 81, activity 2.

Read the instructions to the class.

Once students have completed their picture, they write sentences on their posters about their Stone Age village using *There was.../There were...*

Collect the finished work and display it on the walls.

### Optional activity

#### A place I remember.

Ask students to think of a place they have visited. It could be a place they went to on holiday or a place they visited for just a day or a few hours.

Students write the name of the place in their notebooks and write as much as they can remember about that place, using *There was/were* and *There wasn't/weren't*:  
*In (name of place), there was a bus station.*

*There were lots of trees.*

*There was a lake.*

*There wasn't a swimming pool.*

*There weren't any shopping centres.*

Students draw a picture of the place.

Then they read their sentences to the rest of the class.

### Wrap-up

#### Picture dictionary

Write the following words on the board: *cave, river, fish, path, bridge, eagle, rock, village, fire, nest, volcano.*

Students write the words in their notebooks in alphabetical order. Then they draw a small picture to represent the meaning of each word.

#### Answer Key

① *Text 1:* Were, weren't, wasn't, wasn't, was, were, was, wasn't, weren't, was, wasn't, were

*Text 2:* *there was:* a river, a path, an eagle; *there were:* caves, fish, rocks, trees

#### ◆ Activity Book

Page 81, activity 1.

#### Key

① "My granny's classroom": was, one, were, four, were, seven, were, two, wasn't, weren't; "My classroom today": three, are, ten, is, one, is, one, are, three, isn't, aren't

## Student's Book Page 82

**Grammar:** *There was/were: Were there any plants? Was there one ocean?*

**Vocabulary:** *Million, year, continent, ocean, plant, human, dinosaur, ago; continents (Europe, America, Africa, Asia, Oceania, Antarctica); oceans (Pacific, Atlantic, Indian, Arctic)*

**Materials:** A map of the world.

**Preparation:** *Optional:* Photocopy a world map (1 copy for every 2 students).

### Warm-up

#### Our world

Display the map of the world (see Materials).

Ask a student to come to the map and find his/her country.

Elicit the continents: *America, Europe, Africa, Asia, Oceania* and *Antarctica*.

Help students distinguish between a country, a continent and an ocean: *Is (Africa) a continent or an ocean? Is (Spain) a country or a continent?*

### Developing reading

Students look at Student's Book page 82.

Point to the first map. Ask *Is this the world today?*

Repeat with the second map.

Point to the first map again. Say *150 million years ago our planet was very different.*

Students silently read the first text and underline any words they don't understand.

Divide the class into pairs. Students work together to deduce the meaning of the new words.

Read the text out loud. Clarify language where necessary.

Ask students to guess where their country was on the map.

Repeat the procedure with the second text.

Students mark their country on the map.

#### ① Read the texts and answer the questions.

Students look at Student's Book page 82, activity 1.

Read the first question out loud.

Write on the board *Yes, there were./No, there weren't.*

Ask a student to come to the board and circle the correct answer.

Students complete the activity individually.

### Optional activity

#### Map jigsaws

Divide the class into pairs.

Distribute the world map photocopies (see Preparation).

Students cut up their map to make 20 or 30 jigsaw pieces.

Students exchange jigsaws with another pair.

Pairs reconstruct the map of the world.

### Wrap-up

#### Game: *North, South, East, West.*

Label the four walls of the classroom with the cardinal points.

Point to each wall and say the cardinal point.

Ask students to stand up. Teach them the following rhyme:

*North, South, East, West,*

*Turn to the place I like best.*

Then call out a cardinal point: *North.*

Students turn and face the corresponding wall.

Repeat with different cardinal points.

Finally, looking at their world maps, students name a country situated in each of the cardinal points.

#### Answer Key

① No, there weren't. Yes, there was. No, there weren't. Yes, there were. Yes, there were.

#### ◆ Activity Book

Page 82, activities 1 and 2.

#### Key

① *Continents:* Antarctica, Africa, America, Asia, Oceania, Europe; *Oceans:* Atlantic, Pacific, Arctic, Indian

② weren't, were, was, were, were, wasn't, weren't

## Student's Book Page 83

**Grammar:** *How long/tall/wide...? How tall was the diplodocus?*

**Vocabulary:** *Dinosaur, neck, tail, metre; numbers.*

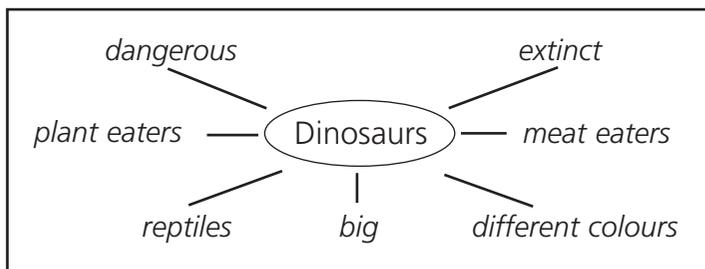
**Materials:** Reference books about dinosaurs.

### Warm-up

#### Those amazing dinosaurs!

Write the word *Dinosaurs* on the board.

Ask students what they know about dinosaurs. Write their ideas as a mindmap on the board.



### 1 Listen and circle the correct options.

66

Point to the diplodocus. Say *This was the diplodocus. It was very big.*

Read the questions out loud.

Play Track 66. Students circle the correct options.

Play the track several times if necessary.

#### Track 66

Interviewer: Hello and welcome to our show. Today Annie Stevenson from the Dinosaur Museum is going to talk about the diplodocus. The diplodocus was a very big dinosaur. How tall was it, Annie?

Annie: Oh... about 9 metres tall.

Interviewer: Wow! And how long was the diplodocus?

Annie: It was 27 metres long. It was a big dinosaur!

Interviewer: Yes, it certainly was! And how wide was the diplodocus?

Annie: It was 2 metres wide. And the diplodocus' neck was very long.

Interviewer: Really? How long was its neck?

Annie: About 8 metres long.

Interviewer: And what about its tail? How long was its tail?

Annie: Its tail was 14 metres long and it was very strong.

Interviewer: Thank you very much, Annie. I hope I don't meet a diplodocus in the street today!

- Write the measurements in the boxes.

Students label the picture of the dinosaur with the information from activity 1.

- Complete the text.

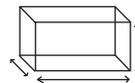
Ask questions about the diplodocus: *Was the diplodocus dangerous? Was it strong?*

Students complete the text using *was/were*.

### Optional activity

**Multiple intelligence: Visual/spatial intelligence**

Draw a box on the board.



Draw an arrow to indicate the height. Ask *How tall is the box?*

Draw two more arrows for the width and the length. Ask *How wide/long is the box?* Provide possible answers.

Divide the class into pairs. Each student draws two boxes and labels the boxes: *My box/My friend's box*. Each student writes measurements on his/her box. Then pairs ask each other questions and write the measurements of their partner's box.

### Developing writing

#### The Printer's Project

Provide reference books about dinosaurs or write the following information on the board:

**Tyrannosaurus:** *Carnivore, 12m long, 5.6m tall, 60 sharp teeth (10cm long!), walked on two legs.*

**Triceratops:** *Herbivore, 9m long, 3m tall, three horns on the head, walked on four legs.*

**Coelophysis:** *Carnivore, 3m long, 2m tall, walked on two legs.*

(Note: The Natural History Museum has got a website called *The Dino Directory* with detailed information on dinosaurs: <http://flood.nhm.ac.uk/jdsml/dino/>)

Divide the class into pairs. Each pair chooses a dinosaur. Ask students about their dinosaurs: *Was your dinosaur a herbivore? Was it a carnivore? Was it big? Was it dangerous?* Write *herbivore* and *carnivore* on the board.

Read the instructions out loud. Students draw their dinosaur and write its measurements.

Students write sentences about their dinosaur following the model in their books.

### Wrap-up

#### Presenting your work

Pairs present their work on the dinosaur they selected to the rest of the class.

Display students' work around the classroom.

#### Answer Key

1 was; was; was; was; was; was; were; were

#### Activity Book

Page 83, activities 1 and 2.

#### Key

1 *Ornitholestes:* was, was, was, were, was, were; *Allosaurus:* was, was, was, were, were, were; *Brachiosaurus:* was, was, was, was, were

2 good–bad, tall–short, happy–sad, young–old, strong–weak, big–small

## Student's Book Page 84

**Grammar:** *How + adjective: How long is your foot?*

**Functional language:** *How old are you? What's your address/telephone number?*

**Vocabulary:** Body parts, numbers.

**Materials:** Cutout 2, tape measures, rulers (1 per pair). *Optional:* Students' photographs of themselves.

### Warm-up

#### Play *Simon says*.

Students stand up. Give commands using known body parts vocabulary. Students respond to instructions only if they are preceded by the phrase "*Simon says*": *Simon says touch your (arm)*. Students who respond to instructions not preceded by the phrase are out.

*Optional:* Play the game adding *left* and *right* to the instructions: *Simon says touch your (left foot)*. Allow the winner to call out the instructions.

### Controlled practice

#### 1 Listen and sing the song. 67

Students look at Student's Book page 84, activity 1. Play Track 67. Students listen and follow along in their books.

#### Track 67

##### *The happy dino song*

(See Student's Book page 84, activity 1.)

Make up mimes for each line with the class. Play Track 67 again. Students mime the actions and sing along.

- Answer the questions.

Read the questions out loud.

Students underline the answers in the song. Then they write the answers in their books.

### Craft activity

#### 2 Make a *Medical form*.

Ask individual students questions using *how* and an adjective: *How tall are you? How old are you?* Students look at Student's Book page 84, activity 2. Read the instructions out loud. Students cut out the medical form in Cutout 2, and glue a photo or draw a picture in the space provided. Divide the class into pairs and hand out tape measures and rulers.

Students ask each other questions to complete the personal information section of the form: *What's your name? How old are you? What's your address?* Students measure each other to complete the rest of the form.

Ask individual students about their forms: *Pablo, who did you interview? How old is Lucas? How long is his foot?*

### Critical thinking: Measuring

Ask students to imagine they have got to measure a table but they haven't got a ruler. But they have got a paper clip that they know is exactly 3cm long. Divide the class into pairs.

Students think of at least three different things they can do to measure the table.

Possible answers:

1. Use a piece of string to measure the table. Then calculate how many paper clips the string measures and multiply accordingly.
2. Use the paper clip to mark off 3cm intervals and count the intervals.
3. Use your hand to measure the table. Then calculate how many paper clips your hand measures and multiply accordingly.

### Wrap-up

#### Family Facts

Dictate the following questions for students to take home:

1. *How tall is your mother?*
2. *How long is her arm/leg/nose?*
3. *How wide is her hand/foot?*
4. *How tall is your father?*
5. *How long is his arm/leg/nose?*
6. *How wide is his hand/foot?*
7. *How tall is your brother/sister?*
8. *How long is his arm/leg/nose?*
9. *How wide is his hand/foot?*

Ask students to find out the answers to the questions and bring them to the next class.

### Optional activity

#### Measure the classroom.

Divide the class into small groups.

Students choose three pieces of furniture or objects in the classroom.

Students measure the items and write down their dimensions. Then they draw the items and label them.

Encourage group members to ask each other questions about their drawings: *How wide is the table? How long is your maths book?*

### Answer Key

1. Twelve metres long; 2. Five metres long;
3. Tyrannosaurus rex.

### Activity Book

Page 84, activities 1 and 2.

#### Key

- 1.45m, 35cm, 3cm, 8cm

## Student's Book Page 85

**Pronunciation focus:** /T/ three, /t/ tree

**Vocabulary:** *Three, thing, thin, tortoise, thirty, theatre, tree, tribe, tent, tail, tomato, tea.*

**Materials:** Students' answers from the Wrap-up activity in the previous lesson.

### Warm-up

#### Measurements review

Ask students to take out their questions and answers from the Wrap-up activity in the previous lesson. Go over the answers with the whole class.

### Pronunciation practice

#### 1 Listen and colour the boxes. 68

Students silently read the words.

Make sure students have got yellow and blue coloured pencils.

Play Track 68. Students listen and colour the boxes.

In pairs, students compare their work.

#### Track 68

Listen to these words: *Three, thin, thirty, theatre.*

Listen again and colour the boxes blue: *Three, thin, thirty, theatre.*

Now listen to these words: *Tail, tomato, tortoise, tent.*

Listen again and colour the boxes yellow: *Tail, tomato, tortoise, tent.*

Listen to these words: *Thing, thanks, Thursday, thirty-three.*

Listen again and colour the boxes blue: *Thing, thanks, Thursday, thirty-three.*

Now listen to these words: *Tuesday, tribe, tree.*

Listen again and colour the boxes green: *Tuesday, tribe, tree.*

Write *th* and *t* on the board. Pronounce the sounds carefully. Students repeat.

Write *three* and *tree* on the board. Read out the words, emphasizing the initial sounds.

Students repeat.

Ask students to choose a blue word, a yellow word and a green word. Choose volunteers to say their words.

### Pronunciation practice

#### 2 Say the tongue twister. 69

Play Track 69. Students listen and follow along in their books.

#### Track 69

(See Student's Book page 85, activity 2.)

Read the tongue twister out loud with the class.

Divide the class into pairs. Students take turns reading the tongue twister to each other.

Ask for volunteers to read the tongue twister to the whole class.

### Developing reading

#### 3 Complete the sentences before you read the text.

Divide the class into pairs. Students circle one of the options to complete the sentences. Check the activity by asking students to read the sentences out loud.

- Circle the correct pictures to answer the questions.

Students silently read the text.

Ask them if there are any difficult words. Write the words on the board and discuss their meanings.

Go over the small pictures with students: *Point to Europe/America. Point to the boat that is 15 metres/30 metres long. Point to the Viking. Point to Christopher Columbus.*

Read the questions out loud. Students circle the correct pictures.

Go over the answers with the whole class.

Read the text out loud. Ask for volunteers to read the text out loud.

### Warm-up

#### Tongue twister competition.

Have a class competition. See who can say the tongue twister in activity 2 the most times in one minute without stumbling over a word.

#### Answer Key

Pre-reading: 1. a, 2. b.

After-reading: 1. Europe ; 2. 30 m; 3. Viking

#### Activity Book

Page 85, activities 1 and 2.

#### Key

1. I've got thirty thin tortoises and two tigers in my tent.  
2. The chief of the tribe drinks tomato tea and eats mouse tails for breakfast. 3. This thing is three metres tall and two metres wide. It lives in a tree.

2 Who were the Vikings?; Viking homes; Vikings on the water; Viking food

## Student's Book Page 86

**Grammar:** Verb *to be*, present and past tenses (*is/are, was/were*): *A long time ago, there were lots of dinosaurs. There aren't any dinosaurs today.*

**Vocabulary:** *Today, long ago, yesterday, last week, now*; numbers 1–100.

**Materials:** Cutout 3.

### Warm-up

#### Play *Today and yesterday*.

Divide the board into two sections. Write *Today* and *Yesterday* as headings.

Write a sentence about yourself for each section:  
*Today I am happy. Yesterday I was tired.*

Write a sentence about the weather for each section:  
*Today it is hot. Yesterday it was cloudy.*

Divide the class into two teams.

Students take turns saying sentences for each heading. For each correct sentence, they win a point for their team.

Rub out the heading *Yesterday* and write *Last week*. Students make more sentences.

### Grammar review

#### 1 Complete the tasks.

Read the instructions and make sure that each student has got a blue and a red pencil.

Read the first sentence out loud: *A long time ago there were lots of dinosaurs.*

Students say "past" and hold up their blue pencils. Continue with the other sentences.

Students underline the verbs and circle the time expressions.

Write *Past/Present* on the board.

Ask students to come to the board and classify the time expressions.

### Environmental education

Take this opportunity to talk with students about extinction. Explain that once an animal is extinct, it disappears forever.

Ask why they think dinosaurs became extinct.

Explain that the main theory of scientists is that a meteor crashed on Earth and many plants died, so the herbivores died and then the carnivores died.

#### 2 Complete the number series.

Students look at Student's Book page 86, activity 2. Students complete the number series, writing the numbers in words.

Ask volunteers to read the series out loud.

### Optional activity

#### Number pairs

Write the following pairs of numbers on the board: 13–30, 14–40, 15–50, 16–60, 17–70, 18–80, 19–90.

Say a pair of numbers, emphasizing the different

stress patterns: *fif-teen, fif-ty*. Clap the different stress patterns.

Repeat with the remaining number pairs. Call out one of the numbers. Ask a student to come to the board and point to it. Continue with more numbers. Ask for volunteers to call out the numbers.

### Controlled practice

#### 3 Make and play a language game.

Read the instructions to the class.

Show students how to cut out the slits in the dinosaur picture in Cutout 3. Demonstrate how to insert the paper strips through the slits.

Students cut out and assemble the game.

Divide the class into pairs. Students take turns forming sentences by moving the paper strips.

Students write the sentences in their notebooks.

Check sentences around the class at the end of the activity.

### Wrap-up

#### More number fun!

Invent a number series and write the numbers on the board in words: *four, eight, twelve, sixteen, twenty*.

Ask for volunteers to continue the series up to 100.

Divide the class into pairs.

Students make their own number series, giving just the first four numbers. Students then exchange their number series with a partner and complete their partner's series.

#### Answer Key

1. Blue: 2. were, 3. was, 4. were, 6. weren't, 7. was. Red: 1. aren't, 5. am, 8. are. Circle: 1. today, 2. A long time ago, 3. Yesterday, 4. Last week, 5. now, 6. years ago, 7. Long, long ago; 8. right now.

2. 1. ninety-nine, 2. twenty-eight, 3. seventy-five, 4. twenty, 5. twenty-eight.

#### Activity Book

Page 86, activities 1–3.

#### Key

1. 44–forty-four, 76–seventy-six, 37–thirty-seven, 85–eighty-five, 12–twelve, 58–fifty-eight

## Student's Book Page 87

**Grammar:** Review of the verb *to be*, past tense; *There was.../There were...*; adjectives of physical description.

**Vocabulary:** Key vocabulary from the unit.

### Warm-up

#### Vocabulary review

Give students five minutes to look through the unit and write a list of the new words they have learned in their notebooks.

Elicit the words and ask for volunteers to write them on the board.

### Review

#### The Printer's Quiz

► **CIRCLE THE CORRECT OPTIONS.**

Students circle the correct options.

Ask for volunteers to read the sentences out loud.

► **CIRCLE THE WORD THAT STARTS WITH A DIFFERENT SOUND.**

Divide the class into pairs. Students read the words to each other and decide which word in each set is different and circle that word.

Read the words out loud.

Students stand up when they hear the word that is different.

► **MATCH THE ADJECTIVES WITH THE PICTURES.**

Students work individually to match the words with the pictures.

In pairs, students compare their work.

Point to each picture and ask students to form sentences using the adjectives: *She's old. He's handsome.*

### Optional activity

#### Incredible monsters

Tell students that they should use their imagination and draw a monster.

Students colour their monsters and make a list of their characteristics: *name, age, eye colour, height, length of foot/nose/teeth, width of hand/foot, number of teeth, etc.* Students ask each other questions about their monsters: *What's your monster's name? How tall is it? How long is its (hand/foot)? How wide is its (foot/nose)? How many teeth has it got? How old is it? What colour are its eyes?* Students present their monsters to the class.

### Wrap-up

**Time to sing** 🎵 62 / 🎵 67

Play Tracks 62 and 67.

Students sing the songs. They can follow along on pages 76 and 84 of their Student's Book.

### Answer Key

*Text 1:* were, weren't, was, wasn't, were

*Text 2:* 1. thin, 2. tortoise, 3. tree

### Activity Book

Page 87, activities 1 and 2.

#### Key

1 was, was, were, were; I, weren't, wasn't, She, wasn't, weren't, You, weren't; I, Were, he, Was, it, we, Were, Were; was, you, you, he, No, was, wasn't, it, it, Yes, weren't, were, you, they, weren't

### Grammar module: Was/were

*Was/were* is the past tense of the verb *to be*.

#### Positive

*Was* is used with *I, he, she* and *it*.

*Were* is used with *you, we* and *they*:

*I was tired. They were happy.*

#### Negative

The negative of *was* is *wasn't* (*was + not*).

The negative of *were* is *weren't* (*were + not*).

#### Question form

To form a question, we switch the position of the subject and the verb:

*She was angry. Was she angry?*

To answer a question, we use *yes/no* followed by the verb: *Was he sad? Yes, he was./No, he wasn't.*

#### Positive

*I was  
You were  
He was  
She was  
It was  
We were  
You were  
They were*

#### Negative

*I wasn't  
You weren't  
He wasn't  
She wasn't  
It wasn't  
We weren't  
You weren't  
They weren't*

#### Question form

*Was I...?  
Were you...?  
Was he...?  
Was she...?  
Was it...?  
Were we...?  
Were you...?  
Were they...?*

#### Short answers

*Yes, I was./No, I wasn't.  
Yes, you were./No, you weren't.  
Yes, he was./No, he wasn't.  
Yes, she was./No, she wasn't.  
Yes, it was./No, it wasn't.  
Yes, we were./No, we weren't.  
Yes, you were./No, you weren't.  
Yes, they were./No, they weren't.*

*Note: There was.../There were... is the past tense of There is.../There are...*

**Language arts: Dinosaur bag**

**Materials:** Paper bags, white paper, coloured pencils.

**Preparation:** Cut the white paper in half.

**Directions:**

Students draw a dinosaur on a paper bag. Give students three pieces of paper each. Students write one thing about a dinosaur on each: *They were carnivores, herbivores and omnivores.* They draw pictures about their sentences on the other side of the paper and put them all in the bag. Students exchange bags and look at each other's sentences and pictures.



**Cooking: Ice-age ice cream**

**Materials:** Ice cubes, whole milk (5 litres approx.), rock or sea salt, sugar (2 kilos approx.), paper cups (1 per student), large zip-lock bags (1 for every 2 students), small zip-lock bags (1 for every 2 students), vanilla extract, plastic spoons, measuring jug.

**Directions:**

Divide the class into pairs and distribute the materials. Give students the following directions:

1. Combine 2–4 tablespoons sugar, a few drops of vanilla extract and 250 ml of milk in a small zip-lock bag and zip it up.
  2. Combine 2 cups of ice cubes and 1/2 cup salt in a large zip-lock bag.
  3. Insert the small bag inside the large bag and zip it up.
  4. Each student takes one end of the large bag and shakes until ice cream is formed.
- Distribute cups and spoons. Students serve and eat their ice cream.

**Project: Dino-diorama**

**Materials:** Paper, thin cardboard, shoebox or slightly larger box, crayons, glue, tape, cotton, reference books with pictures of dinosaurs and plants of that period. *Optional:* Glitter (for lava), cottonwool balls (for clouds).

**Directions:**

Display reference books about dinosaurs. Students choose some dinosaurs and prehistoric plants they like. Encourage them to choose flying dinosaurs as well as walking ones. Students draw and colour pictures of their plants and dinosaurs using any colour they like. Students cut out their pictures, glue them onto thin cardboard and cut them out again. Students decorate the inside of the box using crayons. Remind students that when dinosaurs lived, the Earth was very hot and there were a lot of volcanoes. Students draw a volcano in the back of the box and glue glitter on for the lava as well as cottonwool balls for clouds. Show students how to stand their dinosaurs up by taping a cardboard triangle to the back of their picture. Help them hang any flying animals from the top of the box using tape and cotton. Students write sentences about their scene: *There was a volcano. There was a big purple dinosaur. There were a lot of plants.*





Vocabulary	Grammar
<p><b>Verbs:</b> buy, carry, cross, do, eat, give, go, have, live, make, meet, run, say, see, sing, sleep, start, stay, take, talk, travel, visit, walk, write</p> <p><b>Places:</b> beach, desert, mountain</p> <p><b>Food:</b> ice cream, pasta, pizza, rice, soup</p> <p><b>Professions:</b> clown, doctor, inventor, musician, sailor</p> <p><b>Animals:</b> camel, dog, dolphin, eagle, horse, kangaroo, penguin, rat, snake, tiger</p> <p><b>Other words:</b> bandit, book, diary, fork, guard, kite, letter, map, palace, postcard, sandcastle, shepherd, silk, silkworm</p> <p><b>Time expressions:</b> every day, every week, every year, last week, last year, yesterday</p>	<p><b>Past simple:</b> David wrote a diary. He made maps. I went to the cinema. I didn't write a letter. He didn't go alone. She didn't see a river. Did he meet the Emperor of China? Yes, he did./ No, he didn't. Did they give them some food? Yes, they did./ No, they didn't. Did you make your bed? Yes, I did./No, I didn't.</p>
<p><b>Functional language:</b> It's my turn. Here's the dice. Throw the dice. I'm the winner.</p>	<p><b>Multiple intelligence:</b> Linguistic intelligence (page 121)</p>

### Teaching tip

#### The nonparticipant

Not all students participate equally in the classroom. While most pupils are eager to answer questions and participate in small-group and whole-class activities, inevitably some students are reluctant to join in. These students do not create any problems and are not disruptive, but their contributions are minimal. They are, in some respects, invisible students.

An effort should be made so that invisible students gradually increase their participation in class.

First, spend some time reflecting on the reasons for the student's passivity. Most commonly this passive attitude reflects a lack of self-confidence or motivation, but in certain cases there could be an underlying problem.

Then work on building up the student's confidence gradually. Talk to the student individually during a time of quiet work. Ask him/her simple questions in English that are easy to answer or listen to him/her reading out loud on his/her own.

In small-group work, select his/her group members carefully. Ensure that there aren't any domineering characters who will automatically take control. Also, make sure that there are classmates he/she feels comfortable with, but preferably not close friends who might supply all the answers.

In whole-class activities, call on the student by name to ensure you have got his/her attention. Ask the student to participate instead of waiting for him/her to volunteer. At first, limit his/her participation to easy tasks in order to build up confidence gradually.

If the problem stems from a chronic lack of motivation, try to find out about areas of interest to the student. Then look for simple materials related to that area. In this way, demonstrate the relevance of English to his/her own particular interests.

Avoid letting the invisible student become accustomed to his/her passivity. Demand more and, with time, the student should respond.

## Student's Book Page 88

**Grammar:** Past simple (irregular verbs): *He met the Emperor.*

**Vocabulary:** *Make, meet, go, see, eat, write, map, kite, postcard, sandcastle, letter.*

**Materials:** Cutout 1.

### Warm-up

#### Vocabulary: Verb review.

Write the following verbs on the board: *make, meet, go, see, eat, write.*

Make sure that students understand their meanings.

To the left of the verbs write *Every day...*

Divide the class into pairs.

Students invent sentences starting with *Every day* using the verbs on the board: *Every day I make my bed.*

*Every day I meet new friends.* They write the sentences in their notebooks.

Invite volunteers to read their sentences out loud.

### Grammar presentation

#### Poster 8

Display Poster 8.

Point to the left side of the poster. Ask *What can you see? What time is it?* Say *Mr Cog normally does the same things every day.*

Display the poster cutouts on the board.

Make a sentence with the cutouts about the left-hand side of the poster: *Mr Cog goes to the shop in the morning.*

Elicit more sentences about the poster.

Point to the right-hand side of the poster. Say *Yesterday was different.*

Make sentences with the poster cutouts about the right-hand side of the poster. Contrast them with the sentences on the left.

Remove the *Verb* cutouts from the sentences and put them together in pairs on one side of the poster: *goes-went, buys-bought, etc.*

Read the verb pairs out loud.

#### 1 Listen and number the pictures. 70

Point to the grammar box and read the verb pairs out loud.

Say *Let's learn about a famous traveller from the past: Marco Polo.*

Ask students to identify the pictures in activity 1: *Point to China. Point to the pasta.*

Play Track 70. Students number the boxes.

#### Track 70

Marco Polo was a famous traveller. He was from Italy. He travelled to many places and had many adventures.

Number 1. He went to China.

Number 2. He met the Emperor of China.

Number 3. He saw the Himalayas.

Number 4. He ate pasta.

Number 5. He wrote a book.

Number 6. He made maps.

Check the activity. Say sentences from the track.

Students say the corresponding number:

T: *He went to China.*

Ss: *Picture 1.*

- Check your answers.

Divide the class into pairs. Student A says the number of a picture. Student B replies with a sentence about the picture.

Students change roles and continue.

#### 2 Play Holiday bingo.

Read the title of the activity and the incomplete sentences out loud.

Students cut out the pieces in Cutout 1.

They choose a suitable picture for each space and place the pictures on the spaces. They put the remaining cutouts away.

Complete the sentences, alternating between the pictures from Cutout 1, for example: *Jack went to... the beach.*

When the sentence corresponds to the card on the student's board, students turn over that card.

Continue until you have made sentences with all the cutout cards.

The first student to turn over all the cards on his/her board is the winner.

### Optional activity

#### Holiday bingo in groups

Before gluing the cutout cards into place, students play *Holiday bingo* in small groups.

Students glue their cutouts into place and complete the sentences.

Ask students to read their sentences out loud.

### Wrap-up

#### Time for verbs!

Go over the irregular past tense verbs from this lesson: *made, met, went, saw, ate, wrote.*

Call out the verbs in the present, one by one: *make.*

Students write the past form of the verbs in their notebooks: *made.*

#### Activity Book

Page 88, activities 1 and 2.

#### Key

1. wrote, went, ate, made, saw, met; 1. went; 2. ate; 3. met; 4. wrote; 5. made; 6. saw

## Student's Book Page 89

**Grammar:** Past simple (irregular verbs): *Bill went to Oceania.*

**Vocabulary:** *Click, clap, buy, visit;* continents, oceans, cardinal points.

**Materials:** A ball.

### Warm-up

#### Play Verb toss.

Write the verbs used in the previous lesson on the board: *make, meet, go, see, eat, write.*

Review the past tense forms with the class.

Ask students to stand up. Say a student's name. Throw the ball to the student as you say a present tense verb. The student catches the ball and replies with the past tense.

Continue around the class.

### Vocabulary presentation

#### 1 Listen and sing the song. 71

Say *Let's click our fingers.* Show students how to click their fingers. Repeat with *clap our hands.*

Students look at Student's Book page 89, activity 1.

Point to the illustration. Ask *What's this?* Students respond: *It's a map/the world.*

Play Track 71. Students listen and point to the places on the map.

#### Track 71

##### *Around the world*

(See Student's Book page 89, activity 1.)

Play Track 71 again. Students join in with the names of the continents and oceans.

### Grammar practice

- Read and draw the routes on the map.

First, students read about Pamela and underline all the continents named. Using a red pencil, students draw Pamela's route on the map.

Students read the text about Bill and underline all the continents named. Using a blue pencil, students draw Bill's route.

### Optional activity

#### A trip around the world

Students invent an imaginary route around the world. First, they draw their route on the map in activity 1 using a different coloured pencil.

Divide the class into small groups. Students describe their route to the rest of their group. Encourage them to add details about what they saw and what they ate.

### Checking meaning

Write the following verbs on the board: *buy, meet, see, eat, write, visit.*

Students copy the words into their notebooks and draw a small picture next to each one to illustrate their meanings.

- Play *The memory game.*

Give students a few minutes to study the texts.

Say *This person visited the rainforest.*

Students say the corresponding name: *Pamela.*

Repeat with other sentences: *This person saw some penguins/saw the Great Wall/bought a CD/ visited the Eiffel Tower, etc.*

Divide the class into pairs.

Student B closes his/her book. Student A reproduces a sentence from the text, substituting the name or pronoun with *this person*. Student A: *This person saw some kangaroos.*

Student B responds with the name of the traveller.

Students take turns making sentences and naming the traveller.

### Wrap-up

#### Game: *Word chain.*

Make a sentence using *I went*: *I went to Europe.*

S1 repeats the sentence and adds another place: *I went to Europe and to Antarctica.* Continue around the class.

### Critical thinking

#### World travel

Briefly discuss with students how modern means of communication and transport have changed our lives. Ask them *Was travelling around the world more difficult in the past? How did people in Marco Polo's time travel? How do we travel today? Is it easier for us to know about different cultures? Are we influenced by other cultures? Is this good or bad?*

Divide the class into small groups.

Students discuss and write a list of the advantages and disadvantages of modern means of communication and transport.

### Answer Key

*Pamela: Antartica-America-Europe-South America. Bill: Oceania-Asia-Africa.*

### Activity Book

Page 89, activities 1 and 2.

#### Key

1. Asia, Africa, Antarctica, America; 2. Europe; 3. Atlantic Ocean; 4. Arctic Ocean; 5. Indian Ocean; 6. West
1. Europe; 2. to Africa; 3. went to Antarctica; 4. went to America

## Student's Book Page 90

**Grammar:** Past simple (irregular verbs, negative):  
*Marco Polo started his journey to China. He didn't go alone.*

**Vocabulary:** *Start, travel, talk, give, take, say, journey, diary, carpet, silk, desert, camel, gold, shepherd, bandit, village, China;* irregular verbs.

**Materials:** *Optional:* A large world map, cotton, drawing pins.

**Preparation:** *Story sentences* (1 per student): Write the following sentences on a piece of paper:

*In 1271, Marco Polo started his journey to \_\_\_\_\_.*

*Ahmet met \_\_\_\_\_ in Baghdad.*

*Ahmet and Marco Polo travelled across \_\_\_\_\_.*

*They met \_\_\_\_\_.*

*At the top of the Himalayas, they saw \_\_\_\_\_.*

Make photocopies.

### Warm-up

#### Who was Marco Polo?

Write *Marco Polo* on the board.

Make a short presentation of Marco Polo: *He was from Italy. He was a famous traveller. He lived in the 13th century. He went to China. He was the first person from Europe to visit China.*

### Developing reading

#### Story: *Marco Polo's journey, part 1* 72

Students look at Student's Book page 90.

Point to Marco Polo. Say *This is Marco Polo*. Point to the boy, Ahmet. Say *This is Ahmet*. Point to the "pages" of the diary. Say *This is Ahmet's diary*.

On the board write *camel, carpet, desert, mountain, shepherd, snow*. Students find the illustrations for these words on page 90.

Encourage students to make predictions about the story.

Play Track 72. Students listen and follow along in their books.

Pause the recording after each paragraph. Make *true/false* statements about the paragraph: *Ahmet was from Mexico. Ahmet's father had a carpet shop. Some bandits took their money. Some shepherds gave them food. They saw polar bears. They saw snow.*

#### Track 72

##### *Marco Polo's journey, part 1*

(See Student's Book page 90.)

Students silently read the story in their books.

Students circle five words they don't understand.

Divide the class into small groups. Students go over the words they have circled and try to clarify their meaning together.

Ask groups to share their ideas with the class. Clarify the meanings of the words.

### Grammar presentation

Write on the board *Ahmet went to China. Ahmet didn't go to Africa*. Underline the verbs in each sentence.

Write *didn't = did not*.

Point to the sentences and ask *True or false?*

Focus students' attention on the grammar box.

Students underline all the past tense verbs in the text using a blue pencil for positive verbs and a red pencil for negative verbs.

#### 1 Read and circle T (True) or F (False).

Students look at Student's Book page 90, activity 1.

Students silently read the sentences and circle the options.

Read the first sentence out loud. Ask *True or false?*

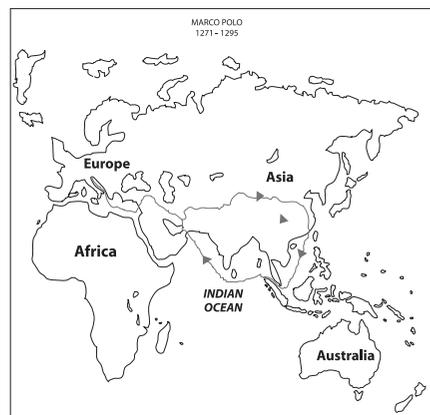
Continue with the remaining sentences.

### Optional activity

#### Marco Polo's route

Make a list on the board of the places that Marco Polo travelled through on his journey to China: *Italy, Iran, Iraq, Afghanistan, the Himalayas and China*.

Display a world map (see Materials). Locate the places listed on the board. Students place a drawing pin by each place. Connect the drawing pins with cotton— from Italy to China— to show the route taken by Marco Polo.



### Wrap-up

#### Recalling the story.

Distribute the *Story sentences* (see Preparation).

In pairs, students complete the sentences. Ask students to read their sentences out loud. Collect the sentences for the next lesson.

#### Answer Key

1. T, 2. F, 3. T, 4. T, 5. F

#### Activity Book

Page 90, activities 1 and 2.

#### Key

1. see-saw, go-went, give-gave, take-took, eat-ate, buy-bought, have-had, meet-met; saw, bought, met, ate, went

2. 1. went; 2. didn't go; 3. didn't take; 4. took; 5. bought; 6. didn't buy; 7. saw; 8. didn't see

## Student's Book Page 91

**Grammar:** Past simple (irregular verbs): *We went to the palace. I didn't see the little silkworms.*

**Vocabulary:** *Sing, stay, remember, guard, oil, emperor, palace, silkworm, silk, fork, song, letter, bag of gold, passport; irregular verbs.*

**Materials:** *Story sentences* from the previous lesson, slips of paper, paper (1 piece per student).

### Warm-up

#### Review: Story summary.

Write the following sentences on the board:  
*Marco Polo and Ahmet bought some camels.  
They arrived at the top of the Himalayas.  
Some bandits took their horses and food.  
Marco Polo talked to Ahmet's father all night.  
They ate lunch next to a river of ice.*

Divide the class into pairs and distribute the paper slips. Students copy the sentences onto these. Distribute the *Story sentences* from the previous lesson. Students cut the *Story sentences* into strips. Students put the new sentences from the board together with the sentences from the previous lesson. Then they number all the sentences in order to make a summary of the first part of the story. Ask for volunteers to read their summaries out loud.

### Developing reading

#### Story: *Marco Polo's journey, part 2* 🎧 73

Play Track 73, pausing the recording after each paragraph. Students listen and follow along in their books.

Make *true/false* statements after each paragraph:  
*They didn't see any guards. Ahmet saw the silkworms.  
Ahmet didn't remember his home in Baghdad. Marco Polo sang a song at the birthday party. Ahmet said goodbye to the Emperor. Ahmet was 19 years old when he arrived home.*

#### Track 73

*Marco Polo's journey, part 2*  
(See Student's Book page 91.)

Students read the story again silently. As they read, they underline all the past tense verbs using a blue pencil for positive statements and a red pencil for negative ones. Ask for volunteers to take turns reading the story out loud. Help them with the difficult words.

### Controlled practice

#### ① Read and match the phrases.

Students look at Student's Book page 91, activity 1. In silence, students match the phrases. Ask for volunteers to read the phrases out loud.

### Optional activity

#### What did you do yesterday?

Distribute paper. Write the following verbs on the board: *ate-didn't eat, saw-didn't see, wrote-didn't write, bought-didn't buy, went-didn't go.* Students choose some of the verbs and write about what they did and didn't do yesterday. Students illustrate their sentences.

### Critical thinking

#### Deducing feelings

Ask students if they have ever been away from home. Ask them how they felt. Ask them how long Ahmet was away from his family. Ask them how they think he felt. Ask *Do you think he missed his family? Was the food different? Was the language different? What other things were probably different?*

### Connecting to students' experiences

Write the word *homesick* on the board. Ask students to guess the meaning. Explain that sometimes people feel homesick when they are far away from their home for a long time. Explain that *homesickness* is not usually a physical illness, but a feeling of sadness or depression. Ask students if they have ever been away from home for a long time and if they have ever felt homesick.

### Wrap-up

#### Write a story summary.

Write the following sentences on the board:

*Title: \_\_\_\_\_*

*Main characters: \_\_\_\_\_*

*Summary:*

*First, \_\_\_\_\_.*

*Then \_\_\_\_\_.*

*After that, \_\_\_\_\_.*

*Next, \_\_\_\_\_.*

*Finally, \_\_\_\_\_.*

In pairs, students copy and complete the summary, choosing sentences from the Warm-up and adding others for the second half of the story. Collect the story summaries.

#### Answer Key

① 1. silk for his father's carpets; 2. a letter to the emperor; 3. an Italian song at the birthday party; 4. a passport and a bag of gold; 5. the silkworms.

### ◆ Activity Book

Page 91, activities 1 and 2.

#### Key

① diary, bandit, silkworm, palace, carpet, camel, emperor, guards, fork, shepherd

② 6, 5, 4, 1, 3, 2

## Student's Book Page 92

**Grammar:** Past simple (irregular verbs, negative):  
*She didn't see a river.*

**Vocabulary:** *Go, eat, write, see;* food, animals, continents.

**Materials:** *Optional:* Paper (1 piece per pair of students).

Students copy the story onto a piece of paper and draw a picture to go with the story.

Students read their stories out loud to their partners. Collect students' work and display it around the classroom.

### Optional activity

#### Game: *Consequences*.

Divide the class into pairs and distribute paper (see Materials).

Tell pairs they are going to write a short story together. First, S1 writes a boy's or a man's name at the top of the paper (it can be a real person or an imaginary person). S1 folds the paper over so that the text is hidden and passes the paper to S2.

Next, S2 writes *met* and a girl's or a woman's name. He/She folds the paper and passes it back to S1.

S1 writes where the two people met (*at the beach, in New York, etc.*), folds the paper again and passes it back. S2 writes *He said* and a sentence. Then he/she folds the paper and passes it back.

S1 writes *She said* and a sentence.

Finally, S2 writes the consequences: *At the end, they were...*

Students open the sheet of paper and read the story out loud.

### Warm-up

#### Poster 8

Display Poster 8.

Point to Mr Cog. Ask *Do you remember Mr Cog? What does he do every day?*

Make one positive and one negative sentence about Mr Cog using the cutouts: *He goes to the shop in the mornings. He doesn't buy mangoes.*

Choose students to come up and make more sentences in the present simple.

Point to the right-hand side of the poster. Say *Yesterday was different.*

Make a positive and a negative sentence in the past tense using the cutouts: *Mr Cog went to the shop in the afternoon. He didn't buy any bananas.*

Draw students' attention to the verb forms.

Invite students to come up and make more sentences.

*Note:* Students will have to reuse some of the cutouts.

### Controlled practice

#### ① Read and complete the chart.

Students look at Student's Book page 92, activity 1. Ask volunteers to read the texts out loud.

Students underline the positive verbs in blue and the negative verbs in red.

In pairs, students complete the chart.

- Complete the sentences.

Students work individually to complete the sentences.

Students swap books and compare their answers.

Ask for volunteers to read the sentences out loud.

Ask if there are any alternative sentences.

### Developing writing

#### ② Write a story.

Students look at Student's Book page 92, activity 2.

Explain the activity. Students have got to choose a word for each blank to complete the story. The choices for each blank are on the right.

Make sure that students understand all the words on the right.

Students complete the activity individually.

- Draw a picture and read your story to a classmate.

### Wrap-up

#### Poster 8

Display Poster 8 and all the poster cutouts.

Write *Yesterday...* on the board.

Using the cutouts as a guide, write a sentence on the board leaving out the verb:

*Mr Cog \_\_\_\_\_ eat a banana for dinner.*

Students copy the sentence into their notebooks and complete it. Ask for a volunteer to come to the board and complete the sentence with one of the cutouts.

Repeat with other positive and negative sentences: *He \_\_\_\_\_ to the shop. He \_\_\_\_\_ bananas.*

#### Answer Key

① *Text 1:* Tim: Africa, a river, snake, diary; Kim: a rat, rice, postcards; Jane: Africa, a tiger, fish, postcards; Joe: Europe, a river, rice, letters.

*Text 2:* 1. Europe, Africa; 2. a rat, didn't, a tiger; 3. fish, snake; 4. a diary, didn't, letters

#### ◆ Activity Book

Page 92, activities 1 and 2.

#### Key

① 1. went; 2. ate; 3. made; 4. had; 5. saw; 6. bought

## Student's Book Page 93

**Pronunciation focus:** /ʃ/ sheep, /s/ sock.

**Vocabulary:** *Shell, sheep, sea, sandwich, shirt, shoulder, sock, shoe, snake, camel, ship, desert, dehydrated.*

### Warm-up

#### Pronunciation review: *t* and *th*

To review the pronunciation focus from Unit 7, write *t* and *th* on the board.

Tell students to touch their heads if they hear the *t* /t/ sound and to touch their feet if they hear the *th* /θ/ sound.

Call out a list of words with the key sounds: *thin, tree, three, ten, thirty, think, tortoise, top, thing, toe*, etc.

### Pronunciation presentation

#### ① Listen and say the tongue twister. 🎧 74

Students look at Student's Book page 93, activity 1. Play Track 74. Students listen and follow along in their books.

##### Track 74

(See Students' Book page 93, activity 1.)

Read the tongue twister out loud. Students repeat. Isolate the two key sounds: *sh* /ʃ/ and *s* /s/. Repeat them. Students repeat after you.

Divide the class into pairs. Students take turns reading the tongue twister to each other.

Ask for volunteers to read the tongue twister to the whole class.

#### ② Listen and colour the boxes. 🎧 75

Students look at Student's Book page 93, activity 2. Point to each picture and ask *What's this?*

Make sure that each student has got a blue and a yellow coloured pencil.

Play Track 75. Students listen and make a small coloured mark in the boxes.

Students compare their work in pairs.

##### Track 75

Use a blue pencil.

Look for shoe, shoe. Colour the box blue.

Look for sheep, sheep. Colour the box blue.

Look for shirt, shirt. Colour the box blue.

Look for shoulder, shoulder. Colour the box blue.

Now use a yellow pencil.

Look for sandwich, sandwich. Colour the box yellow.

Look for snake, snake. Colour the box yellow.

Look for sock, sock. Colour the box yellow.

Look for sea, sea. Colour the box yellow.

Play Track 75 again. Students adjust the colour if necessary and colour in all the squares.

Write two columns on the board with the headings *Shoe* and *Sock*. Say the words and underline the initial sounds. Students repeat.

Ask students to choose a blue word and a yellow word from activity 2. Volunteers read their words out loud.

Write them in the appropriate columns.

### Optional activity

#### Multiple intelligence: Linguistic intelligence

##### Invent a tongue twister.

With the class, brainstorm words beginning with *sh* or *s*. Make two lists on the board:

*Sh:* *she, shoe, shirt, shiny*, etc.

*S:* *sing, song, silly, sad*, etc.

Invent a tongue twister using some of the words: *She sings silly songs in her shiny shoes.*

Divide the class into small groups.

Students invent their own tongue twisters.

Ask for volunteers to read their tongue twisters to the class.

### Developing reading

#### ③ Complete the sentences before you read the text.

Students look at Student's Book page 93, activity 3.

Focus students' attention on the illustration and the title of the text. Ask *What's the text about?*

Divide the class into pairs. Students circle one of the options to complete each sentence. Check the activity by asking students to read the sentences out loud.

- Answer the questions.

Students silently read the text.

Ask if there are any difficult words. Write the words on the board and discuss their meanings.

Read the text out loud.

Ask for volunteers to read the text out loud.

Read the first question out loud. Students answer orally.

Repeat with the other questions.

Students write the answers in their books.

Ask students to read their answers out loud.

### Wrap-up

#### Tongue twister competition.

Hold a class competition to see how many times students can say the tongue twister in one minute.

The student who can say it the most times without stumbling over a word is the winner.

#### Answer Key

③ *Pre-reading:* 1.a, 2. b.

*After-reading:* 1. Because they can travel for many days without water, 2. 25 litres per day, 3. 100 litres in ten minutes.

#### Activity Book

Page 93, activities 1–3.

##### Key

① shoulder, sandwich, sheep, shoe, shirt, snake

② *sh:* ship, sheep, shirt, shoes, shorts; *s:* socks, sandwich, sun, sea

③ ships, sea, shells, sheep, seven, school, sun

## Student's Book Page 94

**Grammar:** Past simple (irregular verbs, questions):  
*Did he run around the world? Yes, he did./No, he didn't. Did they eat dehydrated food? Yes, they did./No, they didn't.*

**Vocabulary:** *Walk, run, start, cross, carry, take, travel, live, sleep.*

**Materials:** *Optional: A world globe.*

### Optional activity

#### Make a glossary.

Divide the class into pairs.

Ask students to look at the two texts in activity 1. Tell them to choose six new words they feel are important to learn.

Students copy the words into their notebooks and draw pictures to clarify the meanings.

Students keep their glossaries for later lessons (see Teacher's Book page 125).

### Warm-up

#### Critical thinking

Write the following words on the board: *extra shoes, rucksack, money, maps, passport, water, sleeping bag, diary, dog, camera and extra clothes.*

Divide the class into pairs.

Tell students to imagine they want to walk around the world. They number the objects on the board from the most important (1) to the least important (10).

Go over the list with the class, encouraging students to give reasons for the way they numbered the words.

### Developing reading

#### 1 Read the articles and write the headlines.

Students look at Student's Book page 94.

Read the title of the double page out loud: *Famous travellers.*

*Say These men travelled around the world.*

*Optional: Use a globe to reinforce the meaning of your words.*

Students read the first text silently. Ask them which words they don't understand. Clarify the meaning of words where necessary.

Read the text out loud.

Write on the board: *Yes, he did./No, he didn't.* Ask comprehension questions about the text:

*Did Kunst start his adventures in the USA?*

*Did Kunst cross five continents?*

*Did Kunst walk across the oceans?*

*Did Drifter like walking?*

*Did Kunst buy a lot of shoes?*

Repeat the procedure with the second text.

Write on the board: *Yes, they did./No, they didn't.*

Ask comprehension questions:

*Did Picard and Jones travel around the world in a car?*

*Did they live under the balloon?*

*Was there a TV in the capsule?*

*Did they take food and water with them?*

Ask for volunteers to read the texts out loud.

Students look at Student's Book page 94, activity 1.

Read the headlines out loud.

Students match the headlines with the articles and write them in place.

### Grammar presentation

- Write the answers.

Write two questions on the board: *Did David have a dog? Did Picard and Jones take food and water? Write the possible short answers on the board. Yes, he did./No, he didn't. Yes, they did./No, they didn't.*

Ask for volunteers to come to the board and match the questions with the answers.

Draw student's attention to the grammar box. Draw their attention to the auxiliary verb *did*.

Read the questions of the activity out loud. Students answer orally.

Students write the answers to the questions.

### Health education

#### Healthy travelling.

Talk with students about the health and safety precautions one should take when travelling: *Make sure you drink clean water, use suntan lotion, do not talk to strangers, always swim with a partner, etc.*

### Wrap-up

#### Game: Hangman.

Choose one of the key words from this lesson. Draw a line for each letter of the word and draw the hangman's scaffold.

Students take turns calling out letters. If the letter is part of the word, write it in. If it is not, draw part of the hanged man's body and write the letter on another part of the board.

Continue until students guess the word or until the hanged man is complete.

Repeat with other words from this lesson.

#### Answer Key

1. No, he didn't; 2. Yes, he did; 3. No, they didn't; 4. No, they didn't; 5. Yes, they did. *Headlines:* Thirteen countries and 21 pairs of shoes. Around the world in 19 days.

### Activity Book

Page 94, activities 1 and 2.

#### Key

1. No, she didn't. 2. No, she didn't. 3. Yes, she did. 4. Yes, she did. 5. No, she didn't. 6. No, she didn't.

## Student's Book Page 95

**Grammar:** Past simple (irregular verbs): *David wrote a diary. Did David write a diary?*

**Vocabulary:** Irregular verbs; places in the world.

### Warm-up

#### Past tense review

Dictate the following list of verbs: *write, meet, give, go, see.*

Students write the verbs in their notebooks. Then they write the past tense of each verb.

Ask for volunteers to read the verbs out loud.

### Grammar presentation

#### Listen and complete the sentences. 76

Students look at Student's Book page 95, activity 1. Point to the picture of David Kunst on the previous page. Tell students the texts give more information about Kunst's journey.

Students look at the map. Ask *What continents can you see?*

Students silently read the incomplete sentences.

Play Track 76, pausing the recording after each section.

Students complete the sentences. Ask them to use a pencil.

#### Track 76

David Kunst was the first man to walk around the world.

1. David wrote a diary.
2. David went across Europe with his mule.
3. David met a famous scientist in Italy.
4. In Croatia, a farmer gave David a dog called Drifter.
5. David saw some camels at a market in Iran.
6. In Australia, David met a woman called Jenni. Jenni went with David across the desert, and now she is his wife!

Students compare their answers with a partner.

Play Track 76 again. Students correct their work if necessary.

- Interview a classmate and answer the questions.

Refer students to the grammar box on page 94 and remind them how to form questions in the past. Divide the class into pairs. Students take turns reading and answering the questions. Students write the answers in their books.

### Optional activity

#### Interviewing David Kunst

Divide the class into pairs.

Students think of three *yes/no* questions they would like to ask David Kunst about his journey. Supply unknown vocabulary where necessary.

Students write the questions in their notebooks.

Ask them to read their questions out loud.

Speculate about possible answers.

### Developing writing

#### The Printer's Project

Students look at *The Printer's Project* at the bottom of page 95.

Read the first instruction out loud. Students write a list of countries. They should limit themselves to three or four. Help them with country names where necessary.

Ask *What country did you visit first? And then?*

Students write a number next to each country to indicate the order.

Read the second instruction out loud. Write a skeleton text on the board:

*First, I went to...*

*Then I went to...*

*In..., I met.../I saw.../I ate.../I bought...*

*After that, I went to...*

*Finally, I went to...*

Students write sentences about their trip.

Then they swap their papers with a partner and check for spelling and other mistakes.

Students make a clean copy of their work and draw a picture of one of the places they visited.

Divide the class into pairs. Students ask each other questions about their trips.

Collect the finished work and display it around the classroom.

### Wrap-up

#### Talk about your trip.

Invite students to talk about their imaginary trips to the class: *I went to Japan. I met a Japanese girl.*

#### Answer Key

① *From top to bottom:* Yes, he did, No, he didn't, No, he didn't, Yes, he did, No, he didn't

#### ◆ Activity Book

Page 95, activity 1.

## Student's Book Page 96

**Grammar:** Past simple (irregular verbs): *Did you make your bed? I went to the cinema. I didn't write a letter.*

**Vocabulary:** *Do, make;* irregular verbs.

**Materials:** *Optional:* Paper, bag.

**Preparation:** *Optional:* *Sentence strips* (1 per student): Strips of paper with a positive past tense statement on each one: *I went to China. I saw a camel. I watched TV. I made my bed. I did my homework.* There should be two identical strips for each statement.

### Warm-up

#### Kinesthetic intelligence: Miming adjectives

Write the following list of adjectives on the board: *curious, responsible, sociable, quiet, active, sporty, lazy, artistic.*

Go through the words one by one and make sure students understand their meanings.

Divide the class into pairs. Assign each pair one of the adjectives from the list. Give pairs a few minutes to develop a mime to represent their adjective.

Pairs take turns doing their mimes in front of the class. The class tries to guess which adjective each pair is miming.

### Controlled practice

#### 1 Do the *Personality survey*.

Review the list of adjectives on the right-hand side of the page.

Read out the first question. Ask students to raise their right hands if the answer is *yes* and their left hands if the answer is *no*.

Say *Now draw the path*. Students use a coloured pencil to follow the path to the next question.

Students continue working on their own.

- Ask a classmate and draw his/her path.

Focus students' attention on the grammar box.

Say *Now you ask the questions*.

Divide the class into pairs.

Students take turns asking each other the questions and drawing a path for their classmate. Make sure that they use a different coloured pencil from their own path.

Go around the class asking for the results of the survey.

Students talk about their classmates: *She's artistic.*

*He's quiet.*

#### Equal opportunities

Ask students if they think that girls' personalities are different from boys'. Take the opportunity to share the idea that it doesn't matter if you are a boy or a girl; you can have any kind of personality: sensitive, active, shy, etc. Also reinforce the idea that we don't all need to be the same, that we should respect all personality types.

### Free practice

#### 2 Write about your day yesterday.

Students look at Student's Book page 96, activity 2. Ask *What did you do yesterday?*

Students write about their day using the verbs in the box. Encourage them to write both positive and negative sentences. They should write about five or six sentences.

Supply additional vocabulary as necessary.

Ask for volunteers to read their sentences to the class.

### Optional activity

#### Game: *Find your partner*.

Place the *Sentence strips* (see Preparation) in a bag. Each student takes a strip of paper and reads the statement.

Students try to find another student with the same statement by asking *yes/no* questions: *Did you (go to China)?*

Once a student finds his/her partner, they sit down together.

### Wrap-up

#### Poster 8

Use the poster cutouts to make a positive statement: *Mr Cog bought a banana for dinner.*

Ask students to transform the statement into a question by changing the cutouts: *Did Mr Cog buy a banana for dinner?*

Continue with other statements.

#### Activity Book

Page 96, activity 1.

## Student's Book Page 97

**Grammar:** Past simple (irregular verbs): *Did you eat frogs' legs? Yes, I did./No, I didn't.*

**Functional language:** *It's my/your turn. Here's the dice. Throw the dice. I'm the winner.*

**Vocabulary:** *Waterfall, dolphin, volcano, sailor, inventor, safari hat, swimsuit, camera, rat, frogs' legs, rabbit.*

**Materials:** Cutouts 2 and 3.

### Warm-up

**Game:** *Word categories.*

Divide the class into small groups.

Write one of the following word categories on the board: *food, places, nature words, animals, professions.*

Give students one minute to think of and write as many words as possible for the category.

Ask groups to read their lists out loud and get a student to write the words on the board.

### Craft activity

① **Make a *Secret traveller's ID card*.**

Students look at Student's Book page 97, activity 1.

Read the instructions out loud.

Make sure that students understand all the words in the numbered boxes.

Students cut out the *Secret traveller's ID card* from Cutout 2.

Students choose a character from the four characters in the cutout.

Students make the *Secret traveller's ID card* using one of the characters. They complete each blank on the cutout with one of the options on page 97.

They should keep this information a secret from their classmates.

### Free practice

② **Play *Secret identity*.**

Students look at Student's Book page 97, activity 2.

Students cut out the board from Cutout 3.

Read the instructions out loud and demonstrate the game using a student's board.

Point to circle 1. Ask *What word can you see?* Ss: *Go.*

Students look at the Code box and find the question with *go*. They complete the question with a word from the boxes in activity 1: *Did you go to Asia?*

Ask a question with *go*: *Did you go to Europe?*

Students answer using the information they have previously written on their ID card.

Divide the class into pairs and distribute materials.

Remind students of the language for games:

*It's my/your turn. Here's the dice. I'm the winner.*

In pairs, students play the game.

### Optional activity

**Game:** *Elimination*

Students stand by their chairs holding their *Secret traveller's ID cards*.

Call out a completed sentence based on one of the lines on the card: *I went to Europe.*

Students who have got the matching sentence sit down. Continue until there is only one student left standing.

### Vocabulary practice

**Building a glossary.**

Students take out the glossaries they developed in a previous lesson (see Teacher's Book page 122).

They choose eight words from this lesson that they would like to learn. They copy the words into their glossaries and draw a picture next to each one to represent its meaning.

Students then write one true sentence with each word. Check the sentences.

Encourage students to share some of their sentences with the class.

### Wrap-up

**Secret traveller**

Students take out their *Secret traveller's ID cards* and copy the sentences on the card into their notebooks.

Each student writes three additional sentences about their traveller and his/her trip. Students glue their *Secret traveller's ID card* under the text in their notebooks.

Students then share the information about their traveller with the class by reading their sentences out loud.

### ◆ Activity Book

Page 97, activity 1.

**Key**

① 2. Yes, she did. 3. No, she didn't. 4. No, she didn't. 5. Yes, she did. 6. No, she didn't. *Answers to complete the paragraph:* went, took, didn't take, bought, ate, didn't write, took, didn't have

## Student's Book Page 98

**Grammar:** Contrasting the past simple and the present simple: *Yesterday, I went to the shop. I go to the park every day.*

**Vocabulary:** *Yesterday, every day, last year, every year, last week, every week, a long time ago.*

**Materials:** Cutout 4.

### Warm-up

#### Yesterday and every day.

Divide the board into two halves. Write *Yesterday* on one half and *Every day* on the other half.

Ask individual students questions to contrast the present and the past: *Do you go to school every day? Did you go to school yesterday? Do you watch TV every day? Did you watch TV yesterday? Do you make your bed every day? Did you make your bed yesterday?* Say one of the following verbs: *eat, make, go, see* or *write*.

Students make sentences about their everyday routines using the verb. Then they write their sentences on the board: *I eat lunch every day.*

Students make sentences about the previous day using the same verb. Then they write their sentences on the board: *Yesterday, I ate fish.*

Repeat with other verbs.

Explain that the phrases *yesterday* and *every day* tell us if a sentence is about the past or the present.

### Warm-up

#### 1 Complete the tasks.

Students look at Student's Book page 98, activity 1. Read the instructions out loud.

Students work individually, underlining the time expressions.

Ask for a volunteer to read the first sentence out loud. Students should respond by holding up the correct coloured pencil: red for the past and green for the present.

Continue with the remaining sentences.

- Complete the chart with the verbs from the sentences.

Students copy the verbs into the chart.

Then they compare their work with a partner.

- Match the phrases.

Students match the time expressions with the labels.

Divide the class into teams. Students take turns making sentences using one of the time expressions. The sentences should be logical and grammatically correct, for example: *Last year, I went to the mountains.*

Give teams one point for every correct sentence.

The team with the most points wins.

### Controlled practice

#### 2 Make and play a language game.

Students look at Student's Book page 98, activity 2. Read the instructions out loud.

Students cut out the sentences in Cutout 4.

Divide the class into pairs. Students play the game in pairs, matching past and present tense verbs in the sentences.

### Optional activity

#### Game: Rub it out!

Divide the board into two halves and write all the irregular past tense verbs used in this unit on both halves: *bought, ate, went, met, saw, did, made, sang, wrote, had, took, gave*. Repeat the words if necessary so that there is a word for every student in the class.

Divide the class into two teams. Assign a number to each student so that there is a number 1 on each team, a number 2, a number 3, etc.

Say a verb in the present tense and call out a number.

The students from each team go to the board, find the past tense of the verb and wipe it off the board.

Assign a point to the fastest student's team.

Continue until the board is clean.

### Wrap-up

#### Substitute a word.

Students choose three sentences from Cutout 4.

They change one word in each sentence.

Students read their new sentences out loud.

#### Answer Key

Text 1: red: 1. Yesterday, 3. Last week, 5. Last year. Green: 2. every day, 4. every morning, 6. Every week, 8. Every year.

Text 2: Past: bought, had, made. Present: go, buy, have, make.

Text 3: Past: last year, last week. Present: every day, every year, every week.

#### Activity Book

Page 98, activity 1.

#### Key

Past: yesterday, last month, a long time ago, last weekend, last week

Present: now, at the moment, every year, every day, every summer, every week

1. goes; 2. went; 3. met; 4. sings; 5. wrote; 6. bought; 7. buys; 8. saw

## Student's Book Page 99

**Grammar:** Review of past simple irregular verbs.

**Vocabulary:** Key vocabulary from the unit.

### Warm-up

**Game:** *Create a word search.*

On the board write *buy, eat, see, meet, go, do, make, sing, write, have, take, give.*

Students make a grid of 8 x 8 squares in their notebooks. They choose 10 verbs and complete the grid with the past form of the verbs, writing one letter horizontally or vertically in each consecutive square. When students have written all the words, they fill in any empty squares with odd letters. Students swap their word searches with a partner and circle the hidden verbs.

### Review

#### The Printer's Quiz

##### ► CIRCLE THE CORRECT OPTIONS.

Point to the two characters in the illustration. Say *This is Simon and this is Lisa.* Students study the clues in the picture and circle the positive or negative verbs in the sentences. Ask students to read the sentences out loud.

##### ► UNSCRAMBLE THE QUESTIONS AND WRITE THE ANSWERS.

Say *These are questions about Simon and Lisa.* Students unscramble and write the questions. Divide the class into pairs. Students take turns asking each other the questions. Students write in the answers.

##### ► COMPLETE THE WORDS WITH SH OR S.

Students complete the words. Ask students to say the words out loud. Ask students to make a sentence using as many of the words as possible. Students read out their sentences.

#### Optional activity

##### Poster 8: Making sentences

Select the Unit 8 poster cutouts that are needed to make past tense sentences. Place the poster cutouts face down on a table. Ask a volunteer to turn over a cutout: *didn't*. S1 stands with his/her cutout (*didn't*) in front of the class. Ask a second student to turn over a cutout. If it can be used to form part of a sentence with S1's cutout (*buy*), he/she stands next to S1. If S2's cutout cannot be used (*bought*), S2 sits down. Once a sentence is formed, students sit together. Continue until there are no more cutouts.

### Wrap-up

**Time to sing** 🎵 71

Play Track 71.

Students listen and follow the song on page 89. Encourage them to sing along with the CD.

## Answer Key

① *Circle:* 1. bought, 2. bought, 3. went, 4. didn't go, 5. went, 6. didn't see, 6. saw. *Unscramble:* 1. Did Lisa buy a hat? Yes, she did; 2. Did Simon see some mountains? Yes, he did; 3. Did Lisa go to Africa? Yes, she did. 4. Did Simon go to Africa? No, he didn't. *Complete:* shirt-seven-shoes-socks-sun-sheep.

### Activity Book

Page 99, activities 1–3.

#### Key

① *Continents:* Asia, Africa, Oceania, Europe, Antarctica, America; *Oceans:* Pacific, Atlantic, Arctic, Indian  
 ② *make-made, go-went, have-had, buy-bought, see-saw, do-did, meet-met, eat-ate, give-gave, write-wrote; ate, wrote, did, met, gave*  
 ③ *Positive:* saw, saw, saw, saw; *Negative:* didn't, see, didn't see, didn't see, didn't see; *Question:* see, see, Did, Did, Did, see, Did, see; *Short answers:* Yes, No, did, didn't, Yes, did, No, Yes, No, didn't, Yes, did, No, didn't, Yes, did, No

### Grammar module: Past simple

We use the past simple to talk about actions that happened at a fixed moment in the past.

#### Positive

*Was* is used with *I, he, she* and *it*.

*Were* is used with *you, we* and *they*:

*I was tired. They were happy.*

#### Negative

To form the negative, we use *didn't* (*did + not*) and the infinitive form of the verb:

*I didn't go to school yesterday.*

#### Question form

To form a question, we use *did*. The subject goes between *did* and the main verb:

*Did you go to the park yesterday?*

To answer a question, we use *yes* or *no* followed by the subject and the positive or negative auxiliary:

*Yes, I did./No, I didn't.*

#### Positive

*I went  
 You went  
 He went  
 She went  
 It went  
 We went  
 You went  
 They went*

#### Negative

*I didn't go  
 You didn't go  
 He didn't go  
 She didn't go  
 It didn't go  
 We didn't go  
 You didn't go  
 They didn't go*

#### Question form

*Did I go?  
 Did you go?  
 Did he go?  
 Did she go?  
 Did it go?  
 Did we go?  
 Did you go?  
 Did they go?*

#### Short answers

*Yes, I did./No, I didn't.  
 Yes, you did./No, you didn't.  
 Yes, he did./No, he didn't.  
 Yes, she did./No, she didn't.  
 Yes, it did./No, it didn't.  
 Yes, we did./No, we didn't.  
 Yes, you did./No, you didn't.  
 Yes, they did./No, they didn't.*



**Science: Making a compass**

**Materials:** Per pair of students: a magnet, a cup of water, a cork, a needle.

**Directions:**

Write the following instructions on the board:

1. Rub a magnet 50 times across a needle, always in the same direction.
2. Cut a piece of cork, so you have got a small circle.
3. Push the needle through the cork, from one end of the circle to the other. Label the cork N, S, E and W (the needle should go from S to N).
4. Put the cork and needle in a cup of water.
5. Place the compass on a table and watch what happens! (The needle should move and point to the nearest magnetic pole— either north or south.)



Divide the class into pairs and distribute the materials. Read the instructions with the class. Demonstrate each step. Students follow the instructions and make the compass.

Pairs write a route in their notebooks to follow: *Walk five steps north and then 20 steps east.*

Two pairs exchange routes and use their compasses to follow them.

**Art: Bird's-eye view model**

**Materials:** Card, coloured modelling clay, paper scraps, paint, glue.

**Directions:**

Divide the class into pairs and distribute the materials. Students imagine they are travelling in a hot-air balloon.

Students draw an imaginary scene of what they can see from the balloon on the card. Remind them that from high above, objects look very small.

Encourage students to include natural landmarks in their scene: a river, mountains, trees, etc.

Students make the landmarks with modelling clay and crumpled-up paper scraps.

Then they paint the background.

Students describe their models to each other.

Display the models around the classroom.

**Project: The history of Marco Polo**

**Materials:** Paper, photocopies of world maps (1 per pair of students), one large world map.

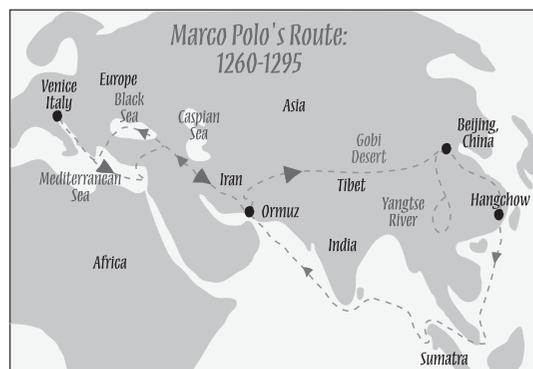
*Note:* To download photocopyable world maps from

the Internet, see National Geographic's site: [www.nationalgeographic.com/xpeditions/atlas](http://www.nationalgeographic.com/xpeditions/atlas)

**Directions:**

Write the date of Marco Polo's journey on the board: 1271. Talk about Marco Polo with the class. Explain that the 13th century was a time of exploration and discovery in Europe. Ask *Why did Marco Polo go to China?* Lead students to the conclusion that he was looking for goods to buy and sell.

Ask *What Chinese food did Marco Polo take back to Europe?* Supply the answer: *Pasta and rice.* Talk about the importance of the exchange of goods, ideas and technology between different parts of the world.



Display a large world map on the board with a clearly marked trail of Marco Polo's journey. Tell students that Marco Polo travelled for 24 years around Asia and the Middle East. Divide the class into pairs and make sure each pair of students has got a small world map. Students make a list of the modern names of the countries Marco Polo passed through on his way to China: Israel, Turkey, Iraq (Baghdad), Iran, Afghanistan and Tajikistan. (On his return trip from China, he passed through other countries including Vietnam, Sumatra, Sri Lanka and India.)

Explain that the Emperor of China gave Marco Polo a passport when he travelled back to Italy. Talk about the purpose of passports: *to identify yourself in another country; as a record of entering and leaving a foreign country,* etc.

Distribute paper. Students fold four sheets of paper in half and staple them together to make a passport.

Ask students to imagine that they travelled with Marco Polo. They fill one page with personal information: name, date of birth, height and eye colour. They add a photo or a picture. On the other pages, they can invent entry stamps for different countries.



Vocabulary	Grammar
<p><b>Regular verbs:</b>  <i>attack, capture, clean, climb, cook, escape, jump, live, paint, rob, sail, shout, study, travel, walk, want, wash, watch, work</i></p> <p><b>Irregular verbs:</b>  <i>become, drink, eat, go, have, ride, sleep, wear</i></p> <p><b>Pirate language:</b>  <i>captain, eye patch, earring, flag, gold, parrot, pirate, pistol, silver, ship, sword, treasure chest/map, wooden leg</i></p> <p><b>Countries:</b>  <i>Australia, Brazil, Canada, China, Colombia, Dominican Republic, Egypt, England, France, India, Italy, Japan, Peru, Russia, Spain</i></p> <p><b>Words for physical description:</b>  <i>beard, black, blonde, brown, long, moustache, red, short, strong, tall</i></p> <p><b>Other words:</b>  <i>bone, brave, cabin, door, island, rope, silly</i></p>	<p><b>Past simple (regular verbs):</b>  <i>I sailed on a ship.            He cooked his food.            They didn't work.            He didn't listen.            Did the captain shout for his lunch?            Did the pirates jump into the river?</i></p> <p><b>Past simple (Wh questions):</b>  <i>What did you call your ship?            Where did the pirates travel?            What did you do?</i></p>
<p><b>Functional language:</b>  <i>What does it mean? Come on! Hurray! Look!</i></p>	<p><b>Multiple intelligence:</b>            Linguistic intelligence (page 134), Spatial intelligence (page 135), Visual/spatial intelligence (page 139)</p>

## Teaching tip

### Assessment

Throughout the course of a year's work, we need to be continually evaluating our students' progress. This kind of evaluation is carried out in two different ways:

As you work through the language objectives in each unit, it is important to take regular breaks, review the grammar and vocabulary taught, and get students to practise on their own or with their classmates. It is important to assess not just *what* the pupils do at this stage but *how* they do it. Do they work autonomously? Are they trying to use the language they have learned? It is also important that they assess themselves.

Suggest that they look over the work they have done in the unit and pick out their best and their worst activities. Ask them to reflect on why they did something well or badly.

At the end of this book, you will find photocopiable tests for each unit. The tests are designed for the pupils to work alone. Don't surprise them with these tests! Tell them a few days before that you will be giving them a test. Remind them of the main language points and give them a list of the things they should study. On the

day of the test, make sure that the class is quiet and settled. Students shouldn't have anything on their desks other than a pencil, a rubber and a pencil sharpener. Hand out the test papers. Read all the questions and make sure that everyone understands what they have got to do in each section. Point out that once the test has started, you will not be answering any questions. Tell students to leave nothing blank. It's always better to try. When you make your final evaluation of students, remember to take into account the results of their tests, their work in class and their homework.

## Student's Book Page 100

**Grammar:** Past simple (regular verbs): *I sailed on a pirate ship. He climbed the ropes.*

**Vocabulary:** *Sail, travel, shout, want, cook, wash, clean, climb, paint.*

**Materials:** Slips of paper (1 per student), soft ball.

**Preparation:** *Verb slips:* On slips of paper write the infinitives of the following verbs: *make, see, eat, write, go, do* and *buy*. Write the past simple forms on other slips of paper. Repeat the verbs so you've got one slip per student.

### Warm-up

#### Grammar review game: Match the verbs.

Distribute the *Verb slips* (see Preparation). Students walk around the classroom looking for the verb that matches the one they are holding. Once students form a match, the student holding the infinitive form asks a question: (*What/Where*) *did you (eat) yesterday?* The student holding the past form answers: *I (ate) some (fish).* Pairs write their question and answer in their notebooks. Invite some pairs to read their questions and answers out loud.

#### 1 Listen and sing the song. 77

Write the word *pirates* on the board. Ask students what they know about pirates. Write their ideas in note form on the board. Students look at Student's Book page 100, activity 1. Point to the picture of Roger as an old man. Say *When Roger was a young man, he worked on a pirate ship. He worked very hard. Look at some of the things he did.* Play Track 77. Students follow along in their books.

#### Track 77

##### Roger's pirate song

(See Student's Book page 100, activity 1.)

Draw a big compass on the board and write *North, South, East* and *West* on the points of the compass. Say *Roger travelled all over the world. He travelled north, south, east and west.*

Play Track 77 again. Students point to the points of the compass as they hear them.

Encourage students to join in with the chorus.

Divide the class into two groups.

Play Track 77 again.

Group 1 sings the first two lines of each verse.

Group 2 sings the chorus.

### Grammar presentation

#### Past simple (regular verbs)

Get students to underline all the verbs in the song. Explain that these are regular verbs. This means that the past simple is formed by adding *ed* or *d* to the end

of the verb. Write examples on the board and give sample sentences: *Cleaned: Yesterday I cleaned my house.*

Explain that the verbs they learned in Unit 8 were irregular verbs, which means they change completely in their past form.

### Controlled practice

#### 2 Look and say what the captain did yesterday.

Read the dialogue at the bottom of the page out loud. Ask students more questions about the captain's chores: *What did he do yesterday at eight o'clock?* Students ask each other questions about the captain's activities using the pictures in their books as cues.

### Optional activity

#### Write a pirate diary.

Tell students to choose a pirate name for themselves. Students imagine they are pirates and write about what they did yesterday. To guide them, write these past forms on the board: *went, ate, saw, sailed, climbed, washed, cleaned.*

Collect the diaries and display them around the classroom.

### Wrap-up

#### Game: Catch and say.

Students sit in a circle in the middle of the room. Stand in the middle of the circle. Throw the ball (see Materials) to a student and say the infinitive of one of the verbs in Units 8 or 9 (regular or irregular). The student catches the ball and says the past simple form of the verb. If he/she is correct, he/she stands outside the circle.

Continue until all the students have left the circle.

### Connecting to students' experiences

Ask students questions to help them relate the song to their own experiences: *Did Roger work very hard? How do you think he felt? How do you feel when you work hard?*

### Activity Book

Page 100, activity 1.

#### Key

1. climb–climbed, paint–painted, wash–washed, shout–shouted, travel–travelled, want–wanted, clean–cleaned, sail–sailed; 2. travelled; 3. cooked, washed, climbed, painted, cleaned; 4. shouted; 5. wanted

## Student's Book Page 101

**Pronunciation focus:** Regular past endings: /ɪd/  
*wanted*, /t/ *cooked*, /d/ *cleaned*.

**Vocabulary:** *Travel, work, shout, clean, cook, climb, paint, sail, wash, want, jump, gold, silver, treasure, pirate, stone, ship, diver.*

### Warm-up

#### Which verbs? 🎧 77

Write the following verbs on the board: *had, did, sailed, travelled, gave, bought, shouted, cooked, washed, went, cleaned, painted, ate, climbed.*

Tell students to copy the verbs into their notebooks in a column.

Play *Roger's pirate song*, Track 77.

Students tick the verbs as they hear them.

Ask students which verbs they heard in the song.

Let them look at the words to the song on page 100 to check their work.

### Pronunciation

#### ① Listen and connect the words. 🎧 78

Students look at Student's Book page 101, activity 1. Students will need blue, red and green coloured pencils. Tell students that they are going to hear some verbs and to listen carefully because although they all end in the same letters, they can be pronounced in three different ways.

Play Track 78. Students listen and point to the words as they hear them.

#### Track 78

Use a blue pencil to connect the words: *travelled, sailed, cleaned, climbed.*

Now use a red pencil to connect the words: *worked, washed, cooked, jumped.*

Now use a green pencil to connect the words: *painted, shouted, wanted.*

Play Track 78 again. Students connect the words with the corresponding coloured lines.

### Pronunciation practice

#### ② Read the text out loud. 🎧 79

Students look at Student's Book page 101, activity 2. Play Track 79. Students listen and follow along in their books.

Ask for volunteers to read the text out loud.

#### Track 79

(See Student's Book page 101, activity 2.)

Make three columns on the board. Write *travelled, worked* and *shouted* as headings for the columns.

Tell students that these are the three different ways of pronouncing the *ed* endings.

Call out one of the verbs from activity 1 and get a student to come to the board and write the verb in the correct column. Continue with the other verbs.

### Optional activity

#### New rhymes

Students look again at the verse in activity 2. Write *shouted, cooked* and *cleaned* on the board.

Students classify the verbs according to the *ed* pronunciation.

Students write their own versions of the rhyme by replacing the verbs with other verbs from the same sound group.

Students write out their new verse. Collect the verses and display them around the classroom.

### Reading practice

#### ③ Complete the text.

Students look at Student's Book page 101, activity 3. Say *This is a text about a real pirate called Black Sam Bellamy. He lived in the 1700s.*

Read the text out loud and stop at the blanks. Students supply the missing words.

Students read the text on their own and write in the missing words.

#### • Complete the sentences.

Students read the text they have completed and write the missing subjects into the sentences.

Ask for volunteers to read the completed sentences out loud.

### Wrap-up

#### What's wrong?

Tell students you are going to read the text about the Whydah out loud but that every sentence will contain a mistake. Students must listen carefully and stop you when they hear each mistake.

Read the text out loud and change something in each sentence, for example: *Sam Bellamy was a rich boy.* When you make a mistake, students shout *Stop!* and say the sentence correctly: *Sam Bellamy was a poor boy.*

#### Answer Key

③ Text 1: pirate, ship, gold, silver, stones, divers, treasure

Text 2: 1. Black Sam Bellamy; 2. The Whydah; 3. Black Sam, The Whydah; 4. Divers

#### ◆ Activity Book

Page 101, activities 1 and 2.

#### Key

② was, was, were, were; is, are, are, are

## Student's Book Page 102

**Grammar:** Past simple (positive and negative):  
*The pirates arrived at the island. They didn't work.*

**Vocabulary:** *Ship, treasure map, riddle, dust, gold, stone, diamond, ruby, cheer, sail, rob, arrive, jump, shout, run, wait for, find, look, silly, north, west.*

**Materials:** Paper, slips of paper.

**Preparation:** Make a sign for each of the cardinal points: *North, South, East* and *West*. Put them up on the corresponding walls of the classroom where they are highly visible.

### Warm-up

#### Poster 9

Before students arrive, put up the four cardinal point signs on the walls (see Preparation). Attach Poster 9 to a wall. Use the poster cutouts to dress the pirates and complete their features.

Tell students to stand at the back of the classroom. Give them directions to get to the poster using the cardinal points: *Walk five steps to the north. Now turn and walk three steps to the east...*

When students are standing in front of the poster, ask *What can you see?*

Ss: *A pirate!*

### Developing reading

#### Story: Roger and the treasure, part 1 80

Read the title of the story out loud.

Remind students who Roger is: he worked on a pirate ship when he was a young man (see Student's Book page 100).

Students look at the pictures on pages 102–103.

Encourage them to make predictions.

Read the riddle out loud and ask students what is in the chest and where the chest is.

Play Track 80. Students listen and follow along in their books.

Pause the recording after each paragraph and ask comprehension questions: *Were the pirates bad? Did they work? What did Roger find? What did the riddle say? Where did the pirates sail? Did the pirates walk north? What was there in the river?*

#### Track 80

##### *Roger and the treasure, part 1*

(See Student's Book page 102.)

Students silently read the story in their books.

Write the following verbs on the board: *find, cheer, shout, look, rob, arrive, run, sail, ask* and *jump*. Students go through the text and underline the past tense form of the verbs.

Volunteers call out the past tense forms and write them on the board.

Students classify the verbs into regular and irregular. Then they classify the regular verbs according to the

pronunciation of the *ed* ending:

*/ɪd/:* *shouted; /t/:* *asked, jumped, looked; /d/:* *sailed, robbed, cheered, arrived.*

Volunteers take turns reading the story out loud. Help them with the difficult words.

### Grammar practice

#### 1 Read and find three things that the pirates didn't do.

Students read through the text again.

Tell them that in the text there are three things the pirates didn't do.

Students underline the negative sentences in the text and complete the sentences in activity 1.

Write the incomplete sentences on the board.

Volunteers come to the board to complete them.

Students correct their work.

### Connecting to students' experiences

Ask students questions to help them relate the story to their own experiences: *What did Roger find? Was the captain excited about the map? What did he want to find? Would you like to find treasure? What would you like to find?*

### Wrap-up

#### Story sentences.

Write the following sentences on the board:

*Captain Cutlass and his pirates sailed \_\_\_\_\_.*

*One day, Roger found \_\_\_\_\_.*

*Captain Cutlass and the pirates sailed \_\_\_\_\_.*

*The pirates ran to \_\_\_\_\_.*

Students copy the sentences onto slips of paper.

In pairs, students complete the sentences.

Ask students to read their sentences out loud.

Collect the sentences for the next lesson.

#### Answer Key

1 work, listen to the captain, didn't wait for the captain

#### Activity Book

Page 102, activities 1 and 2.

#### Key

1 work, found, arrived, ran, shouted, listen, jumped

## Student's Book Page 103

**Grammar:** Past simple (positive and negative):

*The captain didn't climb the trees. The pirates climbed the trees.*

**Vocabulary:** *walk, climb, see, jump, open, watch, look (at), think, run, shout, start, dig, wait for, crocodile, river, bone, pirate, hat, hole, treasure chest, dust, stone, north, west, angry, lazy, around, slowly.*

**Materials:** *Story sentences from the previous lesson, slips of paper.*

### Warm-up

#### Review: Story summary.

Write the following sentences on the board.

*The pirates jumped off the ship.*

*The pirates arrived at the island.*

*The riddle on the map said the treasure was under the pirate's bones.*

*The pirates jumped into the river.*

Divide the class into pairs.

Students copy the sentences onto slips of paper.

Distribute the *Story sentences* from the previous lesson.

Students put the new sentences from the board together with the sentences from the previous lesson.

They number all the sentences in order to make a summary of the first part of the story.

Volunteers read their summaries out loud.

### Developing reading

#### Story: Roger and the treasure, part 2 🎧 81

Play Track 81, pausing the recording after each paragraph. Students listen and follow along in their books.

#### Track 81

##### *Roger and the treasure, part 2*

(See Student's Book page 103.)

Ask questions after each paragraph: *Did the pirates walk east? Did they climb the trees? Did they think about the riddle? What did Roger see? What did Roger find in the hole? Was there treasure in the chest? What was in the treasure chest? Was Captain Cutlass happy?*

Students silently read the story in their books. Ask *who* questions about the story: *Who walked west? Who climbed the trees? Who saw a hat? Who started digging?*

Ask for volunteers to take turns reading the story out loud. Help them with any difficult words.

### Grammar practice: past simple

Write the following verbs on the board: *walk, run, climb, look, shout, see, start, open* and *watch*.

Ask students to look at the story again and underline the past form of these verbs.

Write the past forms on the board in random order.

Students choose five verbs and write five true sentences: *Yesterday I walked to the shop.*

### Controlled practice

#### 1 Read and correct the sentences.

Students look at Student's Book page 103, activity 1. Read the first sentence and encourage students to correct it:

T: *The captain climbed the trees. True or false?*

Ss: *False.*

T: *So who climbed the trees?*

Ss: *The pirates.*

T: *That's right. The captain didn't climb the trees.*

*The pirates climbed the trees.*

Continue with the other sentences.

Students write the complete negative sentences and corrected sentences in their notebooks.

### Optional activity

#### Act out the story.

Divide the class into groups of six. One student takes the role of Roger, one student the role of Captain Cutlass and four students are the pirates.

Give students a few minutes to decide how they can act out the story: their movements, what props they need, and so on.

Play Tracks 80 and 81. Students act out the story in their groups as they listen. They can speak along with the recording or just mime.

Choose the best group and ask them to act it out again for the rest of the class.

### Wrap-up

#### Write a story summary.

Write the following sentences on the board:

*Title:* \_\_\_\_\_

*Main characters:* \_\_\_\_\_

*Summary*

*First,* \_\_\_\_\_.

*Then* \_\_\_\_\_.

*After that,* \_\_\_\_\_.

*Next,* \_\_\_\_\_.

*Finally,* \_\_\_\_\_.

In pairs, students copy and complete the summary, choosing sentences from the Warm-up and adding others for the second half of the story.

Collect the story summaries.

#### ◆ Activity Book

Page 103, activities 1–3.

#### Key

③ 1. for one kilometre. 2. an old pirate's hat. 3. digging a hole. 4. found a treasure chest. 5. the treasure chest very slowly. 6. any treasure in the chest. 7. angry, and he jumped up and down.

## Student's Book Page 104

**Grammar:** Past simple (*Wh* questions): *What did you call your ship? Where did the pirates travel?*

**Vocabulary:** *Call, have, find, travel, ship, pirate, captain, pistol, eye patch, parrot, map, letter, drawing, tree, stone, cave, diamond, teeth, bone, angry, surprised, happy, wooden.*

**Materials:** Cutout 1.

### Warm-up

#### Brainstorming.

Write the following categories on the board:

*Names for a pirate ship*

*Things a pirate has got*

*Names for a captain*

*Words to describe a ship*

*Words to describe a captain*

Students help you to build up a list of words under each category.

### Vocabulary practice

Write the following words on the board: *parrot, pistol, eye patch, map, letter, drawing, tree, stone, cave, diamonds, gold teeth, bones.*

Divide the class into pairs. Students work together to see how many of the words they understand. Then they draw a picture for each word.

Go over the meanings of the words with the whole class.

### Craft activity

#### 1 Make your own pirate cartoon.

Read the instructions out loud.

Students look at Cutout 1. Show them how to cut out the two strips and glue them together.

Students then complete the sentences in the comic according to the numbered instructions on page 104.

Next, they complete and colour in the pictures.

Students cut out the TV screen and cut along the lines at the top and bottom of the screen to make two slits.

Then they thread the comic strip through the screen.

### Reading practice

- Read your cartoon to a classmate.

Students work in pairs. They thread their comic strips through the screens and read their stories to each other.

### Controlled practice

- Ask a classmate about his/her cartoon and write the answers.

Students work in pairs. They ask each other questions about their cartoons and write the answers in their Student's Books.

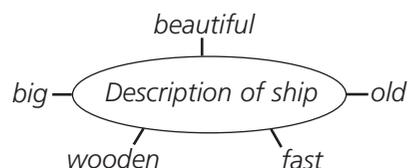
Ask students at random about each other's cartoons: (*Eva*), *tell me about (Lucia's) cartoon.*

### Optional activity

#### Linguistic intelligence

Tell students to think about each frame of their pirate cartoon. Ask them to think of more information that they could give about each section of the story. For example, in frame 1 they could add a description of the ship.

Show students how to make a word map of words they could add at each stage.



Students make their word maps and write a more complete description for each frame. Then they think of a title for their cartoon.

In groups, students narrate their cartoons to each other.

### ♥ Moral and civic education

#### Good or bad pirates?

Explain that many famous pirates are now popular heroes, but in reality, they were robbers. Discuss how the stories about popular heroes often get changed and distorted and that we must remember the truth about these characters. Stealing is wrong, no matter who does it.

### Wrap-up

#### Bleep dictation.

Tell the class that you are going to dictate a text with some blanks in it. When they hear the word *bleep*, they have got to leave a blank space.

Dictate the following text:

*In the sea there was a bleep called Gold Sail. This ship travelled to bleep. The bleep was called John Smith. He was very bleep. One day, the bleep found some bleep. Write the missing words on the board: *captain, treasure, ship, bad, France, pirates.**

Dictate the text again. Students write the missing words in the corresponding blanks.

#### ◆ Activity Book

Page 104, activity 1.

#### Key

- 1 pirate, bedroom, hat, wooden
  2. Where did Belinda see it? 3. Was Belinda scared?
  4. What did Belinda say? 5. Was her mother happy?
  6. Was the pirate real?
- 2, 3, 5, 6, 4

## Student's Book Page 105

**Grammar:** Past simple (*Wh* questions): *Where did you go? What did you do?*

**Vocabulary:** *Go, ride, sleep, eat, drink, see, do, Canada, Colombia, Brazil, Peru, Spain, France, Dominican Republic, England, Italy, Egypt, India, China, Japan, Russia, Australia; continents.*

**Materials:** Paper.

**Preparation:** *Optional: Continent maps:* Ask 10 students to bring in simple country maps of Europe or America.

### Warm-up

#### Game: Where in the world?

Divide the board into two sections and draw three columns in each section. Write *Ocean, Continent* and *Country* in the columns.

Divide the class into two groups. Each group lines up in front of their section of the board.

Name an ocean, continent or country.

A student from each group runs to the board and writes the word in the correct column.

Repeat several times. The group with the most correct answers is the winner.

### Vocabulary presentation

#### 1 Listen and tick (✓) the countries you hear. 🎧 82

Play Track 82. Students listen and tick in their books the countries they hear.

#### Track 82

Radio host: Hello, and welcome to today's show. We are here with Anna and David, two world travellers. Last year, they travelled to eleven countries. Very impressive! Now tell us, Anna and David, where did you go?

David: Well, we started in Canada and from there we travelled south. We visited Colombia, Brazil and the Dominican Republic. Then we travelled to Spain, France and Italy. Then we visited Egypt and saw the pyramids. Finally, we went to China and Japan. Oh, and we also went to Australia!

Radio host: Wow! What an incredible trip!

Correct the answers with the whole class.

### Controlled practice

#### 2 Listen and tick (✓) the correct photos. 📷 83

Name the photos in activity 2 at random: *horses, camels, park, tent, zoo, beach, milk, etc.*

Students point to the photos.

Tell students that they are going to hear David and Anna talking about the Dominican Republic.

Play Track 83. Students tick the photos.

#### Track 83

Radio host: David and Anna, on your trip you saw 11 different countries... What was your favourite country?

Anna: Our favourite country was the Dominican Republic.

Radio host: Where did you go there?

David: We went to the zoo. There were lots of beautiful animals.

Radio host: Very interesting.

Anna: And we rode horses on the beach.

Radio host: Horses! That's great! And where did you sleep?

Anna: We slept in a tent.

Radio host: What did you eat?

David: We ate lots of fish and bananas. We cooked the fish on a fire.

Radio host: And what did you drink?

David: We drank milk.

Radio host: What a wonderful adventure!

Ask questions about the pictures: *Did they go to the (zoo)?* Students check their answers.

- Ask and answer with a classmate.

Write the words *what* and *where* on the board.

Students form questions about the pictures in activity 2:

*Where did they go? What did they eat?*

Divide the class into pairs. Students take turns asking each other questions about the pictures.

Students write the questions in their notebooks.

### Free practice

#### 3 Invent a trip.

Ask students to choose a country and imagine they went there last week.

Students answer the questions individually.

Then they draw pictures of their imaginary trip and tell a partner about it.

### Optional activity

#### Spatial intelligence: Map jigsaws

Divide the class into groups. Each group uses a *Continent map* (see Preparation).

Students colour and cut out the countries. Each group mixes up the "puzzle pieces" and swaps them with another group. Shout *Go!* The groups reconstruct the continents.

### Wrap-up

#### Game: Which country am I thinking of?

Chose a country from activity 1. Say *I'm thinking about a country, guess which one.*

Students ask you *yes/no* questions: *Is it in (Asia)? Does it begin with the letter (J)?*

#### Answer Key

1 Canada, Colombia, Brazil, Dominican Republic, Spain, France, Italy, Egypt, China, Japan, Australia

#### Activity Book

Page 105, activities 1–3.

#### Key

1 *America:* Canada, Colombia, Brazil, Peru; *Europe:* France, Spain, England, Italy; *Asia:* Japan, China, India, Russia; *Africa:* Egypt; *Oceania:* New Zealand

3 Where did you go? What did you eat? What did you drink? Where did you sleep?

## Student's Book Page 106

**Functional language:** Describing physical characteristics: *He wore a (black hat). She had (long) (red) hair. He was tall.*

**Vocabulary:** *Long, short, blonde, black, brown, red, moustache, beard, tall, strong, fast, brave, earring, eye patch, parrot, hat, sword, pistol, belt, wooden leg, boot, vest, treasure chest, flag.*

**Materials:** *Optional:* Old magazines, card.

### Warm-up

#### Game: Who am I describing?

Choose a student and describe him/her. After each sentence ask students to guess who it is:

T: *He's wearing glasses.*

S1: *Is it Antonio?*

T: *No. He's wearing glasses and he's got black hair.*

Repeat with different students.

*Optional:* Individual students choose and describe other members of the class.

### Vocabulary presentation

#### Poster 9

Attach Poster 9 to the board. Gradually build up the missing elements of the pirates using the cutouts and pointing out elements that appear on the poster. Write the key words in a column to the left of the poster: *hair (blonde, brown, red), nose, eyes, mouth, moustache, beard.*

Finish dressing the pirates using the cutouts. Again write the key words in a column to the right of the poster: *wooden leg, eye patch, hat, vest, sword, pistol, earring, boot, parrot, treasure chest, flag.*

Remove the cutouts. Ask for a volunteer to come to the board and complete one of the pirates. Ask the class to describe the pirate.

### Developing reading

#### 1 Read and label the pictures.

Explain that the characters on this page were real pirates that lived in the nineteenth century.

Read the first text out loud.

Ask for volunteers to read the other texts out loud.

Help them with any difficult words.

Students silently read the texts again and write the names of the pirates under the pictures.

Check the activity: *Who is the (first) pirate?*

### Developing writing

- Write about Captain Morgan.

Tell students that Captain Morgan was probably one of the most famous pirates of all time. He lived in

the Caribbean.

Students look at the picture of Captain Morgan and write a description. Ask for volunteers to read their descriptions to the rest of the class.

### Developing reading

#### 2 Read and colour.

Students read the descriptions under the pictures and colour the faces and hair.

### Vocabulary review

#### Game: Noughts and Crosses.

Draw a *Noughts and Crosses* grid on the board.

Number the squares on the grid from 1 to 9. Write the following words in the squares: *long, short, blonde, black, red, brown, moustache, beard* and *hair*.

Divide the class into two teams: X and O.

A student from team X chooses a number on the grid and makes a true statement about someone in the class using the word in the square, for example:

*Carlos has got short brown hair.*

If he/she does it correctly, put an X in the space.

Repeat with team O.

Continue, alternating teams. The first team to get three Xs or three Os in a row—horizontally, vertically or diagonally—wins the game.

### Optional activity

#### A pirate photo album

Divide the class into groups. Distribute magazines and card. Students look through the magazines for pictures of people and cut them out (1 picture per group member). These characters are their "pirates". Students can add features like eye patches and moustaches to the pictures. Students write a description of their "pirates" and glue the pictures and descriptions onto card to make their photo album.

### Wrap-up

#### Game: Stand up, sit down!

Call out instructions as follows: *Stand up if you have got (black) hair. Sit down if you have got (blue) eyes.*

Continue naming features and encouraging students to stand up and sit down.

#### Answer Key

1 Text 1: Princess Alwilda, Barbarossa, Anne Bonny.

Text 2: long brown hair and a brown moustache. He had blue eyes and he had one black tooth.

Note: For the next class, tell students to bring "treasures" for The Printer's Project.

#### Activity Book

Page 106, activities 1 and 2.

#### Key

1 Text 1: Tiny; Text 2: Smelly Mel; Text 3: One-eyed Jane

## Student's Book Page 107

**Grammar:** Imperatives: *Put special treasures in your chest.*

**Vocabulary:** *Treasure map, chest, flag, tape, paint, paintbrush, paper, crayon, glue stick.*

**Materials:** Craft materials: shoeboxes, tape, paint, paintbrushes, paper, crayons, black and white paper, wooden sticks; face paint or make-up, dressing-up clothes; students' "treasures" from home.  
*Optional:* paper.

### Warm-up

#### Pirate spelling contest.

Write the word *Pirates* on the board. Students name everything related to pirates that they've learned to say in English so far in the unit. Write the words as a list on the board: *treasure, map, chest, ship, parrot, flag, earring, pistol, wooden leg, sword, eye patch, hat, moustache, beard, etc.*

Students copy the list into their notebooks.

Explain that you're going to have a spelling contest and that they should study the words and try to remember how they are spelled. Clean the board.

Divide the class into two teams. A student from each team comes up. Say one of the words. Students take turns trying to spell the word correctly. The first student with the correct spelling gets a point for his/her team. Continue until every student has had a turn. The team with the most points wins.

### Developing reading

#### 1 Read and label the texts.

Read the three titles out loud.

Students read the instructions for the crafts and write the titles in the corresponding boxes.

Check answers: *What's craft number 1?*

#### TPR activity: Commands

Write the following verbs on the board: *tape, cut out, paint, draw, colour.* Read each verb out loud and act it out in front of the class.

Students stand up. Call out the verbs and students mime them.

Divide the class into pairs: A and B.

Student B says a verb for student A to act out.

Students change roles and repeat the activity.

- Read again and number the pictures.

Students silently read the texts again and number the photos. Check answers with the whole class.

#### 2 Have a pirate party.

Divide the class into small groups. Distribute the craft materials. Groups decide which pirate craft they want to make.

Students follow the instructions in their books to make

their pirate craft.

Distribute face paint and dressing-up clothes. Encourage students to dress up like pirates. They can make props for themselves: card, swords, eye patches, hats...

Groups come to the front of the class, display their crafts and costumes and introduce themselves using their pirate names.

#### The Printer's Project

Students look at *The Printer's Project* at the bottom of page 107.

Students take out the treasures they brought from home (see Materials).

Write sentence starters on the board:

*My treasure is...*

*I like it because...*

*I keep my treasure in...*

Students write sentences about their treasures.

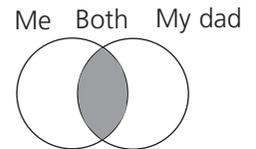
Finally, they tell the class about their treasures.

#### Optional activity

##### My relative and I.

Distribute paper. Tell students to draw a picture of themselves and the family member they most resemble.

Next, they draw a Venn diagram and label the parts with the corresponding names and *Both* in the centre.



Ask students to write a sentence in each part about the physical similarities and differences between themselves and their relative.

Finally, students share their work with the class: *Uncle Jim and I have both got brown hair. He's got green eyes. I've got blue eyes.*

### Wrap-up

#### Treasure words

Write the word *treasure* on the board.

Students use the letters in the word *treasure* to make words. For example: *tree, eat, tea, sea, true, ear, Easter, sat, rat, sure, tear, etc.* Set a five-minute time limit. The student with the most correct words wins the game.

#### Answer Key

1. Make a pirate's treasure chest! 2. Make a pirate's treasure map! 3. Make a pirate's flag!

#### Activity Book

Page 107, activities 1 and 2.

#### Key

1. eye patch; 2. hat; 3. parrot; 4. pistol; 5. beard; 6. earring; 7. wooden leg; 8. moustache; 9. treasure; 10. vest; 11. belt; 12. flag; 13. ship; 14. boots

*Mystery pirate:* Captain Cutlass

2. *Correct pirate:* the third pirate

## Student's Book Page 108

**Grammar:** Past simple (*Wh* questions): *Where did he live? What did she wear? When did he escape?*

**Vocabulary:** *Attack, escape, become, wear, rob, live, capture, wash, drink, travel, ride, sleep, cook.*

**Materials:** Cutout 2. *Optional:* Index cards (1 per student).

### Warm-up

#### Pirate vocabulary review.

Attach Poster 9 to the board. Hold up and elicit the vocabulary for each of the *Pirate* poster cutouts. Place the cutouts on the board and select a student to come to the board. He/She points to one of the pirates on the poster. Other students call out different cutouts: *big nose, pistol, green eyes, parrot*, etc. The student at the board finds the corresponding cutouts and places them on the selected pirate.

When the selected pirate is complete, another student comes to the board and repeats the activity with a different pirate on the poster.

When all the pirates on the poster are complete, students describe them out loud.

#### ① Listen and circle the mistakes. 84

Tell students to look at the text about Anne Bonny. Elicit information about her. (See Student's Book page 106.) Read the text out loud.

Tell students that some of the information in the text is incorrect. Play Track 84, part 1. Students listen and circle the mistakes in the text.

#### Track 84, part 1

Anne Bonny was from Ireland. When she was a little girl, she lived in South Carolina. But she wasn't happy, so she went to Charleston and became a pirate.

Anne always wore men's clothes. She was dangerous and brave, and she sailed on many ships.

Read the text about Captain Morgan out loud. Tell students there are also some mistakes in this text. Play Track 84, part 2. Students listen and circle the mistakes.

#### Track 84, part 2

Captain Henry Morgan was from Wales. When he was a boy, some men captured him. He was a slave for many years. When he was 19, Henry escaped and became a pirate. He attacked towns in Mexico and robbed a lot of ships. He travelled to Jamaica in 1674 and lived in a big house.

Play the track again. Students check their work.

- Listen again and answer the questions.

Read the questions out loud. Explain that all these questions refer to the mistakes in the texts.

Play Track 84 again.

Students listen and answer the questions.

Pause after each key sentence to give them time to write.

#### ② Play *Walk the plank*.

Students look at Student's Book page 108, activity 2. Read the instructions. Students work in pairs and use cutout 2. They finish the game boards by completing the questions. They then each cut out their game boards and glue them together to make one large board with four rows.

Students play *Walk the plank* in pairs.

### Optional activity

#### Make and play *Verb dominoes*.

Distribute index cards. Students cut their card into four equal rectangles. They draw a dotted line down the centre of each rectangle to make dominoes. Students place the dominoes in a line. Show them how to write on the dominoes beginning with the half on the right-hand side of the first domino. They write a verb in the infinitive form, and on the left-hand side of the next domino, they write the past form of the same verb. Students play in groups of six.

They mix their dominoes together and each player takes four dominoes.

The first student to play places a domino on the table.

The next student tries to match a past or infinitive form or miss a turn.

The first student to place all four of their dominoes is the winner.

### Wrap-up

#### Invent a pirate.

Write the following text on the board and underline the parts that students can replace:

Captain Henry Morgan was from Wales. When he was a boy, some men captured him. He was a slave for many years. When he was 19, Henry escaped and became a pirate. He attacked towns in Mexico and robbed many ships. He travelled to Jamaica in 1674 and lived in a big house.

Students copy the text into their notebooks, leaving the underlined words blank. Students complete the text with new words and invent a pirate character.

#### Answer Key

① *Text 1: Anne Bonny:* North, police officer, women's.

*Captain Morgan:* 20, houses, tent

*Text 2:* 1. In South Carolina, 2. A pirate, 3. Men's clothes,

4. When he was 19, 5. A lot of ships, 6. In a big house.

#### Activity Book

Page 108, activity 1.

#### Key

① rode, cooked, drank, washed, slept

1. When; 2. Where; 3. What; 4. When; 5. What did;

6. What did

## Student's Book Page 109

**Grammar:** Past simple (regular and irregular verbs):  
I (walked) (around) the forest.

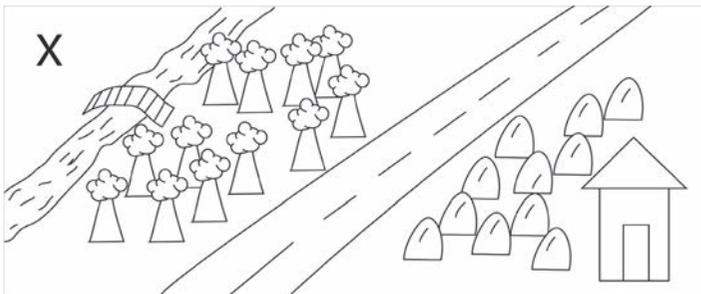
**Vocabulary:** Arrive, walk, go, see, find, through, across, over, around, north, west.

**Materials:** Cutout 3, paper.

### Warm-up

#### Follow the route.

Draw a simple map on the board:



Students copy the map into their notebooks. Read the following text out loud. Students follow the route on the map: *Start at the bridge. Walk over the bridge. Now walk through the forest and across the path. Walk around the rocks. Where are you?*

### Optional activity

#### Make a treasure map.

Tell students to think of an object related to pirates: a skull, a parrot, a treasure chest, etc. This will be the outline for their treasure island. Students draw a map of their island and complete it with different features: a forest, a river, rocks, etc. Students label the places on their map. Then they draw the route and mark an X to show where the treasure is buried. Display the maps around the classroom. Students write directions for finding their treasure. Collect the directions and redistribute them. Students read the directions and find the corresponding treasure map.

### Reading practice

#### 1 Read the diary and draw the route.

Tell students that this is the page of a pirate's diary and his treasure map. Students read the diary and draw the route the pirate took on the map. Students cut out the small treasure chest in Cutout 3. They glue their treasure chest onto the map. Divide the class into pairs. Students take turns describing a route to reach their treasure chest. S1 describes his/her route.

S2 draws the route and marks a cross on the map. Students change roles. Finally, students check their routes against each other's maps.

#### 2 Listen to the poem and draw a picture. 85

Explain that this is a poem about a pirate called *Pirate Pete*.

Play Track 85. Students listen and follow the poem in their books.

#### Track 85

##### *Pirate Pete*

(See Student's Book page 109, activity 2.)

Play Track 85 again. Students follow along in their books. Clarify the meaning of any words they don't understand.

Students silently read the poem one more time and draw a picture of Pirate Pete.

### Wrap-up

#### Write a pirate poem.

Students draw another pirate. They write four sentences about their pirate based on the formula *name + had + adjective + noun*.

Collect and display all the poems.

### Multiple intelligence: Visual/spatial intelligence

Draw the following table on the board:

		X		
		X		
	X	X	X	
		X		

Point out that there are four Xs in a row and three Xs in a row (one row is vertical and the other is horizontal). Students try to make three rows of 3 Xs by moving only one X. They can use coins and move them to try out different possibilities.

*Answer:* Move the **X** in bold to the box marked either **A** or **B**.

		<b>X</b>		
<b>A</b>		X		
	X	X	X	
		X		
			<b>B</b>	

### Activity Book

Page 109, activities 1 and 2.

#### Key

1 5, 3, 4, 2; On the beach near the sea there is a treasure chest under some trees.

2 That's a *parrot ship*, not a *pirate ship*! The cold pirates of the Antarctica sailed north. Look, parrot! I've got a new leg for you.

## Student's Book Page 110

**Grammar:** Past simple (questions, negative, positive):  
*What did you do? I sailed. I didn't work.*

**Functional language:** Spelling of regular past verbs:  
*work-worked, live-lived, study-studied.*

**Vocabulary:** *Paint, wash, work, clean, climb, sail, like, dance, shout, study, worry, want.*

**Materials:** Cutout 4.

### Warm-up

#### Positive, negative or a question?

Write the following words on the board: *positive, negative, question*. Explain to students that these words describe three different kinds of sentences.

Ask students for examples of each kind of sentence.

Prompt them if necessary: *I like apples. We don't live in England. Has she got green eyes? Say a few positive, negative and question sentences. Students say positive, negative or question: I watched TV yesterday. He didn't go to school. Did you cook the food? He didn't wash his hair. They don't eat meat. She likes him.*

### Review

#### 1 Classify the sentences.

Ask two students to read out the dialogue between the parrots.

Students complete the activity individually.

Give students five minutes to go back through the unit. Tell them to choose three positive, three negative and three question sentences from the book, and copy them into their notebooks.

Students then rewrite the sentences, scrambling the order of the words. They swap the scrambled sentences with a partner and unscramble their partner's sentences.

### Controlled practice

#### 2 Make and play a language game.

Read the instructions out loud.

Focus students' attention on the code. Explain that these numbers refer to the numbers on the dice:

Numbers 1 and 4 mean *Make a question*. Numbers 2 and 5 mean *Make a positive sentence*. Numbers 3 and 6 mean *Make a negative sentence*.

Students play the game in groups of three. They write the sentences they make in their notebooks.

#### 3 Complete the text.

Write the three verbs from the box on the board.

Explain that to make the past tense, we add *ed* to verbs ending in a consonant, *d* to verbs ending in an *e*, and for verbs ending in *y* we change the *y* to an *i* and add *ed*.

Students complete the text.

Write the verbs on the board and ask for volunteers to come up and write the past forms.

### Optional activity

#### Sentence cutout contest

Divide the class into groups of four. Groups put their cutouts from activity 2 together to make two positive, two negative and two question sentences.

When all the groups have got their six sentences ready, they put away their other cutouts. Then they swap cutouts with another group. The first group to correctly reconstruct six sentences is the winner.

Continue until the board is clean.

### Wrap-up

#### Past simple test.

Write on the board: *sail, like, dance, shout, study, worry, want, climb, clean, wash, work, paint, do, have, go, ride, see, wear, find, arrive, rob, become, come, jump, run, travel, cook*. Students work in pairs to write the past simple form of the verbs. The first pair to complete the list correctly wins.

### Critical thinking

Write the following questions on the board. Tell students that to answer them they have got to let their brain think in a different way:

1. *How can you throw a ball as hard as you can and get it to come back to you, even if it doesn't hit anything, there is nothing attached to it, and no one catches it or throws it?*

2. *Two boys are sitting on opposite sides of the same desk. There is nothing between them but the desk. Why can't they see each other?*

Read out the questions and clarify any unknown vocabulary.

Let students try to answer the questions individually first.

Then let them discuss the possible answers with a partner.

Finally, go over the answers with the whole class.

*Answers:* 1. Throw the ball straight up in the air.

2. The two boys have got their backs to each other.

### Answer Key

1. *Positive:* I sailed with the lazy pirates! Captain Lump painted pictures. They climbed the ropes all day. *Negative:* He didn't wash his feet! The pirates didn't work. They didn't clean their ears. *Question:* What did they do?

2. sailed, liked, danced, shouted, studied, worried, wanted

### Activity Book

Page 110, activities 1 and 2.

#### Key

1. dance-danced, study-studied, like-liked, sail-sailed, worry-worried, paint-painted, live-lived, work-worked  
*From top to bottom, left to right:* worked, painted, sailed; liked, danced, lived; studied, worried

## Student's Book Page 111

**Grammar:** Review of past simple (regular verbs).

**Vocabulary:** Key vocabulary from the unit.

**Materials:** Dice. *Optional:* shoebox, gold paper, sweets.

### Warm-up

#### Vocabulary review.

Attach Poster 9 to the board and place the Poster cutouts around the main picture. Draw arrows from the cutouts to the side of the board.

Ask for volunteers to come to the board and label the pictures.

### Review

#### The Printer's Quiz

- ▶ **DRAW A PIRATE AND LABEL YOUR PICTURE.**

Students draw a picture of a pirate and label the parts of the body, the clothes and the accessories they have drawn.

- ▶ **COMPLETE THE TEXT WITH THE PAST TENSE FORM OF THE VERBS.**

Call out the infinitive forms of regular verbs that students have learned in this unit.

Point to students at random and ask them to say the past forms. Correct pronunciation when necessary.

Students complete the text in their books with the past form of the verbs in the box.

Ask for a volunteer to read the completed text out loud.

- ▶ **PLAY FIND SOMEONE WHO...**

Remind students how to make the question form of the past simple.

Elicit the corresponding questions for each sentence in the chart: *Did you eat a banana for breakfast?*

Students walk around the classroom asking their classmates the questions in the chart. When they find someone who answers positively, they write his/her name in the corresponding box.

### Wrap-up

#### Play *Dress the pirate.*

Write the following code on the board:

1 = hair

2 = eyes

3 = nose

4 = beard

5 = moustache

6 = eye patch

Tell students to draw the outline of a face.

Students play in groups. They take turns rolling a dice and drawing the missing features according to the numbers they roll.

The first student to complete the pirate's face is the winner.

### Optional activity

#### Treasure hunt

Cover a shoebox with gold paper. Fill it with sweets. Hide the shoebox in the classroom or playground.

Write a series of clues to guide students from one place to the treasure. Place the clues around the classroom.

Divide the class into groups.

Give each group the first clue.

Students look for the clues and follow the instructions around the classroom.

The first group to find the shoebox shares the "treasure" with the rest of the class.

### Answer Key

① Travelled, study, watched, climbed, cooked, painted

### Activity Book

Page 111, activities 1–3.

### Grammar module: Past simple

When we talk about events that occurred at a fixed point in the past, we use the past simple tense.

Most verbs are regular and some are irregular.

The regular verbs all end in *ed*:

*arrive*–*arrived*

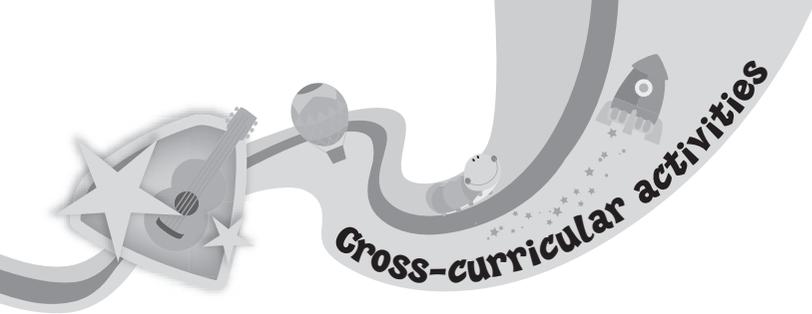
*climb*–*climbed*

*study*–*studied*

*rob*–*robbed*

The endings of the regular verbs can be pronounced in three different ways:

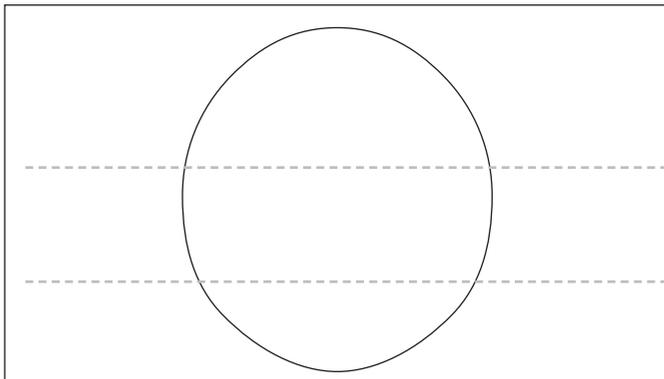
/d/	/t/	/ɪd/
<i>arrived</i> verbs ending in <i>b, v, e, g, l,</i> <i>m, th (ð), n, y, z</i>	<i>worked</i> verbs ending in <i>s, sh, th (θ),</i> <i>p, k, ch</i>	<i>shouted</i> verbs ending in <i>t</i> or <i>d</i>



**Art: Funny face flip books**

**Materials:** Photocopies of a face outline (1 per student), felt tip pens and crayons.

**Preparation:** On a piece of white paper, draw the following outline of a face, divided horizontally by two lines:



Make one copy for each student.

**Directions:**

Give each student a copy of the face. Divide the class into groups of 8–10 students. Tell students that they are going to draw individual faces and together with their group, they will make a funny face flip book. On the top third of the paper, students draw and colour eyes, ears and hair. On the middle section, students draw and colour the nose (a moustache is optional). On the bottom third of the paper, students draw and colour the mouth (a beard is optional). Once they have completed their faces, collect the papers from each group and staple them together along the left margin. Then one student in each group carefully cuts each page of the booklet horizontally across the lines, taking care not to cut through the margin.

Students in the group take turns flipping different pages, making funny faces and describing them: *He's got blue eyes, red hair, big ears and a brown beard.*

**Cooking: Pirate cannonballs**

**Materials:** 1 cup peanut butter, 1/3 cup confectioner's sugar, 1 cup crispy rice cereal, 1/4 cup coconut, mixing bowl, wooden spoon, plate.

**Directions:**

Mix the peanut butter, confectioner's sugar and crispy rice cereal in a bowl. Roll into balls. Put the coconut on a plate and roll the balls in it. Put in the fridge for

45 minutes until chilled. Now you are ready to eat pirate cannonballs!

**Game: Steal the keys!**

**Materials:** Keys, blindfold.

**Directions:**

All the students, except one—the Pirate—sit cross-legged on the floor in a circle. The Pirate sits blind-folded and cross-legged in the middle of the circle with a large bunch of keys on the floor in front of him/her.

Students start reciting the following chant:

*Captain, Captain, give us the keys!  
Let's open the treasure chest!  
Give us a chance, please, please!  
The treasure really is the best!*

A student is nominated to creep up and take the keys. Then he/she silently returns to his/her place without the Pirate hearing him/her.

The Pirate has got three chances to point to where he/she thinks the raider is.

If the Pirate guesses correctly, the raider becomes the Pirate and the game continues. If not, the Pirate continues in the middle until he/she guesses correctly.

**Project : A model island**

**Materials:** Paper, card, sand, plasticine, pasta shells, dried seeds and beans (lentils, chickpeas, sesame seeds, etc.), newspaper, paint, toothpicks.

**Directions:**

Divide the class into groups. Tell groups they are going to make a model of a treasure island.

First they decide on the outline of the island and draw it on card.

Students paint the newspaper using different shades of blue. They twist up the newspaper into rope-like shapes and place the pieces around the island to make the sea. They can also paint some of the newspaper white to make the waves.

Students then make the features of their island using shells, seeds, beans, cut outs made from card, etc.

Students make a compass and place it somewhere in the sea.

Students invent place names and label their island using flags made from toothpicks and small paper squares.

## Student's Book Page 112

**Vocabulary:** *Santa, toy, reindeer, sleigh, guitar, pinecone, tambourine, Christmas tree, puppet, candle, cake, snowflake, snowman, holly, bell, present, angel.*

**Materials:** Dice, game counters. *Optional:* Musical instruments.

### 1 Listen and sing the song. 86

Students look at Student's Book page 112, activity 1. Write *Santa* on the board. They point to Santa. Point to the sleigh, say the word and write it on the board. Repeat with the reindeer. Ask students to name what Santa has got in his sleigh. Play Track 86. Students listen and clap along to the rhythm.

#### Track 86

##### *The Santa song*

(See Student's Book page 112, activity 1.)

Play Track 86 again. Students join in with the song. Encourage them to follow along in their books.

### 2 Play *The Christmas game*.

Divide the class into groups of four. Distribute dice and counters. Students take turns throwing the dice, moving the counters and answering the questions. The first student in each group to reach number 12, having answered all the questions correctly, is the winner.

#### Game: *Pass the present*

**Materials:** Poster cutouts from different units, sweets, wrapping paper, music CD.

**Preparation:** *Present:* Wrap a poster cutout and a sweet in some Christmas wrapping paper. Wrap another poster cutout and another sweet in another piece of wrapping paper around the original. Continue wrapping cutouts and sweets until you have got one layer per student.

#### **Directions:**

Students sit in a circle.

Play some music.

Hand the *Present* (see Preparation) to a student. Pause the music. The student holding the present unwraps the first layer, says the name of the object on the cutout and takes the sweet. This student then sits outside the circle. Continue playing until all the students have unwrapped a layer.

#### Christmas ideas

Write the date *December 25<sup>th</sup>* on the board. Ask students to tell you what they know about this date.

Divide the class into pairs. Give students two minutes to write as many words as they can that are related to Christmas. Check students' lists and write key words on the board.

#### Singing in rounds

Divide the class into four groups.

Each group is going to start the Santa song at a different time.

Group 1 begins singing.

When group 1 has sung the first two lines, group 2 begins singing, and so on until the whole class is singing.

*Optional:* Distribute tambourines, maracas, triangles and any other percussion instruments. Play Track 86 again.

Students try to follow the rhythm of the song on the musical instruments.

Prepare a class performance of the Santa song.

#### ◆ Activity Book

Page 112, activities 1 and 2.

#### Key

2 *From left to right, top to bottom:* snowflake, reindeer, Christmas tree, Santa Claus, snowman, holly, angel, candle, bell, present

## Student's Book Page 113

**Vocabulary:** *Santa Claus, Christmas tree, present, stocking, holly.*

**Materials:** Coloured pencils, card, glue, wool, cottonwool balls, Christmas wrapping paper, glitter.

### 1 Make a Christmas stocking.

Students look at Student's Book page 113, activity 3. Distribute the materials.

Students cut out the stocking shape and glue it onto card. Then they cut around the card.

Students decorate the stocking as they wish.

When students have finished, glue a hook made from wool to the top of each stocking.

Students hang their stockings around the classroom.

After a few days, take down the stockings. Students write a Christmas greeting on the back of their stocking and take it home.

### Santa Claus Play

**Materials:** Paper bags (1 per student), crayons or felt tip pens, paper scraps, glue; paper squares (10 x 10 cm).

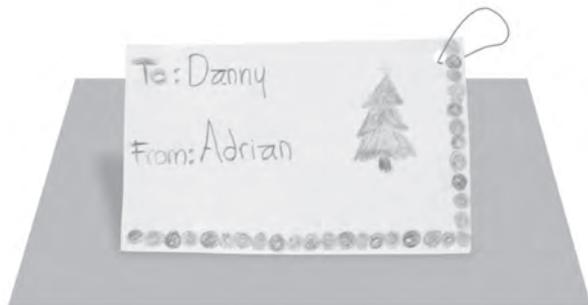
#### Directions:

Tell students that they are going to have a class present giving. Assign each student the name of a classmate and explain that they are going to play "Santa Claus" by making a "present" for him/her.

Distribute paper bags and paper scraps.

Students draw Christmas tree ornaments on paper scraps, colour them and cut them out.

Then they glue their ornaments onto a paper bag and make a gift tag to attach to their bag.



Distribute paper squares.

Students draw a picture of a present that they want to give their classmate. They put the picture in their bag.

Get pairs of students to come up (the "Santa Claus" and the present recipient). The recipient tries to guess what his/her present is: *Is it a (car)?* The student playing "Santa Claus" answers Yes or No.

### Star decoration

**Materials:** Lightweight cardboard, paper, pens or coloured pencils.

#### Directions:

Students draw two identical stars on pieces of paper. They glue their stars onto cardboard.

Students decorate their stars on both sides. Then they cut them out.

Help students cut a slit in each star. On one star, the slit should go from an inner corner to the centre. On the other star, the slit should go from an outer point to the centre.

Students put the two stars together through the slits. For stability, they can put some tape where the stars meet at the slits.

Demonstrate how the star decorations can stand by themselves on a table.



### Christmas labels

**Materials:** Card, instant flavoured jelly, water, small paint brushes.

**Preparation:** *Labels:* Cut the card into rectangles (8cm x 5cm). *Lick-it-later-gum:* Mix one tablespoon of flavoured jelly with two tablespoons of boiling water. Pour into a heatproof container and stir until the jelly has dissolved.

#### Directions:

Distribute the materials.

Students draw a rectangle (5cm x 2.5cm) in the middle of their labels. In the rectangle, they write *To* and *From*. Then they draw patterns and pictures in the border.

When the labels are dry, students paint the back with *lick-it-later-gum*. Students put the labels on their Christmas presents.

*Note:* If the gum sets, place it in a pan of hot water to turn it back into a liquid.

### Activity Book

Page 113, activities 1 and 2.

#### Key

1 Santa Claus, Christmas tree, present, holly  
Secret message: Merry Christmas

## Student's Book Page 115

**Vocabulary:** *Halloween, pumpkin, skeleton, ghost, bat, broom, spider, witch, wizard, cat, scared, scream, trick or treat, sweets.*

**Materials:** Black card, glue, elastic.

### 1 Learn the Halloween poem. 87

Write *Trick or treat* on the board. Ask students if they know what the expression means. Explain that children in the UK and the USA dress up on Halloween (October 31<sup>st</sup>) and visit their neighbours. They knock on the door and say *Trick or treat*. The neighbours then give them some treats (sweets). If the neighbours haven't got any treats, then the children can play a trick.

Students look at Student's Book page 115, activity 1. Play Track 87. Students follow along in their books.

#### Track 87

(See Student's Book page 115, activity 1.)

Play Track 87 again and ask students to read along. Ask for volunteers to read the poem out loud. Encourage students to be expressive while they are reading. The rest of the class can make ghost and cat-like noises.

### 2 Make a Halloween mask.

Distribute materials.

Students glue the mask onto black card and cut out the holes for the eyes.

Then they cut out spider legs using black card and glue them onto the spider.

Finally, they cut out the eyes and the mouth and glue them onto the mask.

Show students how to make holes for the elastic and help them thread the elastic through their masks.

#### Game: *What is Halloween?*

**Materials:** Paper slips, large pieces of paper.

##### Directions:

Write the following date on the board: *October 31<sup>st</sup>*. Ask students if they know why this date is special. Explain that on this night we celebrate Halloween.

Write the following words on the board: *witch, pumpkin, cat, bat, skeleton, ghost, spider*.

Students copy the words onto slips of paper.

Then they draw pictures for the words on different slips of paper.

Divide the class into small groups. Students put all their paper slips together and shuffle them.

Say *Go!* Students match the words and pictures on the paper slips and glue them onto a large piece of paper. The team to finish first is the winner.

#### Game: *Who's holding the spider?*

**Materials:** Music CD.

##### Directions

Take one of the students' Halloween spider masks.

Students sit in a circle in the middle of the classroom.

Play some music.

Students pass the spider mask around.

Stop the music.

The student holding the spider mask has got to answer a question in English. Ask questions about the vocabulary from previous units.

If the student gets the answer wrong, he/she sits outside the circle. If he/she gets the answer right, he/she can continue in the circle. The last student remaining inside the circle is the winner.

#### Game: *Bobbing for apples*

**Materials:** Large bowl of water, apples (1 per student).

##### Directions:

Place a large bowl of water in the middle of the classroom. A baby bath is perfect for this.

Float the apples in the water, one per student.

Students keep their hands behind their backs and take turns trying to pick up an apple with their teeth.

#### Activity Book

Page 114, activities 1 and 2.

##### Key

1 *spider*—It's small and black. It's got eight legs. *pumpkin*—It's big and orange. You can eat the seeds. *ghost*—It's invisible. It comes out at night. *bat*—It's black. It's got wings. It can fly. *cat*—It's got four legs. It likes milk. *skeleton*—These are the bones in your body. *broom*—Witches use it to fly. *sweets*—They are sweet and delicious. Mmmm!

## Student's Book Page 117

**Vocabulary:** *Chick, chicken, egg, treasure hunt, hide, farmyard, find*; numbers, colours.

**Materials:** Small balloons (1 per student), water, paste (3/4 white glue to 1/4 water), newspaper, paint, paintbrushes.

### 1 Sing the Easter song. 🎵 88

Students look at activity 1 on Student's Book page 117. Ask students to name everything they can see in the picture: *house, tree, chicken, chicks, farmyard, fence, grass, eggs*.

Play Track 88. Students follow along in their books.

#### Track 88

(See Student's Book page 117, activity 1.)

Play Track 88 again. Students clap to the rhythm. Read the text out loud, following the rhythm of the song. Ask for volunteers to do the same. Play Track 88 a third time. Students join in with the song.

### 2 Make an Easter egg.

Students look at Student's Book page 117, activity 2. Read the list of materials out loud. Hold up each item as you name it.

Distribute the materials. Each student needs a balloon but they can share bowls and newspapers.

Read the instructions and check understanding.

Demonstrate the meaning with actions.

Students make their eggs. Then they describe the eggs they have made: *My egg is (red and blue). It's got (a red stripe/green dots).*

#### • Play *Hunt for the eggs*.

Divide the class into two groups.

Group 1 sits with their eyes covered while group 2 hides the eggs.

Give group 1 one minute to find as many eggs as possible.

Repeat the game, with group 1 hiding the eggs.

#### Printer Snail

Read the text in the speech bubble out loud.

Students look through their books and try to find the hidden Easter egg. The first student to find the egg is the winner. (The egg is located on Student's Book page 80, activity 1).

### Easter egg hunt

**Materials:** Small chocolate eggs or other sweets.

#### Directions:

Before the class begins, hide the chocolate eggs around the school playground. You will need about two eggs per student.

Divide the class into groups of two or three.

Students hunt for and collect the chocolate eggs. Count the chocolate eggs at the end to establish the winner.

Divide the chocolate eggs between all the students, giving the winners one more each.

### Game: *Easter draw and guess*.

**Materials:** Paper slips.

**Preparation:** Write Easter words on separate slips of paper: *egg, rabbit, chicks, flowers, sheep, Spring, basket*, etc.

#### Directions:

Divide the class into two teams.

A student from one team comes up, takes a paper slip and reads it silently.

The student draws the object on the board for his/her team members to guess. If the team guesses correctly before one minute, they score a point. If not, the other team gets five seconds to guess the correct answer. If they guess correctly, they score a point and then it is their turn to draw.

### ◆ Activity Book

Page 115, activity 1.

#### Instructions for hands-on activity

Distribute the materials.

Students cut out the card and colour the picture.

Write *Happy Easter!* on the board.

Students copy the phrase onto their cards and then glue cottonwool balls onto the sheep.

Then they decorate their cards freely using paste, string and tissue paper.

Encourage students to write an Easter message inside their cards.

## Student's Book Page 118

**Vocabulary:** *World, fun, wrong, right, star.*

**Materials:** Dice, game counters, coloured pencils, card, glue, photos or drawings of students' family members.

### 1 Learn the Mother's Day poem. 🎧 89

Students look at the poem on Student's Book page 118. Read the title out loud.

Play Track 89. Students follow along in their books.

#### Track 89

##### *My shining star*

(See Student's Book page 118, activity 1.)

Read the poem out loud. Make up mimes for the verses to clarify meaning. For example:

Verse 1: Hold your arms out wide. Bring your arms together to hug yourself.

Verse 2: Smile and wave your hands in the air.

Verse 3: First frown and show thumbs down; then smile and show thumbs up.

Verse 4: Mime waking up and giving a kiss.

Verse 5: Bring your hand to your ear.

Verse 6: Cross your fingers in the air to form a star.

Play Track 89 again. Students join in with the words.

Encourage students to memorise the poem and recite it to their mothers.

### 2 Play *The chores game*.

Distribute dice and game counters.

Students play in groups of four. They take turns throwing the dice and moving their counters around the board. When they land on a square with a chore written on it, they must mime that chore. If they land on a light blue square (squares 6, 12 or 18), they go back to *Start*. The first student to land on *Finish* wins the game.

#### Super mum stars

**Materials:** Safety pins, tape, red card.

**Preparation:** Cut out stars from red card (1 per student).

#### Directions:

Distribute the red stars to students.

Students write a short message to their mother on the star:

*You are my star!*

*The best mum!*

*Mum, the star!*

Show students how to tape a safety pin to the back of their star.

Students give their star badge to their mothers.

#### What is Mother's Day?

Ask students why they think we celebrate Mother's Day. Then write a list of adjectives on the board: *good, happy, helpful, strict, strong, brave, caring, kind, gentle, angry,* etc.

Ask students to copy the words they would use to describe their mum.

#### Mother's Day wrapping paper

**Materials:** Paint (different colours), small pieces of sponge, mural paper, thin felt tip pens.

#### Directions:

Distribute the materials.

Students dip sponge pieces into the paint and print patterns on the paper.

They then write messages to their mums on the paper using the felt tip pens.

Let the paper dry.

Encourage students to use the paper to wrap their Mother's Day presents.

#### ◆ Activity Book

Page 117, activity 1.

#### Instructions for hands-on activity

Distribute the materials.

Students cut out and colour the house. Then they glue the house onto card and cut it out again.

Help students cut out the openings for the windows and fold them back.

Show them how to glue their family photos or drawings on the back of the house in the spaces for the windows.

Students take their house home as a Mother's Day present.

*Optional:* Students copy the Mother's Day poem *My shining star* onto the back of their photo houses.

## Student's Book Page 119

**Vocabulary:** *Mad, sad, fun, best*; adjectives of physical description.

**Materials:** Coloured pencils, clear self-adhesive plastic.

### 1 Learn the Father's Day poem. 90

Students look at the poem on Student's Book page 119. Read the title out loud.

Play Track 90. Students follow along in their books.

#### Track 90

##### *The best dad*

(See Student's Book page 119, activity 1.)

Read the poem out loud several times. Encourage students to join in with you.

Ask students to underline any words they don't understand. Clarify the meaning of these words.

Divide the class into four groups. Assign a line to each group and ask them to memorise it.

Students recite the Father's Day poem.

## Activity Book

Page 119, activity 1.

### Instructions for hands-on activity

Distribute the materials. Point to the larger shape.

Say *This is your dad*. Point to the smaller shape. Say *This is you*.

Students cut out the bookmarks. Ask them to describe their dad's physical appearance: *What colour is his hair?*

*Is he tall or short? Is he fat? Does he wear glasses?*

*Has he got a moustache?*

Students draw and colour a picture of their dad on the large bookmark. Then they draw and colour a picture of themselves on the small bookmark.

Students describe the clothes they have drawn on the bookmarks: *This is me. I'm wearing... This is my dad.*

*He's wearing...*

Students cover the bookmarks with self-adhesive plastic.

*Optional:* Students write a physical description of their dad: *My dad is short. He's got brown hair. He's fat. He wears glasses.*

### Business card holder

**Materials:** Ice lolly sticks (12 per student), glue, scrap paper in different colours.

#### Directions:

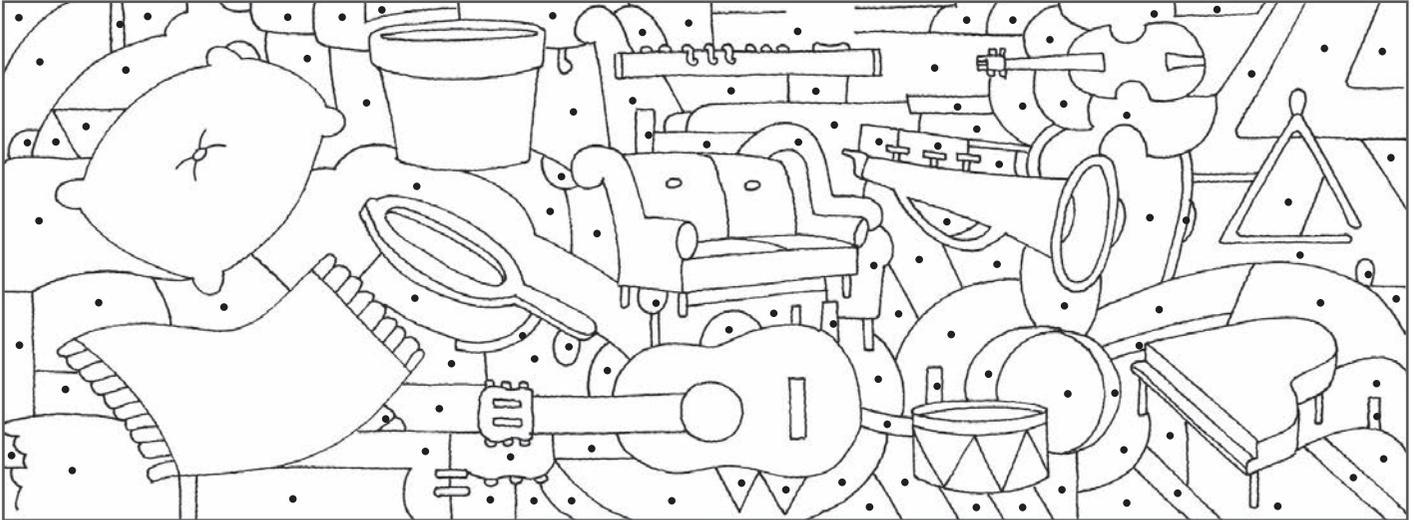
Distribute the materials. Give students the following instructions:

1. Lay three ice-lolly sticks side by side and glue them together. This is the front side of the business card holder.
2. Glue three sticks together. This is the base of the business card holder.
3. Glue four sticks together. This is the back of the holder.
4. For the sides of the holder, cut 3.5cm off the top and bottom of two sticks.
5. Glue the holder together and let it dry.
6. Make decorations from scrap paper and glue them onto the holder.

*Note:* It is easier to glue the sticks together if they are first glued onto a strip of paper.



1 Colour the spaces with a dot and find the objects.



• Write the words. (4 points)

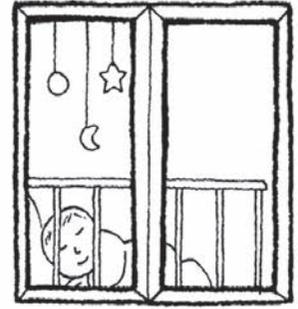
f \_\_\_\_\_ p \_\_\_\_\_ c \_\_\_\_\_ t \_\_\_\_\_ d \_\_\_\_\_  
 s \_\_\_\_\_ f \_\_\_\_\_ g \_\_\_\_\_ r \_\_\_\_\_  
 m \_\_\_\_\_ t \_\_\_\_\_ v \_\_\_\_\_ p \_\_\_\_\_

2 Correct the sentences. (4 points)



1. She's playing the trumpet.  
 She \_\_\_\_\_ playing the trumpet.  
 She's \_\_\_\_\_.
2. He's reading.  
 \_\_\_\_\_  
 \_\_\_\_\_
3. She's playing the drums.  
 \_\_\_\_\_  
 \_\_\_\_\_
4. They're jumping on the sofa.  
 \_\_\_\_\_  
 \_\_\_\_\_

**3** Unscramble and answer the questions. (4 points)



1. mum ◦ sleeping ◦ is

\_\_\_\_\_ ?

\_\_\_\_\_

2. reading ◦ is ◦ book ◦ a ◦ dad

\_\_\_\_\_ ?

\_\_\_\_\_

3. the ◦ dancing ◦ twins ◦ are

\_\_\_\_\_ ?

\_\_\_\_\_

4. baby ◦ is ◦ playing ◦ the

\_\_\_\_\_ ?

\_\_\_\_\_

• Classify the words. (3 points)

dad in the kitchen the twins in the living room eating  
mum watching TV in the garden dancing

Who	What	Where

• Circle the words and answer the questions. (5 points)

1. **Who / What** is dad doing? He's \_\_\_\_\_.

2. **Where / Who** is dad? He's \_\_\_\_\_.

3. **Where / Who** is in the living room? \_\_\_\_\_ is in the living room.

4. **What / Where** are the twins? They're \_\_\_\_\_.

5. **What / Who** are they doing? They're \_\_\_\_\_.

1 Label the pictures. (3 points)

1




[c-pi-o-e-l f-c-o-e-f-i-r]

2




[a-t-w-i-r-e]

3




[t-v-e]

[s-t-e-n-d-i-t]

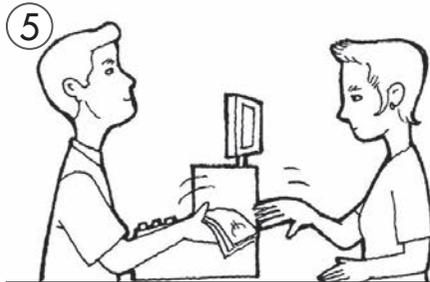
[p-r-s-s-a-e-l-n-o-s-e]

[t-r-c-o-o-d]

4




5




6




• Complete the sentences. (4 points)

doesn't don't

work/works give/gives wear/wears

1



2



1. Waiters \_\_\_\_\_ in a cafe.

They \_\_\_\_\_ in a shop.

2. Police officers \_\_\_\_\_ normal clothes.

They \_\_\_\_\_ uniforms.

3



4



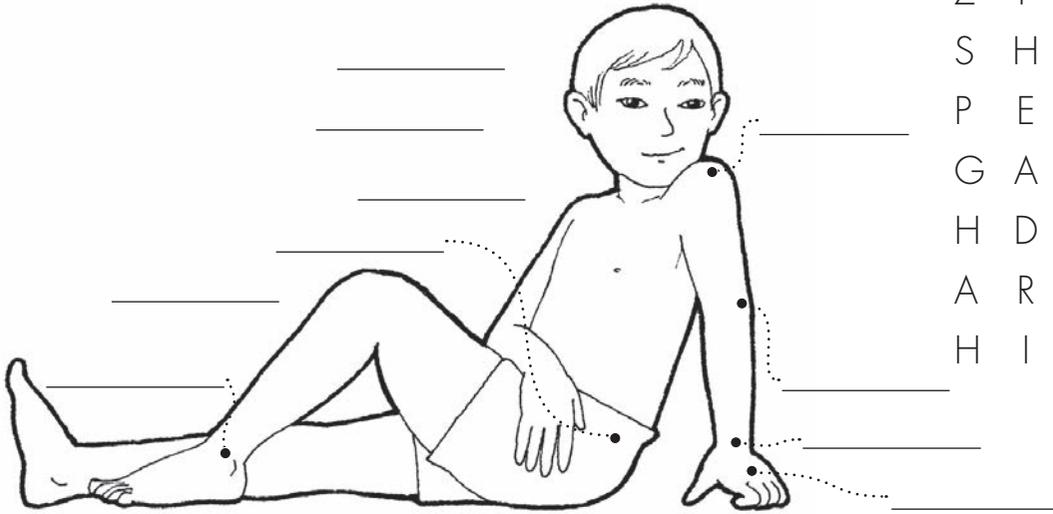
3. A doctor \_\_\_\_\_ medicine to animals.

He/She \_\_\_\_\_ medicine to people.

4. A vet \_\_\_\_\_ medicine to animals.

He/She \_\_\_\_\_ medicine to people.

2 Find the words and write them. (5 points)



Z F A P A X X W A  
 S H O U L D E R E  
 P E O S L E C I A  
 G A N K L E T S R  
 H D P N E C K T S  
 A R T E L B O W J  
 H I P E H A N D T

3 Follow the lines and complete the sentences. (3 points)

play/plays has got/have got dance/dances read/reads



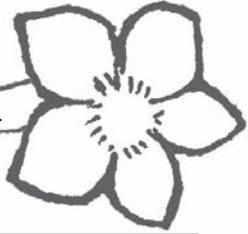
1. Ben \_\_\_\_\_ the violin. He \_\_\_\_\_ a dog.
2. Molly \_\_\_\_\_ the guitar. She \_\_\_\_\_ ballet.
3. Ben and Molly \_\_\_\_\_ comics. They \_\_\_\_\_ football.

4 Circle the correct options and answer the questions. (5 points)

1. *Do / Does* your mum play football? \_\_\_\_\_
2. *Do / Does* your brother or sister watch TV? \_\_\_\_\_
3. *Do / Does* your mum and dad listen to music? \_\_\_\_\_
4. *Do / Does* your friends play football? \_\_\_\_\_
5. *Do / Does* your best friend read comics? \_\_\_\_\_

1 Circle the words and complete the picture dictionary. (5 points)

flower roots grass fruit bush branch river seeds stem rock



## Nature Picture Dictionary

 <input type="text"/>				
 <input type="text"/>				

2 Circle the correct options. (5 points)



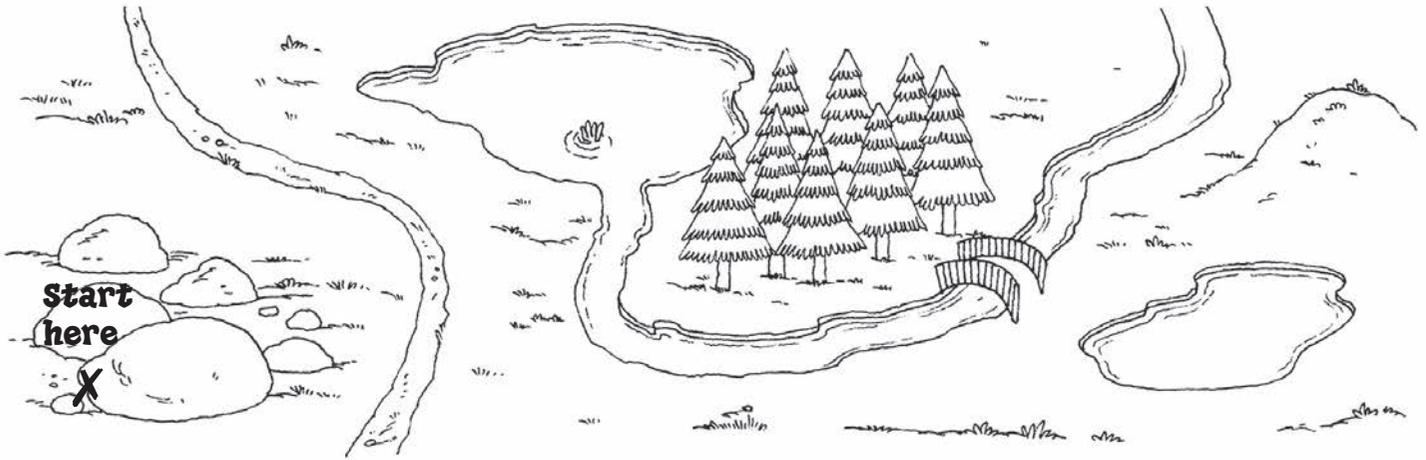
1. *When / Who* does Kim play with?
2. *Who / Where* does Kim play?
3. *What / When* does Kim wear a dress?
4. *Why / Who* does Kim wear a dress?
5. *Why / What* does Kim wear on her head?

- She wears a dress in the summer.
- She plays with her friend.
- She wears a dress because it's hot.
- She wears a hat.
- She plays under the bridge.

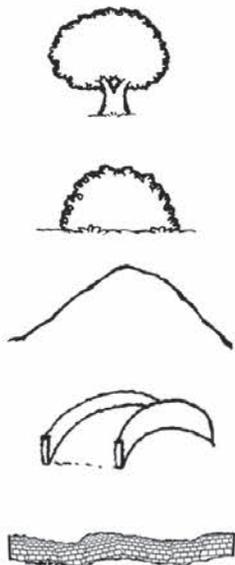
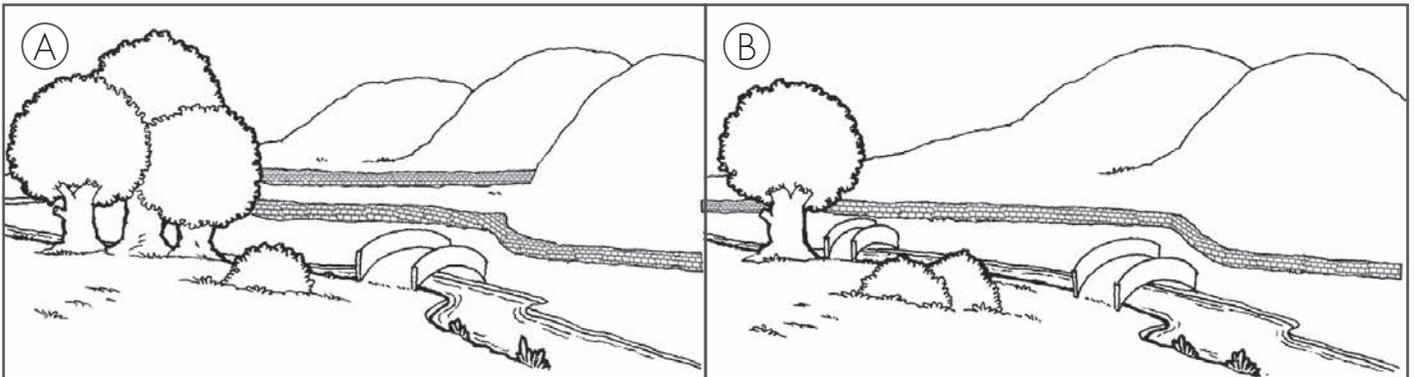
- Match the questions with the answers.

**3** Read and draw the path. (5 points)

Go through the rocks. Go across the path. Then go around the lake. Next, go through the forest and go over the bridge. Go up the hill. Now draw a house.

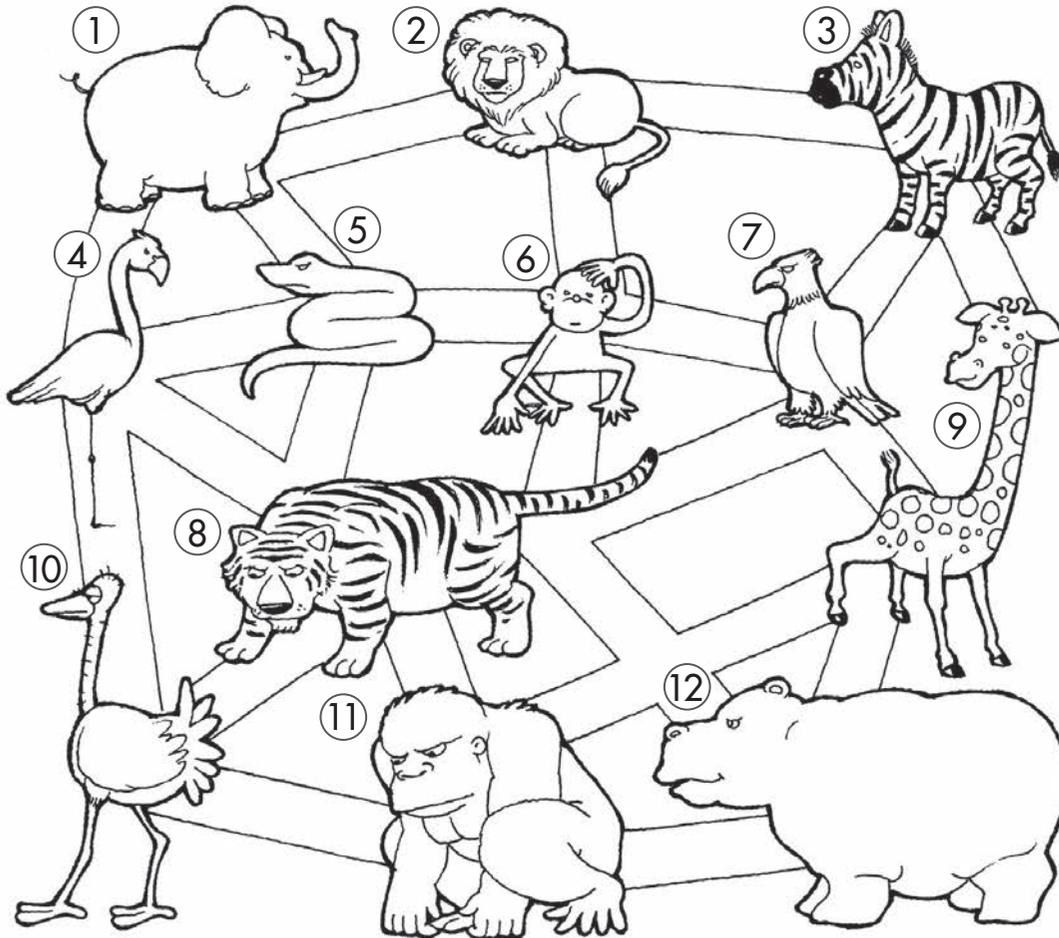


**4** Find five differences between the pictures and complete the sentences. (5 points)



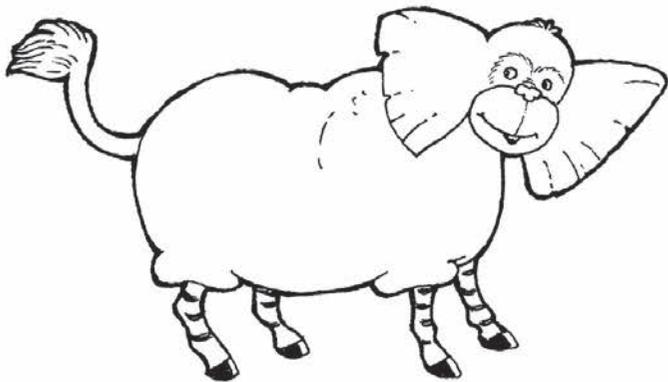
1. In picture A, there are three trees.  
In picture B, there is one tree.
2. In picture A, there \_\_\_\_\_.  
In picture B, there \_\_\_\_\_.
3. In picture A, there \_\_\_\_\_.  
In picture B, there \_\_\_\_\_.
4. In picture A, there \_\_\_\_\_.  
In picture B, there \_\_\_\_\_.
5. In picture A, there \_\_\_\_\_.  
In picture B, there \_\_\_\_\_.

1 Look and number the words. (6 points)



- gorilla
- lion
- ostrich
- snake
- monkey
- giraffe
- hippo
- elephant
- zebra
- tiger
- flamingo
- eagle

2 Complete the description. (5 points)



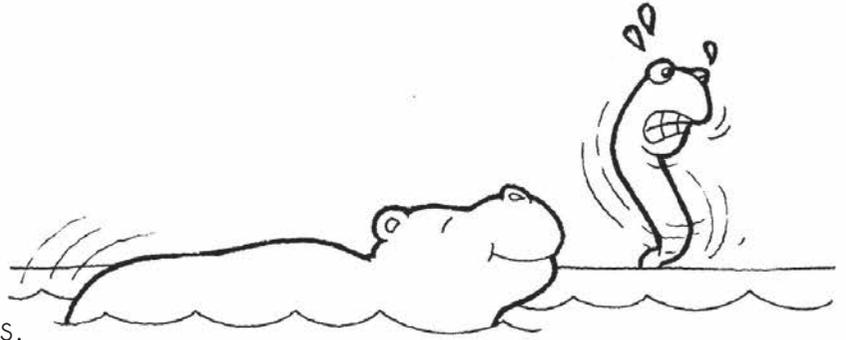
hippo's  
zebra's  
elephant's  
monkey's  
lion's

ears  
body  
tail  
head  
legs

What a funny animal! It's got the \_\_\_\_\_, the \_\_\_\_\_, the \_\_\_\_\_, the \_\_\_\_\_, and the \_\_\_\_\_!

**3** Circle the correct options. (3 points)

1. An elephant *can* / *can't* jump.
2. A snake *can* / *can't* walk.
3. A flamingo *can* / *can't* fly.
4. A hippo *can* / *can't* swim.
5. A monkey *can* / *can't* speak.
6. A gorilla *can* / *can't* climb trees.



**4** Look at the pictures and complete the speech bubble. (6 points)



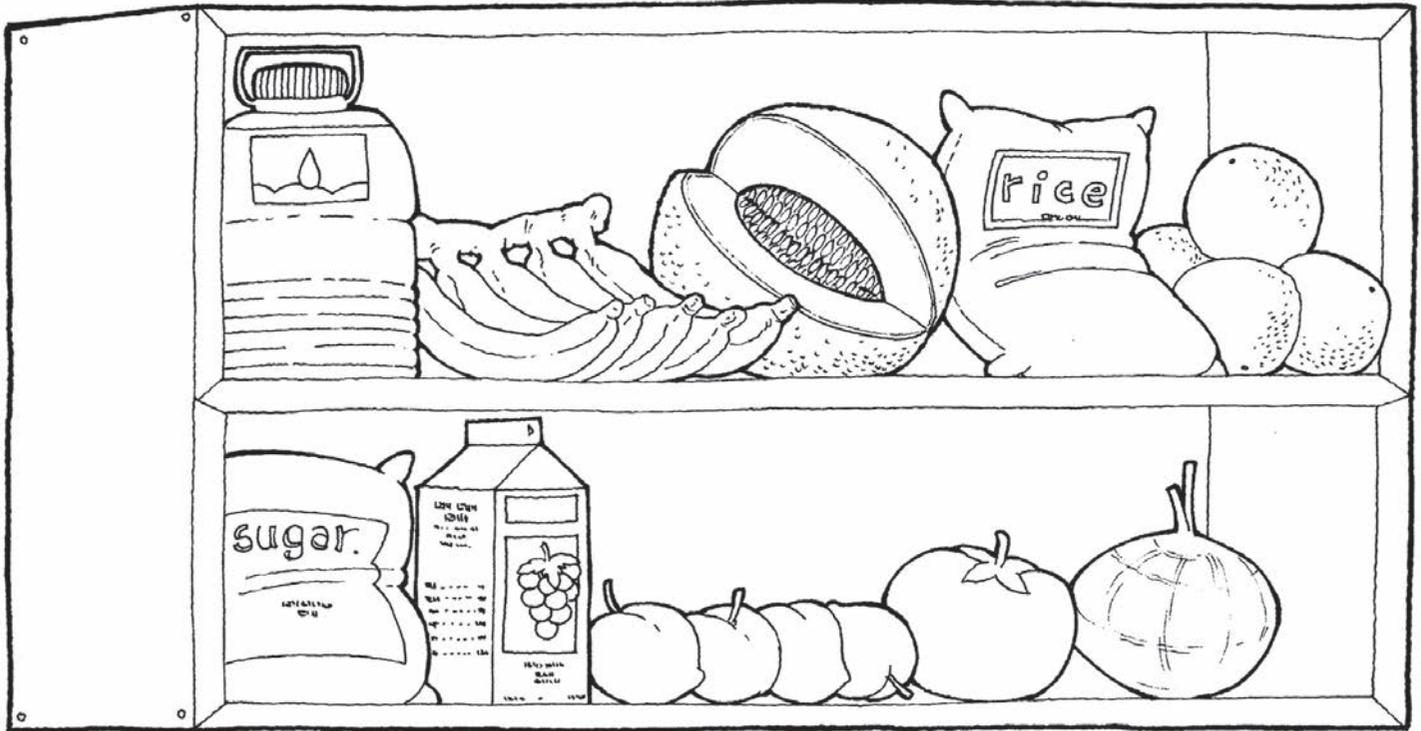
I like \_\_\_\_\_ and I \_\_\_\_\_ dancing.  
 I \_\_\_\_\_ football, but I \_\_\_\_\_ trees.  
 I \_\_\_\_\_ books, but I \_\_\_\_\_ painting.

1 Circle 10 food words and classify them. (5 points)

J U I C E X X W A D  
 S U G A R D E A E F  
 P E O R I C E P P S  
 G A O R G R A P E S  
 O N I O N S K L A H  
 A R L T W A T E R K  
 H I P S H A N S S B

Things I can count	Things I can't count

2 Look and circle the correct options. (5 points)

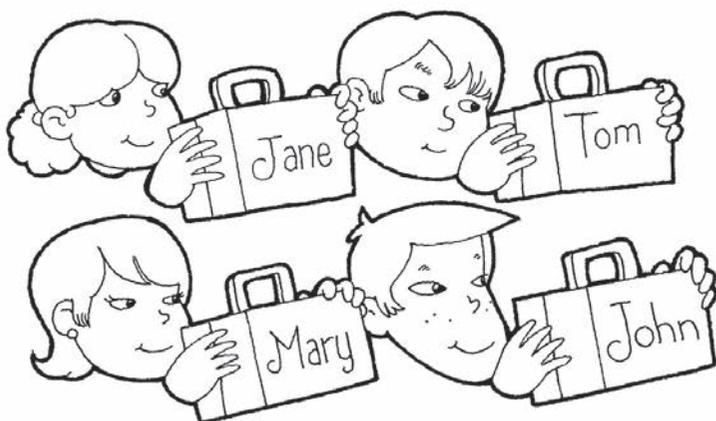


1. There is **a / some** water.
2. There are **a / some** peaches.
3. There is **a / some** melon.
4. There is **a / some** sugar.
5. There are **a / some** bananas.
6. There **is / are** a tomato.
7. There **is / are** some oranges.
8. There **is / are** some juice.
9. There **is / are** an onion.
10. There **is / are** some rice.

**3** Read and draw. (2 points)

A bunch of grapes	A carton of milk
A bottle of oil	A box of cereal

**4** Read and circle the words in the table. (4 points)



Three children have got some grapes.  
 Jane hasn't got any grapes.  
 Three children have got some biscuits.  
 Mary hasn't got any biscuits.  
 Two children have got some juice.  
 Two children have got some water.  
 Tom and Mary haven't got any water.

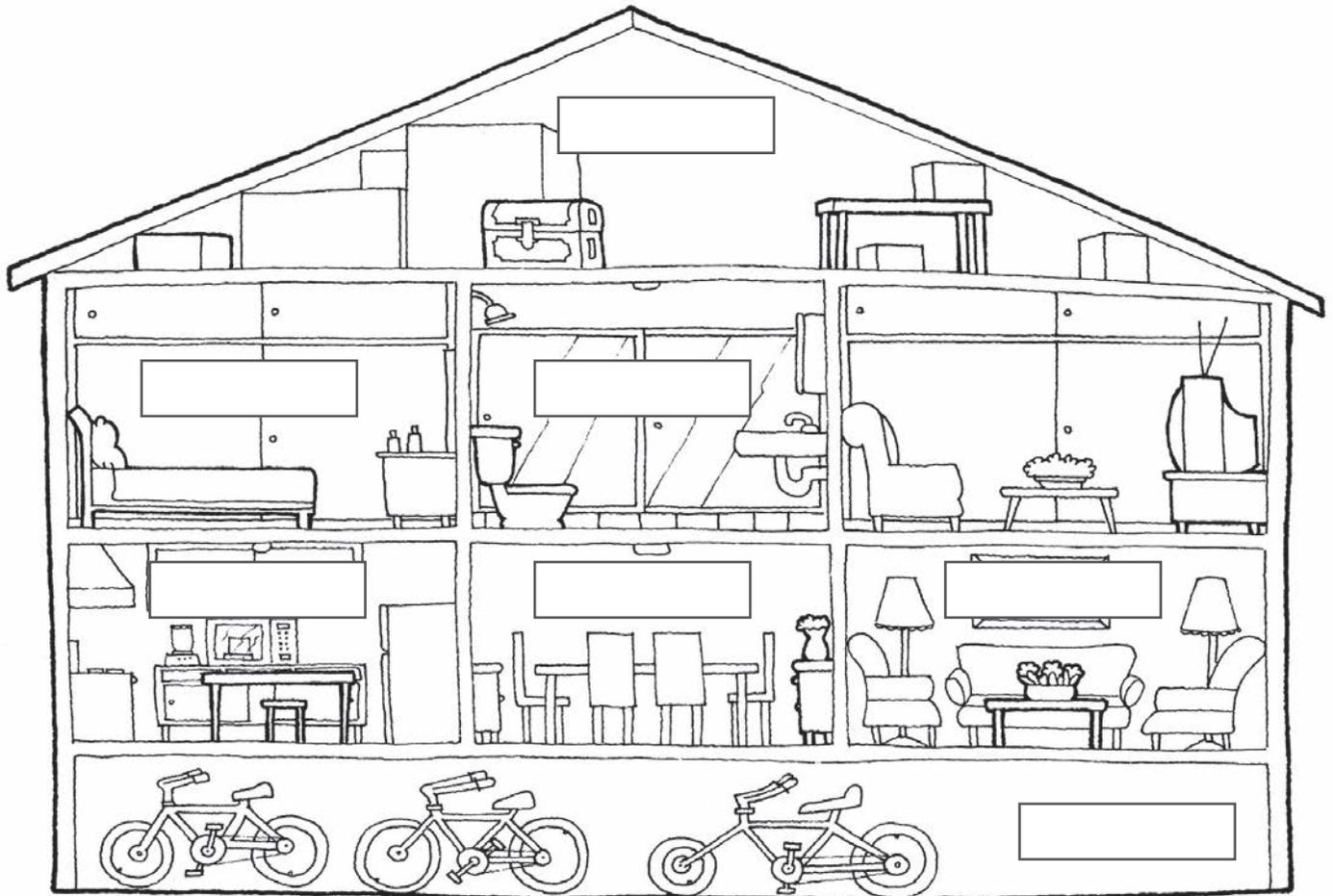
	drink	fruit	snack
Mary	juice / water	grapes / apple	sandwich / biscuits
Tom	juice / water	grapes / apple	sandwich / biscuits
John	juice / water	grapes / apple	sandwich / biscuits
Jane	juice / water	grapes / apple	sandwich / biscuits

• Complete the sentences. (4 points)

1. Mary's got \_\_\_\_\_.
2. Tom's got \_\_\_\_\_.
3. John's got \_\_\_\_\_.
4. Jane's got \_\_\_\_\_.

1 Label the rooms. (4 points)

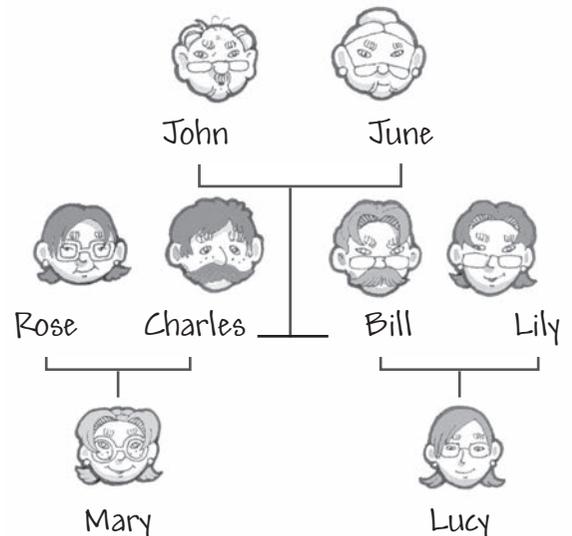
bedroom attic basement kitchen bathroom dining room living room



2 Look and circle the correct options. (6 points)

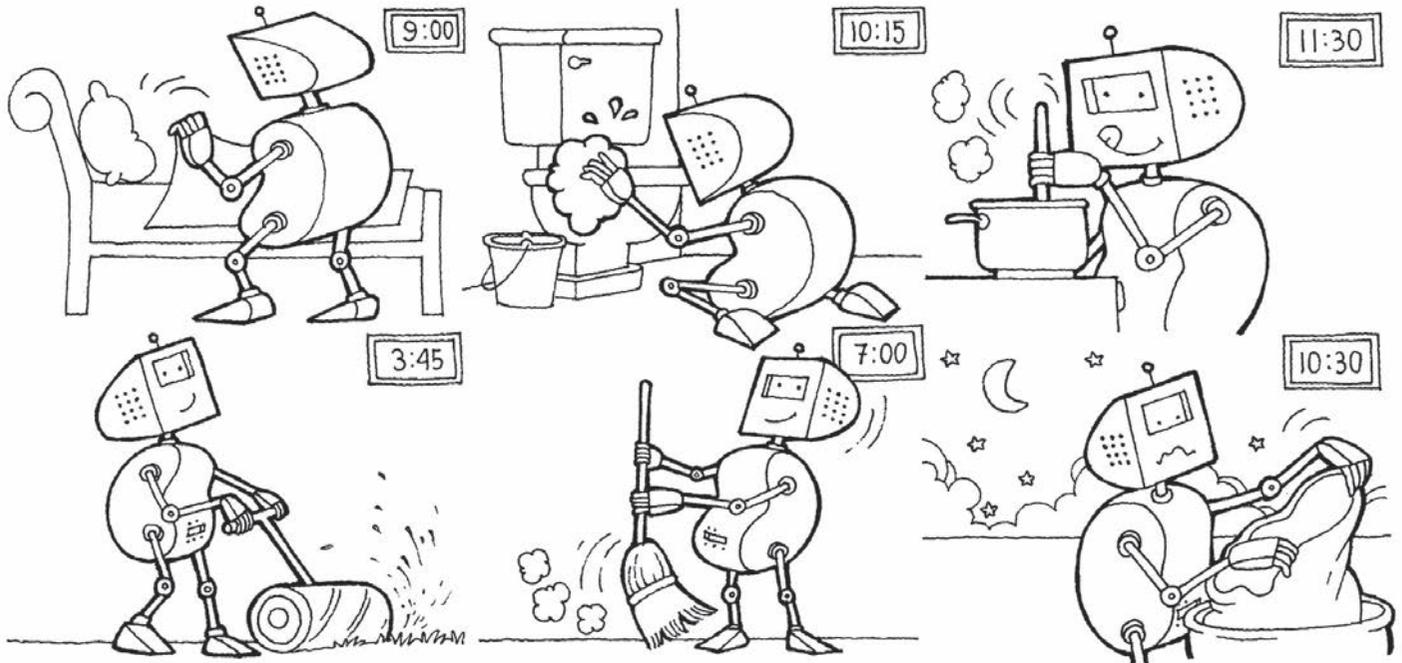
### Mary's family

1. Who is Mary's grandad? *John / George*
2. Who is Mary's cousin? *Agatha / Lucy*
3. Who is Charles's brother? *Bill / Ted*
4. Who is Lucy's aunt? *Rose / Mary*
5. Who is Mary's uncle? *William / Bill*
6. Who is Lucy's mother? *Agatha / Lily*



**3** Complete the sentences. (5 points)

clean the bathroom   take out the rubbish   cook the food  
make the beds   sweep the floor   cut the grass



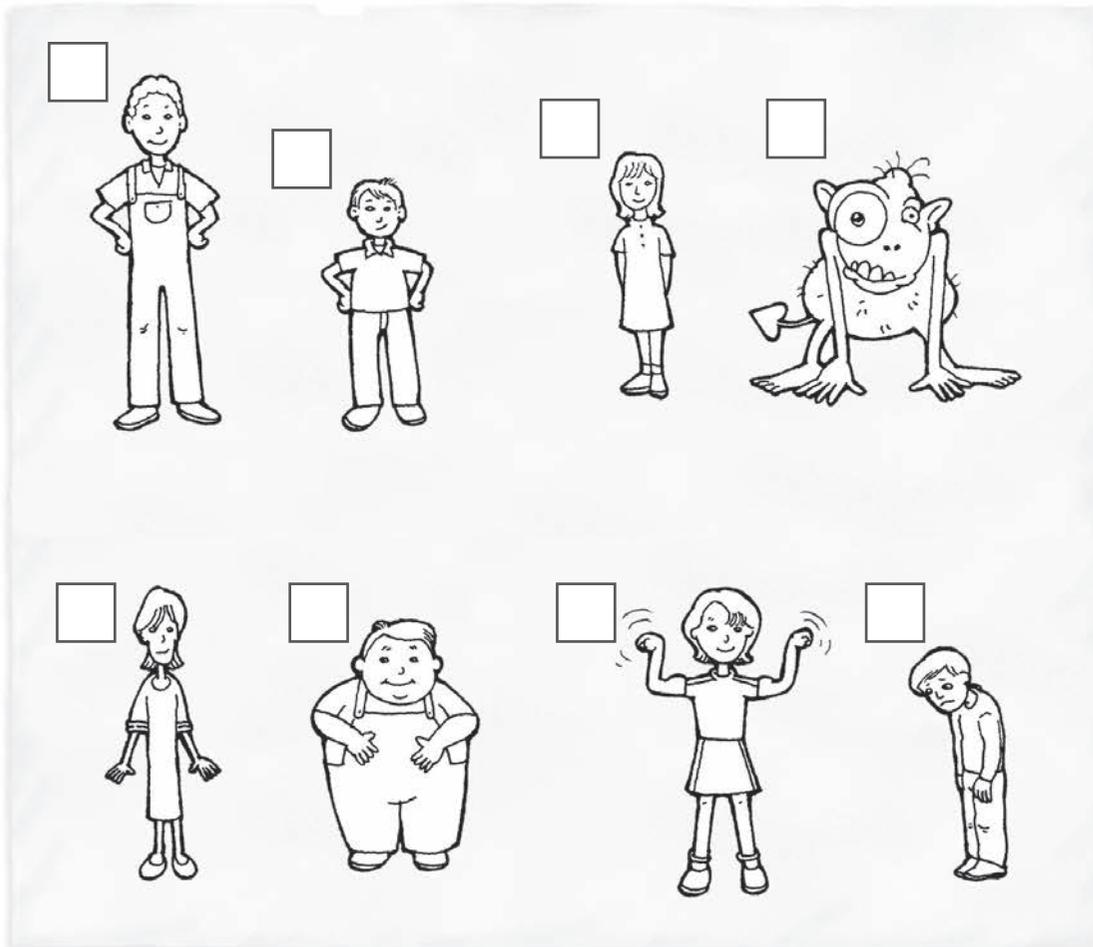
1. It's nine o'clock. Harry is making the beds.
2. It's \_\_\_\_\_ . Harry is \_\_\_\_\_ .
3. It's \_\_\_\_\_ . Harry is \_\_\_\_\_ .
4. It's \_\_\_\_\_ . Harry is \_\_\_\_\_ .
5. It's \_\_\_\_\_ . Harry is \_\_\_\_\_ .
6. It's \_\_\_\_\_ . Harry is \_\_\_\_\_ .

**4** Complete the sentences. (5 points)

sometimes   never   rarely   always   usually

1. She makes her bed every day. She \_\_\_\_\_ makes her bed.
2. She washes the dishes five days a week. She \_\_\_\_\_ washes the dishes.
3. She cleans the hall three days a week. She \_\_\_\_\_ cleans the hall.
4. She cuts the grass on her birthday. She \_\_\_\_\_ cuts the grass.
5. She doesn't take out the rubbish. She \_\_\_\_\_ takes out the rubbish.

1 Unscramble the adjectives. (4 points)



1. a-k-w-e

\_\_\_\_\_

2. i-n-h-t

\_\_\_\_\_

3. r-g-t-o-n-s

\_\_\_\_\_

4. t-y-p-r-e-t

\_\_\_\_\_

5. t-f-a

\_\_\_\_\_

6. l-a-t-l

\_\_\_\_\_

7. o-t-s-r-h

\_\_\_\_\_

8. y-g-l-u

\_\_\_\_\_

• Number the pictures. (4 points)

2 Look and answer the questions. (2 points)

1. How tall is Richard?

\_\_\_\_\_

2. How wide is Richard's hand?

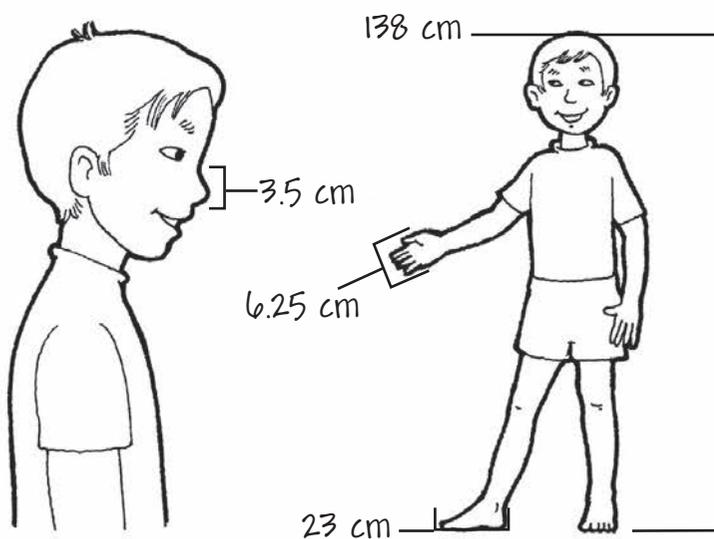
\_\_\_\_\_

3. How long is Richard's foot?

\_\_\_\_\_

4. How long is Richard's nose?

\_\_\_\_\_



3 Write the number words. (3 points)

17 \_\_\_\_\_

50 \_\_\_\_\_

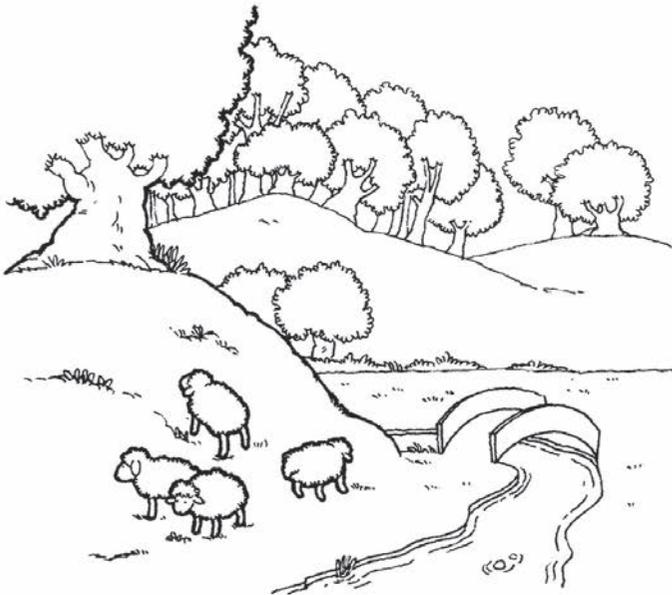
24 \_\_\_\_\_

63 \_\_\_\_\_

12 \_\_\_\_\_

46 \_\_\_\_\_

4 Circle the differences and complete the sentences. (4 points)



Fifty years ago...

1. there \_\_\_\_\_ a forest.
2. there \_\_\_\_\_ a bridge.
3. there \_\_\_\_\_ some animals.
4. there \_\_\_\_\_ any houses.

Now...

1. there \_\_\_\_\_ a school.
2. there \_\_\_\_\_ two bridges.
3. there \_\_\_\_\_ a forest.
4. there \_\_\_\_\_ any animals.

Unscramble the questions and write the answers. (3 points)

Fifty years ago...

1. shopping centre ◦ was ◦ a ◦ there  
\_\_\_\_\_ ?

\_\_\_\_\_

2. was ◦ a ◦ river ◦ there  
\_\_\_\_\_ ?

\_\_\_\_\_

3. any ◦ there ◦ cars ◦ were  
\_\_\_\_\_ ?

\_\_\_\_\_

**1** Write the past forms of the verbs. (3 points)

- |              |                |
|--------------|----------------|
| 1. go _____  | 4. see _____   |
| 2. eat _____ | 5. meet _____  |
| 3. buy _____ | 6. write _____ |

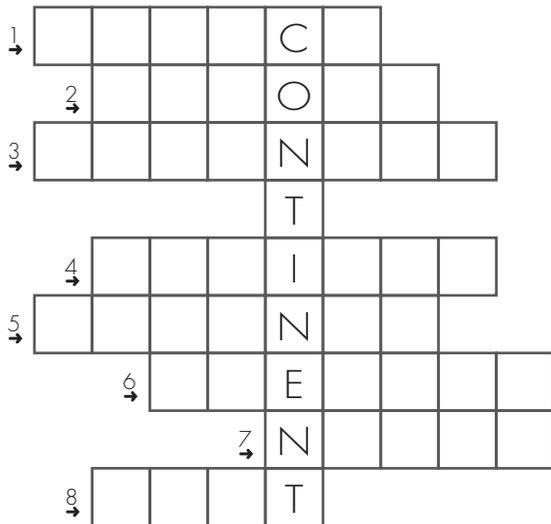
- Complete the sentences. Use the verbs from above. (3 points)



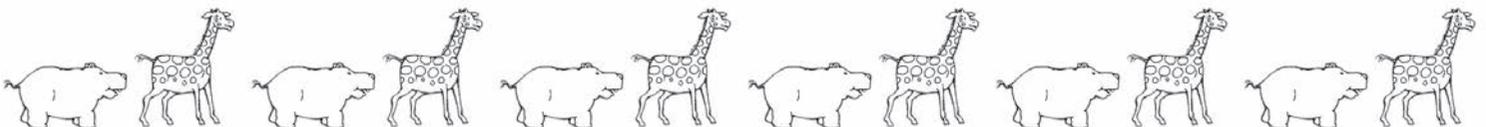
Last week

1. On Monday, I \_\_\_\_\_ a letter to my best friend.
2. On Tuesday, my sister \_\_\_\_\_ to the shopping centre.
3. On Wednesday, my brother \_\_\_\_\_ pizza and a cake.
4. On Thursday, my mother \_\_\_\_\_ a rainbow.
5. On Friday, my cousin \_\_\_\_\_ a famous musician.
6. On Saturday, my mother and father \_\_\_\_\_ a new car!

**2** Solve the puzzle. (4 points)

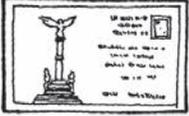
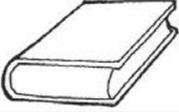
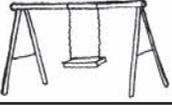


1. Giraffes and hippos live on this continent.
2. Spain and France are on this continent.
3. This ocean is between America and Europe.
4. This ocean is between America and Asia.
5. This continent has got a very big island.
6. There are two parts to this continent:  
North and South.
7. \_\_\_\_\_, South
8. East, \_\_\_\_\_



**3** Look at the table and complete the sentences. (4 points)

Yesterday...

	Sara	Ted
 write a postcard	✓	X
 eat an ice cream	X	✓
 buy a book	X	✓
 go to the park	✓	X

1. Sara \_\_\_\_\_ a postcard.
2. She \_\_\_\_\_ an ice cream.
3. She \_\_\_\_\_ a book.
4. She \_\_\_\_\_ to the park.
5. Ted \_\_\_\_\_ a postcard.
6. He \_\_\_\_\_ an ice cream.
7. He \_\_\_\_\_ a book.
8. He \_\_\_\_\_ to the park.

**4** Unscramble and answer the questions. (6 points)

1. go ◦ did ◦ park ◦ you ◦ the ◦ yesterday ◦ to  
\_\_\_\_\_?
2. friends ◦ your ◦ see ◦ you ◦ did ◦ yesterday  
\_\_\_\_\_?
3. you ◦ homework ◦ did ◦ do ◦ your ◦ yesterday  
\_\_\_\_\_?
4. eat ◦ yesterday ◦ apple ◦ did ◦ an ◦ you  
\_\_\_\_\_?
5. dinner ◦ make ◦ you ◦ did ◦ yesterday  
\_\_\_\_\_?
6. did ◦ yesterday ◦ write ◦ you ◦ postcard ◦ a  
\_\_\_\_\_?

**1** Complete the names of the countries. (2 points)

M\_\_x\_\_c\_\_    J\_\_p\_\_n    C\_\_n\_\_d\_\_    C\_\_l\_\_mb\_\_    \_\_ngl\_\_nd  
 Ch\_\_n\_\_    \_\_nd\_\_    R\_\_ss\_\_    \_\_gypt    \_\_str\_\_l\_\_

- Solve the riddles. (1 point)

This country consists of four small islands. It is located in the Pacific Ocean. People in this country eat sushi.

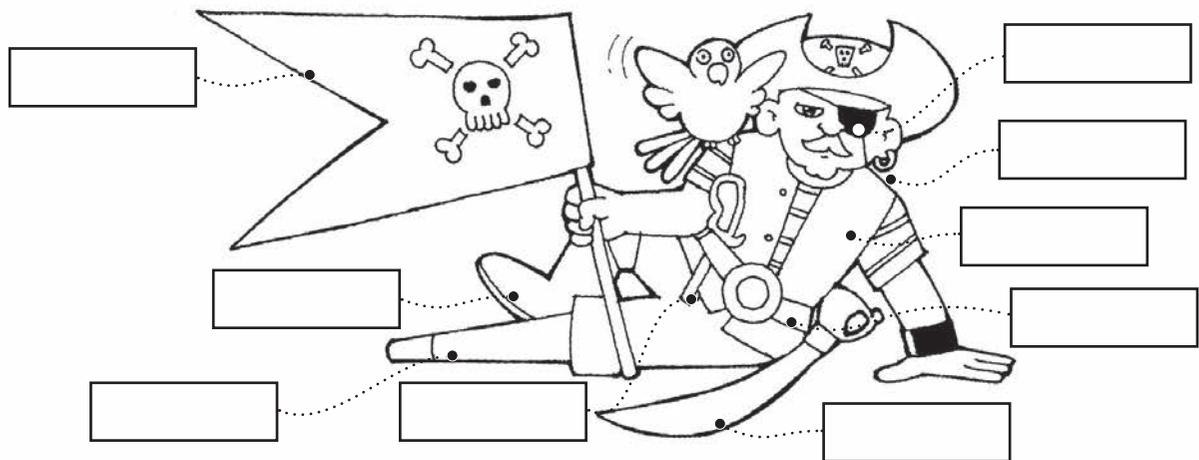
\_\_\_\_\_

This country is a very big island. It is located between the Indian Ocean and the Pacific Ocean. Kangaroos live here.

\_\_\_\_\_

**2** Label the picture. (3 points)

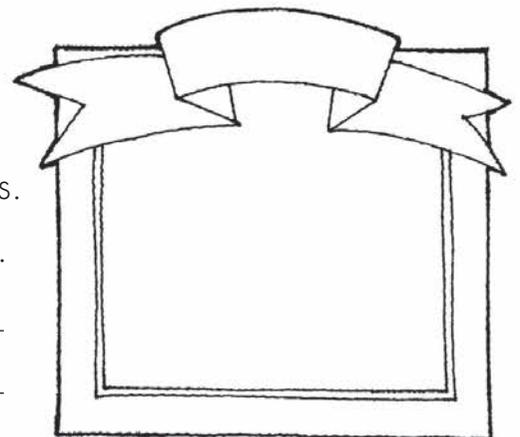
belt    boot    earring    eye patch    flag    pistol    sword    vest    wooden leg



**3** Write a description of a family member. (3 points)

- \_\_\_\_\_ name \_\_\_\_\_.
- \_\_\_\_\_ years old.
- \_\_\_\_\_ eyes.
- \_\_\_\_\_ hair.
- \_\_\_\_\_
- \_\_\_\_\_

- Draw a picture of the person you wrote about. (1 point)





# Answer key to the assessments

## Assessment 1

- ① *From left to right:* flower pot, cushion, triangle, drum, sofa, flute, guitar, rug, mirror, trumpet, violin, piano
- ② 1. isn't; playing the guitar; 2. He isn't reading. He's eating (a hot dog). 3. She isn't playing the drums. She's playing the violin. 4. They aren't jumping on the sofa. They're sleeping on the sofa.
- ③ 1. Is mum sleeping? No, she isn't. 2. Is dad reading a book? No, he isn't. 3. Are the twins dancing? Yes, they are. 4. Is the baby playing? No, he/she isn't. *Who:* dad, the twins, mum; *What:* eating, watching TV, dancing; *Where:* in the kitchen, in the living room, in the garden  
1. What; eating; 2. Where; in the kitchen; 3. Who; mum; 4. Where; in the garden; 5. What; dancing

## Assessment 2

- ① 1. police officer; 2. waiter; 3. vet; 4. dentist; 5. salesperson; 6. doctor  
1. work; don't work; 2. don't wear; wear; 3. doesn't give; gives; 4. gives; doesn't give
- ② *From top to bottom, left to right:* head, ear, neck, hip, knee, ankle, shoulder, elbow, wrist, hand
- ③ 1. plays; has got; 2. plays; dances; 3. read; play
- ④ 1. Does; 2. Does; 3. Do; 4. Do; 5. Does

## Assessment 3

- ① *From left to right, top to bottom:* stem, branch, rock, seeds, bush, grass, roots, fruit, flower, river
- ② 1. Who; She plays with her friend. 2. Where; She plays under the bridge. 3. When; She wears a dress in the summer.
- ③ 4. Why; She wears a dress because it's hot. 5. What; She wears a hat.
- ④ 2. is a bush; are two bushes; 3. are three hills; are two hills; 4. is a bridge; are two bridges; 5. are two paths; is one path

## Assessment 4

- ① *From top to bottom:* 11, 2, 10, 5, 6, 9, 12, 1, 3, 8, 4, 7
- ② hippo's body, zebra's legs, elephant's ears, monkey's head, lion's tail
- ③ 1. can't; 2. can't; 3. can; 4. can; 5. can't 6. can
- ④ swimming, like; don't like, like climbing; like reading, don't like

## Assessment 5

- ① *Things I can count:* pears, grapes, onions, carrots, apples; *Things I can't count:* juice, sugar, water, rice, oil
- ② 1. some; 2. some; 3. a; 4. some; 5. some; 6. is; 7. are; 8. is; 9. is; 10. is
- ③ *Circled words:* *Mary:* juice, grapes, sandwich; *Tom:* juice, grapes, biscuits; *John:* water, grapes, biscuits; *Jane:* water, apple, biscuits  
1. some juice, some grapes and a sandwich.  
2. some juice, some grapes and some biscuits.  
3. some water, some grapes and some biscuits.  
4. some water, an apple and some biscuits.

## Assessment 6

- ① From top to bottom, left to right: attic, bedroom, bathroom, kitchen, dining room, living room, basement
- ② 1. John; 2. Lucy; 3. Bill; 4. Rose; 5. Bill; 6. Lily
- ③ 2. quarter past ten; cleaning the bathroom; 3. half past eleven; cooking the food; 4. quarter to four; cutting the grass; 5. seven o'clock; sweeping the floor; 6. half past ten; taking out the rubbish
- ④ always; 2. usually; 3. sometimes; 4. rarely; 5. never

## Assessment 7

- ① 1. weak; 2. thin; 3. strong; 4. pretty; 5. fat; 6. tall; 7. short; 8. ugly  
From left to right, top to bottom: 6, 7, 4, 8, 2, 5, 3, 1
- ② 1. He is 138 cm tall. 2. It is 6.25 cm wide. 3. It is 23 cm long. 4. It is 3.5 cm long.
- ③ seventeen, twenty-four, twelve, fifty, sixty-three, forty-six
- ④ Fifty years ago: 1. was; 2. was; 3. were; 4. weren't. Now: 1. is; 2. are; 3. isn't; 4. aren't  
1. was there a shopping centre? No, there wasn't. 2. was there a river? Yes, there was. 3. were there any cars? No, there weren't.

## Assessment 8

- ① 1. went; 2. ate; 3. bought; 4. saw; 5. met; 6. wrote  
1. wrote; 2. went; 3. ate; 4. saw; 5. met; 6. bought
- ② 1. Africa; 2. Europe; 3. Atlantic; 4. Pacific; 5. Oceania; 6. America; 7. North; 8. West
- ③ 1. wrote; 2. didn't eat; 3. didn't buy; 4. went; 5. didn't write; 6. ate; 7. bought; 8. didn't go
- ④ 1. Did you go to the park yesterday? 2. Did you see your friends yesterday? 3. Did you do your homework yesterday? 4. Did you eat an apple yesterday? 5. Did you make dinner yesterday? 6. Did you write a postcard yesterday?

## Assessment 9

- ① Mexico, Japan, Canada, Colombia, England, China, India, Russia, Egypt, Australia; Japan, Australia
- ② From top to bottom, left to right: flag, boot, wooden leg, pistol, eye patch, earring, vest, belt, sword
- ④ 1. Pirate A painted the door. 2. Pirate B discovered the treasure. 3. Pirate C walked around an/the island. 4. Pirate D listened to music.  
1. walk; island; 2. did; painted; 3. listen; listened; 4. did; He
- ⑤ 1. What did you eat for breakfast yesterday? 2. Where did you go on Sunday?

# English Print 3

Class CD 1 - Time: 72:52



## Content

- 01 Track 1 Listen and complete.
- 02 Track 2 Story: The mystery of the piano, part 1
- 03 Track 3 Story: The mystery of the piano, part 2
- 04 Track 4 Listen and tick the pictures.
- 05 Track 5 Listen and number.
- 06 Track 6 Listen and play the vocabulary game.
- 07 Track 7 Listen and number.
- 08 Track 8 Listen and check your answers.
- 09 Track 9 Listen, repeat and circle.
- 10 Track 10 Read the text out loud.
- 11 Track 11 Listen and repeat.
- 12 Track 12 Listen and colour the parts of the body.
- 13 Track 13 Listen and complete: The puppet song
- 14 Track 14 Listen and match the toymakers with the actions.
- 15 Track 15 Story: The dancing puppets, part 1
- 16 Track 16 Story: The dancing puppets, part 2
- 17 Track 17 Listen and circle the correct options.
- 18 Track 18 Listen and label the pictures: The busy song
- 19 Track 19 Listen and write the jobs
- 20 Track 20 Role-play: Going to the toy hospital
- 21 Track 21 Listen, repeat and match.
- 22 Track 22 Read the poem out loud: The monster poem
- 23 Track 23 Listen to the music and clap.
- 24 Track 24 Listen and number the pictures.
- 25 Track 25 Listen and draw the paths.



## Content

- 26 Track 26 Story: The pinecone solution, part 1
- 27 Track 27 Story: The pinecone solution, part 2
- 28 Track 28 Look and complete: The old oak tree
- 29 Track 29 Listen and number the words.
- 30 Track 30 Listen and follow the paths.
- 31 Track 31 Read the poem out loud: The spring poem
- 32 Track 32 Listen and repeat.
- 33 Track 33 Listen and number the pictures
- 34 Track 34 Listen and complete the song: Happy animals
- 35 Track 35 Story: Greedy Zebra, part 1
- 36 Track 36 Story: Greedy Zebra, part 2
- 37 Track 37 Listen and sing the song: The mixed-up monster
- 38 Track 38 Listen and connect the words.
- 39 Track 39 Read the text out loud: Birds in the sky
- 40 Track 40 Listen and tick the correct options.
- 41 Track 41 Role-play: Going to the crazy zoo
- 42 Track 42 Listen and number.
- 43 Track 43 Listen, point and repeat
- 44 Track 44 Story: Anita's rain song, part 1
- 45 Track 45 Story: Anita's rain song, part 2
- 46 Track 46 Role-play: Going shopping
- 47 Track 47 Listen and number the pictures: The raindrop song
- 48 Track 48 Listen and complete.
- 49 Track 49 Listen and connect the rocks.
- 50 Track 50 Read the poem out loud: The cold snow

## Class CD 2 - Time: 49:47



## Content

- 01 Track 51 Listen and sing the song: Laura's family song
- 02 Track 52 Listen and match the family members with the chores.
- 03 Track 53 Story: Harry the Robot, part 1
- 04 Track 54 Story: Harry the Robot, part 2
- 05 Track 55 Listen and move the hands on your clock.
- 06 Track 56 Listen and sing the song:  
Harry the Robot's protest song
- 07 Track 57 Listen and complete the chant.
- 08 Track 58 Listen and connect the words.
- 09 Track 59 Read the tongue-twisters out loud.
- 10 Track 60 Listen and write the times.
- 11 Track 61 Role-play the interview with a classmate.
- 12 Track 62 Listen and sing the song: The Stone Age song
- 13 Track 63 Story: Creb, the Fire Maker, part 1
- 14 Track 64 Story: Creb, the Fire Maker, part 2
- 15 Track 65 Listen and circle the numbers.
- 16 Track 66 Listen and circle the correct options.
- 17 Track 67 Listen and sing the song: The happy dino song
- 18 Track 68 Listen and colour the boxes.
- 19 Track 69 Say the tongue-twister.
- 20 Track 70 Listen and number the pictures.



## Content

- 21 Track 71 Listen and sing the song: Around the world
- 22 Track 72 Story: Marco Polo's journey, part 1
- 23 Track 73 Story: Marco Polo's journey, part 2
- 24 Track 74 Listen and say the tongue twister.
- 25 Track 75 Listen and colour the boxes.
- 26 Track 76 Listen and complete the sentences.
- 27 Track 77 Listen and sing the song: Roger's pirate song
- 28 Track 78 Listen and connect the words.
- 29 Track 79 Read the text out loud.
- 30 Track 80 Story: Roger and the treasure, part 1
- 31 Track 81 Story: Roger and the treasure, part 2
- 32 Track 82 Listen and tick the countries you hear.
- 33 Track 83 Listen and tick the correct photos.
- 34 Track 84 Listen and circle the mistakes.
- 35 Track 85 Listen to the poem and draw a picture: Pirate Pete
- 36 Track 86 Listen and sing the song: The Santa song
- 37 Track 87 Learn the Halloween poem.
- 38 Track 88 Sing The Easter song
- 39 Track 89 Learn the Mother's Day poem: My shining star
- 40 Track 90 Learn the Father's Day poem: The best dad



# 3

**Print** is a dynamic six-level English course for primary school children. It offers a variety of fun and interactive activities, including songs, stories and hands-on projects. Print clearly presents language structures and vocabulary and follows a well-structured syllabus.

## Special features:

- \* Integrates the communicative approach with a clearly structured grammar syllabus.
- \* Includes a literacy element that develops students' reading and writing skills through phonetics, reading strategies and process writing.
- \* Offers original children's literature as a springboard for natural and meaningful language.
- \* Enriches students' learning experience through relevant themes, real-world knowledge and the reinforcement of universal values.
- \* Offers well-balanced and varied classroom activities which ensure students' motivation.

## Components:

Student's Book + CD  
Student's Cutouts  
Activity Book  
Teacher's Guide  
Class CDs  
Posters and Poster Cutouts