

# Lighthouse



Teacher's Book

Brendan Dunne • Robin Newton

 Richmond







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# Lighthouse



**Brendan Dunne • Robin Newton**



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# Introduction

## Lighthouse approach

**Lighthouse** is a six-level series for primary learners. It combines a structural grammar-based course with a functional syllabus to promote communicative language use in reading, speaking, listening and writing.

**Lighthouse** introduces and practises the main grammar and vocabulary items, taking into consideration learners' individual needs.

**Lighthouse** also gives students lots of opportunities to understand and use the language for themselves and at their own pace. It promotes interaction through pair and group work. Students build up their independence by helping and learning from each other. It establishes the right kind of environment for all types of students to enjoy learning English.

## Student's Book

- ✱ consists of 9 units with 10 pages each
- ✱ is clearly organised and consistent
- ✱ includes a **pictionary** for all new vocabulary

### Unit opener

presents new words in such a way that students discover their meaning independently.



### Light on real language

provides useful everyday English expressions related to the theme of the unit.

### Time to practise!

gives students the opportunity to review the new structure and vocabulary.

### Pair work

is introduced in the series as a special feature so that students can communicate with each other more effectively.

### Stickers

provide dynamic interaction with textbook activities.

### Chant

practises the new structure and the grammar rule.

### Language presentation

opens with a model sentence and then is clearly explained on two pages.



### Light on grammar

shows examples of the new grammar structures along with a task for students.

### Time to write

helps students develop their writing skills through manageable, step-by-step tasks.



# Introduction

## The lighthouse keepers' story

contains texts appropriate to students' age, interests and language level. They are presented by the lighthouse keepers, Joe and Sally. The texts are fully developed through *Before* and *After you read* sections.



## Light up the world

introduces students to information about other cultures through a series of motivating texts and activities.



## Pictionary

provides audio and visual support to help students to actively review the new words in each unit.



## Activity Book

- ✱ provides grammar and vocabulary reinforcement
- ✱ the first eight pages of each unit shadow the material covered in the Student's Book
- ✱ the last two pages offer self-evaluation tasks and a project to be done with the family

## Check what you know!

is a part of the Time to check page. It helps students to evaluate their progress at the end of each unit. There is no writing involved, so it is quick and easy and allows teachers to identify students who need help. Students evaluate themselves by completing the faces:



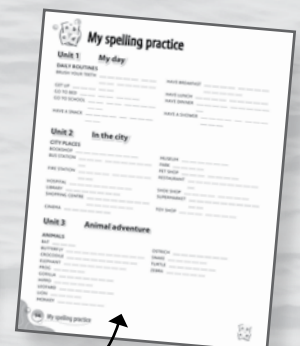
## My project

gives family members an opportunity to get involved in students' learning in an enjoyable way.



## My spelling practice

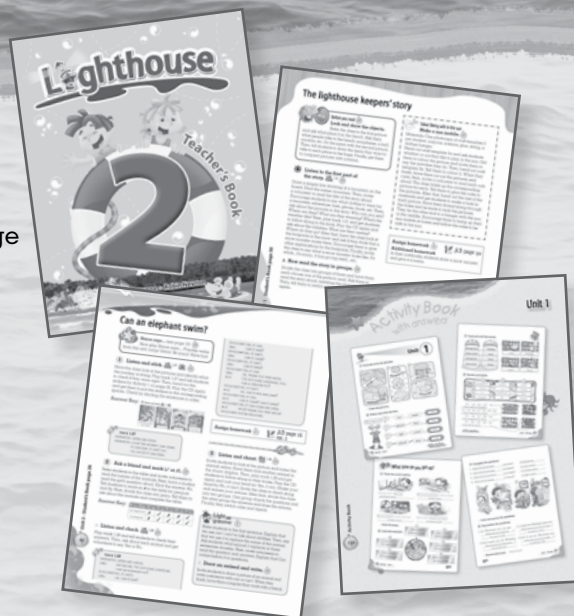
gives students the opportunity to reinforce the written form of vocabulary taught in each unit.





# Teacher's Book

- ✦ is very clear and easy to use
- ✦ includes all the Student's Book answers in every lesson page
- ✦ shows reduced pages from the Activity Book with answers



## Light on new words

lists new vocabulary with phonetic transcriptions and a space to write the words in your own language.

## Objectives

highlight the target language for each unit.



## Teaching tip

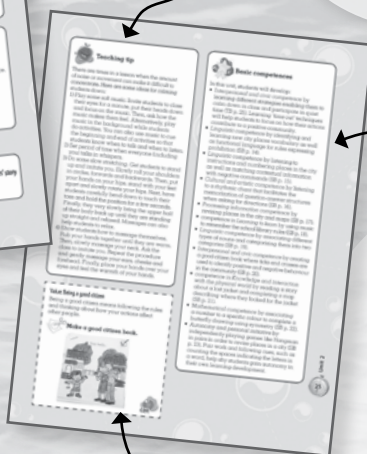
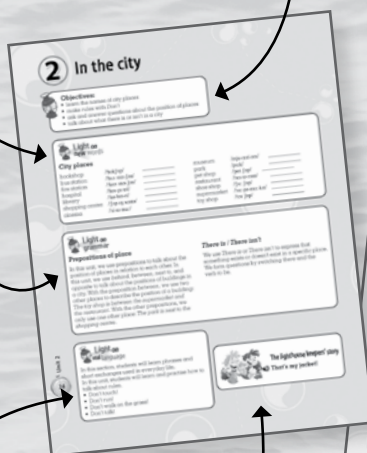
suggests different strategies to create an effective learning environment.

## Light on grammar

summarises the grammar items taught in the unit; gives easy explanations for each structure.

## Light on real language

highlights the expressions presented in the unit.




## Basic competences

list competences that students will accomplish in every lesson. They focus on educating the children as a whole, helping them also develop interpersonal and learning to learn competences, among others.

## The lighthouse keepers' story

tells you the title of the unit story; the picture of the lighthouse keepers relates to the theme of the unit.

## Unit value

can be found in the ; it is a craft activity to make the value more meaningful to children.





# Introduction

## Activities within the sections

### Warm-up

establishes a nonthreatening atmosphere in the classroom.

### Transcripts

are provided for all the listening activities except when the text is present in the Student's Book.

indicates the end of a lesson when there is more than one lesson on a page.








### Wrap-up

personalises and consolidates the language and concepts practised in the lesson.

### Icons

allow for quick identification of time and components needed for each activity.

### Teacher's Book icons

-  Activity Book
-  Activity time
-  Craft activity
-  Teacher's Resource CD-ROM
-  Teaching tip
-  Time for a game
-  Time for a test

### Key to phonetic transcripts

#### Consonants:

p	pink	ʒ	treasure
b	ball	h	hello
t	talk	tʃ	chalk
d	doll	dʒ	bridge
k	cave	m	man
g	give	n	now
v	vase	ŋ	song
θ	think	w	with
ð	this	r	rock
s	salt	l	live
z	zebra	j	you
ʃ	short		

#### Vowels:

ɪ	fish	ʌ	up
i:	tree	eɪ	train
æ	cat	əʊ	phone
ɑ:	car	aɪ	bike
ɒ	clock	aʊ	owl
ɔ:	horse	ɔɪ	boy
ə	father	ɪə	ear
ʊ	look	eə	hair
u:	flute	ʊə	tour
ɜ:	bird		
e	egg		

· divides syllables  
' stressed syllable



## Class CDs

- ✦ The teachers are provided with a complete audio set containing all the songs, listening activities, and stories in each level.




## Teacher's Resource CD-ROM




- ✦ The Teacher's Resource CD-ROM contains a wealth of printable and photocopiable worksheets divided into sections:
- ✦ Celebrations
- ✦ Richmond Primary Reader
- ✦ Tests
- ✦ Values
- ✦ Vocabulary lists
- ✦ Young Learner and Trinity Exams tips

### Celebrations

can be found in the  ; these three-step activities foster cooperation and teamwork. Students work together in three teams to complete different parts of each activity. Then, they assemble the finished parts to create a classroom decoration.

### Tests

can be found in the  ; each test consists of three pages that evaluate the grammar and vocabulary, as well as reading strategies from the unit.

## Student's CD-ROM

- ✦ includes lots of fun activities to do at home to consolidate the language learned at school





# Scope and sequence

## Unit



1

My day

### new words

**Daily routines:** brush your teeth, get up, go to bed, go to school, have a snack, have breakfast, have lunch, have dinner, have a shower



Light on real language

What time is it? It's ten o'clock. It's half past five.

### Present simple

**(routines):** I get up at half past seven. I have lunch at two o'clock. What time do you have breakfast? I have breakfast at seven o'clock.



The lighthouse keepers' story

You're late, Monica!



Light up the world

Canada



2

In the city

### new words

**City places:** bookshop, bus station, fire station, hospital, library, shopping centre, cinema, museum, park, pet shop, restaurant, shoe shop, supermarket, toy shop



Light on real language

Don't touch! Don't run! Don't walk on the grass! Don't talk!

### Prepositions of place (behind, between, next to, opposite):

Where's the cinema? It's next to the museum. It's between the museum and the library.

### There is / There isn't:

There's a library. There isn't a fire station. Is there a bookshop? Yes, there is. / No, there isn't.



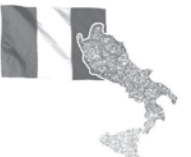
The lighthouse keepers' story

That's my jacket!



Light up the world

Italy



3

Animal adventure

### new words

**Animals:** bat, butterfly, crocodile, elephant, frog, gorilla, hippo, leopard, lion, monkey, ostrich, snake, turtle, zebra



Light on real language

I think it's scary. I don't think it's scary. I think it's cute.

**Can / Can't:** It can swim. It can't fly. Can it fly? Yes, it can. / No, it can't.

**Present simple:** The zebra lives in the savannah. It eats plants. Does it eat plants? Yes, it does. / No, it doesn't.



The lighthouse keepers' story

The turtle and the rabbit



Light up the world

China



4

At the clothes shop

### new words

**Clothes:** belt, coat, glove, jeans, scarf, socks, sunglasses, jumper, tie

**Numbers:** thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred



Light on real language

How much is the scarf? It's 14 pounds. How much are the socks? They're 3 pounds.

**Possessives:** Whose scarf is this? It's Dave's. Whose gloves are these? They're Lucy's.

**These / Those:** These are my sunglasses. Those are my gloves.



The lighthouse keepers' story

Let's go shopping!



Light up the world

Singapore







<p><b>5</b></p> <p>Rain or sun?</p>	<p><b>new words</b></p> <p><b>Weather:</b> cloudy, cold, hot, raining, snowing, sunny, windy  <b>Seasons:</b> spring, summer, autumn, winter</p> <p> <b>Light on real language</b></p> <p>What's the weather like? It's snowing.</p>	<p><b>Present simple:</b> We wear sandals. We don't wear boots.  Where do you go on Sundays? We go to the park. What do you play? We play football.</p>	<p> The lighthouse keepers' story</p> <p><b>A mountain adventure</b></p> <p> <b>Light up the world</b></p> <p>Egypt </p>
<p><b>6</b></p> <p>Food, food, food!</p>	<p><b>new words</b></p> <p><b>Food:</b> avocado, bread, cheese, pepper, chocolate, egg, ham, lemon, lemonade, meat, pear, potato, crisps, rice, sausage, soup, tomato</p> <p> <b>Light on real language</b></p> <p>It's spicy. They're salty. It's sweet. They're sour.</p>	<p><b>Countable and uncountable nouns:</b>  There are some apples. There's some cheese. There isn't any ham. There aren't any pears.</p>	<p> The lighthouse keepers' story</p> <p><b>Granny makes a cake!</b></p> <p> <b>Light up the world</b></p> <p>France </p>
<p><b>7</b></p> <p>I want to be an astronaut</p>	<p><b>new words</b></p> <p><b>Jobs:</b> astronaut, chef, clown, doctor, firefighter, musician, nurse, pilot, police officer, secretary, football player, taxi driver, teacher, vet</p> <p> <b>Light on real language</b></p> <p>What do you want to be? I want to be a firefighter.</p>	<p><b>Present simple:</b> She works in a school. She doesn't wear a uniform. Does he work at night? Yes, he does. / No, he doesn't.</p>	<p> The lighthouse keepers' story</p> <p><b>The wrong clothes</b></p> <p> <b>Light up the world</b></p> <p>The USA </p>
<p><b>8</b></p> <p>Free time fun!</p>	<p><b>new words</b></p> <p><b>Hobbies:</b> collecting toy cars, doing ballet, doing gymnastics, doing karate, making models, painting, playing computer games, roller skating  <b>Accessories:</b> ballet shoe, comic book, computer game, guitar, skipping rope, karate uniform, model, roller skate</p> <p> <b>Light on real language</b></p> <p>What are your hobbies? My hobbies are roller skating and painting.</p>	<p><b>Present simple:</b> I like skipping. She doesn't like roller skating. Do you like painting?  <b>Verb have got:</b> He has got a computer game. She hasn't got a karate uniform.</p>	<p> The lighthouse keepers' story</p> <p><b>Karate Kate</b></p> <p> <b>Light up the world</b></p> <p>United Kingdom </p>
<p><b>9</b></p> <p>Let's celebrate!</p>	<p><b>new words</b></p> <p><b>Months:</b> January, February, March, April, May, June, July, August, September, October, November, December  <b>Parties:</b> balloon, candle, sweets, costume, present, streamer</p> <p> <b>Light on real language</b></p> <p>When's your birthday? It's in March. When's yours? Mine is in August.</p>	<p><b>Plural pronouns (we / they):</b> We live in Mexico. They live in Italy.  <b>Wh- questions with present simple:</b> What do they eat? They eat biscuits. Where do you go? We go to the park.</p>	<p> The lighthouse keepers' story</p> <p><b>April Fool's!</b></p> <p> <b>Light up the world</b></p> <p>India </p>





### ★ Catch me if you can

**Materials:** Five sheets of paper rolled up into a ball. Divide the class into five groups and give each group a ball. Tell the class what they are going to say every time they get the ball. Then, one student in each group says the sentence you indicate and throws the ball to another member of his / her group. This student says his / her sentence and throws the ball to another student. Students continue until all the members of each group have participated.

### ★ Chinese whispers

Invite five volunteers to the front and ask them to stand in a line. Whisper a word or a clue to the first student in the line and ask him / her to whisper it to the next student, and so on, along the line. The student at the end should say what he / she heard and write it on the board. Then, divide the class into groups of five to play the game.

### ★ Draw and guess

Divide the class into four teams. Volunteers take turns drawing vocabulary items on the board for their teams to guess. If they guess correctly, they win a point. If they do not guess correctly, other teams can guess to win the point. The team with the most points at the end is the winner.

### ★ Hangman

Elicit words from the vocabulary you wish to practise. Choose a word and write as many blanks as it has letters and fill in the first letter. Then, draw a hangman scaffold. Ask students to discover the word by guessing one letter at a time. If a student guesses a letter that is in the word, fill in the blank. If not, draw a part of the body and write the letter beside the hangman. The game is over when students guess the word or when the whole hangman has been drawn.

### ★ I spy...

Have students guess words you can see in the classroom, on a poster, etc. using the following model:

T: I spy with my little eye something beginning with c. What is it?

S: Is it the (cake)?

T: No, it isn't. What is it?

S: Is it the (cookie)?

T: Yes, it is!

The student who guesses the word takes your place.

### ★ Musical chairs

**Materials:** A music CD, a CD player.

Arrange nine chairs in a line or a circle. If this is not possible, draw nine small chairs or circles on the board. Invite ten volunteers to start the game. As the music plays, students walk from chair to chair. When it stops, they must sit on one of the chairs (or touch one of the circles). Only one student can occupy a chair (or circle). The extra student must complete a task. If he / she completes the task correctly, he / she can take the place of a seated player, and that player is out of the game. If he / she does not complete the task correctly, he / she is out of the game. A volunteer from the rest of the class may complete the task and replace a seated player. Remove a chair (or circle) and play again. Continue until only one student is left.

### ★ Simon says...

Explain that students should follow your instructions only if they begin with *Simon says*. If not, they should stay still:

T: Simon says *Write in your notebooks*. (Students write.)

T: Stand up. (Students do not move.)

### ★ Stop!

Mime an action and ask students to stand up and imitate you. Then, shout *Stop!* and stop moving instantly. Signal students to stop and stand still, frozen in mid-action. Look around and praise students who are really still and not moving at all. Repeat the procedure several times with other action words.

### ★ Noughts and Crosses

Draw a *Tic Tac Toe* grid on the board. Then, divide the class into two teams: X and O. Ask a student from team X to go to the board and give him / her a task. If the answer is correct, he / she draws an X in a space. Follow the same procedure with team O. Continue alternating teams until one gets three Xs or three Os in a row (horizontally, vertically or diagonally).

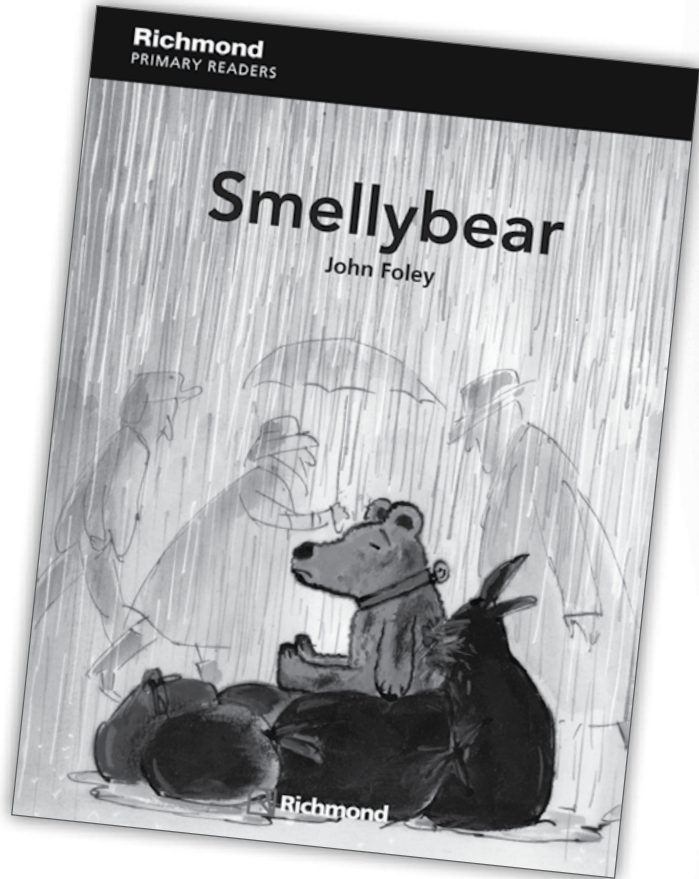




# Associated reading

## ★ Richmond Primary Readers

The reader recommended for this level is *Smellybear*. This is available in book format and also as an APP. There are photocopiable worksheets available in the Lighthouse 2 Teacher's Resource CD-ROM, along with teacher's notes and answers. These worksheets together with the reader's audio are also available at [www.richmond.com.ar](http://www.richmond.com.ar)



## ★ Richmond Interactive Digital Practice Tests

Interactive activities and tests in the Interactive Digital Practice Tests Book that can help prepare students for the Starters Young Learners Exams.





# 1

## My day



### Objectives:

- learn the names of daily routines
- ask and answer questions about the time
- talk about daily routines using the present simple



### Light on new words

#### Daily routines

brush your teeth	/brʌʃ jɔ: 'ti:θ/	_____
get up	/'get ʌp/	_____
go to bed	/'gəʊ tə 'bed/	_____
go to school	/'gəʊ tə 'sku:l/	_____
have a snack	/'hæv ə 'snæk/	_____

have breakfast	/'hæv 'brek·fəst/	_____
have lunch	/'hæv 'lʌntʃ/	_____
have dinner	/'hæv 'dɪnə/	_____
have a shower	/'hæv ə 'ʃaʊ·ə/	_____



### Light on grammar

#### Present simple

In this unit, we use the present simple with times to talk about daily routines. The structure is subject + verb + *at* + time: *I have lunch at two o'clock.*



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways to talk about daily routines.

- What time is it?  
It's ten o'clock.  
It's half past five.



**The lighthouse keepers' story**  
**You're late, Monica!**





### Teaching tip

Pair and group activities are a key part of the Lighthouse series. They encourage cooperation and expand students' opportunities to participate. Teacher's Book instructions often specify how to divide the class for an activity. You can take this one step further by assigning teams of five or six at the beginning of each month. Mix strong and weak students. For most group and team activities, these students can work together. Invite them to create a name for their team (colours or names of animals are usually popular). Then, make a simple chart with the names of the team and display it on the wall. At the end of each week, award the points for good work, effort and cooperation. Focus on praise and encouragement: *The blue team gets a point for cleaning up its craft materials quickly and quietly. Well done! The yellow team gets two points for trying hard every day to speak English. Good job!* Also explain why teams are not getting points: *The green team was very noisy. Only one point this week. Remember to work quietly next week, OK?* At the end of the month, the team with the most points wins a prize. (This can be a traditional prize, or a special activity such as choosing their favourite game or song.) Be consistent and establish ahead of time that students should not ask for points and that your decision is final. The benefit of working in teams is that students are motivated to work hard and collaborate well in order to get points. They may also take on some of the classroom management, encouraging their teammates to work quietly or clean up after craft activities. Lastly, it contributes to making classes fun and memorable.

### Value: Staying healthy

You can help to stay healthy by taking care of your body.



### Make a question dragon.



### Basic competences

In this unit, students will develop:

- *Interpersonal and civic competence* by learning how to do pair work more effectively and recognising the criteria for better group work (TB p. 13). Creating personalised teams and recognising merit for cooperation, effort and work well done are essential to developing this competence in the classroom.
- *Processing information and digital competence* by using new technologies as a way to obtain, process and acquire information (SB p. 4).
- *Linguistic competence* by demonstrating knowledge of the graphological and semantic relationships of words and sentences (SB p. 5).
- competence in *Knowledge and interaction with the physical world* by associating the times of the day with specific actions and days of the week (SB p. 6).
- *Mathematical competence* by transferring skills to English from their first language regarding how to tell the time (SB p. 7).
- *Interpersonal and civic competence* by playing a time telling information gap game in pairs (SB p. 8). It is important to stress that effective pair work in class gives everybody a chance to speak and have fun.
- *Autonomy and personal initiative* by using their own experience to create a personalised text describing daily habits (SB p. 9).
- *Linguistic competence* by creating a question dragon in order to practise formulating and answering questions (SB p. 10). This activity helps to provide guided production practice in acquiring language fluency through a fun game.
- *Linguistic competence* by listening to and reading a story while looking at drawings that support contextual information (SB p. 11).
- *Cultural and artistic competence* by recognising cultural information about Canada and interpreting it in order to do a matching activity (SB p. 12).
- competence in *Learning to learn* by reviewing key unit concepts and participating in memorable review activities (SB p. 13).



# 1

## My day

**Warm-up:** What's your name? 15'

Material: A soft ball.

Throw the ball to a volunteer and ask his / her name. Then, get him / her to throw the ball to another student and ask the same question. Continue until all students have participated.

**1 Look and stick.** 15'

Invite students to look at the pictures and identify the object that the boy has in every scene: *a book*. Explain that the boy's name is Bill and he likes reading. Then, get students to say where Bill is in each scene. Next, assign pairs and tell students to put the stickers for Activity 1 on page 4 in the spaces that are the same colour.

**Answer Key:**



**Listen and point.** 1.1 10'

Play track 1.1 and tell students to point to the scenes as they hear them. Then, say the expressions from the scenes in random order and get the class to mime the actions.

### TRACK 1.1

NARRATOR: LISTEN AND POINT.

MUM: BILL! GET UP!

DAD: HURRY UP AND HAVE A SHOWER, BILL!

MUM: YOU'RE LATE, BILL! GO TO SCHOOL!

MUM: BRUSH YOUR TEETH, BILL!

DAD: GO TO BED, BILL!

DAD: OK, STORY TIME!

**Listen and repeat.** 1.2 10'

Play track 1.2 and have the class repeat the expressions. Encourage them to imitate the

voices on the CD. Play the track again and get students to repeat the expressions using happy, sad, and angry voices.

### TRACK 1.2

NARRATOR: LISTEN AND REPEAT.

NARRATOR: GET UP.

HAVE A SHOWER.

GO TO SCHOOL.

BRUSH YOUR TEETH.

GO TO BED.

**Assign homework** 10'

**Additional homework**

AB page 4 ex. 1

In their notebook, students write three of the expressions from this page and illustrate them with magazine cut-outs.

**Light on real language** 25'

Encourage the class to say where they see the time: *on clocks at school, on watches, on TV, etc.* Have a volunteer read the example question in the book. Repeat the question and mime that you want to know the time. Tell students they can use this question to ask the time. Invite them to repeat the question and act it out. Then, refer the class to the first clock and get a student to read the first sentence aloud. Do the same with the second clock. Next, write some times on the board and ask *What time is it?* Elicit the answers: *It's (three) o'clock. It's half past (four).* Finally, invite volunteers to write times and ask the class: *What time is it?* Continue until all students have participated.

**Assign homework** 10'

**Additional homework**

AB page 4 ex. 2

In their notebook, students draw a scene from their daily routine and label it with the time: *It's (half past).*

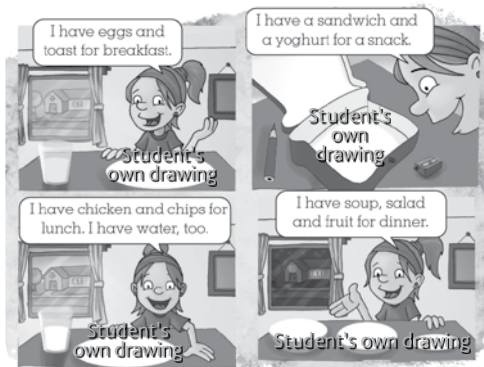


## 2 Read and draw. 10'

Invite the class to look at the pictures of the girl and identify what she's doing in each: *eating*. Get a volunteer to read the sentence in the first scene and elicit the foods: *eggs, toast*. Have students point to the word *breakfast* and elicit when we have breakfast: *in the morning*. Do the same for the scenes for *snack, lunch* and *dinner*. Help students with meaning as necessary. Then, tell them to draw the missing foods and drinks in the blank spaces. Finally, students compare their pictures with a friend.

### Answer Key:

#### 2 Read and draw.



## Listen and repeat. 1.3 5'

Play track 1.3 and tell the class to repeat the names of the meals. When they say each name, they should find the word in the text and point to it. Then, say a food and invite the class to say the meal: *an apple - snack*.



#### TRACK 1.3

NARRATOR: LISTEN AND REPEAT.

GIRL: BREAKFAST.  
SNACK.  
LUNCH.  
DINNER.

## 3 Imagine you are the monster. 15'

Have students look at the picture and point to the monster. Use a funny monster voice and tell students what you have for breakfast: *I'm a monster and I have one banana, two eggs, and some cereal with milk for breakfast*. Encourage students to find the foods in the picture. Then, divide the class into pairs and have them pretend to be the monster. They take turns saying what they have for each meal.



## Match. 5'

Write up two times on the board: *4.30, 12.00*. Point to each one and ask *What time is it?* Elicit the answers: *It's half past four. It's twelve o'clock*. Write the answers on the board and explain that sometimes we write times with words. Refer students to the examples in the book and have them match the clocks with the times. Check as a class by reading the sentences and inviting volunteers to write the times on the board.

## Wrap-up: Clap and snap. 10'

Write *What time is it?* on the board and get a volunteer to read it aloud. Clap your hands three times and say *It's three o'clock*. Then, have another volunteer read the question. Clap your hands twice, snap your fingers once and say *It's half past two*. Next, clap your hands five times, snap your fingers once and ask *What time is it?* Invite a volunteer to answer: *It's half past five*. If the student answers correctly, he / she claps and snaps a time and chooses another student to answer. Continue until all students have participated.

## Assign homework 5'



AB page 5

### Additional homework

*Pictionary* pages 94 and 95. Students read the names of the vocabulary items and draw a picture for each.



# What time do you get up?

## Warm-up: Guess the time 10'

Material: One sheet of white paper.  
Divide students into two teams. Write a time on the board without showing it to students and cover it with the sheet of paper. Invite students from each team to take turns guessing the time. Help by pointing up if it is later than their guess or down if it is earlier. When they guess correctly, uncover it for students to see. The student who guessed correctly wins a point for his / her team. Continue with other times.

## 1 Listen and underline. 1.4 15'

Invite the class to look at the picture and ask what the boy is doing in each scene: 1 - He's getting up. 2 - He's going to school. 3 - He's having lunch. 4 - He's doing his homework. 5 - He's having dinner. 6 - He's going to bed. Then, have students look at the times for each scene. Next, play track 1.4 and tell them to point to the time they hear mentioned for each scene. Play the track again and have students underline the times they hear. Check by saying the number of each scene and getting a volunteer to read the corresponding time.

### Answer Key:

1. At half past six.
2. At eight o'clock.
3. At half past two.
4. At half past five.
5. At eight o'clock.
6. At half past nine.

### TRACK 1.4

NARRATOR: LISTEN AND UNDERLINE.

NARRATOR: NUMBER ONE.

BOY: I GET UP AT HALF PAST SIX.

NARRATOR: NUMBER TWO.

BOY: I GO TO SCHOOL AT EIGHT O'CLOCK.

NARRATOR: NUMBER THREE.

BOY: I HAVE LUNCH AT HALF PAST TWO.

NARRATOR: NUMBER FOUR.

BOY: I DO MY HOMEWORK AT HALF PAST FIVE.

NARRATOR: NUMBER FIVE.

BOY: I HAVE DINNER AT EIGHT O'CLOCK.

NARRATOR: NUMBER SIX.

BOY: I GO TO BED AT HALF PAST NINE.

## 2 Listen and chant. 1.5 15'

Invite volunteers to say the days of the week in order. Say them again and encourage the class to join in. Then, play track 1.5 and have them follow along in their books. Play the track again and get the class

to say the chant with the CD. Next, divide the class into two groups. One group chants the days of the week and the other group chants the lines with the actions. Then, switch roles and do the chant again. Finally, play the CD and get the whole class to chant all the lines.

### Assign homework 5'

### Additional homework

Students choose their favourite day of the week and write it with plasticine.



AB page 6  
ex. 1



### Light on grammar 10'

Write *I get up* \_\_\_ *six o'clock*. on the board. Invite students to guess the word that goes in the space. Accept all answers. Then, refer them to the book and elicit the word: *at*. Write it in the space. Finally, explain that we always use *at* to say what time we do things.

### Draw and write about you. 15'

Have students look at the watches and invite volunteers to read the example sentences aloud. Draw a clock on the board showing 6.00 and write *I get up at six o'clock*. Tell students to write times on the watches in the book and label them with sentences about their day. Finally, invite some volunteers to read their sentences aloud.

### Assign homework 5'

### Additional homework

In their notebooks, students write two sentences about their day and illustrate them with magazine cut-outs.



AB page 6  
ex. 2





### 3 Listen and complete the answers. 1.6 15'

Invite the class to look at the picture and identify the characters: *a king, a reporter*. Get students to read the questions and guess what time the king does each activity. They should write their answers in pencil. Next, play track 1.6 and have students complete the answers. Point out that they should write the times in words. When they finish, encourage them to check their answers with a friend. Check as a class by asking the questions and inviting volunteers to read the answers aloud.

#### Answer Key:

1. At half past ten.
2. At twelve o'clock.
3. At four o'clock.
4. At one o'clock.



#### TRACK 1.6

NARRATOR: LISTEN AND COMPLETE THE ANSWERS.  
 REPORTER: GOOD MORNING, KING PHILIP.  
 KING: YES, GOOD MORNING.  
 REPORTER: ERR, WHAT TIME DO YOU HAVE BREAKFAST?  
 KING: OH, I HAVE BREAKFAST IN BED, AT HALF PAST TEN.  
 REPORTER: AND, WHAT TIME DO YOU GET UP?  
 KING: WELL, I GET UP AT TWELVE O'CLOCK.  
 REPORTER: AND ... WHAT TIME DO YOU HAVE LUNCH?  
 KING: I HAVE LUNCH AT ... ERR, FOUR O'CLOCK.  
 REPORTER: YES. AND WHAT TIME DO YOU GO TO BED?  
 KING: I GO TO BED AT ONE O'CLOCK.  
 REPORTER: THANK YOU, YOUR MAJESTY!  
 KING: YES ...

### 4 Complete about you. 10'

Invite a pair of volunteers to read the dialogue in the speech bubbles. Encourage students to say whether they have a shower at that time. Refer the class to the table and get other volunteers to read the questions aloud. Point out that the first column is for information about them. The other column is for information about a friend. Tell students to complete the column about themselves. When they finish, ask some volunteers the questions.

#### Assign homework 5'

#### Additional homework

Students imagine another scene from the king's day and draw it in their notebook. They label it: *I (go to bed) at (one o'clock).*



AB page 7  
ex. 3

### Ask a friend and complete. 15'

Ask some students questions about their daily routine: *What time do you have lunch? What time do you do your homework?* Then, have students look at the table and remind them of the column for a friend's information. Next, assign pairs and tell them to ask and answer the questions to complete the second column in the table. Finally, ask students questions to find out who gets up the earliest and who goes to bed the latest.



#### Light on grammar 10'

Invite a volunteer to read the examples aloud. Have students look at the highlighted words. Invite them to point to the affirmative sentence. Say that the subject comes before the verb in an affirmative sentence. Elicit the subject and the verb: *I, have*. Next, have them look at the question. Tell them that when we ask about the time of an action, we add *What time* and *do* before the subject.

#### Complete. 5'

Tell students to complete the question using the examples as a guide. Then, invite a volunteer to read the question aloud. Next, have students write the answer to the question individually. They compare their answer with a friend. Point out that there are several right answers. Finally, get some students to read their answers aloud.

#### Wrap-up: Interview your teacher 10'

Invite the class to interview you. Elicit example questions from the book: *What time do you get up? What time do you have lunch?*, etc. Encourage all students to ask you at least one question each.

#### Assign homework 5'

#### Additional homework

Students interview a family member about his / her day and write two sentences: *My Mum: I get up at half past five. I go to bed at eleven.*



AB page 7  
ex. 4



# Time to practise!

## 1 Read and decode. 25'

Invite students to look at the picture of the man and elicit his profession: *He's a football player*. Tell them to read about a typical day for the *football player*. Explain that some of the words are encoded. They should decode the picture clues to complete the text. Get a volunteer to read and complete the first sentence: *I get up at half past five*. Then, divide the class into pairs and tell them to complete the rest of the text. When they finish, check by having volunteers read the text sentence by sentence.

### Answer Key:

#### Read and decode.

I get up at half past five. I have cereals and orange juice for breakfast. I play football at eleven o'clock. I watch TV at seven o'clock. I have fish and salad for dinner. I go to bed at eight half past.

#### Assign homework 10'

#### Additional homework

In their notebooks, students write four sentences about their day with a code.



AB page 8  
ex. 1

## Pair work 15'

Draw four clocks showing different times on the board: 6.30, 2.00, etc. Point to a clock and ask *What time is it?* Elicit the answer. If the student is right, he / she chooses another clock and asks the time. Continue with the other clocks. Then, divide the class into pairs. Assign student A and student B. Student A looks at page 112 and student B looks at page 116. Students take turns asking the times for the blank clocks. They should write the times on the clock faces. Finally, have students compare books and check their answers.

## Wrap-up: Guess the mystery sentence 10'

Write the following pattern of lines on the board:  
\_ \_ \_ \_ \_ (Do your homework.)  
Tell the class that it is a mystery sentence. Each line represents a letter. Divide the class into two teams and have them take turns guessing letters. When a team guesses a letter, write it on the corresponding line and award the team one point. Continue until a team correctly guesses the sentence. The team that guesses the sentence wins five points. The team with the most points at the end wins.

#### Assign homework 10'

#### Additional homework

In their notebooks, students use magazine cut-outs to illustrate one of the verses of the song.



AB page 8  
ex. 2

## 2 Sing a song. 1.7 25'

Refer the class to the song and explain that *tick, tock* is the sound of a clock, and that *splish, splash* is the sound of water. *Ding, ding, beep, beep* are the sounds of traffic. Then, play track 1.7 and have students listen to the song and follow along in their book. Invite them to say what the song is about: *getting up and going to school*. Then, encourage them to guess the meaning of *dash*: *to move fast*. After that, play the CD again and invite students to sing along. Invent an action for each verse: stretch your arms to mime *get up*, move your fingers over your head to mime *have a shower*, etc. Finally, play the song a third time and invite the students to sing along and do the actions.



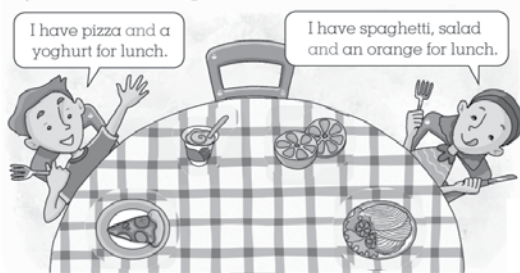
# Time to write

## 1 Read and stick. 10'

Have the class look at the picture and say what the children are doing: *They're eating*. Invite two volunteers to read what the children in the picture are saying. Then, tell them to use the stickers for Activity 1 on page 9 and use the text to find where each sticker goes. Have them compare ideas with a friend and put the stickers in the corresponding spaces. Next, write *and* on the board and remind them that we use *and* to join information in a sentence. Then, draw a comma on the board and explain that we use commas when we list more than two things. Get them to point to the comma in the second sentence. Tell them that the comma goes after each item except the last one. We always use *and* to join the last two items.

### Answer Key:

#### 1 Read and stick.



with a friend. They should check that *and* and commas are used correctly. Encourage them to check that each sentence begins with a capital letter. Finally, ask them to circle any foods or drinks that they both have. Invite some volunteers to say what they and their friend both eat and drink.

### Bulletin board idea 15'

**Material:** Four sheets of paper per group, magazine cut-outs, pins.

Divide the class into groups of four and hand out the paper. Students write the name of a meal on the top of each sheet of paper. Then, each student writes a sentence to describe what he / she eats for that meal. They illustrate the sentences with magazine cutouts. When they finish, remind them to write the names of the group members on the back of each paper. Display their work on the bulletin board.

### Assign homework 5'



AB page 9

## 2 Read and circle. 10'

Invite the class to read the first sentence silently. Ask a volunteer how many items the person has: *two*. Elicit that they should complete the sentence with *and*. Then, have students complete the other two sentences. Check by inviting volunteers to write the sentences on the board.

### Answer Key:

#### 2 Read and circle.

1. I have cereal and orange juice for breakfast.
2. I have a sandwich and an apple and water for a snack.
3. I have hot dogs and a banana and milk for dinner.

## Write about you using , and and. 10'

Tell students to close their eyes and think about what they have for breakfast. Give them some time to think. Do the same for the other meals. Next, have them open their eyes and complete the sentences in the book. Remind them to use *and* and commas to separate their ideas. When they finish, get them to exchange books



# The lighthouse keepers' story



**Before you read** 10'

## Colour eight clocks and play.

Say some times and invite volunteers to write them on the board: 6.30, 4.00, etc. Then, tell the class to look at the clocks in their books. Have them choose eight different clocks and colour them lightly. The numbers should still be visible after the clocks are coloured. Explain to the students that they are going to play a game. Say a time and the students who coloured the clock with the same time draw a circle around it. The first student to have circles around all eight clocks raises his / her hand and says *Bingo!* If the times are correct, he / she is the winner. Continue until all students have circled their clocks.



## 1 Listen to the first part of the story. 1.8 10'

Have students look at the pictures and invite them to say what the story is about. Get a volunteer to read the title of the story aloud and ask the class what *late* means. Accept all answers. Then, play track 1.8 and tell students to follow along in their books. Elicit the meaning of *late* and get students to give examples of how Monica is late: *She's late for school / class. She's late for lunch.*

## Now read the story in groups. 10'

Divide the class into groups and tell students to choose a character from the story: *the narrator, Miss Cooper, Monica, the dinner lady.* They take turns reading the story aloud. When they finish, encourage them to switch roles and read the story again.



**Value: Staying healthy**

## Make a question dragon. 15'

Materials: One photocopy of craft template 1 per student, scissors, crayons, glue.

Write *HEALTHY* on the board and ask the class what it means: *taking care of your body, eating good foods, doing exercise*, etc. Then, have students look at the *daily routines* vocabulary on pages 4 and 5. Invite them to say how these actions help them to stay healthy: *go to bed - have energy, brush your teeth - avoid cavities, have a snack - gives energy and nutrients*, etc. Next, hand out the materials and tell students to cut out the square and the phrases. Help them to fold and unfold the square along the lines. Then, get them to fold the corners to the centre of the square. After that, they flip the square over and fold the new corners to the centre again. When they finish, they put their hand in the question dragon to open it. Next, have them colour the inside and the outside of the question dragon. Then, they glue two phrases under each flap. Finally, assign pairs and tell them to take turns choosing flaps on their question dragons. They ask a question with one of the phrases: *What time do you have dinner?* They should ask and answer the questions.

## Assign homework 5'



AB page 10

## Additional homework

Students think of a time when they were late for something and draw the scene in their notebook.



## 2 Listen to the second part of the story. 1.9 10'

Give students two minutes to try and remember as much as possible about part 1 of the story without looking at their books. Next, ask them questions: *Who's the story about? What problem has she got? What colour is her hair?*, etc. Then, invite students to open their books and look at the second part of the story. Play track 1.9 and have them follow along with their finger. After that, ask what Monica's present is: *a watch*. Encourage students to say whether or not they like her present. Finally, ask them why Monica's family gave her a watch: *to help her not be late*.

## Now read the story in groups. 15'

Assign groups and have them divide up the parts to read the story together. When they finish, get them to switch roles and read the story again. Finally, invite a group to read and act out the story.



### After you read 10'

#### Draw a present for a special person.

Ask the class if they like the ending of the story and encourage them to say why or why not. Tell them about something that would be a nice present for someone they know: *My sister loves fish and has got an aquarium. A new fish is a good present for her*. Invite volunteers to tell the class about a nice present they can think of for a special person. Point out the box in the book and encourage students to draw a present for a friend or family member.

### Complete the label. 5'

Ask students to complete the label. They should write the name of the special person after *To* and their own name after *From*. When they finish, encourage them to show their present to a friend and say why it is a good present.

### Assign homework 5'



AB page 11

### Additional homework

In their notebooks, students draw a picture of Monica using her new watch.





# Light up the world

**Warm-up:** Let's talk about Canada. 10'

Materials: A map of the world, photos of Ottawa and Toronto, some Canadian animals (moose, wolves, bears, reindeer), a dog sled. Explain to the students that throughout the course, they are going to learn about other countries and how people live there. Invite them to say the names of countries that they know. Then, display the map and write *Canada* on the board. Ask a volunteer to come to the front

and point to Canada on the map. Next, pass around the photos and explain that Canada is a country in North America. The capital city is Ottawa. The city with the biggest population is Toronto. There are more than 5 million people. Many people from other countries live there. It is very cold in the winter in Canada. In some places, there are polar bears, wolves, moose and reindeer. Sometimes, people use dog sleds to travel in the snow.

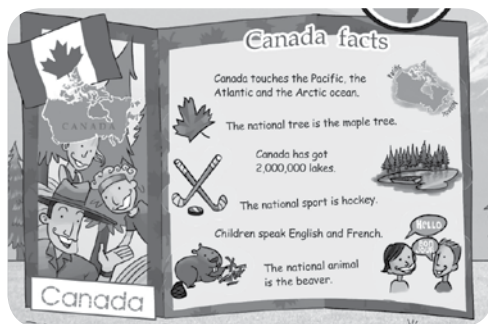
**Look and trace the name of the country.** 5'

Have the students look at the picture of the flag and ask them if they have ever seen the flag before and where: *on TV, in books*, etc. Next, ask them to find the map and point to it. Tell them to trace the map with their finger. Point out that there are many islands in northern Canada. Then, have them trace the name of the country below the picture.

**Read and stick.** 10'

Refer students to the text and explain that these are facts about Canada. Read the first fact aloud and invite a volunteer to come to the front and point to the three oceans on the map. Then, have students read the rest of the facts and put the stickers for page 12 in the corresponding spaces. Check by reading the facts aloud and getting volunteers to describe the stickers.

**Answer Key:**



**Decode the message.** 10'

Invite students to look at the picture and identify the animal: *a beaver, the national animal of Canada*. Next, have the class look at the table and the code. Elicit the code for the first letter: *B2*. Tell

them to find *B* and *2* in the table. Ask them what letter they see in the box for *B* and *2*: *W*. Do the same for the second letter in the mystery phrase. Then, give them three minutes to decode the rest of the phrase. Finally, invite a volunteer to read the phrase aloud: *Welcome to Canada!*

**Answer Key:**



**AB page 12** 15'

**Check what you know!**

Material: One sheet of white paper per group. Divide the class into six groups and give each group a sheet of paper. Write *get up* on the board and elicit two other daily routines. Have one student in each group write the routines on the paper. Then, give groups three minutes to write six more routines. Check by getting volunteers to read their answers aloud. Next, write four times on the board: *1.30, 7.00*, etc. Ask students: *What time is it?* Elicit the times. Have some volunteers write the times in words on the board. Encourage the class to make corrections if necessary. When they finish, assign pairs and tell them to ask each other three questions about their daily routines: *What time do you (have breakfast)?* Finally, ask the class to complete the faces according to how they feel about what they know.



## Listen and circle.



1.10



Invite some volunteers to read the text and ask students if they have ever been to a summer camp. Tell the class to look at the pictures and say the activities and foods that they like. Next, play track 1.10 and have them circle the sports, activities and snacks that the children like. Check by getting volunteers to read the items that they circled.

## Answer Key:

**Listen and circle.** 1.10

*In the summer, children go to summer camps in Canada. They love it! They have different activities every day.*

Today is Monday, 17th August

Sports	Other activities	Snacks
canoeing	singing	biscuits
swimming	music	sandwich
horse riding	drawing	apple
football	face-painting	yoghurt

### TRACK 1.10

NARRATOR: LISTEN AND CIRCLE.  
 NARRATOR: IN THE SUMMER, CHILDREN GO TO SUMMER CAMPS IN CANADA. THEY LOVE IT! THEY HAVE DIFFERENT ACTIVITIES EVERY DAY.  
 NARRATOR: HELLO!  
 THREE CHILDREN: HI!  
 NARRATOR: DO YOU LIKE CAMP?  
 THREE CHILDREN: OH YES, IT'S FANTASTIC.  
 NARRATOR: AND WHAT SPORTS DO YOU DO?  
 CHILD 1: MY FAVOURITE SPORT IS HORSE RIDING. HORSES ARE GREAT!  
 CHILD 2: AND I LIKE FOOTBALL.  
 NARRATOR: OK, HORSE RIDING AND FOOTBALL. GREAT! AND WHAT ABOUT ART?  
 CHILD 3: I LIKE DRAWING AND FACE-PAINTING.  
 NARRATOR: FINE, AND WHAT DO YOU HAVE FOR A SNACK?  
 CHILD 3: I HAVE A SANDWICH AND A YOGHURT.  
 NARRATOR: OK, THANK YOU!  
 THREE CHILDREN: BYE!

## Read about a camping trip.



Have students look at the photo of the boy. Get them to guess why he has a life jacket and a torch. Accept all answers. Then, invite a volunteer to read

the first text. Elicit why the boy has the items: to go to the island in the lake at night. Next, invite volunteers to read the captions aloud. Students point to the corresponding pictures.

## Colour the pictures.



Invite students to colour the pictures. Then, they compare their pictures with a friend.



## Chinese whispers (see page 10)



Now play *Chinese whispers* with daily routine vocabulary. Have fun!

## Assign homework



## My project



AB  
page 13

## Make a memory game.

Materials: Two pieces of cardboard.  
 Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



## A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 94 and the *Time to check* section on page 12 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.



# 2 In the city



## Objectives:

- learn the names of city places
- make rules with *Don't*
- ask and answer questions about the position of places
- talk about what there is or isn't in a city



## Light on new words

### City places

bookshop	/bʊkʃɒp/	_____
bus station	/bʌs steɪʃən/	_____
fire station	/faɪə steɪʃən/	_____
hospital	/hɒs.pɪ.təl/	_____
library	/laɪ.brə.rɪ/	_____
shopping centre	/ʃɒp.ɪŋ sentə/	_____
cinema	/si.nɪ.mə/	_____

museum	/mju.zi.əm/	_____
park	/pɑ:k/	_____
pet shop	/pet ʃɒp/	_____
restaurant	/res.tə.rɒnt/	_____
shoe shop	/ʃu: ʃɒp/	_____
supermarket	/su:pə.mɑ:.kɪt/	_____
toy shop	/tɔɪ ʃɒp/	_____



## Light on grammar

### Prepositions of place

In this unit, we use prepositions to talk about the position of places in relation to each other. In this unit, we use *behind*, *between*, *next to*, and *opposite* to talk about the positions of buildings in a city. With the preposition *between*, we use two other places to describe the position of a building: *The toy shop is between the supermarket and the restaurant.* With the other prepositions, we only use one other place: *The park is next to the shopping centre.*

### There is / There isn't

We use *There is* or *There isn't* to express that something exists or doesn't exist in a specific place. We form questions by switching *there* and the verb *to be*.



## Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise how to talk about rules.

- Don't touch!
- Don't run!
- Don't walk on the grass!
- Don't talk!



### The lighthouse keepers' story

That's my jacket!





## Teaching tip

There are times in a lesson when the amount of noise or movement can make it difficult to concentrate. Here are some ideas for calming students down:

- 1) Play some soft music. Invite students to close their eyes for a minute, put their heads down and focus on the music. Then, ask how the music makes them feel. Alternatively, play music in the background while students do activities. You can also use music to cue the beginning and end of activities so that students know when to talk and when to listen.
- 2) Set period of time when everyone (including you) talks in whispers.
- 3) Do some slow stretching. Get students to stand up and imitate you. Slowly roll your shoulders in circles, forwards and backwards. Then, put your hands on your hips, stand with your feet apart and slowly rotate your hips. Next, have students carefully bend down to touch their toes and hold the position for a few seconds. Finally, they very slowly bring the upper half of their body back up until they are standing up straight and relaxed. Massages can also help students to relax.
- 4) Show students how to massage themselves. Rub your hands together until they are warm. Then, slowly massage your neck. Ask the class to imitate you. Repeat the procedure and gently massage your ears, cheeks and forehead. Finally, place your hands over your eyes and feel the warmth of your hands.

## Value: Being a good citizen

Being a good citizen means following the rules and thinking about how your actions affect other people.



## Make a good citizen book.



## Basic competences

In this unit, students will develop:

- *Interpersonal and civic competence* by learning different strategies enabling them to calm down in class and participate in quiet time (TB p. 25). Learning 'time out' techniques will help students to focus on how their actions contribute to a positive community.
- *Linguistic competence* by identifying and learning new city places vocabulary as well as functional language for rules expressing prohibition (SB p. 14).
- *Linguistic competence* by listening to instructions and numbering places in the city as well as matching contextual information with negative commands (SB p. 15).
- *Cultural and artistic competence* by listening to a rhythmic chant that facilitates the memorization of question-answer structures when asking for directions (SB p. 16).
- *Processing information competence* by revising places in the city and maps (SB p. 17).
- competence in *Learning to learn* by using music to remember the school library rules (SB p. 18).
- *Linguistic competence* by associating different types of nouns and classifying them into two categories (SB p. 19).
- *Interpersonal and civic competence* by creating a good citizen book where ticks and crosses are used to identify positive and negative behaviour in the community (SB p. 20).
- competence in *Knowledge and interaction with the physical world* by reading a story about a lost jacket and completing a map describing where they looked for the jacket (SB p. 21).
- *Mathematical competence* by associating a number to a specific colour to complete a butterfly drawing using symmetry (SB p. 22).
- *Autonomy and personal initiative* by independently playing games like Hangman in pairs in order to revise places in a city (SB p. 23). Pair work and following cues, such as counting the spaces indicating the letters in a word, help shy students gain autonomy in their own learning development.



# 2 In the city

## Warm-up: Word chains 10'

Write the following word chain on the board: *cat, table, egg, green*. Ask students to look at the words and tell them that there is a connection between all the words. Invite the class to guess what it is: *Each word begins with the last letter of the previous word*. Get students to say words to continue the chain: *nine, eat, twenty*, etc.

## 1 Look and stick. 15'

Read the title of the unit and clear up any doubts. Have the class look at the picture and describe what they see: *trees, streets, a fire engine*, etc. Ask if they can find these things where they live. Encourage them to identify symbols they know: *dinosaur, book, swing*. Then, tell them to use the stickers for Activity 1 on page 14 and get students to match the stickers with the symbols. Tell them to compare answers with a friend. Finally, get them to put the stickers in the corresponding spaces.

### Answer Key:



## Listen and repeat. 1.11 15'

Tell the class they are going to hear the names of the places on the stickers. Play track 1.11 and invite students to repeat each word and point to the corresponding picture. Next, whisper one of the place names. Students point to the place that they think you whispered. Encourage the class to guess the place. Then, tell them the name of the place in a normal voice. Do the same with other words. After that, mime activities for a city place. For example: *eating popcorn - cinema*. Get students to guess where you are. Finally, invite volunteers to mime places for the class to guess.

### TRACK 1.11

NARRATOR: LISTEN AND REPEAT.

NARRATOR: LIBRARY.

FIRE STATION.

BUS STATION.

MUSEUM.

HOSPITAL.

PARK.

RESTAURANT.

CINEMA.

## Assign homework 5'

### Additional homework

Students form the name of a city place by glueing pasta to a sheet of card. Then, they decorate it with magazine cut-outs or drawings.

AB page 14 ex. 1

## Light on real language 25'

Draw a prohibition traffic sign on the board (a red circle with a diagonal line through it). Elicit where students see these signs and what they mean. Then, have students look at the signs in the book and identify city places where they see them: *a museum, the park*. Invite two volunteers to read the rules aloud and get the class to shake their finger to emphasize that these are actions people should not do. Then, have volunteers draw pictures of objects they should not touch on the board: electric sockets, sharp objects, paintings, etc. The other students guess what the objects are. Finally, ask students to look again at the second sign and invite them to explain the rule. Accept all answers.



## Stop (see page 10)

Now play Stop to practise affirmative and negative instructions. Have fun!

## Assign homework 5'

### Additional homework

Students make a prohibition sign and label it *Don't touch!* Encourage them to draw a picture of a hand in the sign.

AB page 14 ex. 2



## 2 Listen and number. 1.12 10'

Invite the class to look at the picture of the city and guess what is similar about all of the places: *people go there to buy things*. Encourage students to guess the things people can buy in each place. Then, play track 1.12 and pause it after the first dialogue. Tell students to guess which building the people are in and point to it in the picture. Have them write 1 in the box next to the building. Play the rest of the track and get students to number the remaining buildings. Play the CD again for them to check. Check as a class by saying key words about each place. Students say the corresponding number: *kite, robot, ball* - 2.

### Answer Key:



### TRACK 1.12

NARRATOR: LISTEN AND NUMBER.  
 NARRATOR: NUMBER ONE.  
 GIRL: LOOK AT THESE BOOTS!  
 BOY: YEAH, AND THESE TRAINERS ARE COOL!  
 NARRATOR: NUMBER TWO.  
 BOY: MUM, CAN I HAVE A BALL, A KITE AND A ROBOT?  
 MUM: NO, YOU CAN'T! YOU CAN HAVE ONLY A BALL.  
 BOY: OK. THANKS, MUM.  
 NARRATOR: NUMBER THREE.  
 GIRL: LOOK, IT'S A BOOK ABOUT DRAGONS!  
 BOY: WOW! I LOVE BOOKS!  
 NARRATOR: NUMBER FOUR.  
 GIRL: OH, LOOK AT THE RABBITS. THEY'RE FANTASTIC!  
 BOY: YEAH, BUT MY FAVOURITE IS THE DOG.  
 NARRATOR: NUMBER FIVE.  
 GIRL: DAD, WHAT'S ON THE SHOPPING LIST?  
 DAD: APPLES, CARROTS, EGGS AND ORANGE JUICE.  
 GIRL: AND BISCUITS? PLEASE, DAD!  
 DAD: OH OK, BISCUITS, TOO!  
 NARRATOR: NUMBER SIX.  
 GIRL: YOU CAN BUY FURNITURE, TOYS, CLOTHES AND SHOES HERE.  
 BOY: AND THERE'S A RESTAURANT, TOO.

## Listen and stick. 1.13 10'

Tell students to use the stickers for Activity 2 on page 15. Play track 1.13 and tell them to decide where each sticker should go. Then, have them put the stickers in the corresponding spaces in the picture. Finally, play the CD again for students to check their work.

## TRACK 1.13

NARRATOR: LISTEN AND STICK.  
 NARRATOR: NUMBER ONE. SHOE SHOP.  
 NUMBER TWO. TOY SHOP.  
 NUMBER THREE. BOOKSHOP.  
 NUMBER FOUR. PET SHOP.  
 NUMBER FIVE. SUPERMARKET.  
 NUMBER SIX. SHOPPING CENTRE.

## Listen again and repeat. 1.13 5'

Play track 1.13 again and ask students to repeat the places and point to them in the picture.

## Light on real language

### Colour and match. 10'

Tell students to colour the pictures. When they finish, have them match the pictures to the rules. Check by saying the name of the places and getting volunteers to read the corresponding rules.

### Answer Key:

#### Colour and match.



### Wrap-up: Shopping list 10'

Material: One sheet of paper per team.

Write *toy shop* on the board and invite the class to name things you can buy in a *toy shop*: *kites, dolls, cars*, etc. Then, divide students into teams and hand out the paper. Write *pet shop* on the board and give teams four minutes to write the names of things people can buy in a *pet shop*. When time is up, get teams to read out the items on their lists. Teams get one point for each correct item. Do the same with *supermarket*. The team with the most points at the end wins.

### Assign homework 5'

#### Additional homework

*Pictionary* pages 96 and 97. Students read the names of the vocabulary items and draw a picture for each.

AB page 15



# It's next to the toy shop

## 1 Look and read. 10'

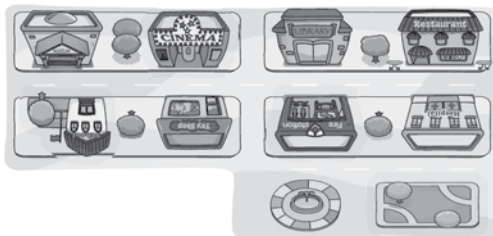
Ask students to look at the pictures and invite volunteers to read the prepositions aloud. Encourage students to guess what the phrases describe: *the position of the buildings*. Tell two volunteers to stand up. Say *next to* and have them stand next to each other. Then, have the rest of the class stand up and stand next to a friend. Say *opposite* and tell them to stand opposite each other. Do the same with the other prepositions.

## 2 Listen and stick. 1.14 15'

Have the class look at the map and say the names of the city places they see. Then, tell students to use the stickers for Activity 2 on page 16. Elicit the names of the places on the stickers. Next, play track 1.14 and get students to find a place for each sticker. Tell them to compare ideas with a friend. Then, play the CD again and ask them to put the stickers in the spaces. Check by saying the positions of different places: *The cinema is opposite the toy shop*. Students say whether the sentences are true or false.

### Answer Key:

#### Listen and stick. 1.14



#### TRACK 1.14

NARRATOR: LISTEN AND STICK.

- BOY: WHERE'S THE CINEMA?  
 GIRL: IT'S BETWEEN THE MUSEUM AND THE LIBRARY.  
 BOY: WHERE'S THE FIRE STATION?  
 GIRL: IT'S OPPOSITE THE LIBRARY.  
 BOY: WHERE'S THE SCHOOL?  
 GIRL: IT'S NEXT TO THE TOY SHOP.  
 BOY: WHERE'S THE PARK?  
 GIRL: IT'S BEHIND THE HOSPITAL.

## 3 Listen and chant. 1.15 10'

Read the title of the chant and invite the class to look at the picture. Play track 1.15 and have students follow along in their books. Play the chant a second time and ask students to join in. Then, divide the class into two groups. One group chants the questions and the other chants the answers. After that, switch roles and repeat.

### Light on grammar 10'

Invite a volunteer to read the example question aloud and tell students to point to the *cinema* on the map in Activity 2. Have two volunteers read the example answers aloud. Ask the class to find the difference in the examples: *With next to, we explain the position of the cinema using one other place (the museum). With between, we use two other places (the museum, the library). Add that opposite and behind also only use one place.* Elicit examples about the class:

T: *Where's (Celia)?*

Ss: *She's (behind Charlie).*

## Look at the map and ask a friend. 10'

Have students look again at the map. Assign pairs and tell them to take turns asking each other about the positions of the places. When they finish, ask some volunteers the positions of some places.

### Assign homework 5'

### Additional homework

AB page 16  
ex. 2

Students write *The library is between the toy shop and the restaurant* in their notebook and draw a picture to illustrate it.

### Assign homework 5'

### Additional homework

AB page 16  
ex. 1

Students write two prepositions in their notebook and illustrate them.



### Warm-up: Guess where I am 15'

Materials: Photos or advertisements from five local city places.

Pass around the photos and tell students to look at them carefully. Then, display them on the board. Next, divide the class into four teams and invite one volunteer from each team to the board. Describe one of the city places. The volunteers raise their hand to guess the place. If a student guesses correctly, he / she should write the name of the place under the photo with the help of his / her team. Teams win one point for a correct guess and one point for labelling the picture correctly.

### 4 Listen and mark (✓ or ✗). 1.16 15'

Ask students to look and describe the scene: *A boy is talking about a city he made with boxes.* Invite them to identify the buildings. Then, read what the boy says aloud. Nod for the affirmative example and shake your head for the negative example. Get the class to point to the pet shop in the picture. Next, play track 1.16 and have students mark the places that are in the boy's city with a ✓. They mark the places that are not in the city with a ✗. Check by reading the name of each place and getting students to raise their hands if the place has a ✓.

#### Answer Key:

pet shop ✓ hospital ✓ toy shop ✗ museum ✓  
supermarket ✗ shopping centre ✓

#### TRACK 1.16

NARRATOR: LISTEN AND MARK.

BOY: LOOK! THIS IS MY CITY. THERE'S A PET SHOP BUT THERE ISN'T A TOY SHOP. THERE ISN'T A SUPERMARKET BUT THERE'S A SHOPPING CENTRE. THERE'S A MUSEUM AND THERE'S A HOSPITAL.

### 5 Read and point to the map. 5'

Invite the class to look at the pictures and describe what they see: *a girl, an alien, a map of an alien city.* Ask students to name the buildings: *hospital, supermarket, cinema, toy shop.* Then, have two volunteers read the dialogue aloud. Tell students to point to the place that is in the alien city: *the cinema.*

### Act out a similar dialogue with a friend. 20'

Divide the class into pairs. Have one student in each pair pretend to be the alien. The other student asks him / her about the places in the map of the alien city. Encourage them to act out the dialogue. When they finish, get them to switch roles and repeat. Finally, invite a pair to act out a dialogue for the class.

#### Assign homework 5'

#### Additional homework



AB page 17  
ex. 3

Students write three city places in their notebook and find the name of a real place for each:  
*supermarket - (Superfood), restaurant - (Great Salads), museum - (Museum of Modern Art).*



#### Light on grammar 15'

Invite a volunteer to read the first example sentence. Tell students to find a similar sentence on the page and circle it: *There's a pet shop.* Have them point to the *pet shop* and elicit that *there's* means something exists. Next, have a volunteer read the second example sentence. Tell students to find a similar sentence on the page and underline it: *...there isn't a toy shop.* Explain that *there isn't* means that something does not exist. After that, get volunteers to read the question and answers. Point out that *there* and the verb *to be* switch places in the question. Remind students that they can use short answers.

### Write about your town or city. 15'

Invite the class to say some places in their city or neighbourhood and write them on the board. Then, have students write two sentences to describe their city: *There's a (supermarket).* *There isn't a (shopping centre).* Finally, invite some volunteers to read their sentences aloud.

#### Assign homework 15'

#### Additional homework



AB page 17  
ex. 4

In their notebook, students choose two city places and illustrate them with magazine cut-outs. They mark one city place with a ✓ and the other with an ✗. Then, they label the pictures: *There's a (toy shop).* *There isn't a (cinema).*



# Time to practise!



**Chinese whispers** (see page 10) 15'

Now play *Chinese whispers* with rules:  
*Don't touch!*, *Don't walk on the grass!*, etc. Have fun!

## 1 Listen and number. 1.17 15'

Have the class look at the picture and ask where the children are: *in the library*. Invite them to say what the children are doing. Accept all answers. Then, play track 1.17 and have students point to the children as the librarian talks to them. Next, play the CD again and have students number the boxes in order. Check by describing the children in the picture and getting volunteers to say the corresponding number.

### Answer Key:

Listen and number. 1.17



#### TRACK 1.17

NARRATOR: LISTEN AND NUMBER.  
NARRATOR: NUMBER ONE.  
MISS JONES: WHO'S EATING? OH, TANIA. DON'T EAT IN THE LIBRARY.  
GIRL 1: OK, MISS JONES.  
NARRATOR: NUMBER TWO.  
MISS JONES: WHO'S TALKING IN THE LIBRARY? LAURA AND CHARLOTTE, DON'T TALK IN THE LIBRARY.  
GIRLS 2 AND 3: YES, MISS JONES.  
NARRATOR: NUMBER THREE.  
MISS JONES: ARE YOU DRINKING WATER, CARL? DON'T DRINK IN THE LIBRARY.  
BOY: SORRY, MISS JONES.  
NARRATOR: NUMBER FOUR.  
MISS JONES: OH ANDREA, PLEASE! DON'T RUN IN THE LIBRARY.  
GIRL 4: OOPS, SORRY.  
MISS JONES: WHAT DO WE DO IN THE LIBRARY?  
CHILDREN: WE READ! HURRAY!

## Complete the rules. 20'

Refer students to the *Library rules* sign. Tell them to complete the rules according to the actions for each number. Then, elicit the rules. Finally, invite the class to say other places with those rules. Encourage students to say whether or not they follow the rules in those places.

### Assign homework 5'



**AB page 18**  
**ex. 1**

#### Additional homework

In their notebook, students draw a sign for a museum. They write *Welcome to the museum!* and add three rules: *Don't (run)!* *Don't (touch)!* *Don't (eat)!*

## 2 Sing a song. 1.18 15'

Tell the group that they are going to hear a song about library rules. Have students look at the song and count the rules: *There are eleven rules*. Play track 1.18 and have them follow along in the book with their fingers. Next, play the track again and invite students to sing along. Mime each action and encourage the class to imitate you.

### Pair work 15'

Divide the class into pairs. Assign student A and student B. Student A looks at page 112 and student B looks at page 117. Tell them to take turns asking and answering questions to complete their map with the city places in the table: *Where is the (shopping centre)?*

### Assign homework 5'



**AB page 18**  
**ex. 2**

#### Additional homework

Students draw a picture of a city place and label it with a sentence: *The (park) is next to the (hospital)*. Encourage them to draw themselves in the picture.



# Time to write

## 1 Read and colour. 10'

Write **NOUN** on the board and encourage students to guess the meaning: *A noun is a person, place, thing, animal or idea.* Have them look at the examples in the bubbles. Explain that there are two kinds of nouns: **common nouns** and **proper nouns**. Refer students to the common nouns in the table and elicit the examples: *crayon, cat.* Have them look at the proper nouns and invite them to suggest the girl's name. Accept all answers. Point out that proper nouns are always names that begin with a capital letter. Elicit the other example: *Tuesday.* Then, tell students to use a green crayon to mark the bubbles with common nouns and a red crayon to mark the bubbles with proper nouns. When they finish, have them check them with a friend. Check as a class by inviting volunteers to read the common nouns and the proper nouns aloud. Finally, have students finish colouring the bubbles.

### Answer Key:

Common nouns: *shoe, sofa, cat, dog, cake*

Proper nouns: *Diana, María, Tony, Monday, Thursday*

## 2 Complete the nouns. 5'

Tell students to look at the pictures and guess the words. Then, have them complete the words with the letters from the table. Point out that some are capital letters. Elicit the kind of nouns that have capital letters: *proper nouns.* Explain that students should choose lowercase letters for common nouns. They can use each letter more than once. All letters are used. Check by eliciting the words and getting volunteers to say the missing letter for the first word: *orange small letter o*, and whether the item is a common noun or a proper noun: *It's a common noun.*

### Answer Key:

#### Complete the nouns.

E	 o _ range	 _ S aturday	 E _ mma
T			
O	 s _ pider	 _ T uesday	 _ O scar
S			

## 2 Look and complete. 10'

Divide the class into pairs and invite them to look at the picture. Ask what the children's names are, where they are, what day it is and what toy they have got: *Peter, Jan, at the park, Saturday, a kite.* Then, refer the class to the paragraph with the missing information. Elicit the first sentence: *My name is Peter.* Tell them to work together to complete the paragraph according to

the information in the picture. When they finish, invite volunteers to read the paragraph aloud.

### Answer Key:

#### Look and complete.



My name is Peter.  
On Saturday, I go to  
the park with John.  
We fly a kite.

#### Look and write.



My name is Anna.  
On Tuesday, I go to  
the bookshop with Ines.  
We buy a book.

## Look and write. 10'

Invite the class to look at the second picture and elicit where they are: *at a book shop.* Then, tell them to write a paragraph to describe the picture. They should use the first paragraph as a guide. Check by having a volunteer read his / her paragraph aloud.

### Bulletin board idea 10'

**Materials:** One sheet of paper per group, pins. Divide the class into groups and hand out the paper. Tell them to fold the paper in half. On the top half of the paper, they draw a scene with two children. It should be in one of the city places. Remind them to include the same information as in the pictures in the book: the children's names, the day of the week, and an action. When they finish, get them to exchange papers with another group. Then, have them write a paragraph on the bottom half of the paper to describe the picture. Finally, display the pictures and give students time to read and look at each other's work.

### Assign homework 5'



AB page 19



# The lighthouse keepers' story

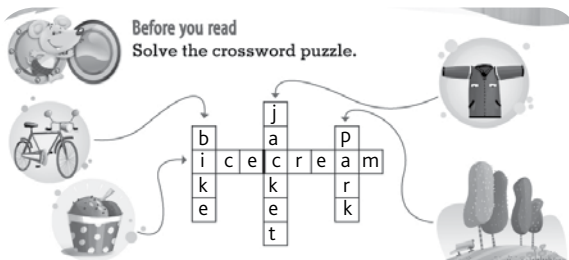


Before you read 5'

## Solve the crossword puzzle.

Have students look at the pictures and identify the items. Point out the arrows and tell students to follow the arrows to the first space of each word. Then, tell them to solve the crossword puzzle individually. When they finish, they should compare answers with a friend.

### Answer Key:



## 1 Listen to the first part of the story. 1.19 10'

Invite a volunteer to read the title of the story. Then, have students look at the first picture and point to the jacket. Get them to describe it: *It's red and black.* Explain that the boy with the jacket is called *Tom*. Next, play track 1.19 and have students follow along in their books. Ask who Tom thinks has got his jacket. Tell them to look at the pictures carefully and elicit where the jacket really is: *on the ground / behind the park bench.* Play the CD again and encourage students to read along with the characters.

## Now read the story in groups. 10'

Divide the class into groups and have them choose roles in the story: *Tom*, *Mum*, and *the narrator*. Tell them to read the story aloud. Encourage them to use emotion in their voices. When they finish, they switch roles and read the story again.



Value: Being a good citizen

## Make a good citizen book. 20'

Materials: One photocopy of craft template 2 (see TB CD-ROM), crayons, scissors, a stapler. Write *CITIZEN* on the board and encourage the class to guess what it means: *a person from a city or a country*. Explain that good citizens obey the rules and think about how their actions affect other people. Then, hand out the materials and have students colour the pictures. When they finish, tell them to cut out the pictures. After that, help them to staple the pages together to make a book and refer students to the boxes on each page. Have them look at each picture and decide whether or not they show actions for good citizens. If the action is good, they should make a green ✓ in the box. If the action is bad, they should make a red ✗ in the box. When they finish, tell them to draw their own good action and bad action on the blank pages. Remind them to mark the pages with a ✓ or an ✗. Finally, invite them to show their good citizen book to a friend.

## Assign homework 5'



AB page 20

## Additional homework

Students stick plasticine onto a sheet of cardboard to make a picture of Tom's jacket.



## 2 Listen to the second part of the story. 1.20 15'

Invite the class to say what they remember from the first part of the story. Then, encourage them to guess what will happen in the second part of the story. Have students open their books and look at the pictures. Tell them to point to Tom's jacket in each scene. Next, play track 1.20 and have them follow along in their books. Encourage them to mime how Tom and the other boy feel in the third scene. Then, get them to mime how they feel in the last scene.

## Now read the story in groups. 20'

Divide the class into groups. Have them choose roles and read the whole story aloud. Encourage them to act out the story as they read. After that, invite groups to act out the story for the rest of the class. Finally, tell students to close their books. Read out lines from the story and encourage volunteers to identify who says them.



After you read  5'

### Draw the route from the story.

Have students look at the map and identify the places they see: *the park, the bus station, a shop, a restaurant, an ice cream shop*. Elicit the places Tom went in the story. Then, have students draw Tom's route on the map. When they finish, tell them to compare maps with a friend.

### Answer Key:



After you read  
Draw the route from the story.



Assign homework  5'



AB page 21







# Light up the world

**Warm-up:** Let's talk about Italy.

15'

Materials: A map of the world, a photo of an Italian village, photos of Italian foods including pizza, lasagna and spaghetti. Display the map on the board and invite a volunteer to find Italy and point to it. Invite volunteers to come to the front and point to their country on the map and see how far it is from Italy. Explain that Italy is in Europe. It touches the Mediterranean Sea. Trace Italy on the map with your finger and encourage students to say what the country looks like: *a boot*. The island at the tip of the boot is called Sicily. Pass around the photos and tell the class that

Italy is a very old country and the capital city is Rome. Two thousand years ago, Rome was the most important city in Europe.

It was the capital of the Roman Empire that stretched from northern Africa and the Middle East to Spain and England. Point to these areas on the map. Many Roman buildings still exist in many different countries. The Romans also invented many things, such as *concrete* and *toilets*. Nowadays, Italy is famous for its food. Pizza, lasagna and spaghetti are popular Italian foods all over the world. Italians have a word that can mean *hello* or *good-bye*: *ciao!* People in other countries also use *ciao* to say goodbye.

**Read and match.**

5'

Invite a volunteer to read the first sentence aloud. Elicit the picture that matches the sentence: *the map of Europe*. Then, tell students to read the sentences in their book and match them with the other pictures. Check by describing each picture and getting a volunteer to read the corresponding sentence. Point out that the building in the first picture is the Roman Coliseum. It is more than two thousand years old.

**Answer Key:**



**Read and look at the mosaic.**

5'

Have the class look at the picture and explain that *mosaics* are pictures made from small pieces of rocks, tile or glass. The Romans made many mosaics of people and animals. Invite a volunteer to read out the information about the mosaic.

**Colour by number.**

10'

Ask students to identify the animal in the picture: *a butterfly*. Refer them to the table of colours and

tell them to colour the butterfly mosaic according to the numbers. When they finish, have them compare their picture with a friend.



**AB page 22**

15'

**Check what you know!**



Materials: One sheet of white paper per team, Unit 2 vocabulary word cards, a coin, classroom objects.

Prepare word cards for the vocabulary they learned in the unit. Divide the class into teams. Hold up the word cards and get students to say the words. Then, hold each card so that the students cannot see it. Describe items people see in each place. The first team to guess each place wins a point. Next, draw a prohibition sign on the board and ask students what it means: *Don't*. Point to the sign and mime running. Elicit *Don't run!* Do the same with other actions. After that, write the prepositions on the board. Stand next to a student and say *I'm next to (Lucy)*. Then, invite the student to describe his / her position with a different preposition: *I'm behind (Maria)*. Continue with the other prepositions. For sentences with *between*, flip a coin to decide which student continues. After that, put classroom objects on your desk and ask students: *Is there a (book)?* Then, invite volunteers to say sentences about the items: *There's a (pencil)*. *There isn't a (school bag)*. Finally, ask the class to complete the faces according to how they feel about what they know.



## Read about Venice. 5'

Have the class look at the picture and get them to describe what they see. Then, invite a volunteer to read the first part of the text aloud and tell students to point to the gondola in the picture. Then, get other volunteers to read the rest of the information aloud. Ask students whether or not they would like to live in Venice.

## Listen and stick. 1.21 10'

Get volunteers to read the words aloud. Help with meaning as necessary: *An ambulance takes sick people to the hospital.* Then, tell students to use the stickers for page 23 and to guess which boat goes in each space. Next, play track 1.21 and pause it after the first description. Get students to hold up the sticker of the ambulance boat. Have them put it in the corresponding space. Do the same with the rest of the stickers.

## Answer Key:



### TRACK 1.21

NARRATOR: LISTEN AND STICK.

MAN: MY BOAT IS A GONDOLA. ALL GONDOLAS ARE BLACK. LOOK, THERE'S AN AMBULANCE. IT'S RED AND YELLOW.  
THE POLICE BOAT IS BLUE AND WHITE. THAT ONE IS A TAXI. IT'S BROWN. THERE'S A BUS. CAN YOU SEE IT? IT'S BLACK AND WHITE.

## Unscramble the names of places. 10'

Refer the class to the scrambled words and explain that they are names of city places. Assign pairs and tell students to unscramble them and write the letters on the spaces. Check by getting volunteers to read the names of the places.

## Answer Key:

fire station shoe shop restaurant

## Follow the lines and draw. 10'

Tell students to follow the coloured lines to the boxes. They draw a boat for each city place in the corresponding box. When they finish, have them compare pictures with a friend.



### Hangman (see page 10) 10'

Now play *Hangman* with city places vocabulary. Have fun!

## Assign homework 5'

### My project



AB  
page 23

### Make a shop.

Materials: One shoe box, coloured paper. Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



## A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 94 and the *Time to check* section on page 22 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.



# 3

## Animal adventure



### Objectives:

- learn the names of animals
- learn ways to express feelings about animals
- talk about animals' abilities using *can* / *can't*
- talk about animal habits using the present simple



### Light on new words

#### Animals

bat	/bæt/	_____	leopard	/le·pəd/	_____
butterfly	/bʌ·tə·flaɪ/	_____	lion	/laɪ·ən/	_____
crocodile	/kro·kə·daɪl/	_____	monkey	/mʌŋ·ki/	_____
elephant	/e·lə·fənt/	_____	ostrich	/ɒ·strɪtʃ/	_____
frog	/frɒg/	_____	snake	/sneɪk/	_____
gorilla	/gə·rɪ·lə/	_____	turtle	/tɜː·təl/	_____
hippo	/hɪ·pəʊ/	_____	zebra	/ze·brə/	_____



### Light on grammar

#### Can / can't

We use *can* / *can't* to express ability. The structure is subject + *can* / *can't* + infinitive. In this unit, we use *can* / *can't* to talk about animals' abilities. To form questions, we use *can* + subject + infinitive.

#### Present simple

In this unit, we use the present simple to talk about animals' habits.



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways to express how they feel about animals.

- I think it's scary.
- I don't think it's scary.
- I think it's cute.



#### The lighthouse keepers' story The turtle and the rabbit





### Teaching tip

Songs and chants are an extremely effective way of teaching vocabulary, grammar and language functions. They stay in students' memory for a long time, providing useful models for them to use in the future. They also help students to practise pronunciation, stress and intonation. Most importantly, students usually enjoy learning them. This can raise the level of involvement and motivation for the group. Here are some important things to keep in mind when working with songs and chants:

- 1) Keep it happy! This is a time for the class to have fun together, so try to show students that you enjoy the activity, too.
- 2) Provide lots of praise and encouragement, especially when students seem shy.
- 3) Do not be afraid to look silly. Students will follow your lead if you are confident.
- 4) Avoid drawing attention to students who do not participate well. They will probably join in if they see other students having fun.

You can provide even more enjoyment by encouraging students to use different voices or mime certain actions. Some songs and chants can also be extended. Students make their own verses by substituting some vocabulary. Use the songs and chants to make your classes dynamic and memorable. Students will achieve more and have a good time doing it.

### Value: Caring about endangered species

Caring about endangered species is important because if they are not protected, they will disappear forever.



### Make an animal mobile.



### Basic competences

In this unit, students will develop:

- competence in *Learning to learn* by participating in singing along with class chants / songs in order to memorize grammar, vocabulary, pronunciation and functional language (TB p. 37). Music helps enable students to store information in their long term memory.
- *Linguistic competence* by identifying and learning wild animal vocabulary as well as functional language for describing the animals (SB p. 24).
- *Linguistic competence* by consolidating knowledge through practising spelling, as well as practising talking about feelings using a song as a model (SB p. 25).
- *Linguistic competence* by recognising information and using it in a guided speaking activity (SB p. 26).
- *Processing information and digital competence* by using new technologies as a way to practise and consolidate new knowledge (SB p. 27). In this activity, students use the class CD to participate in a model guessing game about animals' identities.
- *Autonomy and personal initiative* by using their own personal criteria to describe and draw an animal riddle (SB p. 28).
- *Linguistic competence* by knowing themselves and valuing their own worth by participating in personalised activities and receiving praise (SB p. 29).
- *Interpersonal and civic competence* by listening to Aesop's fable The Turtle and the Rabbit that focuses on values such as stamina and overconfidence (SB p. 30).
- *Mathematical competence* by associating symbols with numbers in order to calculate the greatest sum by adding (SB p. 31).
- competence in *Knowledge and interaction with the physical world* by testing student's knowledge about Pandas by reading, and then by listening to information (SB p. 32). In this lesson, children also learn interesting facts about China.
- *Cultural and artistic competence* by reading about Chinese tangrams and then creating their own tangram cat (SB p. 33).



## 3

## Animal adventure

**Warm-up:** Guess the animal 15'

Invite students to say the names of animals they know: *cat, dog, parrot, fish*, etc. Write them on the board. Then, divide the class into teams. Draw a part of one of the animals on the board: *the trunk of an elephant*. Students say what they think the animal is. If they do not guess correctly, draw another part of the animal. They guess again. Finally, finish the drawing to complete the animal and elicit the name if students did not already guess it. Then, invite a volunteer from one team to do the same. If his / her team can guess before the picture is completed, the team gets two points. If they guess afterwards, they get one point. Continue until all teams have played at least once.

**1 Listen and stick.** 1.22 15'

Have a volunteer read the title of the unit and tell the class that they are going to learn about animals that live in the savannah and in the jungle. Ask them to point to the heading and explain that *savannah* is a type of land in Africa. Divide the class into pairs and tell students to use the stickers for Activity 1 on page 24 and guess which stickers go in the spaces. Then, play track 1.22 and get students to hold up the stickers for each number. Finally, have them put the stickers in the corresponding spaces.

**Answer Key:****TRACK 1.22**

NARRATOR: LISTEN AND STICK.

NARRATOR: NUMBER ONE.

GIRL: IT'S SLEEPING. IT'S A LION.

NARRATOR: NUMBER TWO.

BOY: IT'S RUNNING. IT'S AN OSTRICH.

NARRATOR: NUMBER THREE.

GIRL: IT'S PLAYING WITH WATER. IT'S AN ELEPHANT.

NARRATOR: NUMBER FOUR.

BOY: IT'S SWIMMING. IT'S A HIPPO.

NARRATOR: NUMBER FIVE.

GIRL: IT'S CLIMBING A TREE. IT'S A LEOPARD.

NARRATOR: NUMBER SIX.

BOY: IT'S JUMPING. IT'S A ZEBRA.

NARRATOR: NUMBER SEVEN.

GIRL: IT'S EATING. IT'S A TURTLE.

**Listen and repeat.** 1.23 10'


Play track 1.23 and tell students to listen to the names of the animals. Play the CD again and have them repeat the names and point to each animal in the picture. Then, play the track a third time and have students repeat the words and mime the animals.

**TRACK 1.23**

NARRATOR: LISTEN AND REPEAT.

LION. OSTRICH. ELEPHANT. HIPPO.


LEOPARD. ZEBRA. TURTLE.

**Assign homework** 5'
 **AB page 24**  
**ex. 1**
**Light on**  
**real language** 25'

Material: One sheet of white paper per student.

Refer students to the words *scary*, *cute*, *fast* and *slow* in the book and invite a pair of volunteers to read the dialogue. Then, encourage students to guess the meanings of *scary* and *cute*.

Demonstrate the meanings with gestures and facial expressions. Next, say *fast* and mime running fast. Have them say an animal that is slow: *turtle*. After that, say each word and get the class to repeat and mime it. Finally, hand out the paper and tell students to choose one of the words and draw an animal to illustrate it. Remind them to write their name on the paper. Display the pictures in the classroom.

**Assign homework** 5'  
**Additional homework**
 **AB page 24**  
**ex. 2**

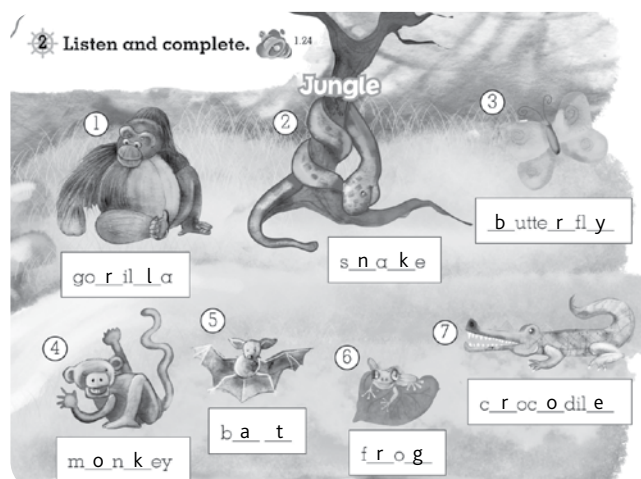
Students use plasticine to make one of the animals of the savannah.



## 2 Listen and complete. 1.24 10'

Point out the heading *Jungle* and read it aloud. Explain that a jungle is a tropical forest. There are lots of plants and animals. Have students look at the first animal in the picture and play track 1.24. Pause it and elicit the missing letters to complete its name: *gorilla* - r, l. Then, play the rest of the track and tell the class to listen and complete the other animal names. When they finish, have them compare answers with a friend. Check by saying a number and getting volunteers to read out the name of the animal and spell it.

### Answer Key:



### TRACK 1.22

NARRATOR: LISTEN AND COMPLETE.  
 NARRATOR: NUMBER ONE.  
 BOY: GORILLA. G-O-R-I-L-L-A.  
 NARRATOR: NUMBER TWO.  
 GIRL: SNAKE. S-N-A-K-E.  
 NARRATOR: NUMBER THREE.  
 BOY: BUTTERFLY. B-U-T-T-E-R-F-L-Y.  
 NARRATOR: NUMBER FOUR.  
 GIRL: MONKEY. M-O-N-K-E-Y.  
 NARRATOR: NUMBER FIVE.  
 BOY: BAT. B-A-T.  
 NARRATOR: NUMBER SIX.  
 GIRL: FROG. F-R-O-G.  
 NARRATOR: NUMBER SEVEN.  
 BOY: CROCODILE. C-R-O-C-O-D-I-L-E.

## 1.25 5' Listen and repeat.

Play track 1.25 and have students repeat the names of the animals. Then, play the CD again and have students point to each animal as they say its name. Finally, invite volunteers to say the names of animals for you to mime.

### TRACK 1.25

NARRATOR: LISTEN AND REPEAT.  
 NARRATOR: GORILLA. SNAKE.  
 BUTTERFLY. MONKEY.  
 BAT. FROG.  
 CROCODILE.

## 3 Sing a song. 1.26 10'

Tell the class to look at the song about the jungle. Play track 1.26 and have them follow along with their finger. Then, play the track again and invite students to sing along. Act out the words and encourage the class to imitate you. Next, divide students into two groups and have them each sing and act out one verse. Get the whole class to sing the last verse together. Switch verses and repeat.



### Talk about the animals with a friend. 10'

Refer students to the picture and invite volunteers to say the names of the animals. Then, divide the class into pairs and tell them to point to animals and talk about them: (*lion*) - *I think it's scary.*

### Assign homework 5' AB page 25

#### Additional homework

*Pictionary* pages 98 and 99. Students read the names of the vocabulary items and draw a picture for each.



# Can an elephant swim?

## 1 Listen and stick. 1.27 15'

Have the class look at the pictures and identify what the monkey is doing. Play track 1.27 and tell students to check if they were right. Then, tell them to use the stickers for Activity 1 on page 26. Play the CD again and get them to put the stickers in the corresponding spaces. Check by eliciting the sentences in order.

### Answer Key: Listen and stick. 1.27



#### TRACK 1.27

NARRATOR: LISTEN AND STICK.  
NARRATOR: LOOK! THE MONKEY CAN CLIMB.  
IT CAN JUMP. IT CAN'T FLY.  
OH, GOOD! IT CAN SWIM.

## 2 Ask a friend and mark (✓ or ✗). 15'

Refer students to the table and invite volunteers to read the names of the animals. Next, have a student read the girl's question aloud. Elicit the answer: *No*. Tell students to mark an ✗ in the table for *penguin* and *fly*. Next, divide the class into pairs. Tell them to ask about the animals and complete the table.

### Answer Key:

Can...?	fly	run	jump	climb	swim
an elephant	✗	✓	✗	✗	✓
a penguin	✗	✓	✓	✓	✓

## 3 Listen and check. 1.28 10'

Play track 1.28 and tell students to check their answers. Then, ask about each animal and get volunteers to say Yes or No.

#### TRACK 1.28

NARRATOR: LISTEN AND CHECK.  
GIRL: EXCUSE ME, I'VE GOT SOME QUESTIONS.  
CAN AN ELEPHANT FLY?  
ZOOLOGIST: NO, IT CAN'T.  
GIRL: OK. CAN IT RUN?  
ZOOLOGIST: YES, IT CAN.  
GIRL: CAN IT JUMP?  
ZOOLOGIST: NO, IT CAN'T.  
GIRL: CAN IT CLIMB?  
ZOOLOGIST: NO, IT CAN'T.  
GIRL: CAN IT SWIM?

ZOOLOGIST: YES, IT CAN.  
GIRL: OH, THANK YOU VERY MUCH.  
BOY: I'VE GOT SOME QUESTIONS, TOO.  
CAN A PENGUIN FLY?  
ZOOLOGIST: NO, IT CAN'T.  
BOY: OK. CAN IT RUN AND JUMP?  
ZOOLOGIST: YES, IT CAN.  
BOY: CAN IT CLIMB? CAN IT SWIM?  
ZOOLOGIST: YES, IT CAN CLIMB AND SWIM.  
BOY: WOW! THANK YOU VERY MUCH!  
ZOOLOGIST: YOU'RE WELCOME.

### Assign homework 5'

AB page 26  
ex. 1

## 3 Listen and chant. 1.29 15'

Invite students to look at the picture and name the animal: *zebra*. Have them find another animal in the chant: *dolphin*. Then, play track 1.29 and get students to follow along in their books. Play the CD again and nod your head for *Yes, it can*. Shake your head for *No, it can't*. Invite the class to chant along and imitate your actions. After that, divide the class into two groups. One group chants the questions and the other group the answers and does the actions. Finally, they switch roles and repeat.

### Light on grammar 5'

Refer students to the first sentence. Explain that we use *can* / *can't* to talk about abilities. Then, say that we use *it* to replace the name of the animal. Ask students what animal *it* replaces in these sentences: *monkey*. Next, invite volunteers to read the question and answers. Explain that *Can* comes before *it* in questions.

### Draw an animal and write. 10'

Invite students to draw a picture of an animal and write a sentence with *can* or *can't*. When they finish, have them compare their work with a friend.

### Assign homework 5'

AB page 26  
ex. 2



#### 4 Read and match. 10'

Have the class look at the pictures of the animals and guess what they eat. Accept all answers. Then, invite a volunteer to read the sentences on the green paper. Elicit the name of the animal: *shark*. Tell students to read the other pairs of sentences and match them to the animals. Check.

#### Answer Key:

*It lives in the sea. It eats fish. -- shark*

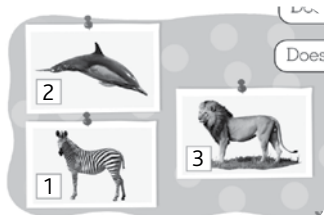
*It lives in the savannah. It eats meat. -- leopard*

*It lives in the jungle. It eats plants and insects. -- monkey*

#### 5 Listen and number. 1.30 15'

Refer students to the photos and elicit the names of the animals. Divide the class into pairs and have them discuss what each animal eats. Then, play track 1.30 and tell students to follow along in their books. Pause it after the first set of clues. Ask the class which animal it is: *the zebra*. Tell them to write *1* next to the zebra. Play the CD and have students number the photos. Check.

#### Answer Key:



#### TRACK 1.30

NARRATOR: LISTEN AND NUMBER.

NARRATOR: NUMBER ONE.

BOY: DOES IT EAT MEAT?

GIRL: NO, IT DOESN'T.

BOY: DOES IT EAT PLANTS?

GIRL: YES, IT DOES.

BOY: DOES IT LIVE IN THE SAVANNAH?

GIRL: YES, IT DOES.

NARRATOR: CAN YOU GUESS? WHAT ANIMAL IS IT?

NARRATOR: YES, IT'S A ZEBRA! BRAVO!

NARRATOR: NUMBER TWO.

BOY: DOES IT EAT PLANTS?

GIRL: NO, IT DOESN'T.

BOY: DOES IT EAT FISH?

GIRL: YES, IT DOES.

BOY: DOES IT LIVE IN THE SEA?

GIRL: YES, IT DOES.

NARRATOR: CAN YOU GUESS? WHAT ANIMAL IS IT?

NARRATOR: YES, IT'S A DOLPHIN! BRAVO!

NARRATOR: NUMBER THREE.

GIRL: DOES IT EAT MEAT?

BOY: YES, IT DOES.

GIRL: DOES IT LIVE IN THE SAVANNAH?

BOY: YES, IT DOES.

NARRATOR: CAN YOU GUESS? WHAT ANIMAL IS IT?

NARRATOR: YES, IT'S A LION! BRAVO!

#### Assign homework 5'



AB page 27  
ex. 3

#### Play a guessing game with a friend. 15'

Invite three volunteers to write the names of animals from Activity 5 on the board. Then, assign pairs and tell one student in each pair to choose one of the animals on the board. The other student asks questions to guess the animal. When they finish, ask some volunteers questions to guess their animal.



#### Light on grammar 10'

Have students read the example sentences and elicit the verbs from each: *lives, eats*. Ask what it means in the second example: *the zebra*. Ask how many zebras there are in the sentence: one. Explain that we use *-s* at the end of the verb because it is singular. Invite a volunteer to read the question aloud and explain that we add *Does* to make the question form. Point out that in questions we use the infinitive of the verb. Finally, have two students read the answers. Explain that we use *does / doesn't* in these answers.

#### Unscramble and answer. 5'

Have the class look at the picture and identify the animal. Tell them to unscramble the question and write the answer on the line. Invite volunteers to read the question and answer aloud.

**Answer Key:** *Does it eat meat? No, it doesn't.*

#### Assign homework 5'



AB page 27  
ex. 4

#### Additional homework

In their notebook, students write a question and an answer about an ocean animal. Then, they draw the animal.







# Time to practise!

## 1 Complete with *It can* or *It can't*. 15'

Invite the class to say the names of the animals. Then, refer students to the first description and get a volunteer to complete the first sentence: *It can't swim*. Do the same with the other two sentences. Next, divide the class into pairs and tell them to complete the other descriptions. Check by saying the number and getting volunteers to mime the descriptions.

### Answer Key:

#### 1 Complete with *It can* or *It can't*.

① 	It can't swim.	② 	It can jump.
	It can fly.		It can't fly.
	It can't run.		It can swim.
③ 	It can run.	④ 	It can fly.
	It can swim.		It can't run.
	It can't climb.		It can't jump.

## 2 Read the riddle and look. 15'

Ask students to look at the girl's riddle and invite a volunteer to read the first sentence aloud. Then, elicit the animals it describes. Write them on the board: *lion, elephant, ostrich, zebra, turtle, hippo, leopard*. After that, get a volunteer to read the next sentence. Invite students to circle the animals that it describes: *elephant, ostrich, zebra, turtle, hippo*. Have a volunteer read the last sentence and encourage the class to guess the animal. Accept all answers. Finally, have a volunteer read the boy's answer: *It's an ostrich*.

## Write an animal riddle. 15'

Tell students to choose an animal and write their own riddle. Encourage them to use the example in Activity 2 as a guide.

### Model answer:

*It lives in the sea. It can swim. It is grey and white.*

#### Assign homework 5'

#### Additional homework

In their notebook, students draw a picture of the animal in their riddle.



AB page 28  
ex. 1

## Solve your friend's riddle. 10'

Say a riddle: *It lives in the ocean. It eats fish. It has got a long nose*. Invite the class to guess the animal: *It's a dolphin*. Then, divide the class into pairs and tell them to exchange books. They read their friend's riddle and solve it: *It's a (monkey)*. They should draw a picture of the animal. When they finish, they return the book to their friend. Finally, encourage them to show the animal picture they drew for homework.

### Pair work 15'

Divide the class into pairs. Assign student A and student B. Student A looks at page 113 and student B looks at page 117. Tell them to give clues about each animal for their friend to guess. They can also make animal sounds and mime. Students guess the animals and draw them in the squares. After that, they write the names on the lines. Finally, students compare books to check their answers.

#### Assign homework 5'

#### Additional homework

Students find a magazine cut-out of an animal and make a riddle about it to bring to the next class.



AB page 28  
ex. 2



# Time to write

## 1 Look and complete. 15'

If students did the additional homework, divide the class into pairs and tell them to read their riddles to each other. Then, they show each other the magazine cutouts of their animals. When they finish, invite some volunteers to read their riddles to the class and get students to guess the animals. Next, refer the class to the picture in the book and get them to say the name of the animal: *zebra*. Invite volunteers to read the information about zebras aloud. Have students point to the stripes on the zebra and elicit the names of other animals with stripes: *tigers, snakes, cats*, etc. Then, tell them to complete, in pairs, the sentences with the information. Check by getting volunteers to read the sentences aloud.

### Answer Key:

*It's a zebra.*

*It has got black and white stripes and four legs.*

*It can run and jump.*

*It eats leaves.*

*It lives in the savannah.*

## Draw and write about an animal. 15'

Refer students to the box and tell them to draw one of the animals from this unit. Then, get them to write a description of the animal. They should use the sentences in Activity 1 as a guide. When they finish, have them exchange descriptions with a friend. Encourage them to check if the description includes all of the information. Remind them to also check punctuation, spelling and capital letters. Finally, invite some volunteers to read their descriptions to the class.

### Model answer:

*It's a duck. It has got wings and feathers. It can fly and swim. It eats snails and fish. It lives in the lakes and oceans.*

## Bulletin board idea 15'

**Materials:** One sheet of white paper per group, pins.

Draw a simple line drawing of a snake on the board. Give it a lion's head and a butterfly's wings. Tell the class that it is a new animal. Elicit the names of the animals that are part of the new animal. Then, invent facts about the new animal: *It can't swim. It can fly. It lives in the jungle. It has got a yellow head and a red and green body.* After that, invite the class to give it a name. Next, divide the class into groups and hand out the paper. They draw a new animal using three animals from this unit. Tell them to write sentences to describe the animal. Then, have them give it a name. Finally, display the pictures on the bulletin board and encourage the students to look at each other's work.

## Assign homework 5'



AB page 29



# The lighthouse keepers' story

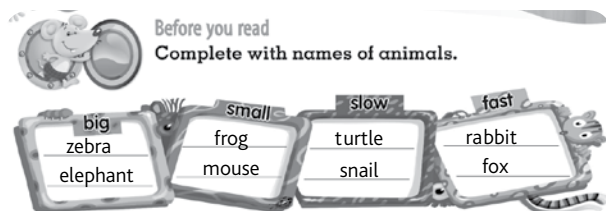


Before you read 15'

**Complete with names of animals.**

Ask students to look at the boxes and have a volunteer read the adjectives aloud. Invite the class to name two animals that are big. Tell them to write their names on the lines. Then, assign pairs and have them complete the other boxes with the names of other animals. When they finish, check by saying the adjective and inviting volunteers to read out the names of animals they have written.

**Model answer:**



Now read the story in groups. 15'

Divide the class into groups and have them choose characters in the story: *the narrator, the turtle, the rabbit and the other animals*. Tell them to read the story aloud, imitating the voices of the characters. When they finish, they switch roles and read the story again. They should continue until all students have read all the parts. Finally, invite one group to read the story to the class.

**Assign homework** 5'



**AB page 30**

**Additional homework**

On a sheet of white paper, students use paint or markers to make a sign for the rabbit or the turtle: *Go, (rabbit), go!*

**1 Listen to the first part of the story.** 1.31 10'

Invite a volunteer to read the title of the story aloud. Explain that it is a special type of story called a *fable*. *Fables* are very old stories that teach us things. Ask the class if they know about this story. Then, have students look at the pictures and say the names of the animals they see. Next, play track 1.31 and tell the class to follow along in their books. Finally, invite volunteers to say what they think will happen next.



## 2 Listen to the second part of the story. 1.32 10'

Make a simple line drawing of a turtle and a rabbit on the board and get the class to say what they are. Then, ask them to say what they know about the turtle and the rabbit in the story. Then, play track 1.32 and ask students which character wins the race: *the turtle*. Next, play the CD again and tell students to follow along in their books. Remind them that fables teach us things. Invite the class to explain the lesson in the story: *You can lose even if you are very good at something. You can win if you work hard and don't give up*. Ask why the rabbit lost the race: *He expected to win and didn't try hard*. Ask why the turtle won: *He worked very hard. He didn't give up*.

## Now read the story in groups. 10'

Divide the students into groups and tell them to read the whole story aloud and act it out. When they finish, they should switch roles and act out the story again.



### After you read 10' Count and find the winner.

Tell students to find the rabbit and the turtle and point to them. Then, tell them to point to the stopwatches. Explain that they need to find out how many minutes each animal took to finish the race. Refer the class to the table and have students point to the symbols. Next, have them look at the rabbit's path. Ask students how many minutes the first symbol is: *two minutes*. Write 2 on the board. Ask about the rest of the symbols in the path and write the numbers on the board:  $2 + 1 + 3 + 1 + 3$ . Invite a volunteer to add the numbers: *ten*. *The rabbit took ten minutes to finish the race*. Students write 10 on the first stopwatch. After that, have students calculate the time for the turtle in the same way. Finally, ask the class how many minutes the turtle needed to finish the race: *nine minutes*. They write 9 on the second stopwatch.

### Answer Key:

Rabbit -- 10m

Turtle -- 9m



## Value: Caring about endangered species

### Make an animal mobile. 15'

Materials: One photocopy of craft template 3, crayons, different coloured card, glue, scissors, string.

Invite students to say what their favourite animal is. Say that there are a lot of some kinds of animals. Give some examples: *dogs, cats, birds*, etc. Explain that there are only a few of other kinds of animals. If we do not learn about them and protect them, they will not exist anymore. We call these animals *endangered species*. Invite the class to say the names of any endangered species they know: *elephant, cheetah, koala*, etc. Then, hand out the materials. Get volunteers to read the names of the endangered species on the template. Tell students to draw a picture of each animal and colour the snake, the names and the drawings. Next, have them glue the template to a piece of card. When they finish, get them to cut out the snake. Remind them to write their name somewhere on the snake. After that, help them to make a hole in the head of the snake and thread a piece of string through it. They should make a knot in the string under the snake's head. Display the animal mobiles in the classroom and encourage students to learn more about endangered species and how to protect them.

### Assign homework 5'



AB page 31

### Additional homework

Students make a medal for the turtle with card. They should write *The winner!* on the medal and decorate it.





# Light up the world

**Warm-up:** Let's talk about China! 15'

Materials: A map of the world, photos of the Gobi Desert, Great Wall of China, the Forbidden City in Beijing, the Shanghai skyline, a Chinese rice field.

Invite a volunteer to find China on the map. Point out that China is a big country. It shares borders with many other countries: *Russia, India, Vietnam*, etc. More people live in China than in any other country. Since China is so big, the weather can be very different. In some

places, it is very hot. In other places, it is very cold – even  $-30^{\circ}\text{C}$ ! There are many mountains and rivers in China. Pass around the photos. There is also a desert called the Gobi Desert. China has a long history. It is famous for The Great Wall of China. Nowadays, many people live in cities. Other people live in the country and are farmers. They grow rice and vegetables. Encourage students to say the facts about China that surprised them. Invite them to say other facts they know about China.

**Read and colour the pictures.** 10'

Tell students they are going to learn some more interesting facts about China. Invite a volunteer to read the first caption aloud. Then, get the class to colour the flag of China. Explain that red and yellow are lucky colours in China. Next, get them to read the rest of the information and colour the other pictures. When they finish, have them show their pictures to a friend.

**Read and circle *True* or *False*.** 5'

Ask students to look at the photo and identify the animal: *a panda*. Invite them to tell you what they know about pandas. Then, explain that pandas only live in China and that they are an endangered species. There are only one thousand wild pandas in the world. Next, tell students to read the sentences and circle *True* or *False*. They should write a ? next to answers they are not sure about.

**Listen and check.** 1.33 5'

Play track 1.33 and tell students to check their answers. Then, read the sentences and get volunteers to say whether they are true or false.

**Answer key:** 1. *False*. 2. *True*. 3. *True*.  
4. *True*. 5. *False*. 6. *True*.

## TRACK 1.33

NARRATOR: LISTEN AND CHECK.

GIRL: NUMBER ONE. PANDAS EAT MEAT.

NARRATOR: FALSE. PANDAS EAT PLANTS. THEY EAT BAMBOO.

BOY: NUMBER TWO. PANDAS CAN SWIM.

NARRATOR: TRUE. PANDAS LIKE SWIMMING.

GIRL: NUMBER THREE. PANDAS HAVE GOT A TAIL.

NARRATOR: PANDAS HAVE GOT A SMALL TAIL. IT'S TRUE.

BOY: NUMBER FOUR. PANDAS CAN CLIMB TREES.

NARRATOR: PANDAS CAN CLIMB TREES. THEY SOMETIMES SLEEP IN TREES. IT'S TRUE.

GIRL: NUMBER FIVE. PANDAS HAVE GOT WHITE EARS.

NARRATOR: FALSE. PANDAS HAVE GOT BLACK EARS.

BOY: NUMBER SIX. PANDAS EAT FOR TWELVE HOURS A DAY.

NARRATOR: IT'S TRUE! PANDAS EAT A LOT OF BAMBOO.

**AB page 32** 15'

**Check what you know!**

Invite the class to say the names of animals from this unit. They can use their book to help them. Write the names on the board. Then, tell students to take turns saying the names of animals and miming them. Next, point to one of the animals on the board and say *I think it's (scary)*. Encourage students to say what they think about the animal: *I don't think it's (scary). I think it's (cute)*. Do the same with three other animals. After that, tell the class to listen to a riddle about one of the animals on the board. Invite them to guess the animal. Invite three volunteers to say other riddles and get the class to answer. Finally, tell students to choose an animal and describe it to their friend: *A hippo lives in the savannah. It eats plants. It can swim*. When they finish, invite some volunteers to describe their animal to the class. Finally, ask the class to complete the faces according to how they feel about what they know.

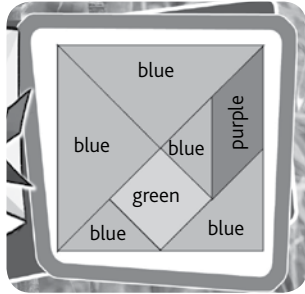


### Read and colour the shapes.

15'

Refer students to the information in the book and invite volunteers to read the text aloud. Explain that the tangram puzzle was a game for children in China a long time ago. It is still popular. To play, you form pictures with all of the shapes. Then, tell them to colour the shapes according to the colours in the table. When they finish, have them show their work to a friend.

#### Answer Key:

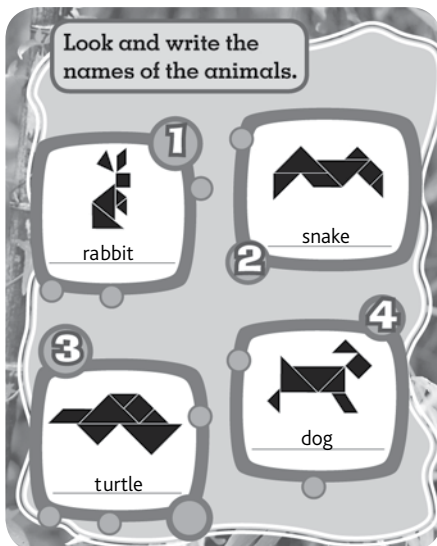


### Look and write the name of the animals.

10'

Explain that the five animal pictures are all tangrams. Elicit the shapes in a tangram: *a square, a parallelogram and five triangles*. Have them point to each of the shapes in the first picture. Then, elicit the name of the animal: *rabbit*. Next, tell them to identify the other animals and label them, compare answers with a friend. Check by saying the number and eliciting the name of the animal.

#### Answer Key:



### Make a tangram cat.

15'

Divide the class into pairs. Then, hand out stickers for page 33. Tell them to make a picture of a cat with the stickers. When they finish, invite them to show their tangram cat to other pairs.

#### Assign homework

5'



AB page 33

#### My project



#### Make a butterfly card.

Materials: Three sheets of different coloured card.

Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



#### A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 94 and the *Time to check* section on page 32 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.



# 4

## At the clothes shop



### Objectives:

- learn names of clothing and numbers
- ask and answer questions about prices
- talk about possessions with 's
- talk about plural nouns using *these / those*



### Light on new words

#### Clothes

belt	/belt/	_____
coat	/kəʊt/	_____
glove	/glʌv/	_____
jeans	/dʒi:nz/	_____
scarf	/ska:f/	_____
sock	/sɒk/	_____
sunglasses	/sʌn-glɑ:səz/	_____
jumper	/dʒʌmpə/	_____
tie	/taɪ/	_____

#### Numbers

thirty	/θɜ:ti/	_____
forty	/fɔ:ti/	_____
fifty	/fɪf-ti/	_____
sixty	/sɪk-sti/	_____
seventy	/se-vən-ti/	_____
eighty	/ei-ti/	_____
ninety	/nam-ti/	_____
one hundred	/wʌn 'hʌn-drəd/	_____



### Light on grammar

#### Possessives

We use 's to show that an object belongs to someone. In this unit, we use possessives to talk about clothes. When we want to know who an object belongs to, we form questions with *Whose* object + the verb *to be* + *this / that / these / those*.

#### These / Those

We use *these* to talk about plural objects that are near to us. We use *those* to talk about plural objects at a distance.



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways of asking and answering questions about prices.

- How much is the scarf?  
It's 14 pounds.
- How much are the socks?  
They're 3 pounds.



#### The lighthouse keepers' story

Let's go shopping!





### Teaching tip

Teachers often find or prepare their own supplementary materials for lessons, like magazine cutouts or picture cards. Rather than throwing them away after class, it is a really good idea to keep these materials in a file or box for you and other teachers to use later. This is called a *Materials bank*. If possible, laminate materials to keep them in good condition. Some teachers also keep real objects in their *Materials bank*. You can include toy animals, plastic food or even old telephones. Students really enjoy seeing and handling them and they can add an extra element of fun to role-playing activities. You can prepare a *Materials bank* for yourself or with other teachers. The more items in the bank, the less work you need to do to make classes dynamic and interesting.

### Value: Being original

Being original means expressing yourself in a way that's different from other people.



### Make designer clothes.



### Basic competences

In this unit, students will develop:

- *Cultural and artistic competence* by using recycled materials in classroom projects (TB p. 49). Using realia and recycling objects in class enables students to see that everyday objects can be re-used.
- *Linguistic competence* by reviewing and learning new clothes items as well as functional language for asking prices when shopping (SB p. 34).
- *Mathematical competence* by tracing numbers up to 100, writing gap-filled numbers and talking about prices (SB p. 35). This activity helps build scaffolding by transferring knowledge from both mathematics and the real world.
- *Interpersonal and civic competence* by recognising which items of lost clothing belong to each student at the lost items stand (SB p. 36). Learning to be responsible for belongings and remembering to collect them is an important part of creating student autonomy.
- *Linguistic competence* by recognising the plural and singular structures for possession (SB p. 37).
- *Processing information competence* by using music on the class CD to obtain and process knowledge (SB p. 38).
- competence in *Learning to learn* by organising lexical fields using graphic organisers (SB p. 39).
- *Cultural and artistic competence* by designing clothes from recycled magazines, and in this fashion create different textures and shapes (SB p. 40).
- *Linguistic competence* by listening to and reading a story while looking at drawings that support contextual information (SB p. 41).
- competence in *Knowledge and interaction with the physical world* by locating Singapore on the map, learning about geographical features related to climate as well as reading about other facts about the country (SB p. 42).
- *Autonomy and personal initiative in this lesson* by designing and creating a personalised snow scene as well as funny clothespins for homework (SB p. 43). Designing and creating projects are important building blocks for developing skills in planning.



# 4

## At the clothes shop



**Draw and guess** (see page 10)

15'

Play *Draw and guess* to review the names of clothes words that students know: *boots, dress, trousers, shoes, sandals, etc.* Have fun!

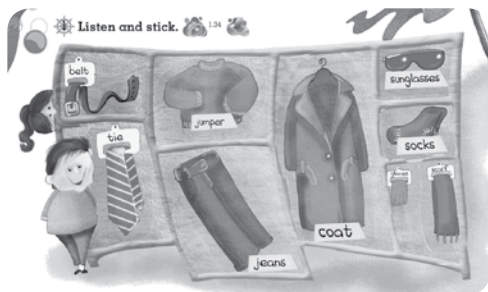


**Listen and stick.**



Mime being in a clothes shop and encourage students to say where you are. Then, refer the class to the book and explain that the children are in a clothes shop in the United Kingdom. Ask what type of money people use there: *the pound*. Get students to name the currency in their country. Write £5 on the board and read it aloud: *five pounds*. Invite volunteers to say the prices in the book. Next, tell students to use the stickers for Activity 1 on page 34. Play track 1.34 and tell students to listen and match the stickers to the prices. After that, play the CD again and invite them to put the stickers in the corresponding spaces.

**Answer Key:**



**TRACK 1.34**

NARRATOR: LISTEN AND STICK.

GIRL: LOOK AT THIS TIE. IT'S THIRTEEN POUNDS.

BOY: LOOK AT THESE GLOVES. THEY'RE TWELVE POUNDS.

GIRL: HERE'S A BELT. IT'S SEVEN POUNDS.

BOY: AND HERE ARE SOME SUNGLASSES. THEY'RE TWENTY-FIVE POUNDS.

GIRL: LOOK AT THIS JUMPER. IT'S SEVENTEEN POUNDS.

BOY: AND LOOK AT THIS COAT. IT'S FIFTY POUNDS.

GIRL: HERE'S A SCARF. IT'S ELEVEN POUNDS.

BOY: OOH! AND LOOK AT THESE SOCKS. THEY'RE FOUR POUNDS.

GIRL: YES, AND THESE JEANS ARE TWENTY POUNDS.

students point to the clothes in the picture as they say the word. Play the CD a third time, mime putting on every clothes item you hear and encourage students to imitate you.



**TRACK 1.35**

NARRATOR: LISTEN AND REPEAT.

NARRATOR: BELT. TIE.  
JUMPER. JEANS.  
COAT. SUNGLASSES.  
SOCKS. GLOVES.  
SCARF.

**Assign homework**



**AB page 34 ex. 1**



**Light on real language**

20'

Have students look at the picture and identify the item of clothing that is in the girl's hands: *a scarf*. Point out the price tag and explain that the girl wants to buy the scarf. She needs to know the price. Invite a pair of volunteers to read the first question and answer aloud. Tell students that we can use this question to ask the price of one object. Get volunteers to read the second question and answer. Explain that we use this question to ask about the price of two or more objects. Then, invite students to ask about some items of clothing in Activity 1. Get other students to answer.

**Wrap-up: Clothes bingo**

20'

Material: One sheet of white paper per student. Hand out the paper and tell students to choose five clothes words. They draw them on the paper and write their names. Then, describe an item of clothing from the picture: *It's long and brown. (Paul) is wearing one.* Students guess the word. If they have it on their paper, they circle it. The first student to circle all of his / her words says *Bingo!* He / she is the winner.

**Assign homework**



**AB page 34 ex. 2**



**Listen and repeat.**



Play track 1.35 and invite the class to repeat the names of clothes. Then, play the CD again and have



## 2 Trace the numbers. 10'

Tell the class that the boy and girl are looking at sports T-shirts. Point out that each T-shirt has a number. Ask students what kind of people wear T-shirts with numbers: *rugby players, football players, people who like sports*, etc. Then, tell them to trace the numbers on the T-shirts.

## Listen and repeat. 1.36 5'

Play track 1.36 and have students repeat the numbers and trace them in the air with their finger. Then, invite volunteers to trace numbers in the air for the class to guess.



### TRACK 1.36

NARRATOR: LISTEN AND REPEAT.

NARRATOR: THIRTY.

FORTY.

FIFTY.

SIXTY.

SEVENTY.

EIGHTY.

NINETY.

ONE HUNDRED.

## 3 Look and complete. 10'

Have students look at the scene and describe it: *The girl hasn't got any money. She likes shopping. She buys clothes.* Then, invite the class to look at the clothes in the picture and describe them: *The (gloves) are (pink).* Then, refer them to the price tag on the scarf and ask *How much is the scarf?* Get a volunteer to read the price aloud. Next, tell students to find the price of the gloves and write the missing letters. Have them do the same with the rest of the items. Check by asking volunteers about the prices of the items. They read the price aloud and spell it.

### Answer Key:

#### 3 Look and complete.

scarf	twenty — three pounds
jumper	th <u>i</u> <u>r</u> <u>t</u> <u>y</u> - <u>t</u> <u>w</u> <u>o</u> pounds
gloves	<u>s</u> <u>e</u> <u>v</u> <u>e</u> <u>n</u> <u>t</u> <u>e</u> <u>e</u> <u>n</u> pounds
jeans	<u>f</u> <u>o</u> <u>r</u> <u>t</u> <u>y</u> - <u>e</u> <u>i</u> <u>g</u> <u>h</u> <u>t</u> pounds
coat	<u>s</u> <u>i</u> <u>x</u> <u>t</u> <u>y</u> - <u>f</u> <u>i</u> <u>v</u> <u>e</u> pounds



## Talk about the prices with a friend. 10'

Have students look at the pictures and identify the clothes. Invite volunteers to read the prices of the items aloud. Then, divide the class into pairs and have them ask and answer questions about the prices of the clothes.

## Assign homework 5'



AB page 35

### Additional homework

*Pictionary* pages 100 and 101. Students read the names of the vocabulary items and draw a picture for each.



# They're Ray's

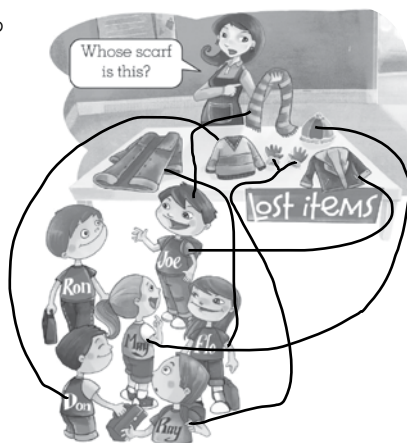
## 1 Listen and match. 1.37 20'

Have the class look at the picture and invite students to describe what they see. Get a pair of students to read the dialogue. Then, explain that the woman has lost clothes on her desk. Elicit the names of the items. Next, have students point to the children in the picture. After that, play track 1.37 and tell the class to match the clothes to the children. Play the CD again for them to check. Finally, check as a class by asking about each item:

T: *Whose hat is this?*

Ss: *May's.*

### Answer Key:



#### TRACK 1.37

NARRATOR: LISTEN AND MATCH.

WOMAN: WHOSE SCARF IS THIS?

BOY: IT'S JOE'S.

WOMAN: OK, AND WHOSE HAT IS THIS?

FLO: IT'S MAY'S.

WOMAN: HERE YOU ARE MAY, AND WHOSE COAT IS THAT?

JOE: IT'S FLO'S.

WOMAN: RIGHT, AND WHOSE GLOVES ARE THOSE?

RON: THEY'RE RAY'S.

WOMAN: THANK YOU. NOW WHOSE JUMPER IS THAT?

MAY: IT'S DON'S.

WOMAN: HERE YOU ARE DON. OK, WHOSE JACKET IS THAT?

RAY: IT'S RON'S.


WOMAN: OK, GOOD-BYE CHILDREN.

CHILDREN: GOOD-BYE MISS!

## 2 Listen and chant. 1.38 15'

Have students find the six clothes words in the chant. Point out that the chant is about the children in Activity 1. Then, play track 1.38 and ask students to listen and follow the words with their finger. Play the CD again and encourage students to join in with the chant. Next, divide the class into two groups. The first group chants the questions and the second group chants answers. When they finish, have them switch roles and do the chant again.

### Assign homework 5'

 AB page 36  
ex. 1

### Light on grammar 15'

Invite a pair of volunteers to read the first dialogue aloud. Explain that we ask questions with *Whose* when we want to know who an object belongs to. Then, get the class to point to the 's in the sentence. Explain that we add 's to show that an item belongs to that person. Ask another pair of volunteers to read the second dialogue aloud. Point out that the first question uses *this* to ask about one item. The answer uses *It's*. The second question uses *these* to talk about more than one item. The answer uses *They're*.

### Look and write. 15'


Have the class look at the pictures and say the names of the clothes. Then, divide the class into pairs and tell them to write a question and answer for each picture. They should use the example dialogues as a guide. Check by inviting pairs to stand up and read their questions and answers aloud.

### Wrap-up: Whose gloves are these? 25'

Material: One sheet of white paper per student. Hand out the paper and ask students to draw and colour a big item of clothing. Tell them to write their name on the back of the picture. Next, have students exchange pictures with a friend. They ask other classmates about the pictures: *Whose (gloves) are these? They're (Jason's).* After that, they get their pictures back. Then, they find another classmate to repeat the procedure. Have them continue with three different sets of pictures. Finally, collect the pictures and keep them for future use.

### Assign homework 5'

#### Additional homework

 AB page 36  
ex. 2

In their notebooks, students draw a picture of a friend. He / She is wearing one of the clothes items from the unit. Students label the picture: *Whose (jacket) is this? It's (Amy's).*



### 3 Read and stick. 10'

Have students look at the pictures and ask them if they ever help their parents hang the laundry. Then, encourage them to tell you the names of the clothes and the animals in the pictures. Next, tell students to use the stickers for Activity 3 on page 37. Invite a volunteer to read the first sentence aloud and get students to hold up the jeans sticker. Then, have them put the sticker in the space. Do the same with the rest of the stickers. Encourage students to sound surprised that the animals are taking the clothes.

#### Answer Key:



### 4 Listen and number. 1.39 15'

Invite the class to look at the picture and ask what the girl is doing: *She's preparing for a trip. She's choosing clothes to take.* Then, play track 1.39. Tell students to number the items as they hear them. When they finish, get them to compare answers with a friend. Finally, check by saying the number and getting volunteers to say the corresponding names of clothes.

#### Answer Key:



#### TRACK 1.39

NARRATOR: LISTEN AND NUMBER.  
 NARRATOR: NUMBER ONE.  
 GIRL: LOOK! THESE ARE MY JEANS.  
 NARRATOR: NUMBER TWO.  
 GIRL: THOSE ARE MY DRESSES.  
 NARRATOR: NUMBER THREE.  
 GIRL: THOSE ARE MY SKIRTS.  
 NARRATOR: NUMBER FOUR.  
 GIRL: THESE ARE MY BELTS.  
 NARRATOR: NUMBER FIVE.  
 GIRL: THESE ARE MY SHOES.  
 NARRATOR: NUMBER SIX.  
 GIRL: AND THOSE ARE MY SHORTS.

#### Assign homework 5'



AB page 37  
ex. 1

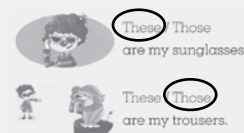
### Light on grammar 10'

Read the first example sentence aloud and mime putting on a pair of sunglasses. Have students repeat the sentence and imitate you. Then, read the second example sentence and point across the room. Get the class to repeat and imitate you again. Next, refer students to the words in red and explain that we use *these* for two or more objects that are nearby and *those* for two or more objects at a distance. Give examples with objects in the classroom: *These are (my shoes).*, *Those are (my books).*, etc.

### Look and circle. 10'

Ask students what they can see in the picture. Then, tell them to circle the correct word to complete the sentences. Check by inviting students to read the sentences aloud. Finally, encourage volunteers to say sentences about objects in the classroom with *These* or *Those*.

#### Answer Key:



### Wrap-up: My clothes 20'

Materials: Two magazine cut-outs of clothes per student.

**Note:** Items should be plural: *socks, trousers, shoes, boots, sandals, glasses, etc.*

Hold up a magazine cutout and say *These are my (jeans)*. Have a volunteer hold another cutout and stand at a distance. Say *Those are my (gloves)*. Then, get some volunteers to choose a magazine cutout and say a sentence with *These* or *Those*. Next, divide the class into groups and hand out the materials. Tell students to take turns talking about the clothes using *These* or *Those*. When they finish, have them exchange cutouts and repeat. Finally, collect the magazine cutouts.

### Assign homework 5'



AB page 37  
ex. 2

#### Additional homework

In their notebooks, students draw a washing line with *jeans* and *socks*. They draw a picture of themselves next to the washing line and label the clothes: *These are my jeans. They're (blue).* *These are my socks. They're (red).*



# Time to practise!

## 1 Look and match. 10'

Have the class look at the pictures and point out the coloured squares. Ask students to name the colours: *blue, red, purple, yellow*. Explain that the children and what they are pointing to are on squares of the same colour. Then, tell them to match the parts of the sentences according to the pictures. Elicit the answer for the first picture: *These are my shoes*. When they finish, check by getting volunteers to read the sentences aloud.

### Answer Key:

Look and match.



## 2 Sing a song. 1.40 10'

Have students look at the song and find three items of clothing: *scarf, gloves* and *coat*. Then, play track 1.40 and have the class follow the text with their fingers. Ask students where the children are: *in a clothes shop*. Play the track again and encourage them to sing along with the CD. Next, divide the class into two groups. Play the song again. One group sings the questions, and the other sings the answers. When they finish, switch roles and have them sing the song one last time.

## Pair work 15'

Divide the class into pairs. Assign student A and student B. Student A looks at page 113 and student B looks at page 118. Tell them to ask questions about the clothes in the room to identify what the kids are wearing: *Is Melissa wearing a belt? Yes, she is*. They circle the belt in the picture of Melissa's room. When they finish, have them compare pictures to check their answers.



## Musical chairs (see page 10) 10'

Now play *Musical chairs*. Practise clothes vocabulary with *these* and *those*. Have fun!

## Assign homework 5'



AB page 38

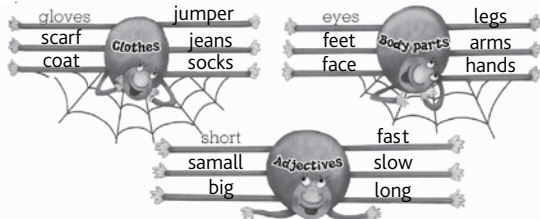


# Time to write

## 1 Complete the spiders. 10'

Refer students to the pictures and elicit the name of the animal: *spider*. Ask how many legs spiders have got: *eight*. Encourage students to point to the legs on one of the spiders and count them. Then, invite volunteers to read the words on each spider aloud. Point out the example and elicit another example for each spider. Tell students to write it on the spider's leg. Next, divide the class into groups and have them complete the spiders with words for each category. Encourage students to include adjectives for colours and for describing people: *tall, blue, happy*, etc. Finally, invite some volunteers to read words from one of their spiders aloud.

### Answer Key:



## 2 Unscramble the sentences. 5'

Have the class look at the picture and invite them to identify the characters: *It's a boy. He has got a dog.* Then, tell students to unscramble the sentences about the boy. When they finish, check by getting volunteers to read the sentences aloud. Point out that there is a sentence for each category in Activity 1.

### Answer Key:



Mike • is • This  
This is Mike  
has • brown • He • eyes • got  
He has got brown eyes  
short • He's • happy • and  
He's short and happy  
a • scarf • wearing • and • He's • gloves  
He's wearing a scarf and gloves

## 3 Draw and write about a friend. 15'

Divide the class into pairs and tell students to draw a picture of each other. Then, tell them to write sentences to describe the picture. They should include at least one item from each spider in Activity 1. Make sure students do not make pictures or descriptions that can hurt or offend their classmates. When they finish, have them show their picture to their friend. Invite some students to read their description to the class.

### Model answer:

*This is Ana. She has got blue eyes. She is tall. She's wearing a green jumper and a skirt.*

### Bulletin board idea 15'

**Materials:** Magazine cut-outs of cartoon characters, one sheet of white paper per group, pins.

Display the cutouts. Choose a character and describe him / her: *He's yellow. He's wearing black glasses and brown trousers.* Invite the class to guess the character: *SpongeBob SquarePants.* Then, divide students into groups and hand out the paper. Tell groups to take one cartoon character and glue the cutout to the paper. Each student in the group writes a sentence to describe the character. When they finish, display the descriptions on the bulletin board. Invite the class to look at the descriptions and vote for their favourite cartoon character.

### Assign homework 5'



AB page 39



# The lighthouse keepers' story



Before you read 10'

## Colour the clothes and write.

Have students look at the picture and colour the clothes, each item with a different colour. Then, tell them to write the names of the clothes on the lines. When they finish, encourage them to check the spelling of the words with a friend.

## Answer Key:



## 1 Listen to the first part of the story. 1.41 10'

Invite a volunteer to read the title of the story aloud: *Let's go shopping!* Ask students if they like shopping and what they like to buy. Then, play track 1.41 and have the class follow along in their books. Play the CD again and ask students to read along with the voices of Dave and Grandad. Encourage students to say whether or not they like shopping with their family members.

## Now read the story in groups. 10'

Divide the class into groups of three and have them choose parts to read: *the narrator, Dave and Grandad*. They read the story aloud and imitate the voices from the CD. When they finish, tell them to switch parts and read the story again so that each student reads all of the parts.



Value: Being original

## Make designer clothes. 15'

Materials: Magazine cut-outs, one photocopy of craft template 4 (see TB CD-ROM) per student, crayons, scissors, glue, one medium-sized envelope per student.

Hand out the templates and have students colour and cut out the girl and the boy paper dolls. Tell them to cut out the clothes. They should not colour them. Invite volunteers to hold up items and identify them: *It's a coat*. Next, tell students to imagine how they want the clothes to look: colour, texture, etc. Hand out the magazine cutouts and encourage students to decorate the clothes with them. Explain that they can trace the clothes item on the back of the magazine cutout and cut it out. Then, they can paste it onto the template. Tell the class to make what they imagine and explain that it is important to be original. Write *ORIGINAL* on the board and get volunteers to guess what it means to be original: *expressing yourself in a way that's different from other people*. Encourage students to make their designs unique. When they finish, help them to dress the girl and the boy by folding the tabs. Then, invite students to compare designs with a friend. Finally, hand out the envelopes and get them to write their name and put the dolls and the clothes in the envelope.

## Assign homework 5'



AB page 40

## Additional homework

Students draw and colour a shop background on poster paper for their paper dolls. Remind them to write the name of the shop.



## **2 Listen to the second part of the story.** 1.42 15'

Invite students to say what they remember from the story: *the names of the people, where they are, what they are doing*. Encourage students to guess what kind of clothes Dave and Grandad buy next. Then, play track 1.42 and elicit the names of the clothes: *trainers, T-shirt*. Next, play the CD again and have students follow along in their books. Ask questions about the story: *Who likes the trainers? What colour is Grandad's favourite T-shirt? What colour is the T-shirt that Dave likes?* After that, refer students to the last scene and invite volunteers to say whether or not Dave likes Grandad's clothes. Finally, get the class to vote on whether or not they like Grandad's clothes.

## **Now read the story in groups.** 15'

Divide the class into groups and encourage them to choose a part to read: *the narrator, the woman at the shop, Dave and Grandad*. Students read and act out the whole story. When they finish, invite some volunteers to read and act out the story for the class.



### **After you read** 15'

#### **Design an outfit for Dave.**

Refer students to the picture and tell them that Dave needs some new clothes. Have them draw clothes for Dave. When they finish, encourage them to show and describe their design to a friend.

### **Assign homework** 5'



**AB page 41**







# Light up the world

**Warm-up:** Let's talk about Singapore

10'

Materials: A map of the world, photos of the skyline of Singapore, Singaporean foods, the Singapore Crocodile Farm, Snow City.

Write *Singapore* on the board and invite volunteers to find it on the map. Explain that Singapore is an island but the country of Singapore includes many little islands. Pass the photo of Singapore's skyline around the class. Explain that Singapore is an old city but it has got a lot of tall, modern buildings. People in Singapore come from many countries, such as China, India and Malaysia. They speak four different languages. Pass around the photos of

food and tell students that Singapore is very famous for its food. Invite them to say which food they think look good to eat. Then, pass around the photo of the Singapore Crocodile Farm. Explain that the climate in Singapore is very hot all year. Before people lived there, the island was a jungle with a lot of crocodiles. Now, there is a crocodile farm. It is like a zoo but all of the animals are crocodiles. There are over 1,000 of them. Then, tell students that people there love the snow. Pass around the photo of Snow City and tell the class that there is a special park called Snow City. There is a lot of artificial snow there. People love to play in it!

**Read and match.**

10'

Refer students to the pictures and invite them to guess what they are. Then, have students read the texts and match them with the pictures. When they finish, check as a class by getting students to say what each picture is: *a Mer-lion, a balloon sculpture, the flag of Singapore*.

**Answer Key:**



**Listen and stick.**

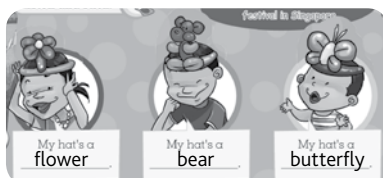


1.43

5'

Refer the class to the pictures and invite a volunteer to read the sentence aloud. Encourage them to imagine a balloon hat festival. Then, hand out the stickers for page 42. Play track 1.43 and tell students to listen to the children and put the balloons in the corresponding spaces.

**Answer Key:**



**TRACK 1.43**

NARRATOR: LISTEN AND STICK.

NARRATOR: EVERY YEAR, THERE'S A BALLOON HAT FESTIVAL IN SINGAPORE.

NARRATOR: NUMBER ONE.

GIRL: MY HAT'S A FLOWER. IT'S RED, GREEN AND YELLOW.

NARRATOR: NUMBER TWO.

BOY: LOOK! MY HAT'S A BEAR. IT'S ORANGE AND RED.

NARRATOR: NUMBER THREE.

BOY: MY HAT'S A BUTTERFLY. IT'S PURPLE, ORANGE AND YELLOW.

**Complete the sentences.**

5'

Refer the class to the balloon hats and invite a volunteer to say what the first one is: *a flower*. Have students complete the first sentence. Then, tell them to complete the other sentences. Check.



**AB page 42**

20'

**Check what you know!**



Materials: Magazine cut-outs of clothing, pictures from the **Wrap-up** on page 52, nine cards with prices: £25, £40, £89, etc.

**Note:** Write the name of one item of clothing on the back of each card.

Stick the magazine cutouts onto the board; invite volunteers to say what they are and label them. Then, hand out the pictures. Have the class stand up and ask each other who the item in the picture belongs to: *Whose (coat) is this? It's (Kelly's)*. They should ask about three pictures. After that, have students return the pictures to their owners. Next, hold up the cards and get volunteers to say the prices. Invite a student to come to the front and give him / her the cards. Explain that these are the prices for the clothes on the board. Students ask the volunteer about the price of an item of



clothing: *How much are the (socks)?* The volunteer finds the corresponding card and answers *They're twenty-five pounds.* The student sticks the price next to the clothes on the board. Then, he / she chooses another student to come to the front. Finally, ask the class to complete the faces according to how they feel about what they know.

### Read and number.

15'

Invite the class to look at the pictures and elicit where the people are: *Snow City*. Ask what the people are doing: *looking at an advertisement, putting on warm clothes, making a snowman, taking photos*. Have students read the texts and decide which pictures they describe. They should write the number of the text next to the picture. Elicit the first text: *Singapore is hot. Children wear sandals, shorts and T-shirts*. When they finish, check by saying the number of the picture and getting volunteers to read the corresponding text. Finally, encourage students to say whether or not they would enjoy Snow City.

### Answer Key:

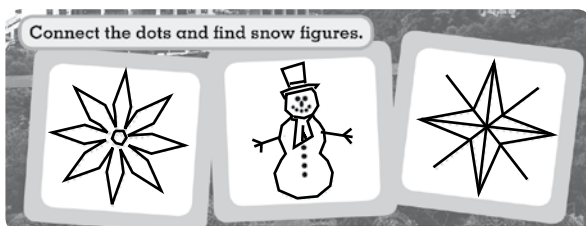


### Connect the dots and find snow figures.

10'

Tell students to connect the dots to discover the snow figures. Then, ask them what they are: *snowflakes, a snowman*. Finally, encourage students to say if they have ever seen snow in real life or on TV.

### Answer Key:



### Wrap-up: Make a snowy scene!

20'

Materials: One sheet of white paper per student, one sheet of blue paper per student, white chalk.

Hand out the paper and tell students to draw a small, medium and large circle on the white paper. Help students by drawing an example on the board. When they finish, tell them to cut out the circles and glue them to the blue paper to form a snowman. Have them draw eyes, a mouth and arms. Explain that people often use a carrot for a snowman's nose. Some people even add a scarf and a hat – even gloves! After that, tell them to use the chalk to draw snowflakes around their snowman. Remind them to write their name on the paper. Finally, get them to share pictures with their friends.

### Assign homework

5'

### My project



AB page 43

### Make funny pegs.

Materials: Wooden clothes pegs.

Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



### A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 95 and the *Time to check* section on page 42 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.



# 5

## Rain or sun?



### Objectives:

- learn the weather words and the names of the seasons
- ask and answer questions about the weather
- talk about activities for different seasons with the present simple
- ask and answer *Wh-* questions with the present simple



### Light on new words

#### Weather

cloudy	/klaʊ·dɪ/	_____
cold	/kəʊld/	_____
hot	/hɒt/	_____
raining	/reɪ·nɪŋ/	_____
snowing	/ˈsnəʊ·ɪŋ/	_____
sunny	/ˈsʌ·ni/	_____
windy	/ˈwɪn·dɪ/	_____

#### Seasons

spring	/sprɪŋ/	_____
autumn	/ˈɔːtəm/	_____
winter	/ˈwɪn·tə/	_____
summer	/ˈsʌmə/	_____



### Light on grammar

#### Present simple

In this unit, we use the present simple to talk about what we do in different seasons: *In the summer, we go to the beach.* To form the negative, we add the auxiliary *do* + *not*: *We don't wear boots.*

We form *Wh-* questions in the present simple with the structure question word + the auxiliary *do* + verb + subject: *Where do you go on Sundays?*



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways to talk about the weather.

- What's the weather like?  
It's snowing.



### The lighthouse keepers' story A mountain adventure





## Teaching tip

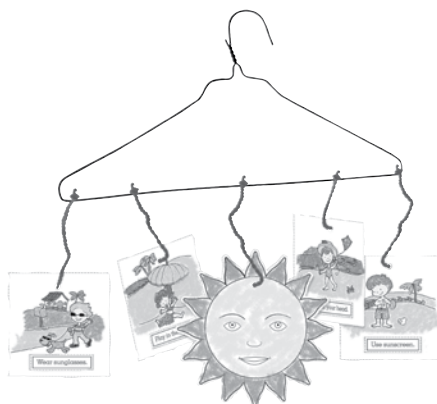
Listening to music can have very positive effects on the students' motivation and involvement. In addition to songs and chants, it is possible to use recorded music in your lessons for a variety of other purposes. Playing music at the beginning and end of a lesson is an enjoyable way to create a positive atmosphere. Music can also be used during class to set the tone and moderate behaviour. Calm down noisy students by using songs to attract their attention, or animate them with a lively track when they feel sleepy. Recent studies have shown that playing classical music softly in the background when students are working helps them to concentrate better. You can also use music for timing activities. Choose tracks as cues for ending individual or pair work activities. You can do this in two ways. Select a track that will play for the length of time of the activity. Students stop when the music stops. Or play a short track to indicate the end of an activity. You can also enhance role-play activities by using music and sound effects to set the scene. If you have access to a CD burner, there are many websites that offer free downloads of music sound effects for use in education. Finally, music can be a great starting point for discussion. As music plays such an important part in cultural identity, it can really create the right atmosphere for learning about different countries in *Light up the world*.

## Value: Staying safe in the sun

The sun is warm and bright, but it can hurt us, too. A few good habits can help to keep you safe when you play in the sun.



### Make a sun mobile.



## Basic competences

In this unit, students will develop:

- and consolidate competence in *Knowledge and interaction with the physical world* by recognising, identifying and talking about good habits and to keep safe while playing in the sun (TB p. 61).
- *Linguistic competence* by learning how to talk about the weather in English (SB p. 44).
- appreciation for *Processing information competence in the classroom* by learning and singing along with the lyrics of the Weather Song (SB p. 45).
- *Cultural and artistic competence* by designing and then creating a postcard from another country (SB p. 46).
- competence in *Knowledge and interaction with the physical world* by identifying and revising foods, articles of clothing and games typically played in Canada or associated with different seasons (SB p. 47).
- *Interpersonal and civic competence* by developing pair work skills through activities focusing on oral interaction (SB p. 48).
- *Linguistic competence* by completing the Time to write section (SB p. 49). This section contains activities that develop innate grammar by helping students recognise the subject and predicate in the sentence.
- *Linguistic competence* by listening to a story and enjoying it as they read while looking at pictures (SB p. 50).
- *Autonomy and personal initiative* by reading and discussing a story about scary things that are really dangerous or just scary in our imagination (SB p. 51). Students then discuss strategies of things they can do when they are scared.
- *Logical mathematical competence* by applying mathematical concepts in varied contexts in a spontaneous fashion (SB p. 52).
- competence in *Learning to learn* by revising the unit contents in a stress-free environment before taking a test (SB p. 53). Students learn to use formative testing strategies or self tests in order to improve weaker areas.



# 5

## Rain or sun?

### Warm-up: 15'

Materials: Magazine cut-outs of rainy-day and sunny-day activities.  
Make a simple line drawing of a rain drop. Get a student to draw a simple picture of the sun. Give a magazine cutout and a piece of tape to each student. Tell the class to decide whether we do the activity in the sun or in the rain. They stick the cutouts on the board next to the corresponding picture. Finally, invite the class to vote on their favourite set of activities: rainy-day or sunny-day.

### 1 Read and stick. 10'

Refer students to the picture and tell them it is a map showing some cities. Each city has different weather. Then, tell students to use the stickers for Activity 1 on page 44 and explain that they are weather symbols. Invite volunteers to tell you who the man in the picture is and what he does: *He's a weatherman. He tells people the weather.* Then, have students match the stickers to the spaces according to shape.

### Answer Key:



### Listen and repeat. 1.44 15'

Play track 1.44 and have students point to the weather symbols as they listen. Then, play the CD again and encourage the class to repeat the sentences. After that, say *I'm wearing a coat, a hat and a scarf.* Invite the class to describe the weather: *It's cold.* Do the same with other weather descriptions.

### TRACK 1.44

NARRATOR: LISTEN AND REPEAT.

IT'S COLD.	IT'S HOT.
IT'S SUNNY.	IT'S SNOWING.
IT'S RAINING.	IT'S WINDY.
IT'S CLOUDY.	

### Assign homework 5'

AB page 44  
ex. 1

### Light on real language 20'

Have students look at the photo and read the question aloud: *What's the weather like?* Invite a volunteer to read the answer: *It's snowing.* Explain that we ask this question when we want to know about the weather. Invite a pair of students to read the dialogue aloud. Encourage them to act it out. Then, refer students to the weather map in Activity 1. Point out that each city is a different colour and ask about the weather in the green city:

T: *What's the weather like in the green city?*

Ss: *It's sunny.*

Next, divide the class into pairs and tell them to ask and answer questions about the weather in the different cities. Finally, ask some volunteers about the cities.

### Wrap-up: Weatherman 20'

Material: One sheet of white paper per student. Divide the class into pairs and hand out the paper. Each student draws a weather symbol on his / her sheet of paper. Make sure they do not show each other the symbols. Then, students ask each other: *What's the weather like?* Students answer and show their weather symbol. Next, get them to stand up and ask five other students about the weather. If the students have the same weather symbol, they give each other a high five. Finally, have the class sit down and ask some volunteers about their weather symbols.

### Assign homework 5'

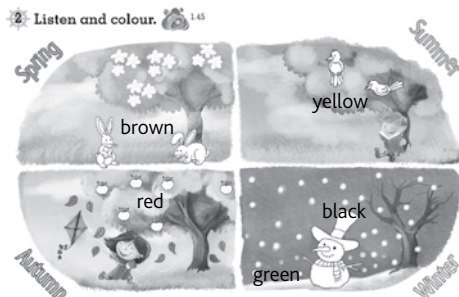
AB page 44  
ex. 2



## 2 Listen and colour. 1.45 10'

Invite students to look at the pictures and describe what they see: *rabbits, birds, apples, a snowman*. Explain that the pictures show the four seasons. Point out how the tree looks in the different scenes. Then, play track 1.45 and tell students to listen and colour the pictures accordingly. When they finish, encourage them to compare pictures with a friend.

### Answer Key:



#### TRACK 1.45

NARRATOR: LISTEN AND COLOUR.

GIRL: IN THE SPRING, THERE ARE RABBITS UNDER THE TREE. COLOUR THE RABBITS BROWN.

BOY: IN THE SUMMER, THERE ARE BIRDS IN THE TREE. COLOUR THE BIRDS YELLOW.

GIRL: IN THE AUTUMN, THERE ARE APPLES ON THE TREE. COLOUR THE APPLES RED.

BOY: IN THE WINTER, THERE'S A SNOWMAN UNDER THE TREE. COLOUR THE SNOWMAN'S HAT BLACK AND HIS SCARF GREEN.

Play the CD again and encourage students to sing along. One group sings the questions and the other group sings the answers. When they finish, switch roles and repeat.



## Play a mime game. 20'

Have students look at the photos and invite a pair of volunteers to read the dialogue aloud to the class. Explain that the children are playing a mime game about the weather. Encourage students to mime *It's hot and sunny*. Then, assign pairs and get them to take turns asking about the weather and miming the answers. Finally, ask some students about the weather and invite them to mime their answer for the class. Encourage the other students to guess what the weather is like.

## Assign homework 5'



AB page 45

### Additional homework

*Pictionary* pages 102 and 103. Students read the names of the vocabulary items and draw a picture for each.

## Listen and repeat. 1.46 5'

Play track 1.46 and have the class repeat the names of the seasons. Get them to point to the names on the picture as they repeat. Refer students to the pictures and say a sentence about a season in your country: *It's cold., It's raining., etc.* Students guess the season.



#### TRACK 1.46

NARRATOR: LISTEN AND REPEAT.

NARRATOR: SPRING.

SUMMER.

AUTUMN.

WINTER.

## 3 Sing a song. 1.47 10'

Tell the class that they are going to sing a song about the weather. Have them look at the text and find the four types of weather: *rain, wind, snow, sunshine*. Play track 1.47 and tell students to follow along by pointing at the text they hear. Help with meaning as necessary. Then, divide the class into two groups and get groups to stand in a line facing each other.



# We don't wear sandals



**Chinese whispers** (see page 10) 10'

Now play *Chinese whispers*. Practise weather vocabulary. Have fun!

## 1 Listen and number. 1.48 15'

Ask students what activities people do in the summer. Also encourage them to name activities people do not do. Next, have the class look at the pictures and describe what they see. Then, invite a volunteer to read what the girl says aloud. Point out the ✓ and ✗ on each pair of pictures and explain that ✓ is for activities that the girl does. The ✗ is for things she does not do. Tell them to find the picture that matches the girl's description and point to it. After that, play track 1.48 and have students number the pictures as they hear them.

### Answer Key:



### TRACK 1.48

NARRATOR: LISTEN AND NUMBER.

NARRATOR: NUMBER ONE.

GIRL: IN THE SUMMER, WE GO TO THE SEASIDE.  
WE DON'T GO TO SCHOOL.

NARRATOR: NUMBER TWO.

GIRL: IN THE SUMMER, WE WEAR T-SHIRTS AND SHORTS.  
WE DON'T WEAR HATS AND COATS.

NARRATOR: NUMBER THREE.

GIRL: IN THE SUMMER, WE PLAY VOLLEYBALL.  
WE DON'T SKI.

NARRATOR: NUMBER FOUR.

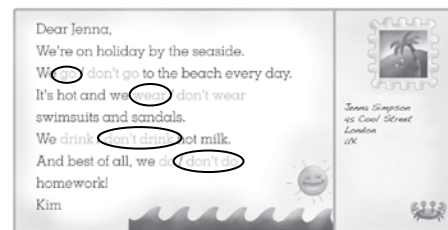
GIRL: IN THE SUMMER, WE DRINK WATER.  
WE DON'T DRINK HOT CHOCOLATE.

## 2 Read and circle. 20'

Refer students to the book and invite volunteers to identify the picture: a postcard. Ask students when people send postcards: *when they are on holiday, when they go to a new place*. Then, ask them if they have ever sent or received a postcard. Encourage them to say where it was from. Get volunteers to tell you who is writing the postcard in the book: *Kim*. Ask who she is writing to: *Jenna*. Next, tell students to read the text silently and circle the highlighted words

that complete the text. When they finish, have them check their answers with a friend. Check as a class by getting a volunteer to read the postcard aloud.

### Answer Key:



**Assign homework** 5'

**AB page 46**  
**ex. 1**

**Additional homework**

Students draw a picture of a holiday place on a card and write a short postcard to a friend.



### Light on grammar 15'

Tell students to look at the first sentence. Explain that we use this kind of sentence to talk about actions that we do regularly. Remind them that we use *we* when we talk about ourselves and another person. The verb does not change. Then, invite a volunteer to read the sentence aloud. After that, tell students to look at the second sentence and explain that we use *don't* after *we* and before the verb to form the negative.

### Complete the sentences. 15'

Invite students to tell you activities they do in the summer and in the winter. Write the verbs on the board. Then, have students complete the sentences. Finally, encourage volunteers to read their sentences aloud to the class.

### Answer Key:

In the summer, we *don't* wear boots.

In the winter, we *don't* wear sandals.

**Assign homework** 5'

**AB page 46**  
**ex. 2**

**Additional homework**

Students make two more sentences about the dogs on page 46 in the AB and illustrate them:  
*We (sleep). We (don't read).*



### 3 Listen and circle. 1.49 15'

Invite the class to look at the pictures and describe what they see. Then, play track 1.49 and have students follow along with the questions in the book. Ask what the girl's name is: *Aariak*. Then, play the CD again and tell students to circle the items that the girl mentions. Point out that there can be more than one answer for some questions. Check as a class by reading the questions and getting volunteers to name the item(s) they circled.

#### Answer Key:



#### TRACK 1.49

NARRATOR: LISTEN AND CIRCLE.  
 INTERVIEWER: HI, AARIAK. WHERE DO YOU LIVE?  
 AARIAK: I LIVE IN CANADA. IT'S VERY COLD THERE IN THE WINTER.  
 NARRATOR: NUMBER ONE.  
 INTERVIEWER: AND WHAT DO YOU WEAR IN THE WINTER?  
 AARIAK: I WEAR A WARM COAT AND A HAT.  
 NARRATOR: NUMBER TWO.  
 INTERVIEWER: WHERE DO YOU GO ON SATURDAYS?  
 AARIAK: WELL, I GO TO THE CINEMA.  
 NARRATOR: NUMBER THREE.  
 INTERVIEWER: WHAT DO YOU EAT?  
 AARIAK: I EAT HOT FOOD. I LIKE FISH.  
 NARRATOR: NUMBER FOUR.  
 INTERVIEWER: WHAT DO YOU PLAY, AARIAK?  
 AARIAK: I PLAY ICE HOCKEY. I PLAY FOOTBALL IN THE SNOW, TOO. IT'S MY FAVOURITE SPORT!  
 INTERVIEWER: THANK YOU, AARIAK.


### 4 Listen and chant. 1.50 15'

Read the title of the chant aloud. Get students to identify the seasons in the chant. Then, play track 1.50 and have students follow the text they hear. Play the CD again and encourage students to join in. Next, divide the class into two groups. Play the track again. One group chants the first two lines in each verse. The other group chants the second two lines. Switch roles and do the chant again.

#### Assign homework 5'

#### Additional homework

In their notebooks, students write a sentence to describe what they do or not do in each season:  
*In the spring, we (don't wear gloves)., In the summer, we (wear sunglasses)., etc.*

 **AB page 47 ex. 1**

### Light on grammar 15'

Invite a volunteer to read the first example question aloud. Explain that we use questions with *Where* to ask about places. Get another volunteer to read the answer aloud. Ask what the place is: *the park*. Then, have a volunteer read the second example question aloud. Tell students that we use questions with *What* to ask for information about an action or a thing. Get another volunteer to read the answer. Explain that the information is *football*. Next, point out the highlighted words and explain that the questions are similar to Yes-No questions. We begin them with a question word: *Where, What*, etc.

#### Answer the questions about you. 15'

Invite volunteers to read the questions aloud. Then, students write answers about themselves. Tell the class to stand up, walk around the classroom and ask three friends the questions. If they have the same answer, they give each other a high five. After that, have them sit down. Finally, ask some volunteers the questions.

#### Model answer:

1. *I play tennis.* 2. *I play in the park.*  
 3. *I have a sandwich.*


#### Wrap-up: Categories 15'

Divide the class into teams and write these headings on the board: *Clothes, Food, Animals*. Write *S* on one side of the board and invite students to tell you an item for each category that begins with that letter: (*scarf*), (*soup*), (*snake*). Choose another letter and repeat the procedure. The first team to name the items for each category wins a point. Continue with other letters. The team with the most points at the end wins.

#### Assign homework 5'

#### Additional homework

In their notebooks, students write *Where do you go on Saturdays?* They write the answer and illustrate it with magazine cut-outs: *We go to (the park).*

 **AB page 47 ex. 2**



# Time to practise!

## 1 Unscramble the questions. 15'

Invite volunteers to say what their favourite season is. Then, vote for the class's favourite season. Next, have students look at the picture and ask what season it is: *summer*. Get a volunteer to unscramble the first question: *Where do you go?* Tell students to unscramble the other questions. Check by inviting volunteers to read the questions aloud.

### Answer Key:

*Where do you go? What do you play?*

*What do you wear? What's the weather like?*

## Now ask a friend. 15'

Ask students to look at the children in the photo and invite two volunteers to read the dialogue aloud. Divide the class into pairs and tell them to choose a season and ask their friend the questions in Activity 1.

### Assign homework 5'



AB page 48  
ex. 1

### Additional homework

In their notebooks, students illustrate their answers to the questions in Activity 1.

## 2 Look and complete. 20'

Have the class look at the picture of the boy and girl. Tell them that they are talking about their school. Refer students to the words and phrases in the table. Read them aloud and ask students to make a *thumbs up* for affirmative words or phrases and a *thumbs down* for negative ones. Then, get them to describe the pictures beside the sentences. Point out that two of the pictures are crossed out. Elicit the type of words or phrases to describe them: *negative*. Next, invite a volunteer to complete the first sentence with a word or phrase from the table: *wear*. After that, have the class look at the other pictures and complete the sentences. Check by getting volunteers to read the sentences aloud. Finally, ask students to look at each picture and describe their own school: *We (don't) wear a school uniform., We have(n't) got a swimming pool., etc.*

### Answer Key:

*We wear a school uniform. We have got computer classes. We haven't got a swimming pool. We don't go home at 3 o'clock.*

## Pair work 15'

Look out the window and ask *What's the weather like?* Then, draw different weather symbols on the board and ask about them. Next, divide the class into pairs. Assign student A and student B. Student A looks at page 114 and student B looks at page 118. Invite the class to identify the country: *the United Kingdom*. Get volunteers to read the names of the cities aloud. Then, ask them to explain what they can see: *a weather map of the United Kingdom*. Tell students to talk about the weather in the different cities and draw the correct weather symbols in the boxes. When they finish, students compare maps to check their answers.

## Wrap-up: Weather challenge 15'

Materials: One sheet of white paper per team, a small ball.

Divide the class into teams and hand out the paper. Assign each team a weather symbol. Students draw and colour their weather symbol on the paper. Make sure they draw a large symbol. Then, draw a weather symbol on the board and throw the ball to a student. Ask him / her *What's the weather like?* to elicit the answer. The student's team gets one point for a correct answer. Next, they throw the ball to another team and hold up their weather symbol. Students on the other team describe the weather. Continue until all teams have participated at least once. The team with the most points at the end wins.

### Assign homework 5'



AB page 48  
ex. 2

### Additional homework

In their notebooks, students draw a basic map of their country with four cities and a weather symbol for each. Then, they write a sentence about the weather in each city.



# Time to write

## 1 Look and point. 5'

Have the class look at the pictures and invite a volunteer to read the first sentence aloud. Then, refer students to the table and get them to point to the naming part in the sentence. Explain that this is the first part of a sentence. It names who or what does the action. Next, have students point to the telling part of the sentence. Explain that the telling part describes the action. Do the same with the second sentence.

## Find and colour the naming and telling parts. 10'

Ask a volunteer to read the first sentence aloud. Get students to identify the naming part: *Laura*. Have them colour *Laura* green. Elicit the telling part: *lives in Manchester*. Have them colour it orange. Then, tell the class to finish colouring the sentences. Check by saying *naming part* and *telling part* and inviting volunteers to read the corresponding parts of the sentences aloud.

### Answer Key:

*Laura lives in Manchester.*

*My cousins play the piano.*

### Answer Key:

1. Our teacher gets up at seven o'clock.
2. My sister likes cats.
3. Crocodiles have got big teeth.
4. Joe plays football on Saturdays.

### Bulletin board idea 15'

**Materials:** A sheet of newspaper per group, a banner with the name of the school in big, colourful letters, magazine cut-outs, pins.

Write *summer* on the board and elicit sentences about clothes, activities, weather, food and drinks for this season: *We wear shorts and sunglasses.*, *We don't go to school.*, etc. Then, divide the class into four groups and assign each group a season. They write sentences and illustrate them with drawings and magazine cutouts. When they finish, display their work on the bulletin board. Invite the class to look at the different posters and identify activities, food and weather they like for each season.

### Assign homework 5'



AB page 49

## 2 Draw the paths. 5'

Explain that there are four naming parts on the left side of the page and four telling parts on the right. Tell students to draw the paths to connect the parts of the sentences. Check by inviting volunteers to read the sentences aloud.

### Answer Key:



## Write the sentences. 10'

Have students write the complete sentences from Activity 2 on the lines. When they finish, get them to compare their work with a friend. After that, write one of the naming parts on the board and encourage students to say new telling parts.



# The lighthouse keepers' story



**Before you read** 10'

## Look and draw the objects.

Refer the class to the first picture and ask what place it is: *the beach*. Ask them what people take to the beach: *sunglasses, a ball, sandals*, etc. Do the same with the second picture. Then, tell students to draw the items they want to take to each place in the bags. Finally, get them to compare pictures with a friend.



## 1 Listen to the first part of the story. 1.51 10'

Draw a simple line drawing of a mountain on the board. Elicit the name: *mountain*. Then, invite a volunteer to read the title of the story aloud. Encourage students to say what clothes to wear for a mountain adventure: *hats, gloves, boots*, etc. Then, ask about the pictures in the story: *Who can you see? Where are they? What are they wearing? What's the weather like?* Next, play track 1.51 and get students to follow along in the book. Play the CD again and ask about the children: *What are their names? Where do they go?* After that, have the class look at the footprints in the snow and ask if they think that a snow monster made them. Encourage them to give other explanations for the footprints. Finally, invite the class to say what a snow monster looks like: *It's white., It's scary., It has got big teeth.*, etc.

## Now read the story in groups. 10'

Divide the class into groups of three and have them each choose one of the parts to read. Ask them to read the story aloud, imitating the character's voices. Then, tell them to switch roles and read the story again.



**Value: Being safe in the sun**

## Make a sun mobile. 15'

**Materials:** One photocopy of craft template 5 per student, crayons, scissors, glue, string, a clothes hanger.

Hand out craft template 5a and ask students whether or not they like to play in the sun. Get them to colour the picture and invite them to say the activities they do. Then, hand out craft template 5b. Tell them to colour it. When they finish, have them cut out the pictures and rules. Next, invite a volunteer to read each rule aloud. The class holds up the corresponding picture for each. Tell them to glue the rules to the pictures. After that, hand out the rest of the materials and get students to make a hole in each picture. Have them thread string through the holes and tie knots to hold the pictures. They tie the other end to a hanger with the sun in the middle. Encourage them to hang up their sun mobile at home and follow the rules to be safe in the sun.

## Assign homework 5'



**AB page 50**

## Additional homework

In their notebooks, students draw a snow monster and give it a name.



## **2 Listen to the second part of the story.** 1.52 15'

Ask the class about the first part of the story: *Who are Mark and Fiona? Where are they? What do they see?* Then, play track 1.52 and have students follow along in the book. Ask them who the snow monster was: *their dad*. Next, invite students to name things that they think are scary and discuss whether these things really are dangerous or whether it is just our imagination. Finally, have them suggest what to do when you feel scared: *talk to a friend, tell your parents*, etc.

## **Now read the story in groups.** 15'

Divide the class into groups of four and have them choose parts to read aloud. Ask them to read and act out the whole story. When they finish, invite one group to come to the front and act out the story for the class.



### **After you read** 15'

#### **Look and complete.**

Material: One half-sheet of white paper per student.

Have students look at the footprints and bike tracks and ask them to suggest when you see footprints (in snow, on the beach, in mud, etc). Ask students to follow the footprints from each picture on the left to the lines on the right where they write the name of the person, animal or object that has left the footprints. Check by inviting volunteers to read out each word and spell it on the board. After that, divide the class into pairs and hand out the paper. Get students to draw the tracks of another animal or object. Then, they guess what their friend's tracks are: *They're (roller skates).*

#### **Answer Key:**

*bird dog bike girl*

### **Assign homework** 5'



**AB page 51**

#### **Additional homework**

In their notebooks, students draw a picture of how they feel when they are afraid. Then, they draw a picture of something that helps them not to be afraid: *a friend, parents*, etc.







# Light up the world

**Warm-up:** Let's talk about Egypt! 10'

Materials: A map of the world, photos of the pyramids, camels, the Nile River and the Cairo Skyline.  
Pass around the photos of the pyramids and camels. Point out that Egypt is in Africa. Next, ask what the name of the famous river in Egypt is: *the Nile River*. Have a volunteer find the Nile River on the map and pass around the photo. Tell students that it runs through the whole country of Egypt and that it is one of the longest rivers in the

world. Then, explain that Egypt is a dry country so most people live near the Nile River and use its water for drinking, washing and growing plants. Crocodiles, fish and hippos live in the river. Next, hold up the photo of the pyramids. Explain that Egypt is a very old civilization. Its pyramids are more than 25,000 years old. Finally, pass around the photo of Cairo and tell the class that it is the capital city of Egypt. It has many ancient buildings but also lots of modern offices, hotels and apartments.

**Read and stick.**



10'

Tell students to use the stickers for page 52. Invite a volunteer to read the first fact about Egypt aloud. Then, have students find the sticker that matches the fact and hold it up. Have them put it in the space. Do the same with the rest of the facts and stickers.

**Answer Key:**



**Listen and circle.**



1.53

10'

Tell students to point to the camels in the book. Ask them if they have ever seen a camel at the zoo. Then, explain that camels are about two metres tall. Have the students point at the camels' backs and explain that there are two types of camels. Some have got one hump and others have got two. Next, invite a volunteer to read the sentence aloud and encourage the class to guess why camels are called *ships of the desert*: *The desert is big like the ocean. It is difficult to travel there. Camels can transport people and food for long distances like ships do.* After that, play track 1.53. Students listen and circle the correct answer. Play the track again for them to check. Check as a class by getting volunteers to read the sentences aloud.

**Answer Key:** 1 100 10 6 14 50

**TRACK 1.53**

NARRATOR: LISTEN AND CIRCLE.

INTERVIEWER: HELLO, ISHEN! IS THIS YOUR CAMEL?

ISHEN: YES, HER NAME IS CLEOPATRA. SHE'S AN ARABIAN CAMEL.  
INTERVIEWER: SHE HAS ONLY GOT ONE HUMP?  
ISHEN: YES. ARABIAN CAMELS HAVE ONLY GOT ONE HUMP.  
INTERVIEWER: RIGHT. DO CAMELS DRINK A LOT OF WATER?  
ISHEN: OH YES, THEY CAN DRINK ONE HUNDRED LITRES OF WATER IN TEN MINUTES.  
INTERVIEWER: WOW! THAT'S INCREDIBLE!  
ISHEN: AND THEY CAN GO FOR SIX MONTHS WITHOUT WATER.  
INTERVIEWER: THAT'S AMAZING! CAN CAMELS TRAVEL VERY FAST?  
ISHEN: NO, ONLY FOURTEEN KILOMETRES PER HOUR. THAT'S SLOW.  
INTERVIEWER: ONE MORE QUESTION. HOW LONG DO CAMELS LIVE?  
ISHEN: AH, THEY CAN LIVE FOR FIFTY YEARS.  
INTERVIEWER: THANK YOU, ISHEN.  
ISHEN: GOODBYE.



**AB page 52**

20'

**Check what you know!**



Material: One sheet of paper per team.  
Divide the class into groups and hand out the paper. Invite students to find seven weather symbols in their books and draw them. Then, have them pass their paper to another group. Groups label the symbols: (*raining*). Then, they return the paper. After that, elicit the names of the seasons and write them on the board. Mime different seasons and encourage the class to guess. Next, elicit three different activities for each season and add the verbs to the board. Groups choose an activity for each season and write a sentence: *In the spring, we wear jackets.* When they finish, invite groups to read their



sentences aloud. After that, point to a season and ask what the weather is like. Get students to answer according to each season. Then, have groups write one question with *Where* and *What* using the verbs on the board: *Where do you go in the summer? What do you wear in the winter?* Finally, ask the class to complete the faces according to how they feel about what they know.

### Colour the desert.



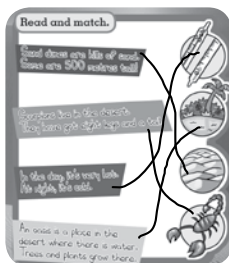
Write *desert* on the board and read the text aloud. Ask students what they know about deserts: *They're dry.*, *They can be very hot.*, etc. Ask students if they have got deserts in their country. Refer them to the picture in the book and ask what is on the ground in the desert: *sand*. Get them to look at the picture of the trees and explain that deserts can also have small places with water and trees. They are called oases. After that, have students colour the picture.

### Read and match.



Invite the class to look at the pictures in the right-hand column and describe what they can see: *thermometres*, *a palm tree*, *sand*, *a scorpion*. Then, divide students into pairs. Tell them to read the texts and draw lines to match them to the pictures. Check by saying objects from the pictures and getting the volunteers to read the corresponding texts aloud. Finally, encourage the class to say whether or not they like deserts and if they would like to visit a desert.

### Answer Key:



### Decode the message.



Refer students to the table and have them look at the first word in the message. Explain that each letter in the word has two symbols. Help them to find the letter for the white star and the pink diamond: *t*. Invite a volunteer to find the next letter: *h*. Then, have students decode the rest of the message and compare their answer with a friend. Check by inviting a volunteer to read the message aloud: *The desert is hot.*

### Answer Key:



### Assign homework



### My project



AB page 53

### Make a weather wheel.

Materials: One piece of cardboard, one brass fastener.

Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



### A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 95 and the *Time to check* section on page 52 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.



# 6 Food, food, food!



## Objectives:

- learn the names of foods
- learn ways to describe the taste of food
- learn about countable and uncountable nouns



## Light on new words

### Food

avocado	/æ.və.'kɑ:.dəʊ/	_____	meat	/mi:t/	_____
bread	/bred/	_____	pear	/peə/	_____
cheese	/tʃi:z/	_____	crisps	/krisps/	_____
chocolate	/tʃɒk.lət/	_____	potato	/pə.'teɪ.təʊ/	_____
egg	/eg/	_____	rice	/raɪs/	_____
ham	/hæm/	_____	sausage	/sɔː.sɪdʒ/	_____
lemon	/'le.mən/	_____	soup	/su:p/	_____
lemonade	/'le.mə.'neɪd/	_____	tomato	/tə.'mɑ:.təʊ/	_____



## Light on grammar

### Countable and uncountable nouns

In this unit, we present countable and uncountable nouns for foods. We use *There's some* to talk about foods that we cannot count: *There's some cheese*. We use *There are some* to talk about plural foods

that we can count: *There are some lemons*. To form the negative, we use *There isn't any* for uncountable nouns and *There aren't any* for plural countable nouns.



## Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways to describe the taste of food.

- It's spicy.
- They're salty.
- It's sweet.
- They're sour.



### The lighthouse keepers' story Granny makes a cake!





### Teaching tip

There are many ways to make language learning more effective for young learners. Many of these involve not only teaching English, but showing students how to be successful language learners. Explain to your class that learning English is like learning to play a musical instrument. New words and grammar structures are not facts to memorize. We have to use them and have fun with them. Develop students' independence and curiosity by inviting them to find English online or in a movie and try to learn a new word or expression. Also remind them that they do not need to understand every word to use English well. In addition, many students are very anxious about their grades. Help them to see that the goal of studying English is to be able to communicate in a new language, not just pass a test. Do your best to keep classes fun and unpredictable and present the materials with enthusiasm. Remember that you may be paving the way for a successful career or a rewarding hobby, along with many new learning opportunities far beyond the scope of a student's time in school.

### Value: Taking care of your teeth

It is important to take care of your teeth: brushing your teeth and going to the dentist regularly, drinking milk and avoiding sugary foods.



### Make a toothbrush holder.



### Basic competences

In this unit, students will develop:

- competence in *Learning to learn* by investigating ways of accessing English outside the classroom that focus on meaningful communication (TB p. 73).
- *Linguistic competence* by revising vocabulary about food and acquiring new words and adjectives to describe them (SB p. 54).
- *Interpersonal and civic competence* by participating in cooperative pair and group work activities focusing on oral interaction (SB p. 55).
- *Processing information competence* by using the class CD to obtain and process knowledge (SB p. 56).
- competence in *Knowledge and interaction with the physical world* by perceiving the need and following the process for creating a shopping list (SB p. 57).
- *Linguistic competence* by recognising patterns in spelling and sounds by identifying words that begin with the same first letter (SB p. 58).
- *Autonomy and personal initiative* by studying a linguistic model describing daily eating routines and then writing their own text from picture cues (SB p. 59). This lesson provides both guided and semi-guided writing practice so students can gain confidence and autonomy through structured activities.
- *Linguistic competence* by listening to and reading a story for enjoyment while looking at pictures (SB p. 60).
- *Cultural and artistic competence* by reading a story that raises awareness about how different cultures use vegetables for cooking delicious recipes (SB p. 61).
- competence in *Learning to learn* by playing games that revise the unit's main contents (SB p. 62). Students learn to use games as formative testing strategy to be able to revise and detect weaker areas in their learning.
- *Logical mathematical competence* through relating a numerical ordering of questions and letter spaces to a list of clues in order to solve a puzzle (SB p. 63).



# 6

## Food, food, food!

### Warm-up: Food! 10'

Write *Food!* on the board. Also write 3 and 6 on side one of the board. Then, count with the class from 1 to 30. Point to the 3 and explain that for numbers with a three in them (3, 13, 23, 30), students stand up and say *Food!* instead of the number. If the number has got a six (6, 16, 26) they stand up, shake their arms and say *Food! Food!* If students forget, say the previous number and encourage them to try again.

### 1 Unscramble and stick. 15'

Invite the class to look at the picture and say what they see: *a mum and her son in a kitchen; the mum's cooking.* Then, tell students to use the stickers for Activity 1 on page 54. Ask students what they are: *kinds of food.* Form pairs and tell them to unscramble the letters to form the names of the foods. After that, they compare the names on the stickers in the corresponding spaces with the unscrambled names. Finally, have them put the stickers down.

### Answer Key:



### Listen and repeat. 1.54 15'

Play track 1.54 and have students repeat the names of the foods. Then, play the CD again. Students point to the foods in the picture as they say the words. Next, play the track a third time and get students to repeat and give a thumbs up for food they like and a thumbs down for food they do not like. Finally, describe different kinds of food and encourage students to guess what they are.  
T: *They're white. They're on the table.*  
Ss: *Eggs.*

### TRACK 1.54

NARRATOR: LISTEN AND REPEAT.

NARRATOR: TOMATOES.	HAM.
MEAT.	POTATOES.
RICE.	CRISPS.
EGGS.	PEARS.
BREAD.	LEMONS.
LEMONADE.	

### Assign homework 5'

### Additional homework

AB page 54  
ex. 1

Students choose their favourite food from Activity 1. They make a picture of it by sticking plasticine to a sheet of cardboard.

### Light-on real language 20'

Materials: Magazine cut-outs of spicy, salty, sweet and sour food items, a small bag. Have the class look at the first picture and ask what the boy is eating: *a pepper.* Say *It's spicy.* and mime the meaning. Have the class repeat the sentence. Then, ask students if they like spicy food. Encourage them to give examples. Do the same with the other adjectives. After that, put the magazine cut-outs in a small bag. Students take turns choosing a food item and saying *It's (sweet).* Finally, get the class to vote for their favourite type of food.

### Time for a game

### Draw and guess (see page 10) 20'

Now play *Draw and guess* with food vocabulary. Have fun!

### Assign homework 5'

### Additional homework

AB page 54  
ex. 2

In their notebooks, students write *sweet, salty, sour and spicy.* With glue they stick down a magazine cut-out of one food for each adjective.



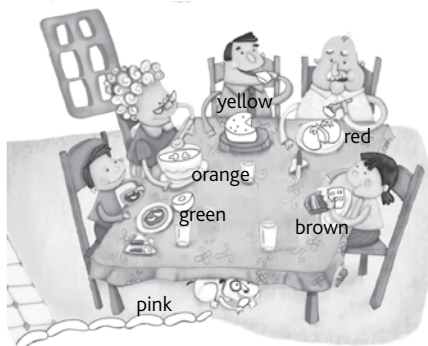
## 2 Listen and colour. 1.55 10'

Have the class look at the picture and explain that it is a family. Say the words for family members and get them to point to them in the picture. Then, ask where Mum is: *in the kitchen*. Next, play track 1.55 and pause it after the first item. Ask who is eating: *Dad*. Elicit the colour of his food: *yellow*. Tell students to take out a yellow crayon and colour the cheese. After that, play the CD again and have them listen and choose other crayons they will need. Finally, play the track one last time and get them to colour the food. Check by asking about each food:

T: *What colour is Granny's food?*

Ss: *Orange*.

### Answer Key:



### TRACK 1.55

NARRATOR: LISTEN AND COLOUR.

BOY: DAD'S EATING CHEESE.

NARRATOR: COLOUR THE CHEESE YELLOW.

BOY: GRANNY'S EATING SOUP.

NARRATOR: COLOUR THE SOUP ORANGE.

BOY: MY SISTER'S EATING CHOCOLATE.

NARRATOR: COLOUR THE CHOCOLATE BROWN.

BOY: GRANDAD'S EATING TOMATOES.

NARRATOR: COLOUR THE TOMATOES RED.

BOY: MY BROTHER'S EATING AVOCADO.

NARRATOR: COLOUR THE AVOCADO GREEN.

BOY: OH, NO! THE DOG'S EATING THE SAUSAGES.

NARRATOR: COLOUR THE SAUSAGES PINK.

## Listen and repeat. 1.56 10'

Play track 1.56 and invite the class to repeat the food words and point to them in the book. Then, say *Mum* and encourage volunteers to say which food from Activity 2 their mum likes. Continue with other family members.

### TRACK 1.56

NARRATOR: LISTEN AND REPEAT.

NARRATOR: CHEESE.

TOMATOES.

CHOCOLATE.

SAUSAGES.

AVOCADO.

SOUP.

## Light on real language

### Talk about the foods with a friend. 15'

Draw a simple line drawing of a piece of cake on the board and elicit: *It's sweet*. Say the names of other food items to elicit the rest of the adjectives. Next, invite the class to look at the photo and get a volunteer to read what the boy says aloud. Ask students to guess which food he is describing. Then, form pairs and tell students to take turns saying the names of foods for their friend to guess.

### Assign homework 5'

AB page 55

### Additional homework

*Pictionary* pages 104 and 105. Students read the names of the vocabulary items and draw a picture for each.



# There isn't any milk

## Warm-up: Spelling race 15'

Divide the class into two teams and draw a line down the middle of the board. Assign a side to each team. Ask four volunteers from each team to stand in a line at the board and give the first student on each team a piece of chalk. Say a food word and students take turns writing a letter to complete the word. The first team to correctly complete the word wins a point. Continue with three other words. Then, the students at the board choose members of their team to replace them. Play the game again with other food words. The team with the most points at the end wins.

THERE ARE SOME PEARS.  
THERE ARE SOME APPLES.  
THERE ARE SOME TOMATOES.  
THERE ARE SOME PEPPERS.

## Assign homework 5'

In their notebooks, students draw a picnic with five foods and label the foods in the picture.

## 1 Read and draw. 15'

Invite the class to look at the picture and describe it: *A family is having a picnic in the park.* Ask students whether or not they like picnics. Encourage them to say what they eat at picnics. Next, get a student to read the boy's question aloud. Have other volunteers read the answers aloud. Then, tell students to draw all the foods in the basket. When they finish, tell them to compare picnic baskets with a friend to check.

## Classify the foods. 15'

Refer the class to the trays and invite a pair of volunteers to read the headings. Ask how the headings are different and have them point to *'s* and *are*. Then, tell students to underline *There's some* and *There are some* in the sentences in Activity 1 and write each food under the appropriate category. Elicit the first one: (*cheese*). When they finish, they compare answers with a friend.

## Answer Key: Classify the foods.

There's some	There are some
cheese	pears
bread	apples
lemonade	tomatoes
soup	peppers

## Listen and check. 1.57 10'

Play track 1.57 and have students check their answers. The order of the answers may vary.

### TRACK 1.57

NARRATOR: LISTEN AND CHECK.

NARRATOR: THERE'S SOME CHEESE.

THERE'S SOME BREAD.

THERE'S SOME LEMONADE.

THERE'S SOME SOUP.

## Light on grammar 15'

Invite a volunteer to read the first example sentence aloud. Ask students to point to *There are some* and *s*. Next, refer students to the first activity and explain that all of the words with *There are some* end in *-s*. We can count those items. Then, get a volunteer to read the second sentence aloud and have the class point to *There's some*. Explain that these are foods that we cannot count because they are substances, not items. We use *There's some* to talk about these substances. Ask the class to say other foods that we cannot count: *ham, chocolate, meat*, etc. Encourage them to say whether or not this is similar in their own language.

## Complete and draw. 15'

Ask students to look at the first sentence and elicit whether it is for foods that we can count or foods that we cannot count: *foods we cannot count*. Get them to say why: *We use There's some with foods that we cannot count*. Then, invite a volunteer to complete the sentence with a food item that we cannot count: (*bread*). Ask about the second sentence and get a volunteer to complete it: *There are some (strawberries)*. Next, tell students to complete the sentences and draw a picture for each. When they finish, they compare sentences with a friend. Finally, invite volunteers to read their sentences aloud.

## Model answer:

There's some *bread*.

There are some *pears*.

## Assign homework 5'



AB page 56



### Warm-up: Scrambled words 15'

Write six scrambled food words on the board: *TAME* (meat), *ELMSON* (lemons), *ERIC* (rice), etc. Form pairs and have students unscramble the words. When they finish, elicit the words.

### 2 Listen and write. 1.58 20'

Invite the class to look at the picture and describe what they see. Point out the empty fridge and the piece of paper in the girl's hand and encourage students to guess what it is: *a shopping list*. Then, play track 1.58 and have students listen and write the foods on the list. Play the CD again for them to check. Finally, check as a class by getting volunteers to write foods from the shopping list on the board.

#### Answer Key:

ham lemons meat tomatoes eggs milk

#### TRACK 1.58

NARRATOR: LISTEN AND WRITE.

BOY: THERE ISN'T ANY HAM.  
GIRL: OK, H - A - M, HAM.  
BOY: OH, AND THERE AREN'T ANY LEMONS.  
GIRL: NO LEMONS! OK, L - E - M - O - N - S.  
BOY: OH, NO! THERE ISN'T ANY MEAT.  
GIRL: OK, THAT'S M - E - A - T.  
BOY: OH! THERE AREN'T ANY TOMATOES.  
GIRL: ALL RIGHT. TOMATOES. T - O - M - A - T - O - E - S.  
BOY: AND THERE AREN'T ANY EGGS.  
GIRL: EGGS IS E - G - G - S.  
BOY: WHAT IS IT? OH, LOOK! THERE ISN'T ANY MILK.  
GIRL: RIGHT, M - I - L - K. MILK.

### 3 Listen and chant. 1.59 20'

Invite the class to find four food words in the chant: *potatoes*, *meat*, *tomatoes*, *cheese*. Read the title aloud and ask students whether they are hungry. Encourage them to say what they like to eat when they are hungry. Then, play track 1.59 and have students follow along in the book. Play the CD again and invite them to join in. Mime the actions. Finally, do the chant again and encourage the class to imitate your actions.

#### Assign homework 5'

#### Additional homework

Students stick a magazine cut-out of a fridge in their notebooks. They write a shopping list with three foods next to it and illustrate them.



AB page 57  
ex. 1

### Light on grammar 15'

Material: Unit 6 food word cards.

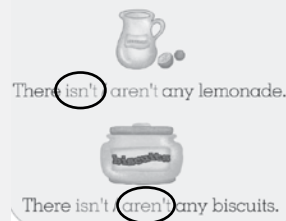
Stick the word cards to the board and invite volunteers to circle the foods we can count: *avocados*, *peppers*, *lemons*, *pears*, *crisps*, *potatoes*, *sausages*, *tomatoes*, *eggs*. Write *There's some* and *There are some* on the board and elicit which we use with words we can count: *There are some*. Next, get volunteers to read the example sentences aloud. Say that we use these forms when we have not got those foods. Ask which sentence has got a food we can count: *There aren't any pears*. Explain that we use *There isn't any* for foods we cannot count and *There aren't any* for foods we can count.

### Look and circle. 10'

Get the class to look at the pictures and point out that the containers are empty. Then, tell students to circle the correct word to complete the sentences.  
Check as a class by getting volunteers to read the sentences aloud. Invite students to make other sentences using the food words on the board.

#### Answer Key:

Look and circle.



#### Assign homework 5'

#### Additional homework

In their notebooks, students choose two foods and write sentences to say whether or not they have got those foods at home: *There are some (lemons)*. *There aren't any (sausages)*.



AB page 57  
ex. 2



# Time to practise!

## 1 Find and colour the foods. 10'

Invite the class to look at the picture and say how many kinds of food they see. Encourage them to say the names of other objects on the table. Then, tell students to colour the food items. When they finish, they show their picture to a friend.

## Anchor Look and complete. 15'

Elicit the names of the foods in the picture. Encourage students to say what colour they used for each food. Then, point out the words in the table and get students to complete the first sentence. Elicit the answer: *There's some cheese*. Next, divide the class into pairs and tell them to complete the rest of the sentences. Check by inviting volunteers to read the sentences aloud.

### Answer Key:

1. There's *some* cheese.
2. There *isn't any* bread.
3. There's *some* chocolate.
4. There *are some* sausages.
5. There *aren't any* avocados.
6. There *are some* pears.

### Assign homework 5'

### Additional homework

In their notebooks, students choose three foods and illustrate them with magazine cut-outs. They label them: *There are some (strawberries)*. *There's some (rice)*. Then, they write two sentences for foods they did not illustrate: *There isn't any (meat)*. *There aren't any (tomatoes)*.



AB page 58  
ex. 1

## 2 Sing a song. 1.60 15'

Refer the class to the song and invite volunteers to find a food beginning with C: *chocolate*. Do the same with other food words in the song. Then, play track 1.60 and get students to follow the text as they hear it. Play the CD again and encourage the class to sing along. Next, divide the class into two groups. Play the track again. One group sings the first verse and the second group mimes eating those foods. They switch roles for the second verse. Both groups sing the last verse together. When they finish, switch roles and repeat.

### Pair work 15'

Assign student A and student B. Student A looks at page 114 and student B looks at page 119. Tell them to take turns describing the foods in their fridge and drawing the missing foods. When they finish, students compare books to check.



### Hangman (see page 10) 15'

Now play *Hangman*. Practise food vocabulary. Have fun!

### Assign homework 5'

### Additional homework

In their notebooks, students draw a shopping trolley with the food items from the song.



AB page 58  
ex. 2



# Time to write

## 1 Read and decode. 10'

Invite the class to look at the picture and say what they see: *a giant, a little man, a cow, a clock*, etc. Ask what meal the giant is having: *breakfast*. Refer students to the first sentence in the text and invite a volunteer to tell you the giant's name: *Otto*. Then, point out the first picture in the text and elicit the name of the food: *eggs*. Invite a volunteer to read the completed sentence aloud. Next, tell students to complete the text using the pictures as a guide. When they finish, they compare texts with a friend. Check as a class by having volunteers read the text aloud.

### Answer Key:

#### Read and decode.



Look at Otto. He's a giant.  
In the morning, he has  
\_\_\_\_\_ eggs \_\_\_\_\_ for breakfast.  
At two o'clock, he has  
\_\_\_\_\_ soup \_\_\_\_\_ and \_\_\_\_\_ a sandwich  
for lunch. Before he goes to bed,  
he has \_\_\_\_\_ fish \_\_\_\_\_ and  
\_\_\_\_\_ ice cream \_\_\_\_\_  
for dinner. Otto likes food!

## Bulletin board idea 20'

**Materials:** One sheet of poster paper per group, magazine cut-outs of food, crayons, pins.  
Assign students to groups and hand out the paper. Get students to make a simple menu with the foods they know and illustrate it with magazine cut-outs or drawings. They should write the names of the foods and their prices. When they finish, groups write the name of their restaurant at the top of their page. Finally, display the menus on the bulletin board. Encourage the class to look at each other's work. Have them vote on their favourite restaurant.

## Assign homework 5'



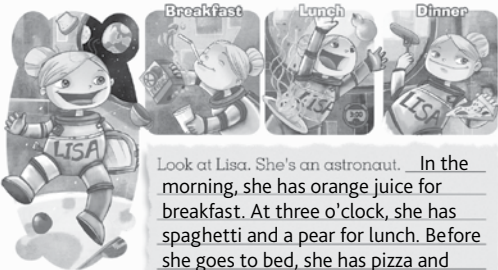
AB page 59

## Look and write. 15'

Refer the class to the picture of the girl and ask what her name is: *Lisa*. Get students to look at the other pictures and invite them to guess what Lisa does and what she has for each meal. Read the first two sentences aloud. Then, have a student say what Lisa has in the morning: *In the morning, she has orange juice for breakfast*. After that, tell students to complete the text according to the pictures. When they finish, invite some volunteers to read their texts aloud to the class.

### Answer Key:

#### Look and write.



Look at Lisa. She's an astronaut. In the morning, she has orange juice for breakfast. At three o'clock, she has spaghetti and a pear for lunch. Before she goes to bed, she has pizza and sausages for dinner.



# The lighthouse keepers' story



**Before you read** 10'

**Draw your favourite fruits and vegetables.**

Elicit the names of fruits and vegetables and write them on the board. Encourage students to say which are their favourites. Then, tell them to draw their favourite fruits and vegetables in the boxes. When they finish, have them compare their pictures with a friend.



**1 Listen to the first part of the story.** 1.61 10'

Invite the class to look at the pictures and ask where the children are: *in a garden*. Have a volunteer read the title aloud and ask students what flavour of cake they like. Get the class to guess the flavour of Granny's cake. Accept all answers. Next, play track 1.61 and have students follow along in their books. Then, play the CD again and ask students to read along with the voices of Paula and Ian. Encourage students to say whether or not they like the fruits and vegetables in the pictures. Refer students to the last scene and get students to guess what Granny's surprise is.

**Now read the story in groups.** 10'

Divide the class into groups of three and have students choose a part to read: *the narrator, Paula and Ian*. Tell them to read the story aloud, imitating the characters' voices. When they finish, students switch parts and read the story again.



**Value: Taking care of your teeth** 15'

**Make a toothbrush holder.**

**Materials:** A small plastic bottle, plasticine, one photocopy of craft template 6 (see TB CD-ROM) per student, crayons, scissors, glue.

**Note:** Students should bring the plastic bottle from home. Their parents help them to cut the top off of the bottle to form a cup. Prepare a few extra bottles for students who forget to bring theirs. Draw a simple line drawing of a toothy smile on the board and ask students how they can take care of their teeth: *brush them twice a day, eat healthy foods, not eat sweets, etc.* Then, have them stick a small handful of plasticine in the bottom of their bottle. They should press it flat to help the bottle stand up straight. Next, hand out the templates and have students colour them and cut them out. They glue the pictures to the outside of the bottle. Encourage them to share their new toothbrush holder with their family!

**Assign homework** 5'



**AB page 60**

**Additional homework**

In their notebooks, students draw a family of fruit or vegetable people and name them: *Carl Carrot, Tony Tomato, Polly Potato, etc.*



## 2 Listen to the second part of the story. 1.62 15'

Have the class look at the first part of the story again and elicit information about the characters. Encourage students to guess what happens next. Accept all answers. Next, play track 1.62 and have the class follow along in the book. Then, ask them what happens: *Paula and Ian eat Granny's cake.* Ask what is unusual about the cake: *It's a carrot cake. It has got carrots in it.* Invite students to say whether or not they like carrot cake. Finally, ask them if they know any other desserts with vegetables in them.

## Now read the story in groups. 15'

Divide the class into groups of four and assign roles. Students read the whole story aloud and act out the parts. When they finish, they switch roles and act out the story again. Finally, invite a group to act out the story for the class.



After you read  10'

**Circle the foods you can find in the story.**

Invite the class to look at the names of the foods. Say some food words quickly and get students to point to them. Then, form pairs. Tell them to find the pictures of foods in the story and circle them. Check by getting volunteers to say the names of the foods.

### Answer Key:



After you read  
Circle the foods you can find in the story.



**Assign homework**  5'



**AB page 61**

### Additional homework

In their notebooks, students draw a picture of three vegetables and draw a face for each to show whether or not they like it.





# Light up the world

**Warm-up:** Let's talk about France! 10'

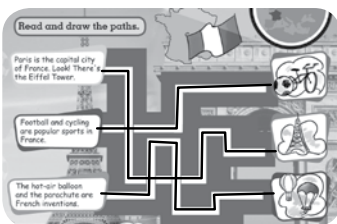
Materials: A map of the world, photos of croissants, the Louvre, the Mona Lisa and the Eiffel Tower.  
Write *France* on the board. Display the map and tell the class that France is in Europe. Show them where Europe is and invite a volunteer to find France. Explain that the capital city is Paris and people speak French. France is famous for its delicious food. The French invented the croissant. Pass around the photo of the croissant. There is also lots of cheese. There are

more than four hundred different kinds. Pass around the photo of the Louvre and the Mona Lisa. Explain that the Louvre is the most famous art museum in the world. It is also one of the biggest in the world. Ask students if they have ever seen a picture of the Mona Lisa and tell them Leonardo da Vinci painted it. It is one of the most popular paintings in the world. Pass the photo of the Eiffel Tower around the class. Explain that it is a very famous tower in Paris. Tell them that seven million people climb the tower every year.

**Read and draw the paths.** 10'

Invite the class to look at the pictures and identify what they see. Read the first text aloud. Get students to say which picture it is connected to: *the Eiffel Tower*. Invite them to draw the path with a crayon. Next, students read the remaining texts silently and draw the paths from the texts to the pictures with different colours.

**Answer Key:**



**Listen and number.** 1.63 5'

Refer the class to the pictures and invite a volunteer to read what the girl says aloud. Get students to identify the foods in the pictures. Point out the boxes in each picture. Then, play track 1.63 and tell students to number the pictures as they hear them. Play the CD again for them to check. Finally, check as a class by saying the foods in the picture and getting volunteers to say the corresponding number.

**Answer Key:** 3 1 4 2

## TRACK 1.63

NARRATOR: LISTEN AND NUMBER.

JULIETTE: HELLO, I'M JULIETTE. IN FRANCE, WE LEARN ABOUT HEALTHY FOODS AT SCHOOL.

NARRATOR: NUMBER ONE.

JULIETTE: WE HAVE ORANGE JUICE AND APPLES FOR OUR SNACK.

NARRATOR: NUMBER TWO.

JULIETTE: WE TRY DIFFERENT FOODS. MMM! IT'S A STRAWBERRY. IT'S SWEET AND DELICIOUS.

NARRATOR: NUMBER THREE.

JULIETTE: WE VISIT THE SUPERMARKET WITH OUR TEACHER. OUR TEACHER SHOWS US HEALTHY FOODS.

NARRATOR: NUMBER FOUR.

JULIETTE: WE PREPARE FOOD. LOOK! WE HAVE GOT CUCUMBERS, TOMATOES AND LETTUCE. WE'RE MAKING A SALAD.

**AB page 62** 20'

**Check what you know!**

Materials: Food cut-outs with word cards, one sheet of white paper per team.

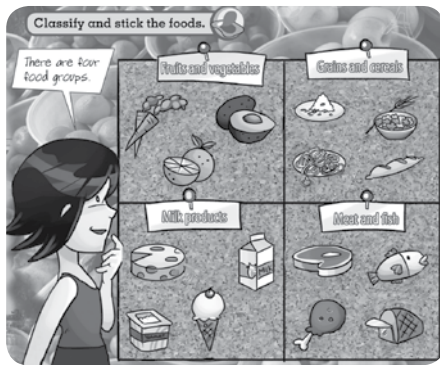
Stick the cut-outs on the board and stick the word cards all throughout the board. Then, point to the different foods to elicit the names. When a volunteer says a food word, he / she chooses the corresponding word card and sticks it next to the right cut-out. Next, divide the class into four groups. Write *sweet*, *salty*, *spicy* and *sour* on the board. Remove the word cards and give each group four cards. Tell them to stick each card under the word that describes that food. When they finish, check as a class by getting volunteers to say if the foods in each category are correct. Answers will vary. Then, point to some foods and elicit possible descriptions of the taste: *It's (spicy)*. Next, assign each group one of the taste categories on the board. They write sentences about their category: *Cheese is in this category. Pears aren't in this category.*, etc. When they finish, get them to read their sentences aloud. Finally, ask the class to complete the faces according to how they feel about what they know.



## Classify and stick the foods. 10'

Have the class look at the girl and invite a volunteer to read what she says aloud. Get other volunteers to read the food categories in the table aloud. Help with meaning as necessary. Then, elicit an example for each. Next, tell students to use the stickers for page 63. Get students to say the names of the foods and identify their category. Finally, they put the stickers in the spaces.

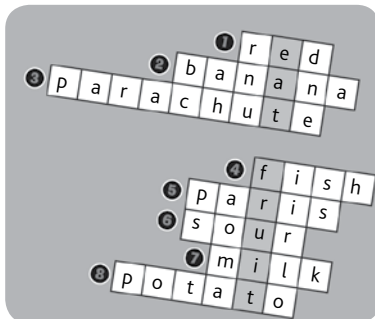
### Answer Key:



## Solve the puzzle and find the message. 15'

Get the class to look at the crossword puzzle and explain that there is a secret message. Refer students to the first clue and invite a volunteer to solve it. Then, form pairs and have them solve the puzzle together. When they finish, check by reading the clues aloud and getting volunteers to say and spell the answers. Finally, invite the class to read the secret message aloud: *Eat fruit.*

### Answer Key:



## Simon says... (see page 10) 15'

Now play *Simon says...* Students mime eating different foods. Have fun!

## Assign homework 5'

### My project

#### Make a fruit and vegetable mobile.

Materials: Eight sheets of white card per student, string, a clothes hanger. Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



## A friendly reminder

It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 95 and the *Time to check* section on page 62 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.



# 7

## I want to be an astronaut



### Objectives:

- learn the names of jobs
- ask and answer questions about what they want to be when they grow up
- ask and answer questions with the present simple



### Light on new words

#### Jobs

astronaut	/ˈæs.trə.nɔ:t/	_____	pilot	/ˈpaɪ.lət/	_____
chef	/ʃef/	_____	police officer	/pəˈli:s (ɒ.fɪ.sə/	_____
clown	/klaʊn/	_____	secretary	/sek.rə.trɪ/	_____
doctor	/ˈdɒk.tə/	_____	football player	/ˈfʊtbɔ:l pler.ə/	_____
firefighter	/ˈfaɪə faɪtə/	_____	taxi driver	/ˈtæksɪ (draɪ.və/	_____
musician	/ˈmju.zɪ.ʃən/	_____	teacher	/ˈti:tʃə/	_____
nurse	/nɜ:s/	_____	vet	/vet/	_____



### Light on grammar

#### Present simple

In this unit, we use the present simple to talk about activities related to different jobs. We add -s to verbs in the third person. We form the negative by using *doesn't* with the infinitive of the verb. To ask

questions about another person's activities, we use *Does + he / she + the infinitive of the verb*. We can use short answers: *Yes, (he) does. / No, (he) doesn't.*



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways to talk about what they want to be when they grow up.

- What do you want to be?  
I want to be a firefighter.



#### The lighthouse keepers' story

#### The wrong clothes





## Teaching tip

Take advantage of routine exchanges in the classroom to get students to use English. Begin with simple instructions and requests: *Stand up! Sit Down! Open your books!* This often works best when you use familiar gestures to help students understand meaning. Introduce items gradually, but be consistent. Once you start using an expression or vocabulary item in English, keep using it. If possible, label furniture and classroom objects. You can also introduce simple phrases with mini posters. Include common questions students frequently ask: *May I go to the toilet?, How do you say \_\_\_\_\_ in English?, May I have (a rubber)?, I've finished!*, etc. This way, students will have a reference. As they grow confident with the language, remove the posters and encourage them to continue using the expressions. You should greet and praise students in English, as well. Ask them simple questions that relate to their experiences, likes and dislikes. Show interest in their answers by commenting and asking follow-up questions: T: *What's your favourite food?*

S: *Pizza.*

T: *I like pizza, too. Do you like it with (pepperoni)?*  
Remember that students learn to speak English better when there is real information to communicate.

## Value: Appreciating community helpers

Appreciating community helpers means remembering the people in your town or city who make it a great place to live.



## Make a community chain.



## Basic competences

In this unit, students will develop:

- *Linguistic competence* by recognising and using routine classroom language as a tool for real and meaningful communication (TB p. 85).
- *Autonomy and personal initiative* by imagining what profession they would like to have when they are older and using different tones of voices to express their preferences (SB p. 64).
- *Cultural and artistic competence* by using drama in the classroom to play a mime guessing game (SB p. 65).
- *Linguistic competence* by practising the use of the Present Simple affirmative and negative in order to describe professions (SB p. 66).
- competence in *Learning to learn* by using deductive reasoning in a guessing game about professions (SB p. 67).
- competence in *Knowledge and interaction with the physical world* by using previous knowledge about jobs to solve a riddle and answer information in a true fashion (SB p. 68).
- *Logical mathematical competence* through sequencing steps in a structured writing activity (SB p. 69): 1-beginning, 2-middle, 3-end, while using conjunctions to express these movements: first, then, finally. This lesson focuses student's attention on logical cohesion in discourse.
- *Interpersonal and civic competence* by understanding social reality and appreciating the role of community members (SB p. 70).
- *Linguistic competence* by listening to a story, enjoying it, and then showing understanding of the professions (SB p. 71).
- *Processing information competence* by using the class CD to obtain and process knowledge about being an astronaut (SB p. 72).
- *Cultural and artistic competence* by using their ability to sketch in the classroom to play Draw and guess to revise occupations (SB p. 73).



# 7

# I want to be an astronaut

## Warm-up: Matching 15'

Materials: Photos of various professionals and accessories for their job, tape.  
Stick the photos to the board and assign students to teams 1 and 2. Next, invite volunteers from each team to find the matching photos and stick them next to each other. Then, they write their team's number under the photos. The team with the most photos wins.

## 1 Stick and read. 15'

Refer the class to the unit title and invite a volunteer to read it aloud. Then, get students to look at the pictures and identify the children's jobs. Next, tell students to use the stickers for Activity 1 on page 64. Point out that the words on the stickers are the names of jobs. After that, students place the stickers. Check by describing characters to elicit their job: *I have got a flower in my hat – clown*. Finally, have students look at the words for jobs and encourage them to find any that are similar to their language.

## Answer Key:



## Listen and repeat. 2.1 10'

Play track 2.1 and have students repeat the names of the occupations. Play the CD again and ask the class to point to the corresponding picture as they say each word. Then, mime some jobs for students to guess.

### TRACK 2.1

NARRATOR: LISTEN AND REPEAT.

NARRATOR: CLOWN.

NURSE.

FIREFIGHTER.

MUSICIAN.

DOCTOR.

CHEF.

ASTRONAUT.

FOOTBALL PLAYER.

## Assign homework 5'

## Additional homework

AB page 64 ex. 1

Students glue pieces of pasta to a piece of cardboard to form the name of a job. Then, they decorate it with paint or glitter.

## Light on real language 20'

Write the first two letters of some jobs on the board and invite volunteers to complete them. Then, refer students to the child in the photo and have a pair of volunteers read the question and answer aloud. Explain that we ask this question when we want to know what a child wants to be when he / she grows up. Next, point to the words on the board. Students say the question together and answer according to the job you are pointing to. Encourage them to stand up and speak loudly for the jobs they like and crouch down and whisper for the ones they do not like. Then, have them vote on the class's favourite job.



## Chinese whispers (see page 10) 20'

Now play *Chinese whispers*. Students say what they want to be when they grow up. Have fun!

## Assign homework 5'

## Additional homework

AB page 64 ex. 2

Students write the title *What do you want to be?* in their notebooks. Then, they draw themselves doing two jobs and answer the question accordingly: *I want to be a (nurse).*, *I want to be an (astronaut).*



## 2 Listen and point. 2.2 5'

Invite the class to look at the pictures and say what each person does: *He (cures animals)*. Then, play track 2.2 and have students point to each job as they hear it.



### TRACK 2.2

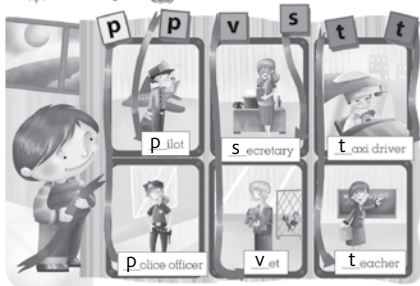
NARRATOR: LISTEN AND POINT.  
 NARRATOR: NUMBER ONE.  
 WOMAN: HOW MUCH IS THAT?  
 MAN: THREE POUNDS, PLEASE.  
 NARRATOR: HE'S A TAXI DRIVER.  
 NARRATOR: NUMBER TWO.  
 MAN: WHAT'S THE MATTER?  
 NARRATOR: HE'S A VET.  
 NARRATOR: NUMBER THREE.  
 WOMAN: HELLO, BOYS AND GIRLS.  
 OPEN YOUR BOOKS, PLEASE.  
 NARRATOR: SHE'S A TEACHER.  
 NARRATOR: NUMBER FOUR.  
 WOMAN: HELLO, THIS IS YOUR CAPTAIN SPEAKING.  
 NARRATOR: SHE'S A PILOT.  
 NARRATOR: NUMBER FIVE.  
 WOMAN: HEY, YOU! STOP! POLICE.  
 NARRATOR: SHE'S A POLICE OFFICER.  
 NARRATOR: NUMBER SIX.  
 WOMAN: HELLO, GOOD MORNING!  
 NARRATOR: SHE'S A SECRETARY.

## 3 Listen again and complete. 2.2 5'

Point out the letters at the top of the page and invite volunteers to read them aloud. Tell students to follow the arrows to the pictures. Students listen again to the audio 2.2 and complete the names of the jobs with the corresponding letters. Check by asking volunteers to read the words aloud and mime the job.

### Answer Key:

 Listen and point.  2.2



## 3 Listen and repeat. 2.3 5'

Play track 2.3 and have students repeat the names of the jobs. Play the CD again and get them to point to the corresponding picture as they say the word.



### TRACK 2.3

NARRATOR: LISTEN AND REPEAT.  
 NARRATOR: PILOT.  
 SECRETARY.  
 TAXI DRIVER.  
 POLICE OFFICER.  
 VET.  
 TEACHER.



### Light on real language

## Ask your friends. 10'

Have students look at the photos and identify the jobs. Next, divide the class into pairs and tell them to describe the people in the photo for their friend to guess.



## 3 Play a mime game with a friend. 10'

Ask the class to look at the photo and invite a pair of volunteers to read the dialogue aloud. Next, ask what job the boy is miming: *taxi driver*. Choose another job and mime it for the class to guess.

Ss: Are you a (*chef*)?

T: (Yes), I (*am*).

Then, divide the class into pairs. Students take turns miming different jobs and asking about them. Finally, invite volunteers to mime jobs for the class to guess.



### I spy... (see page 10) 5'

Now play *I spy...* with pictures in the book. Practise *jobs* vocabulary. Have fun!

### Assign homework 5'

#### Additional homework

*Pictionary* pages 106 and 107. Students read the names of the vocabulary items and draw a picture for each.



AB page 65

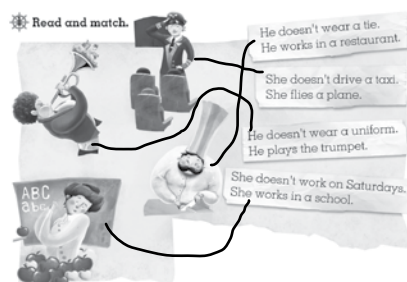


# She doesn't work in a school

## 1 Read and match. 15'

Refer students to the pictures and have them identify the jobs. Then, explain that each text describes one of the jobs in the pictures. Next, read the first text aloud. Invite a volunteer to say the job: *chef*. Students draw a line from the text to the picture. After that, tell them to match the remaining texts with the pictures. Check by inviting volunteers to read texts aloud and say the jobs.

### Answer Key:



## 2 Listen and chant. 2.4 20'

Have the class look at the picture and identify what they see: *a man, a cat, a table*, etc. Then, get a volunteer to read the title aloud. After that, play track 2.4 and get students to guess the other job: *musician*. Next, play the CD again and invite students to join in. Mime actions for each line and encourage students to imitate you.

### Assign homework 5'



AB page 66  
ex. 1

### Additional homework

Students choose their five favourite jobs and write them in their notebooks. Then, they circle their favourite and illustrate it.



## Light on grammar 10'

Invite a pair of volunteers to read the sentences aloud and explain that we use this type of sentence to talk about things that people do regularly. Tell students to point to the *s* and explain that verbs end in *-s* when we talk about another singular person. Refer students to the second sentence. Explain that this is a negative sentence. Point out that we add *doesn't* to form the negative and that the verb loses the *-s*. Finally, read the sentences again for the class to guess the job: *teacher*.

## Look and circle. 15'

Refer students to the picture of the secretary and tell them to circle the correct option to complete each sentence. Check by getting a volunteer to read each sentence aloud. Then, form pairs and have each pair write two sentences about a job. After that, invite volunteers to read their sentences for the class to guess.

### Answer key:

#### Look and circle.



She wears doesn't wear a uniform.

She writes doesn't write letters.

### Assign homework 5'



AB page 66  
ex. 2

### Additional homework

Students choose the job of a family member or someone they know and write three sentences in their notebook about him / her: *She doesn't wear a uniform.*, *She cures animals.*, etc. Then, they illustrate the sentences.





**Stop!** (see page 10)

15'

Now play *Stop!* Practise jobs vocabulary. Have fun!



### 3 Listen and underline.



2.5

10'

Invite the class to look at the pictures and say what they see: *a police officer, a car, a dog, a thief*. Then, play track 2.5 and have students listen and point to the answers. Play the CD again and tell students to underline the correct option for each item. Check by asking the questions and getting volunteers to read the answers aloud.

#### Answer Key:

1. *No, she hasn't.* 2. *No, she doesn't.*
3. *Yes, she does.* 4. *Yes, she does.*



#### TRACK 2.5

NARRATOR: LISTEN AND UNDERLINE.

NARRATOR: NUMBER ONE.

GIRL: HAS SHE GOT A CAT?

BOY: NO, SHE HASN'T.

NARRATOR: NUMBER TWO.

GIRL: DOES SHE RIDE A BIKE?

BOY: NO, SHE DOESN'T.

NARRATOR: NUMBER THREE.

GIRL: DOES SHE WEAR A HAT?

BOY: YES, SHE DOES.

NARRATOR: NUMBER FOUR.

GIRL: DOES SHE WORK AT NIGHT?

BOY: YES, SHE DOES.



### 4 Play a guessing game.

15'

Refer students to the pictures and ask them to describe what they can see in each one: *a fire station, a hospital, a sports centre*, etc. Explain that the boy and girl are talking about one of the jobs. Invite a pair of volunteers to read the dialogue aloud and encourage students to say which two people have lunch at two o'clock: *the taxi driver and the firefighter*. Next, divide the class into pairs. One student chooses a job and the other asks questions: *Does he drive a car? Does he wear a white coat?*, etc. Then, they switch roles and play again. Finally, invite a volunteer to describe a character for the class to guess.

**Assign homework**

5'



**AB page 67**  
**ex. 1**

**Additional homework**

In their notebooks, students write *Does (she) wear a hat?* Then, they draw a picture of a girl or boy with one of the jobs from this unit. They should write the answer according to their picture.



#### Light on grammar

10'

Tell the class to look at the first question and invite a volunteer to read it aloud. Explain that we use this type of question to ask about things that people do regularly. Then, get students to point to the word *Does* and explain that we begin questions about another person with this word. We use the infinitive form of the verb. Add that we can use short answers with *does* and *doesn't*. Invite volunteers to read out the short answers.



#### Unscramble and answer.

10'

Invite the class to look at the photo and identify the job: *pilot*. Then, tell them to unscramble the question and compare with a friend to check. Elicit the question: *Does he work in a hospital?* Invite a volunteer to answer *No, he doesn't*. Next, have students write another question about the pilot. Invite some students to read their question to the class and get volunteers to answer.

#### Answer Key:

*Does he work in a hospital? No, he doesn't.*

**Assign homework**

5'



**AB page 67**  
**ex. 2**

**Additional homework**

Invite students to say the names of four famous people. Write their names on the board. Then, have students choose one of the four people. In their notebooks, they write four questions to ask about him / her: *Does he / she play a guitar?*, *Does he / she wear jeans?*, etc. Encourage them to investigate answers to their questions after class.



# Time to practise!

## 1 Read the riddle and guess. 10'

Invite a volunteer to read the first sentence of the riddle aloud. Students guess possible jobs. Write them on the board. Then, get volunteers to read the rest of the riddle sentence by sentence and draw a line through the jobs that are not possible. Finally, students solve the riddle: *He's a firefighter.*

## Now write your own riddle. 15'

Elicit the actions from the riddle and write them on the board: *cure animals, fly a plane, wear a uniform, work in a fire station.* Encourage the class to think of other actions to describe a job: *cure people, play the guitar, drive a taxi,* etc. Write them on the board. Next, tell students to choose a job and write four sentences to describe it. Encourage them to use both affirmative and negative sentences. At the end, they write *Who is (she)?*

**Model answer:** *She doesn't drive a taxi. She doesn't work in a school. She wears a uniform. She works in a hospital. Who is she?*

## Read your riddle to a friend. 5'

Divide the class into pairs and have them read their riddle for their friend to guess. Then, invite volunteers to read their riddles for the class to guess.

## 2 Look and complete. 15'

Refer the class to the first picture and identify the girl's job. Invite them to complete the first question: *Does she drive a taxi?* Elicit the answer: *No, she doesn't.* Next, have students complete the other questions and answers according to the pictures. Check by inviting volunteers to read the questions aloud and say the answers. Elicit the name of the job for each picture.

### Answer Key:

#### Look and complete.



Does she drive a taxi? No, she doesn't.  
Does she fly planes? Yes, she does.



Does he wear big shoes? Yes, he does.  
Does he make pizzas? No, he doesn't.



Does she use a computer? Yes, she does.  
Does she cure animals? No, she doesn't.

## Assign homework 5'



AB page 68  
ex. 1

### Additional homework

In their notebooks, students draw a picture to illustrate their riddle.

## Pair work 20'

Divide the class into pairs. Assign student A and student B. Student A looks at page 115 and student B looks at page 119. Students look at each job and give clues for their friend to guess: *He doesn't wear a tie., He works in a restaurant.,* etc. They draw a picture of the person. Then, they write names of the jobs on the lines. When they finish, students compare books to check their answers.

## Wrap-up: Say a letter! 20'

Divide the class into teams. Draw five lines on the board and number them:

1 2 3 4 5

Tell the class that you are thinking of a job with five letters. Students take turns guessing the letters to discover the job: *pilot.* Invite the first team to guess a letter. If it is part of the word, write it on the corresponding line and award the team the points below the line. If it is not part of the word, write it on the side of the board and ask the next team to guess a letter. Make sure teams do not say the word before it is complete. Continue with other job words. The team with the most points at the end wins.

## Assign homework 5'



AB page 68  
ex. 2

### Additional homework

In their notebooks, students draw a job and write two questions: *Does (he) (play football)? Does (he) (cure animals)?* Then, they write the answers.

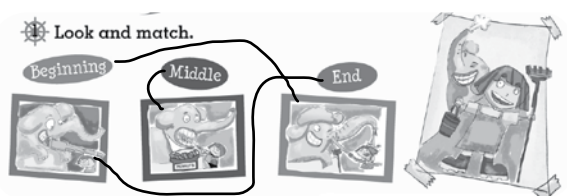


# Time to write

## 1 Look and match. 5'

Invite the class to look at the pictures of the elephant and the girl. Write *zookeeper* on the board and explain that the girl is a zookeeper. Encourage students to guess what a zookeeper does: *takes care of animals at the zoo*. Then, point out the different colours on the frames. Then, have students match the frames to the words by colour. After that, get volunteers to read the words aloud. Explain that *Beginning* describes the first part of a story, *Middle* describes the middle and *End* describes the last part.

### Answer Key:



## 2 Look and number. 5'

Invite the class to look at the text and find the girl's name: *Jenny*. Have students point to the picture of Jenny. Refer them to the sentences and explain that they are Jenny's activities at the zoo. Then, ask the class *What colour is the Beginning?* Tell them to find the sentence that starts with a green word and number it: *1*. Do the same with the other sentences. Then, invite a volunteer to read the first sentence aloud and get the class to point to the corresponding picture. Do the same for the other sentences.

### Answer Key:

#### Look and number.

Then, I give them food.	2
Finally, I brush their teeth.	3
First, I wash the elephants.	1

## 3 Complete using the sentences in order. 5'

Invite a volunteer to read the text aloud. Then, refer students to the three sentences. Ask them to write the sentences in the correct order to complete the text. Check by getting volunteers to read the whole text aloud sentence by sentence.

### Answer Key:

*First, I wash the elephants.*  
*Then, I give them the food.*  
*Finally, I brush their teeth.*

## 4 Look and colour the frames. 5'

Ask the class to look at the three pictures of Pat the dog. Tell them *Pat's hungry*. Ask them to identify the *Beginning* picture: *Pat's looking in the fridge*. Refer them to the headings on the sausages and elicit the colour for *Beginning*: *green*. Have them colour the frame green. Repeat with the *Middle* and *End*.

### Answer Key:



## 5 Complete the paragraph about Pat. 10'

Have a volunteer read the first part of the story aloud. Then, refer students to the table and write *First, he* \_\_\_\_\_ on the board. Invite students to complete the sentence: *looks for food*. Remind them that we use -s on the verb when we talk about another person, animal or thing. Students write the sentence in their books. Next, have them complete the paragraph about Pat with sentences that begin with *Then* and *Finally*. Check by inviting a volunteer to read his / her paragraph aloud.

### Answer Key:

*First, he looks for food. Then, he eats sausages.*  
*Finally, he goes to sleep.*

### Bulletin board idea 15'

**Materials:** One sheet of poster paper per group, one recent photo of each student, pins.

**Note:** Ask students for their photo at least one week before this activity.

Divide the class into groups and hand out the materials. Tell students to write *I want to be...* in the middle of their sheet of paper. Next, have them cut their face out of the photo and stick all the group's faces around the paper. Then, students draw themselves with the job they want to do. When they finish, hang the posters on the bulletin board and encourage students to look at their work. Get the class to identify the most popular occupation. Invite volunteers to explain why they chose their job.

### Assign homework 5'



AB page 69



# The lighthouse keepers' story

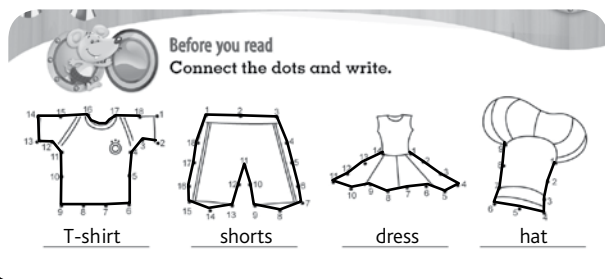


Before you read 5'

## Connect the dots and write.

Ask students to look at the pictures and connect the dots. Then, they write the name of each item of clothing on the line below each picture. Check by inviting volunteers to read the words aloud.

### Answer Key:



## 1 Listen to the first part of the story. 2.6 10'

Ask the class to look at the pictures and refer them to the title. Encourage them to guess its meaning from the pictures. Then, play track 2.6 and have students follow along in their books. Ask them what clothes each child has got: *Vicky has got the football kit. Alex has got the ballet dress.* Invite students to say what Vicky and Alex can do.

## Now read the story in groups. 10'

Divide the class into groups of three and have students choose a part to read: *the narrator, Alex and Vicky.* They should read the story aloud, imitating the characters' voices. Then, get them to switch roles and read the story again.



Value: Appreciating community helpers

## Make a community chain. 15'

Materials: One photocopy of craft template 7 per student, crayons, scissors, one sheet of card per student, glue.

Hand out the templates and invite the class to name the occupations. Explain that all of these people are community helpers in one way or another. They help us in emergencies, they entertain us or make our lives better in some way. Encourage students to say how each occupation influences our lives. Then, have them colour and cut out the template. When they finish, tell them to fold the template along the dotted lines to make the characters stand up. Invite them to glue the top together. Hand out the card. Students glue the bottom of the community chain onto the paper. Remind them to write their name on the paper. After that, get them to compare community chains with a friend. Finally, encourage them to display their community chain at home and to remember that it is important to appreciate and respect all jobs.

Assign homework 5'



AB page 70

## Additional homework

Students glue magazine cut-outs into their notebooks to illustrate the mystery job. Then, they write the name of the occupation.



## 2 Listen to the second part of the story. 2.7 10'

Ask the class questions about the first part of the story: *What are the children's names?*, *Where do they meet?*, *What do they drink?*, *What's the problem?*, etc. Then, play track 2.7 and get the students to look at the pictures and follow along in their books.

## Now read the story in groups. 15'

Divide the class into groups and have them choose a part to read: *the narrator*, *the teacher*, *the police officer* and *Alex*. Ask students to read the whole story aloud, imitating the characters' voices. Encourage students to make sound effects when other group members are reading. Then, have them switch roles and read the story again. Next, invite a group to read and act out the story for the class. Invite the class to participate by making the necessary sound effects.



### After you read 15'

#### List all the jobs from the story.

Divide the class into pairs and ask students to close their book. Tell them to try to remember all of the jobs in the pictures of the story. Invite volunteers to tell you jobs they remember. Then, have students open the book. Get them to write the jobs from the story on the lines. Check by having volunteers write the jobs on the board.

#### Answer Key:



After you read  
List all the jobs from the story.



### Assign homework 5'



AB page 71

#### Additional homework

Students stick plasticine to a piece of cardboard to make a picture of a job.





# Light up the world

**Warm-up:** Let's talk about the USA! 15'

Materials: A map of the world, photos of the Statue of Liberty, the Grand Canyon, Disney World and some Disney characters, an American barbecue.

Write *USA* on the board. Display the map and invite a student to go and point to the USA on the map. Tell them that the USA is in North America and to name the capital city: *Washington, D.C.* Pass around the photos and tell the class that the Statue of Liberty is a famous monument in New York. Point to New York on the map and

explain that New York is the biggest city in the USA. It has a population of 8 million. The Grand Canyon is in the state of Arizona. Show Arizona on the map. Explain that the Grand Canyon is a deep river valley. It is more than 400 kilometres long and many people visit it. The USA makes a lot of famous films, including Disney films. You can visit Disney World, a big theme park. There are people in the costumes of Disney characters. In the summer, many people have barbecues. People cook chicken and hamburgers on the barbecues and eat them with bread and salad.

**Look and stick.** 10'



Tell students to use the stickers for page 72. Invite volunteers to read the texts aloud. Then, tell them to put the stickers in the corresponding spaces on the page.

**Answer Key:**



**Listen and number.** 2.8 10'



Explain that the USA does a lot of space exploration. The first person to walk on the moon was an American astronaut. Then, refer the class to the pictures and explain that there is an International Space Station in orbit around the Earth. Astronauts can live and work there for a few months at a time. Next, play track 2.8 and tell students to number the pictures. Play the CD again for them to check. Then, check as a class by asking a volunteer to say what they see in picture 1. Continue with other pictures. Finally, explain that the astronauts are floating because there is no gravity in space.

**Answer Key:** 4 - 2 - 3 - 1

**TRACK 2.8**

NARRATOR: LISTEN AND NUMBER.  
NARRATOR: SUSAN IS AN AMERICAN ASTRONAUT ON THE INTERNATIONAL SPACE STATION.

INTERVIEWER: HELLO, SUSAN.  
SUSAN: HI!  
INTERVIEWER: DO YOU LIKE BEING AN ASTRONAUT?  
SUSAN: OH, YES! IT'S GREAT!  
NARRATOR: NUMBER ONE.  
INTERVIEWER: WHAT JOBS DO YOU DO EVERY DAY?  
SUSAN: WE DO EXPERIMENTS. I'M STUDYING PLANTS IN SPACE.  
NARRATOR: NUMBER TWO.  
INTERVIEWER: DO YOU WALK IN SPACE?  
SUSAN: YES, WE PUT ON OUR SPACE SUITS AND GO OUTSIDE THE STATION.  
NARRATOR: NUMBER THREE.  
INTERVIEWER: WHAT DO YOU EAT IN SPACE?  
SUSAN: WELL, THERE'S NO GRAVITY, SO WE DRINK SOUP WITH A STRAW. WE EAT OMELETTES, TOO!  
NARRATOR: NUMBER FOUR.  
INTERVIEWER: WHAT DO YOU DO IN YOUR FREE TIME?  
SUSAN: WE SEND E-MAILS TO OUR FAMILIES AND READ BOOKS, TOO. BUT MY FAVOURITE HOBBY IS LOOKING THROUGH THE WINDOW. IT'S GREAT!

**AB page 72** 15'

**Check what you know!** 😊 😐 😞

Materials: One sheet of white paper per team. Hand out the paper. Teams write a riddle about a job: *He doesn't wear a uniform. He doesn't cure animals. He plays the guitar.* When they finish, they read their riddles for another team to guess: *He's a musician!* Then, in their teams, students take turns spinning a crayon and asking *What do you want to be?* The student that the crayon points to should answer: *I want to be a (chef).* After that, choose a job. Teams take turns asking questions to guess who it is: *Does he cure people?* After each question, students



raise their hand to guess. The first team to guess the job wins a point. Continue with other jobs. The team with the most points at the end wins. Finally, ask the class to complete the faces according to how they feel about what they know.

### Read and circle.



Invite the class to look at the picture and ask what the astronaut is doing: *He's walking in space*. Next, divide the class into pairs and ask students to answer the quiz questions. They should circle Yes or No. Then, invite students to read a question aloud and say which answer they chose. Do the same with the rest of the questions. Accept all answers.

### Answer Key:



### Listen and check.



2.9



Play track 2.9 for students to check their answers. Check by reading the questions aloud to elicit the answers. Ask students what facts surprised them.

#### TRACK 2.9

NARRATOR: LISTEN AND CHECK.  
 INTERVIEWER: CAN YOU HAVE A SHOWER?  
 ASTRONAUT: YES, WE CAN. THERE'S A SHOWER ON THE SPACE STATION.  
 INTERVIEWER: OH! AND CAN YOU DO EXERCISE?  
 ASTRONAUT: YES. WE HAVE AN EXERCISE BIKE. IT'S GREAT!  
 INTERVIEWER: CAN YOU WATCH TV?  
 ASTRONAUT: NO, WE CAN'T. THERE'S NO TV IN SPACE.  
 INTERVIEWER: CAN YOU TALK ON THE PHONE?  
 ASTRONAUT: YES, WE CAN. THERE'S A PHONE CONNECTION TO EARTH.  
 INTERVIEWER: WOW! THAT'S GREAT! AND CAN YOU HAVE PETS?  
 ASTRONAUT: NO, WE CAN'T. THAT'S IMPOSSIBLE.  
 INTERVIEWER: CAN YOU HAVE BIRTHDAY PARTIES?  
 ASTRONAUT: YES, WE CAN. WE CAN HAVE A CAKE AND PRESENTS, TOO!

### Sing a song.



2.10



Refer the class to the song and ask them to name the illustrations: *moon, stars, sun*. Explain that Earth is a planet. Jupiter and Mars are also planets. Encourage students to name any other planets they know. Then, play track 2.10 and tell students to follow along in the book. Play the song again and invite the class to sing along. Then, write *stars, Jupiter, Mars, moon, sun* on the board. Play the song again. Students sing along and jump when they sing one of the words on the board.



### Draw and guess (see page 10)



Now play *Draw and guess*. Practise jobs vocabulary. Have fun!

### Assign homework



AB page 73

### My project



### Make a police officer model.

Materials: One toilet roll tube per student, one sheet of white paper per student.

Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



### A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 96 and the *Time to check* section on page 72 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.



# 8

## Free time fun!



### Objectives:

- learn the names of hobbies and accessories
- ask and answer questions about hobbies
- ask and answer questions about likes and dislikes
- talk about accessories that people have got and haven't got



### Light on new words

#### Hobbies

collecting toy cars	/kəˈleɪ.tɪŋ tɔɪ kɑːz/	_____
doing ballet	/ˈduːɪŋ ˈbæ.leɪ/	_____
doing gymnastics	/ˈduːɪŋ dʒɪmˈnæ.stɪks/	_____
doing karate	/ˈduːɪŋ kəˈrɑː.tɪ/	_____
making models	/ˈmeɪ.kɪŋ ˈmɒ.dəlz/	_____
painting	/ˈpeɪn.tɪŋ/	_____
playing computer games	/ˈpleɪ.ɪŋ kəmˈpjʊː.tə geɪmz/	_____
roller skating	/ˈrəʊ.lə ˈskeɪ.tɪŋ/	_____

#### Accessories

ballet shoe	/ˈbæ.leɪ ʃuː/	_____
comic book	/ˈkɒ.mɪk bʊk/	_____
computer game	/kəmˈpjʊ.tə geɪm/	_____
guitar	/ɡɪˈtɑː/	_____
skipping rope	/ˈskɪpɪŋ rəʊp/	_____
karate uniform	/kəˈrɑː.tɪ ˈjuː.nɪ.fɔːm/	_____
model	/ˈmɒ.dəl/	_____
roller skate	/ˈrəʊ.lə skeɪt/	_____



### Light on grammar

#### Present simple

In this unit, we use the present simple to talk about likes and dislikes with hobbies. The verb after *like* ends in *-ing*. To form the negative, we use *don't / doesn't like*. We ask about likes with the question *Do you like...?* We can use short answers.

#### Verb have got

We use the verb *have got* to show that an object belongs to a person. We use *has got* with *he* and *she*. We use *have got* with other persons. In this unit, we use the verb *have got* to talk about accessories.



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways to talk about their hobbies.

- What are your hobbies?  
My hobbies are roller skating and painting.



### The lighthouse keepers' story Karate Kate





## Teaching tip

As students learn a language, it is common for them to see new words they do not understand (or words they have previously studied but have forgotten). On these occasions, there are a range of strategies you can use to explain meaning. First, use visual support. If there is a picture of the item in the Student's book, point it out. If not, and you have time to prepare for students' queries, consider bringing a real object or a magazine cut-out to show students. You can also draw a simple picture of the object on the board or demonstrate the meaning with mime. Another strategy is to give examples. If you want to explain *sweet*, you can say *Strawberries and chocolate are sweet, lemons aren't sweet*. Check understanding by eliciting other examples of sweet foods. You can also help students to understand by using cognates or synonyms: *In your language, what word is guitar similar to?* Keep in mind, though, that while it is important to develop students' vocabulary, there may be some occasions when it is not appropriate to focus on the meaning of each individual word in a text. In song words, *Lighthouse keepers' story* pages and *Light up the world* pages, it can be time-consuming to focus on the students' comprehension of each word. It is better for the students to try to understand the general meaning of texts. Of course, if students have got questions about particular vocabulary items, then you may want to address them.

## Value: Trying your best

Trying your best means that you work hard and do not quit until you succeed.



## Make a flip book.



## Basic competences

In this unit, students will develop:

- *Linguistic competence* by learning important strategies to gain communicative competence such as substitution of words, gestures to support meaning, etc. (TB p. 97)
- *Linguistic competence* by learning vocabulary about hobbies and revising the present simple (SB p. 74).
- competence in *Knowledge and interaction with the physical world* by using previous knowledge about hobbies and their equipment to learn the vocabulary in English (SB p. 75).
- *Linguistic competence* by consolidating and extending use of the present simple through affirmative and negative expressions of likes and dislikes (SB p. 76).
- *Cultural and artistic competence* by personalising learning through creating a collage (SB p. 77).
- *Autonomy and personal initiative* by participating in a mingle questionnaire about likes and dislikes with other classmates (SB p. 78). This activity provides a forum for more autonomous interaction amongst students to complete the task.
- competence in *Learning to learn* by correcting mistakes using a system (SB p. 79). In this lesson, students learn how to identify different mistakes and their symbols for correction.
- *Interpersonal and civic competence* by recognising and ordering steps that enable people to do a good job and try their best (SB p. 80).
- *Processing information competence* by using the class CD to obtain and process knowledge from a story about hobbies and the use of learning karate (SB p. 81).
- *Logical mathematical competence* through sequencing information in an interview about hobbies in a structured listening activity (SB p. 82).
- *Linguistic competence* by solving clues for riddles and for a mystery sentence word puzzle. Learning important deductive thinking skills through puzzles and riddles is a fun way to improve communicative competence (SB p. 83).



# 8 Free time fun!

## Warm-up: At the weekend 15'

Material: Six photos of common weekend activities: *going shopping, playing football, going to the park, etc.*

Pass around the photos and invite students to say what the activities are. Then, collect the photos. Hold each one up and ask the class to raise their hands if they do that activity. Write the number of students for each on the board. Finally, cast a vote to find which is the students' most popular weekend activity.

## 1 Listen and point. 2.11 15'

Invite the class to look at the pictures and name the colours they see on the clothes. Ask how many boys and girls there are. Explain that the children are doing hobbies. Then, play track 2.11. Students listen to the descriptions and point to the right pictures.

### TRACK 2.11

NARRATOR: LISTEN AND POINT.

NARRATOR: POINT TO THE GIRL IN THE PINK DRESS.

SHE'S DOING BALLET.

POINT TO THE BOY IN THE GREEN T-SHIRT.

HE'S ROLLER SKATING.

POINT TO THE GIRL WITH THE RED SCARF.

SHE'S DOING GYMNASTICS.

POINT TO THE BOY IN THE ORANGE T-SHIRT.

HE'S COLLECTING TOY CARS.

POINT TO THE GIRL IN THE PURPLE SKIRT.

SHE'S MAKING MODELS.

POINT TO THE BOY IN THE RED AND BLUE CAP.

HE'S PLAYING COMPUTER GAMES.

POINT TO THE GIRL IN THE GREEN HAT.

SHE'S PAINTING.

POINT TO THE BOY IN THE WHITE TROUSERS.

HE'S DOING KARATE.

## Anchor Listen and repeat. 2.12 15'

Play track 2.12 and get students to listen and repeat the names of the hobbies. Then, play the CD again and encourage students to mime the hobbies as they say them. After that, invite volunteers to mime hobbies for the class to guess.

### TRACK 2.12

NARRATOR: LISTEN AND REPEAT.

NARRATOR: COLLECTING TOY CARS. DOING BALLET.

MAKING MODELS.

PLAYING COMPUTER GAMES.

DOING KARATE.

DOING GYMNASTICS.

PAINTING.

ROLLER SKATING.

## Assign homework 5'

### Additional homework

AB page 74  
ex. 1

Students choose five hobbies and illustrate them in their notebooks with magazine cut-outs. Then, they label them.

## Light on real language 20'

Refer the class to the activities on page 74 and ask students what they are: *hobbies*. Invite volunteers to say which hobby is their favourite. Then, refer students to the photo and get a pair of volunteers to read the dialogue aloud. Explain that people use this question to ask about other people's hobbies. Next, form pairs and have students take turns asking and answering the question: *What are your hobbies?* After that, have them ask other students. They can give a true answer or invent a false one. If students think that their friend's answer is true, they clap their hands. If they think that the answer is false, they stamp their feet. Finally, ask volunteers about their friends' hobbies.



## Catch me if you can (see page 10) 20'

Now play *Catch me if you can*.

Practise asking about hobbies: *What are your hobbies?* Have fun!

## Assign homework 5'

### Additional homework

AB page 74  
ex. 2

In their notebooks, students draw their two favourite hobbies and write a sentence about them: *My favourite hobbies are (painting) and (doing gymnastics).*

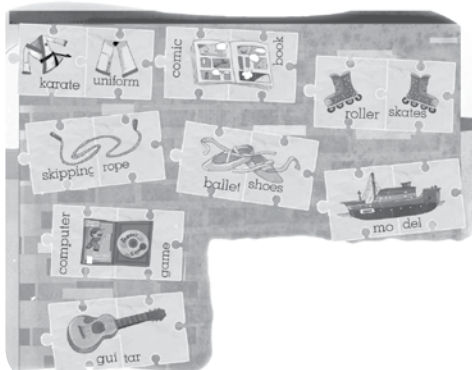


## 2 Look and stick. 10'

Invite the class to look at the pictures and identify what they are: *puzzle pieces*. Then, read the words aloud and point out that there is a word on each missing puzzle piece. Next, tell students to use the stickers for Activity 2 on page 75. Get students to hold up the sticker that goes in the first space. Tell them to put the sticker in the space. Do the same with the rest of the stickers. Finally, get the class to read the completed words or phrases silently.

### Answer Key:

#### Look and stick.



## Listen and repeat. 2.13 5'

Play track 2.13 twice and have students repeat the names of the accessories. Then, say the name of a hobby and ask students to tell you the corresponding accessory:

T: *Roller skating.*

Ss: *Roller skates.*

### TRACK 2.13

NARRATOR: LISTEN AND REPEAT.

NARRATOR: KARATE UNIFORM.

COMIC BOOK.

ROLLER SKATES.

SKIPPING ROPE.

BALLET SHOES.

MODEL.

COMPUTER GAME.

GUITAR.

## 3 Sing a song. 2.14 15'

Have students look at the song and ask how many hobbies they can find: *thirteen*. Then, play track 2.14 and invite the class to follow along what they hear. Next, play the CD again and encourage students to sing along. After that, divide the class into two groups. Groups sing alternating lines of the song. When they finish, have them switch roles and sing again.

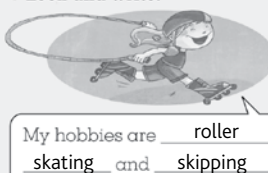
## Light on real language

### Look and write. 5'

Invite the class to look at the first picture of the girl and identify her hobbies: *skipping rope* and *roller skating*. Then, tell students to complete the sentence. Next, have them complete the second sentence according to the picture. Check by getting a volunteer to read the sentence aloud.

### Answer Key:

#### Look and write.



### Assign homework 5'



AB page 75

### Additional homework

*Pictionary* pages 108 and 109. Students read the names of the vocabulary items and draw a picture for each.



# I like painting!



**Stop!** (see page 10)

10'

Play *Stop!* Practise hobbies vocabulary. Have fun!



## 1 Listen and mark (✓ or X). 2.15 15'

Tell students to look at the faces and ask *What's his / her name?* Then, refer the class to the table and invite a volunteer to read the names of the hobbies aloud. Next, play track 2.15 and have students complete the table with a ✓ for hobbies each child likes and an X for hobbies each child does not like. Play the CD again for them to check their answers. Finally, check as a class by asking students about the children:  
T: *Does Benji like doing karate?*  
Ss: *No, he doesn't.*

### Answer Key:

	collecting comic books	doing karate	painting	roller skating
	✓	X	X	✓
	X	✓	X	X



### TRACK 2.15

NARRATOR: LISTEN AND MARK.

INTERVIEWER: HI, BENJI. DO YOU LIKE COLLECTING COMIC BOOKS?

BENJI: YES, I DO.

INTERVIEWER: OK, AND DO YOU LIKE DOING KARATE?

BENJI: NO, I DON'T.

INTERVIEWER: OH, AND WHAT ABOUT PAINTING? DO YOU LIKE PAINTING?

BENJI: NO, I DON'T.

INTERVIEWER: OK, AND ROLLER SKATING, DO YOU LIKE THAT?

BENJI: YES, I DO. IT'S MY FAVOURITE HOBBY.

INTERVIEWER: HELLO, CAROL. DO YOU LIKE COLLECTING COMIC BOOKS?

CAROL: NO, I DON'T. IT'S BORING!

INTERVIEWER: OK, AND DO YOU LIKE DOING KARATE?

CAROL: OH, YES. I LOVE KARATE.

INTERVIEWER: AH, DO YOU LIKE PAINTING?

CAROL: NO, I DON'T. PAINTING IS DIFFICULT!

INTERVIEWER: OK, AND DO YOU LIKE ROLLER SKATING?

CAROL: NO, I DON'T.

INTERVIEWER: THANK YOU.

## ⚓ Talk about the two children with a friend. 15'

Refer students to the photos and invite volunteers to read what the children say. Then, divide the class

into pairs and tell them to talk about the children in Activity 1 with a friend following the model dialogue.



## 2 Listen and chant. 2.16 15'

Tell the class to look at the picture and ask what the girl is doing: *She's doing ballet.* Then, play track 2.16 and ask students to listen and follow along in their books. Play the CD again and invite them to chant and clap along. Encourage them to nod their head and smile for activities that the singer likes and to shake their heads and frown for activities that the singer does not like.

**Assign homework** 5'



AB page 76  
ex. 1

**Additional homework**

Students stick magazine cut-outs in their notebooks to illustrate two hobbies they like.



## Light on grammar 15'

Mime different hobbies for the class to guess. Then, refer students to the first sentence and read it aloud. Smile and shake your head to mime *like*. Point out the letters in red and explain that after *like* the verb ends with *-ing*: *I like doing karate*. Explain that when we use *he* or *she* we say *likes*. Next, invite a volunteer to read the second example. Tell students that we use *don't* or *doesn't* before *like* to form the negative. After that, get a volunteer to read the question. Explain that when we want to know what a person likes doing, we ask him / her: *Do you like (painting)?* Point out that the second verb still ends in *-ing*.

## ⚓ Complete the sentences about you. 15'

Have students complete the sentences about themselves. Then, invite volunteers to read their sentences aloud. Finally, cast a vote to find students' favourite and least favourite hobbies.

**Assign homework** 5'



AB page 76  
ex. 2

**Additional homework**

In their notebooks, students draw a family member and write two sentences in a speech bubble about his / her hobbies: *I like (painting).*, *I don't like (drawing).*, etc.





### 3 Listen and label. 2.17 10'

Invite the class to look at the pictures and say what they see in the bags. Then, refer students to the children and get them to read their names aloud. Next, play track 2.17 and have the class listen and label each bag with the name of its owner.



#### TRACK 2.17

NARRATOR: LISTEN AND LABEL.

NARRATOR: NUMBER ONE.

BOY: MAY HASN'T GOT A SKIPPING ROPE. SHE HAS GOT SOME BALLET SHOES AND A COMPUTER GAME.

NARRATOR: NUMBER TWO.

GIRL: ALAN HASN'T GOT A KARATE UNIFORM. HE HAS GOT A SKIPPING ROPE AND A MODEL PLANE.

NARRATOR: NUMBER THREE.

BOY: JENNA HASN'T GOT ANY BALLET SHOES. SHE HAS GOT SOME TOY CARS AND SOME ROLLER SKATES.

NARRATOR: NUMBER FOUR.

GIRL: JACK HASN'T GOT A COMPUTER GAME. HE HAS GOT A KARATE UNIFORM AND SOME COMIC BOOKS.

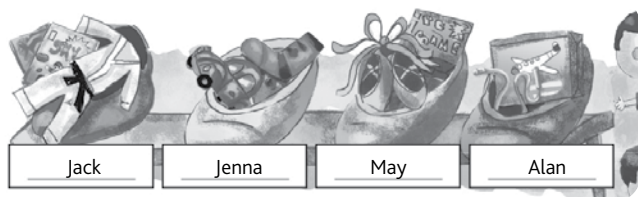
### Listen again and check. 2.17 10'

Play track 2.17 again for students to check their answers. Then, check as a class by asking about each child's bag:

T: *What's in May's bag?*

Ss: *Ballet shoes and a computer game.*

#### Answer Key:



### 4 Look and complete. 20'

Invite students to look at the pictures and name the accessories. Get them to say which of the items they have got. Then, have the class look at the children in the picture and ask volunteers to read what they say aloud. Ask *Has the boy got a guitar?* Elicit the answer: *No, he hasn't.* Next, have students look at the texts and invite a volunteer to complete the first sentence aloud: *He hasn't got a guitar.* Then, tell students to complete the rest of the texts. Point out that the answers for the last sentence in each text will vary. Check by choosing volunteers to read the sentences aloud.

#### Answer Key:

He *hasn't* got a guitar.

He *has* got some cars.

He *hasn't* got any comic books.

She *hasn't* got a skipping rope.

She *has* got some comic books.

She *has* got a guitar.

#### Assign homework 5'



AB page 77  
ex. 1



#### Light on grammar 10'

Refer the class to the first example sentence and invite a volunteer to read it aloud. Explain to students that we say *He / She has got* to talk about objects that a boy or a girl possesses. Then, invite a volunteer to read the second example sentence aloud. Explain that the negative form of *have got* is *haven't got* or *hasn't got*.

#### Look and circle. 15'

Materials: Drawings or cut-outs of different hobby accessories: *skipping rope, ballet shoes, etc.*

Have students look at the sentences and circle the form that describes the picture. Then, invite two volunteers to read the sentences aloud. Next, invite a boy and girl volunteer to the front of the class. Give each of them three pictures of accessories to hold up. Then, encourage the class to describe the girl with *She has got* (roller skates). and *She hasn't got* (a karate uniform). Do the same with the boy. When you finish, continue with other volunteers.

#### Answer Key:

He *has* got a computer game.

He *hasn't* got a model boat.

#### Assign homework 5'



AB page 77  
ex. 2

#### Additional homework

In their notebooks, students draw a picture of a friend and glue magazine cut-outs of two accessories. They write three sentences:  
*She has got (ballet shoes) and a (skipping rope).  
She hasn't got (comic books).*



# Time to practise!

## 1 Complete the questions. 15'

Refer students to the pictures of hobby accessories around the table and invite volunteers to say what they are. Then, have students complete the questions in the first column of the table with two hobbies and two accessories.

## Anchor Ask three friends and answer. 15'

Invite four volunteers to write their names on the board. Then, ask each student: *Do you like roller skating?* Write Yes or No underneath their name. After that, have students ask three friends the questions they have completed and write their answers. Remind them to write their friends' names in the table.

### Model answer:

Name	Sam	Lucy	Mary
Do you like swimming ?	Yes	No	Yes
Do you like painting ?	No	No	Yes
Have you got a guitar ?	Yes	Yes	No
Have you got a skipping rope?	No	Yes	Yes

## Anchor Talk about your friends. 15'

Have students look at the photo and invite a volunteer to read the text aloud. Then, divide the class into pairs and encourage them to tell each other about their friends: *My friend (Maria) likes (doing karate).* Finally, invite volunteers to tell the class about a friend.

### Assign homework 5'

#### Additional homework

Students interview a family member and write four sentences in their notebooks about his / her hobbies and accessories: *My (mum) likes (painting). She has got a (skipping rope)., etc.*



AB page 78  
ex. 1

**Answer Key:** I don't like skipping.  
I like collecting teddy bears.

## Anchor Draw and write about you. 10'

Invite a volunteer to name a hobby that he / she likes. Ask another volunteer to say a hobby that he / she does not like. Then, have students draw a picture of a hobby they like or do not like and write about themselves, using the text in Activity 2 as a guide. When they finish, encourage them to compare pictures with a friend.

### Pair work 15'

Divide students into pairs and assign student A and student B. Student A looks at page 115 and student B looks at page 120. Tell them to ask about the accessories to find the differences: *Has he got a (karate uniform)? Has she got a (guitar)?* Have them circle the differences. When they finish, students compare books to check. Finally, invite volunteers to say the differences they found.

### Wrap-up: What's in the bag? 15'

**Materials:** A small bag, classroom objects. Put the objects in the bag and give it to a volunteer. Get the volunteer to put his / her hand in the bag and invite the class to ask about the objects: *Has the teacher got a (ruler)?* The volunteer feels the objects and answers. Then, he / she gives the bag to another student. Continue with several volunteers. Finally, show the class the objects in the bag and ask them which ones they guessed.

### Assign homework 5'

#### Additional homework

In their notebooks, students draw a friend with three accessories in his / her bag. They write five sentences about the items with *has got* and *hasn't got*.



AB page 78  
ex. 2

## 2 Complete with like or don't like. 5'

Have students look at the pictures and invite volunteers to say what the girl is doing and whether or not she likes the activities. Then, students imagine that they are the girl and complete the sentences with *like* or *don't like*. Finally, invite volunteers to read their sentences to the class.



# Time to write

## 1 Read and trace. 5'

Have students look at the editing symbols in red and invite them to guess what they mean. Accept all answers. Then, explain that they show how to mark four different types of mistakes. Tell them to read about the four editing symbols and identify the types of mistakes. Then, ask them how to correct each mistake and elicit the correct spelling for *cat*. Finally, have students trace the words.

## Read and mark the mistakes. 10'

Get the class to look at the picture and describe what they see. Tell students that the birds in the picture are called *ducks*. Then, invite volunteers to read the text aloud. Point out the symbols for mistakes and encourage volunteers to identify the type of mistake: *capital letter, missing word, spelling mistake, full stop*. Elicit the correct spelling of *park*. Next, tell the class that there are eight more mistakes in the text. After that, students mark the mistakes. Finally, students compare texts with a friend to check.

### Answer Key:

On saturday, Max goes to <sup>the</sup> park.  
He meets his friend jane. First,  
they give bred to the ducks.  
Then, <sup>they</sup> go roller skating. finally,  
they sit under <sup>the</sup> tree and hav <sup>an</sup>  
ice cream

## Now rewrite the text correctly. 10'

Encourage volunteers to identify the mistakes in the text line by line. Then, students rewrite the text with corrections. Check as a class by inviting students to say what they did to correct the mistakes. Finally, ask volunteers to copy the corrected text on the board.

### Answer Key:

On *Saturday*, Max goes to *park*.  
He meets his friend *Jane*. First, they give bread to the ducks. Then, they go roller skating. Finally, they sit under the tree and have an ice cream.

## Bulletin board idea 15'

**Materials:** One sheet of poster paper per group, pins.

Form groups of four and hand out the paper. Tell students to write *What are your hobbies?* at the top of the page. Then, each of them draws a picture of him or herself doing two hobbies and they label them with sentences: *My hobbies are (painting) and (playing computer games)*. Tell students to write their names on the bottom of the paper. Next, groups exchange papers. They look and read about the hobbies and guess who drew each picture. Then, they check with the group that made the poster. Finally, get students to write their names next to their descriptions and display the posters.

## Assign homework 5'



AB page 79



# The lighthouse keepers' story



**Before you read** 5'

**Mark Ben's hobbies (✓ or ✗).**

Invite students to look at the picture of Ben's room and name the accessories they see. Then, refer them to the list of hobbies. Students mark a ✓ for hobbies that Ben does and a ✗ for hobbies that he does not do. Check as a class by inviting students to say sentences about Ben: *He doesn't do ballet. He plays video games.*, etc.

## Answer Key:

reading comic books ✓  
roller skating ✓  
doing ballet ✗  
playing the guitar ✗  
playing video games ✓

## 1 Listen to the first part of the story. 2.18 10'

Refer the class to the first part of the story and ask them what the girls' names are: *Maria, Helen* and *Kate*. Then, invite students to name the hobbies they see. Next, play track 2.18 and have the class follow along in their books. Then, play the CD again and ask students to read along with the voices of *Kate, Helen* and the narrator. After that, ask students whether or not they like the same hobbies as the girls. Finally, refer students to the fourth picture and ask *What's the mouse doing?*

## Now read the story in groups. 10'

Divide the class into groups of three and have them choose parts to read aloud. Tell them to read the story aloud, imitating the characters' voices. Then, students switch parts and read the story again.



**Value: Trying your best**

**Make a flip book. 20'**

**Materials:** One photocopy of craft template 8 (see TB CD-ROM) per student, crayons, scissors a stapler.

Write *Try your best* on the board and explain that trying your best means that you work hard and do not give up until you succeed. Invite volunteers to name activities that are difficult for them: *riding a bike, speaking English, doing homework*, etc. Then, hand out the templates and elicit the activity that is difficult for the boy: *roller skating*. Point out that he falls at the beginning, but at the end, he can roller skate well. Next, have students colour the pictures and cut them out. Encourage them to use the same colours for each picture. When they finish, get them to put the pictures in order. Have them compare with a friend to check. Then, staple the pictures together using the marks on the left-hand side of the first picture. Students hold the book with their left hand and turn the pages quickly with their right hand to see the boy move. Finally, encourage students to show their flip book to a friend.

**Assign homework** 5'



**AB page 80**

## Additional homework

In their notebooks, students draw a picture of their bedroom with two hobby accessories. Then, they write sentences to describe them:  
*I like (playing the guitar) and (doing karate).*



## **2 Listen to the second part of the story.** 2.19 15'

Invite students to say what they remember from the first part of the story. Then, play track 2.19 and ask them what happens next. Accept all answers. After that, play the CD again and have students follow along in the book. Ask them what problem the girls in the story have got and encourage them to say how Kate helps the people. Finally, invite students to talk about their hobbies and say why they like them.

## **Now read the story in groups.** 15'

Divide the class into groups and tell them to choose parts to read aloud. Have them read the whole story aloud and act it out. When they finish, invite a group to act the story out for the class.

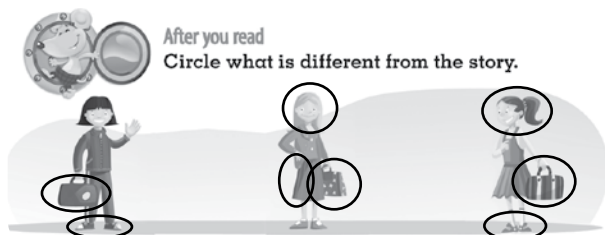



**After you read**  10'

**Circle what is different from the story.**

Refer students to the pictures of the girls and point out that they are different from the pictures in the story. Assign pairs and have students work together to identify the differences. Check as a class by inviting volunteers to say what the differences are.

### **Answer Key:**



**Assign homework**  5'



**AB page 81**

### **Additional homework**

In their notebooks, students write the names of three new hobbies they want to try, and illustrate them.





# Light up the world

**Warm-up:** Let's talk about the United Kingdom! 10'

Materials: A map of the world, photos of a kilt, bagpipes, the Titanic, a long piece of paper with the name *Llanfairpwllgwyngyllgogerychwyrndrobwy-llantysiliogogogoch*, tape.

Write *Great Britain* on the board. Display the map and point to Great Britain. Tell them that Great Britain is in Europe and its capital is London. Great Britain is made up of different countries: England, Scotland, Wales and Northern Ireland. Point to each country and invite volunteers to guess which one it is. Then, pass around the photos. Explain

that Scotland is very famous for the kilt. It's a skirt that men wear on special occasions. The bagpipe is the traditional musical instrument of Scotland. Add that the Titanic was built in Belfast, Northern Ireland. Then, stick the piece of paper to the board and encourage students to try to pronounce the name and guess what it is. Tell them that it is the name of a train station in Wales. It is one of the longest words in the world. People speak several different languages in Great Britain but the official language is English. The English language comes from England.

**Read and follow the lines.** 5'

Invite the class to look at the pictures and identify what they see. Accept all answers. Then, have a volunteer read the first text aloud. Get students to say which picture it is. After that, students read the remaining texts silently. Tell them to follow the lines from the texts to pictures.

**Colour the pictures.** 5'

Have students colour the pictures.

**Listen and number.** 2.20 10'

Get the class to look at the pictures and encourage students to describe what they see. Then, invite a volunteer to read the text aloud. Explain that fossils are animals and plants in rocks. They are millions of years old. Have students point to the pictures of fossils in their book. Ask if they have ever seen fossils before. Next, play track 2.20. Students listen and point to the pictures. Then, play the CD again. Students number the boxes. Check.

**Answer Key:**



## TRACK 2.20

NARRATOR: LISTEN AND NUMBER.

NARRATOR: NUMBER ONE.

GIRL: HELLO, CHRIS. WHERE DO YOU GO AT THE WEEKEND?

CHRIS: I GO TO THE BEACH WITH MY DAD.

NARRATOR: NUMBER TWO.

GIRL: WHAT DO YOU DO?

CHRIS: I HIT ROCKS WITH MY HAMMER.

NARRATOR: NUMBER THREE.

GIRL: WHY DO YOU HIT ROCKS WITH A HAMMER?

CHRIS: TO BREAK THEM OPEN. SOMETIMES THERE ARE FOSSILS INSIDE THE ROCKS. LOOK AT THIS ONE!

NARRATOR: NUMBER FOUR.

GIRL: ARE THERE ANY BIG FOSSILS?

CHRIS: YES, SOME ARE VERY BIG. I TAKE PHOTOS OF THOSE.

NARRATOR: NUMBER FIVE.

GIRL: HAVE YOU GOT A FOSSIL COLLECTION?

CHRIS: YES, I HAVE. THIS IS MY COLLECTION. THERE'S A FISH, AN AMMONITE, A LEAF AND A DINOSAUR BONE.

GIRL: A DINOSAUR BONE! WOW!



**AB page 82** 20'

**Check what you know!** 😊 😐 😞

Materials: One sheet of white paper per team, magazine cut-outs of hobbies.

Divide the class into five teams. Hand out the paper and display the cut-outs on the board. Point to the hobbies for teams to write the names. Check by getting volunteers to read the names aloud and spell them. They win one point for each correct answer. Next, point to an accessory in the poster and invite a team to identify it. If they answer correctly, they win a point. Continue with other teams. After that, get students to ask each other about their hobbies: *What are your hobbies? Do you like (roller skating)?* When they finish, ask volunteers about their teams' answers. Then, describe one of the people in the cut-outs: *He has got a (karate uniform).* The first student to raise his / her hand



and point to the correct person wins a point for his / her team. Continue with other people. The team with the most points at the end wins. Finally, ask the class to complete the faces according to how they feel about what they know.

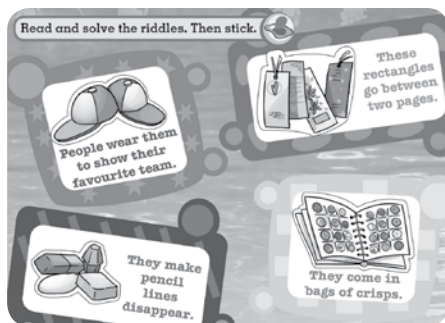
### Read and solve the riddles. Then stick.



10'

Invite four volunteers to read one riddle each aloud to the class. Encourage students to guess the answers. Accept all answers. Then, tell students to use the stickers for page 83 and put them in the spaces. Check as a class by reading the riddles again and inviting volunteers to name the items.

### Answer Key:



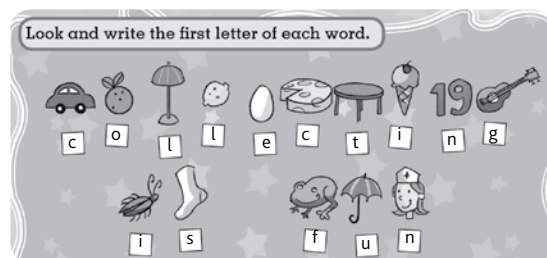
### Look and write the first letter of each word.



10'

Invite students to look at the little pictures and invite a volunteer to say what the first one is: a car. Tell students to write the first letter of car in the square below: c. Then, have students write the first letter of each word for the other pictures. When they finish, get them to compare with a friend to check.

### Answer Key:



### Read the message.



10'

Invite a volunteer to read the mystery sentence aloud. Encourage students to tell the class about things they collect.

### Wrap-up: My mystery word

15'

Material: One half-sheet of white paper per student.

Draw a simple line drawing of a hat, an egg, a lemon, a lamp and an orange. Invite volunteers to come and write the first letter of each word on the board to form the word HELLO. Then, hand out the paper and tell the students to think of a mystery word. They draw a picture clue for each letter on the paper. Then they switch papers with a friend and solve each other's mystery words.

### Assign homework

5'



AB page 83

### My project



### Make a box guitar.

Materials: A cardboard shoe box, paint, two toilet roll tubes, some elastic bands. Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



### A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 96 and the *Time to check* section on page 82 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.



# 9

## Let's celebrate!



### Objectives:

- learn the names of the months and party words
- ask and answer questions about birthdays
- talk about holiday activities with *we* and *they*
- ask questions about holiday activities with *What* and *When*



### Light on new words

#### Months

January	/dʒæ.nju.ə.rɪ/	_____
February	/ˈfeb.ruə.rɪ/	_____
March	/mɑːtʃ/	_____
April	/ˈeɪ.prəl/	_____
May	/meɪ/	_____
June	/dʒuːn/	_____
July	/dʒuː.laɪ/	_____
August	/ˈɔː.gəst/	_____
September	/sepˈtem.bə/	_____
October	/ɒkˈtəʊ.bə/	_____
November	/nəʊˈvem.bə/	_____
December	/dɪˈsem.bə/	_____

#### Parties

balloon	/bəˈluːn/	_____
candle	/kæn.dl/	_____
sweets	/swiːts/	_____
costume	/kɒs.tjuːm/	_____
present	/pre.zənt/	_____
streamer	/striːmə/	_____



### Light on grammar

#### Plural pronouns

We use the pronoun *we* to talk about ourselves with a person or with some people. We use *they* to talk about other people. In this unit, we contrast *we* and *they* when we talk about different ways of celebrating holidays.

#### Wh- questions with present simple

We ask questions about holiday activities with *What* and *Where*. We use questions with *What* to ask about actions or things. We use *Where* to ask about places.



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways to ask and answer questions about their birthday.

- When's your birthday?  
It's in March. When's yours?
- Mine is in August.



### The lighthouse keepers' story April Fool's!





## Teaching tip

Children like to play with the sounds of language, so it is easy to make pronunciation work fun. Here are some ideas to help students to enjoy pronunciation practice:

- 1) Exaggerate the sounds at first so that they are easy to identify. Practise initial sounds in words by repeating the sound: *B-b-b-balloon!* This is a useful technique for initial sounds that do not occur in the students' first language: *st-st-st-streamer!*
- 2) Vowel sounds can be difficult for students. To help them to differentiate between long and short sounds such as *it / eat, live / leave*, etc., repeat the words to students several times before changing the vowel sound: *it, it, it, it, eat, eat, eat*. Invite them to raise their hands when they hear the change. Encourage them to pay careful attention to your mouth as you say the words. Alternatively, choose a word that students mispronounce and repeat it a few times. Ask them to raise their hands when they hear the correct pronunciation.
- 3) Sentence stress is very important as well. Practise this by clapping with the stressed syllables in a sentence: *We drink hot chocolate*, etc.
- 4) To work on long sentences, have the class repeat, adding one word each time. *I- I like- I like playing- I like playing tennis*, etc.
- 5) Have students use silly voices when they are saying sentences.

## Value: Celebrating other cultures

Celebrating other cultures means appreciating the ways people live in other places.



### Make a string of flags.



## Basic competences

In this unit, students will develop:

- *Linguistic competence* by learning important strategies regarding phonology (TB p. 109).
- *Linguistic competence* by consolidating and extending the use of the present simple, Wh- Question structures, possessive pronouns and the months of the year (SB p. 84).
- competence in *Knowledge and interaction with the physical world* by learning and practising important vocabulary to talk about holidays and celebrations (SB p. 85). This lesson helps students use relevant language to discuss real world knowledge in English.
- *Linguistic competence* by practising literacy skills with longer texts and reading comprehension through a matching activity (SB p. 86).
- *Processing information competence* by using the class CD to obtain and process knowledge about Children's Day in Japan (SB p. 87).
- *Interpersonal and civic competence* by participating in cooperative pair work activities focusing on oral interaction (SB p. 88).
- competence in *Learning to learn* by correcting mistakes using a system for edition (SB p. 89).
- *Cultural and artistic competence* by discovering a typical English cultural event through the story (SB p. 90).
- *Cultural and artistic competence* by reading about April fool's Day and drawing a fun trick (SB p. 91).
- *Cultural and artistic competence* by reading facts about India (SB p. 92). It motivates students to learn about other countries where English is the co-official language and used daily.
- *Logical mathematical competence* through relating a numerical ordering of questions and a list of clues in order to solve a puzzle (SB p. 93).



# 9

## Let's celebrate!

### Warm-up: A mime activity 10'

Mime holding and shaking a present and ask students to guess what it could be. Then, pretend to open the present and mime what it is: *a kite, a ball, etc.* Next, invite volunteers to mime opening presents, and encourage the class to guess the items.

### 1 Listen and colour. 2.21 20'

Invite the class to look at the pictures and say what they see: *a calendar*. Then, get students to name some items that they see: *a scarf, a kite, a bike, etc.* Then, play track 2.21 and tell students to find crayons of the colours they hear. Next, play the CD again and have them colour the pictures. Finally, check by asking *What colour is the boy's cap?*, *What colour is the Christmas tree?*, etc.

#### Answer Key:

1. red scarf
2. pink and blue balloons
3. purple kite
4. brown rabbits
5. yellow and red flowers
6. orange T-shirts
7. green cap
8. brown sandcastle
9. blue and orange umbrellas
10. green and yellow house
11. red and orange fire
12. green Christmas tree

#### TRACK 2.21

NARRATOR: LISTEN AND COLOUR.  
 BOY: IT'S JANUARY. BRRR! LET'S MAKE A SNOWMAN.  
 NARRATOR: COLOUR THE BOY'S SCARF RED.  
 GIRL: MY BIRTHDAY IS IN FEBRUARY.  
 NARRATOR: COLOUR THE BALLOONS PINK AND BLUE.  
 BOY: IT'S MARCH.  
 NARRATOR: COLOUR THE KITE PURPLE.  
 GIRL: IT'S APRIL. LOOK! TWO RABBITS.  
 NARRATOR: COLOUR THE RABBITS BROWN.  
 BOY: IT'S MAY. LOOK AT THE BEAUTIFUL FLOWERS.  
 NARRATOR: COLOUR THE FLOWERS YELLOW AND RED.  
 GIRL: IT'S JUNE. WE PLAY FOOTBALL IN THE PARK.  
 NARRATOR: COLOUR THE T-SHIRTS ORANGE.  
 BOY: IT'S JULY. I LIKE TO RIDE MY BIKE.  
 NARRATOR: COLOUR THE CAP GREEN.  
 GIRL: IT'S AUGUST. WHEW! IT'S HOT.  
 NARRATOR: COLOUR THE SANDCASTLE BROWN.  
 BOY: IT'S SEPTEMBER. IT'S RAINING.  
 NARRATOR: COLOUR THE UMBRELLAS BLUE AND ORANGE.  
 GIRL: IT'S OCTOBER.  
 NARRATOR: COLOUR THE HOUSE GREEN AND YELLOW.  
 BOY: IT'S NOVEMBER. BRRR!  
 NARRATOR: COLOUR THE FIRE RED AND ORANGE.  
 GIRL: IT'S DECEMBER. HURRAY!  
 NARRATOR: COLOUR THE CHRISTMAS TREE GREEN.

### Listen and repeat. 2.22 10'

Play track 2.22 and get students to point to names of the months as they hear them. Then, play the CD again and have students repeat. After that, play the CD a third time and invite students to repeat the months and clap their hands to mark each syllable. Finally, encourage them to say which words are similar to words in their own language.

#### TRACK 2.22

NARRATOR: LISTEN AND REPEAT.  
 NARRATOR: JANUARY. FEBRUARY.  
 MARCH. APRIL.  
 MAY. JUNE.  
 JULY. AUGUST.  
 SEPTEMBER. OCTOBER.  
 NOVEMBER. DECEMBER.

### Assign homework 5'

AB page 84  
ex. 1

### Light on real language 20'

Material: One sheet of paper per student.  
 Direct the class's attention to the photo and ask what the boy's pictures show: *a birthday cake, a page of a calendar*. Invite students to count the candles and ask *How old is he?* Then, choose volunteers to read the dialogue aloud. Point out that we can only say *Mine is in (July)*. after another person has talked about his / her birthday. Next, ask some volunteers: *When's your birthday?* After that, tell students to stand up and ask each other about their birthdays. Finally, get students to stand in order according to their birthday month.



### Catch me if you can (see page 10) 20'

Now play *Catch me if you can*. Have students ask about their birthdays. Have fun!

### Assign homework 5'

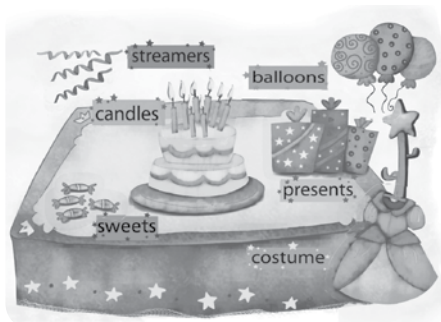
AB page 84  
ex. 2



## 2 Look and stick. 10'

Invite the class to look at the picture and say what they see on the table: *a birthday cake*. Tell them that it is a birthday party. Then, ask students whether or not they like birthday parties. Next, tell students to use the stickers for Activity 2 on page 85. Students put the stickers in the spaces. When they finish, get them to compare books with a friend.

### Answer Key:



## Listen and point. 2.23 5'

Play track 2.23 and tell students to point to the pictures on the stickers as they hear the names.

### TRACK 2.23

NARRATOR: LISTEN AND POINT.

GIRL: IT'S MY BIRTHDAY TODAY. I'M EIGHT YEARS OLD.  
I'VE GOT A BIRTHDAY CAKE WITH EIGHT CANDLES.  
LOOK! I'VE GOT THREE PRESENTS.  
I'VE GOT STREAMERS AND BALLOONS FOR DECORATIONS. SO PRETTY!  
THERE ARE LOTS OF SWEETS. MMM! DELICIOUS.  
I'M WEARING A PRINCESS COSTUME.  
DO YOU LIKE IT?

## Listen and repeat. 2.24 5'

Play track 2.24 and have students repeat the words. Then, play the CD again and get them to say the things they like the most in loud voices and the things they like the least in whispers.

### TRACK 2.24

NARRATOR: LISTEN AND REPEAT.

NARRATOR: STREAMERS.  
BALLOONS.  
CANDLES.  
PRESENTS.  
SWEETS.  
COSTUME.

## Light on real language

## Talk about birthdays with a friend. 5'

Say the name of a month. Students with birthdays in that month stand up, turn around and sit down. Do the same with all of the months. Then, invite students to name the months they see in the picture. Next, form pairs and tell students to ask about each other's birthdays. Get a volunteer to ask another student as an example. Finally, ask some volunteers about their birthdays.

## 3 Sing a song. 2.25 10'

Refer the class to the text and invite volunteers to say words that they know. Then, play track 2.25 and have students follow the text in the book. Next, play the CD again and encourage them to sing along. Then, divide the class into two groups and play the CD a third time. Groups sing alternate lines of the song. Finally, switch roles and repeat.

### Assign homework 5'



AB page 85

### Additional homework

*Pictionary* pages 110 and 111. Students read the names of the vocabulary items and draw a picture for each.



# We eat cake and they eat sweets

## 1 Read and number the pictures. 20'

Invite students to look the pictures of the children and guess where they are from. Accept all answers. Then, have volunteers read the text aloud sentence by sentence. Ask what the children's names are and where they are from: *Pablo and Ana from Spain, Bruno and Lola from Italy*. Ask what celebration they are talking about: *Three Kings Day*. After that, point out the three texts and explain that they describe the three pairs of pictures. The pictures on the left in each pair show the celebration in Spain. The pictures on the right show the celebration in Italy. Then, tell students to read the texts and number the pictures. Check by inviting volunteers to read the correct texts for each picture aloud.

### Answer Key:



## 2 Listen and chant. 2.26 20'

Ask the class to look at the picture and say what they see: *the Three Kings*. Explain that the chant is about Three Kings Day in Spain and Italy. Play track 2.26 and have students listen and follow along in their books. Then, play the CD again and encourage students to join in with the chant. Next, divide the class into two groups and play the CD again. One group chants the first verse and the second group chants the second verse. Finally, have them switch roles and repeat.

### Assign homework 5'



AB page 86  
ex. 1

### Additional homework

In their notebooks, students draw what they do on Three Kings Day.



## Light-on grammar 15'

Tell students to look at the pictures of Pablo and Ana and invite a volunteer to read the sentence aloud. Have students point to *We* and explain that we use this word to talk about ourselves with a person or with some people. Then, refer them to the picture of Lola and Bruno. Explain that Pablo is pointing to them. Get a volunteer to read the second sentence aloud. Tell students to point to *They* and tell them that we use this word to talk about other people. Point out that the verb forms are the same for *We* and *They*.

## Look and complete with *We* or *They*. 15'

Invite the class to look at the picture of Bruno and Lola and ask them where they live: *In Italy*. Then, refer students to the information about Three Kings Day in Activity 1. Encourage them to use the information to complete the sentences with *We* or *They*. Students should imagine that this time Bruno and Lola are speaking. Check by getting volunteers to read the sentences aloud.

### Answer Key:

*They* write letters.

*We* eat sweets.



## Hangman (see page 10) 15'

Now play *Hangman*. Practise *months* vocabulary. Have fun!

## Assign homework 5'



AB page 86  
ex. 2

## Additional homework

In their notebooks, students write the name of their favourite holiday and illustrate it with a drawing or a photo. Then, they label it: *We (have a party)*. Encourage them to add a drawing or a magazine cut-out of other people who are celebrating that holiday. They label it: *They (eat sweets)*.



### 3 Listen and circle. 2.27 15'

Refer students to the heading and invite a volunteer to read it aloud. Explain that *Children's Day* is a holiday in many countries. Encourage students to say whether or not their country has got a *Children's Day*. Next, have the class look at the pictures and describe what they see. Explain that a girl is doing a project about *Children's Day* in Japan. Then, get volunteers to read the questions aloud. Play track 2.27 and get students to point to the correct picture for each question. Play the CD again and have them circle the correct picture. Check by asking the questions and getting volunteers to answer.

#### Answer Key:




#### TRACK 2.27

NARRATOR: LISTEN AND CIRCLE.  
 TEACHER: WHAT'S YOUR PROJECT ABOUT, LILY?  
 GIRL: CHILDREN'S DAY IN JAPAN.  
 TEACHER: OH, HOW INTERESTING! WHEN DO THEY CELEBRATE CHILDREN'S DAY?  
 GIRL: THEY CELEBRATE IT IN MAY.  
 TEACHER: AND WHAT DO THEY DO?  
 GIRL: THEY FLY STREAMERS IN FRONT OF THEIR HOUSES.  
 TEACHER: STREAMERS?  
 GIRL: YES, STREAMERS IN THE FORM OF FISH.  
 TEACHER: AND WHERE DO THEY GO?  
 GIRL: THEY GO TO THE PARK TO PLAY. THEY DON'T GO TO SCHOOL.  
 TEACHER: WHAT ELSE DO THEY DO?  
 GIRL: THEY TAKE PART IN THE CHILDREN'S OLYMPICS.

### Talk about Children's Day in your country with a friend. 10'

Invite students to look at the photo of the children and get a pair of volunteers to read the dialogue aloud. Then, form pairs and tell them to ask and answer the questions from Activity 3 about *Children's Day* in their country.

Assign homework  5'



AB page 87  
ex. 1

### Light on grammar 10'

Get the class to look at the first example question and invite a volunteer to read it aloud. Point out the highlighted word. Remind students that we begin questions with *What* when we are asking for information about actions or things. Have another volunteer read the answer. Explain that the new information is *biscuits*. Then, refer the class to the second question and get a volunteer to read it aloud. Point out the highlighted word and remind them that we begin questions with *Where* when we want to know about places. Have another volunteer read the answer aloud and say the place: *to the park*. Finally, point out that we use *you* in the question to ask about the person we are speaking to on their own, with one other person or with some people.

### Look and complete. 10'

Have students look at the pictures and identify them: *park*, *cake*. Then, encourage them to add letters to complete the questions and the answers. When they finish, have them check with a friend. Finally, check as a class by inviting volunteers to read the questions and answers aloud.

#### Answer Key:

 Look and complete.

Where do they go?

They go to the park.

What do you eat?

We eat cake.

### Wrap-up: Birthday mystery 20'

Materials: One half-sheet of paper per student, a small bag.

Write *Where do you go? What do you eat? What do you do?* on the board. Hand out the paper and have students write their answers. Make sure that they do not write their names. Then, collect the papers and put them in the bag. Students take turns choosing a piece of paper to read aloud and guessing who wrote it. If the answer is correct, encourage the class to give the student who guesses a round of applause. Continue until all students have participated.

Assign homework  5'



AB page 87  
ex. 2

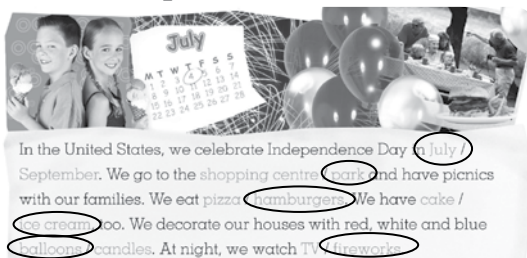


# Time to practise!

## 1 Look and circle. 20'

Invite students to look at the photos and say what they can see: *ice cream, July, balloons, a picnic*. Explain that the photos show Independence Day in the United States. Then, get a volunteer to read the first sentence aloud and complete it according to the pictures: *July*. Tell students to circle *July*. Next, have the class read the rest of the text and circle the correct words. After that, students compare their answers with a friend. Check by inviting volunteers to read the sentences aloud.

### Answer Key:




## 2 Complete the questions and answers. 20'

Ask the class to name the holidays and countries in this unit: *Three Kings Day in Spain and Italy, Children's Day in Japan and Independence Day in the United States*. Then, refer students to the box and ask them when we use each word: *When* – to ask about a time, *Where* – to ask about a place, *What* – to ask about an action or a thing. Next, have them read the first question and ask them to choose the correct word to complete it: *When*. After that, get them to complete the rest of the questions individually. Check by inviting volunteers to read the questions aloud. Then, form pairs and have students answer the questions together by looking again at pages 86, 87 and 88. When they finish, tell them to turn the book upside down to check their answers.

### Answer Key:

1. When do they celebrate Children's Day in Japan?
2. What do they do?
3. Where do they go on Three Kings Day in Italy?
4. What do they eat?
5. When do they celebrate Three Kings Day in Spain?
6. What do they do?

## Assign homework 5'

 **AB page 88 ex. 1**

## Additional homework

In their notebooks, students choose another holiday and write three sentences to describe what they do, where they go, what they eat or drink, etc.

## Pair work 25'

Material: A map of the world.


Write *UN \_ \_ \_ K \_ \_ \_ M* and *A U \_ \_ \_ L \_ A* on the board and encourage the class to guess the countries: *United Kingdom, Australia*. Then, invite volunteers to write the missing letters in the spaces. Next, display the map and have a volunteer come and point to the United Kingdom and Australia. Point out that when it is winter in the Northern Hemisphere, it is summer in the Southern Hemisphere. Explain that Christmas is in the winter in the United Kingdom and in the summer in Australia. Ask students to guess how people celebrate Christmas in each country. After that, divide the class into pairs. Assign student A and student B. Student A looks at page 116 and student B looks at page 120. Students take turns asking each other questions about Christmas in Australia or the United Kingdom. Then, they draw a picture that shows the answers. Finally, have them compare pictures to check.



## Noughts and Crosses (see page 10) 20'

Now play *Noughts and Crosses* with the spelling of *months* and *party* vocabulary. Have fun!

## Assign homework 5'

 **AB page 88 ex. 2**

## Additional homework

In their notebooks, students draw a picture of Christmas in their country.

## Now play the quiz with a friend.

Invite students to work in pairs and practise the quiz.



# Time to write

## 1 Read and mark the mistakes. 10'

Have students look at the editing symbols and invite them to say what they mean. Then, remind them that the symbols show how to mark four different types of mistakes. Next, invite students to look at the three pictures under the text and describe what they see: *a present, a Christmas tree, a piece of cake, a turkey leg*. After that, tell them to read the text and find seven mistakes. They should mark them with the editing symbols in the box. When they finish, students compare answers with a friend.

**Answer Key:**

My favourite holiday is <sup>Christmas</sup> christmas.  
 We have got a tree with pretty decorations. We open (th) presents in the morning.  
 For lunch, we eat turkey and Christmas (keik) In <sup>the</sup> evening, we sing Christmas songs.

## 2 Now rewrite the text correctly. 10'

Invite students to rewrite the text correctly. Then, invite volunteers to read it aloud sentence by sentence. Ask about the corrections: *What word was missing? How do you spell (cake)?, etc.*

**Answer Key:**

My favourite holiday is Christmas. We have got a Christmas tree with pretty decorations. We open the presents in the morning. For lunch, we eat turkey and Christmas cake. In the evening, we sing Christmas songs.

## 2 Write about your Christmas. 10'

Ask the class to look at the picture and identify the characters: *Santa Claus and two reindeer*. Explain that *reindeer* can be singular or plural. After that, encourage students to say what they know about them. Then, ask some volunteers how they celebrate Christmas: *What do you do? What do you eat? Where do you go?* Next, have students write a short description of their Christmas. When they finish, students exchange books with a friend and read each other's texts. Finally, invite volunteers to read their texts aloud.

### Model answer:

*My favourite holiday is Christmas.*

*We have got a Bethlehem portal and a Christmas tree.*

*I write a letter to the Three Kings and ask for presents.*

### Bulletin board idea 15'

**Materials:** One sheet of poster paper per group, one sheet of white paper per group, six slips of paper with names of holidays, a small bag, magazine cut-outs of holiday items and activities, pins.

**Note:** Write the name of one popular holiday in your country on each slip of paper. Divide the class into six groups and invite groups to choose a slip of paper from the bag. Ask students to say the name of their holiday and explain how they celebrate it. Then, hand out the materials. Students illustrate activities and items related to their holiday. After that, they write a short description about how they celebrate the holiday. When they finish, display the posters and descriptions. Finally, encourage students to look at other groups' holidays and say whether or not they celebrate them in the same way.

**Assign homework 5'**  **AB page 89**



# The lighthouse keepers' story



**Before you read** 10'

**Circle the odd word out.** 5'

Have students look at the first line of words and ask which word is different: *Saturday*. Ask why: *The other three words are months*. Students circle *Saturday*. Then, tell them to circle the odd word out in the other two groups of words. Finally, check by asking volunteers to say the words that they circled and explain their answer.

## Answer Key:



**Before you read**

**Circle the odd word out.**

- ① March June Saturday October
- ② sister doctor dad mum
- ③ wardrobe table bed kite



**1 Listen to the first part of the story.** 2.28 10'

Invite a volunteer to read the title of the story aloud. Then, explain that *April Fool's Day* is a holiday when people play tricks on each other. It is on 1<sup>st</sup> April. Tell students to look at the pictures and guess what the tricks are. Accept all answers. Next, play track 2.28 and have the class follow along in the book. Encourage students to say whether or not their guesses were correct. Then, invite the class to tell you which trick they like best. Finally, ask students if there is a similar holiday in their country and when. Invite them to tell you what tricks they do.

**Now read the story in groups.** 10'

Divide the class into groups of four and have students choose one of the parts to read: *the narrator*, *Sam*, *Sam's mum* and *Sam's brother*. Tell them to read the story aloud. Then, get them to switch roles and read the story again.



**Value: Celebrating other cultures**

**Make a string of flags.** 20'

Materials: One photocopy of craft template 9 (see TB CD-ROM), crayons, scissors, string, tape.

Hand out the materials and elicit the names of the countries. Encourage students to say what they know about the countries. Next, write the name of each country on the board. Get students to ask a question for information they would like to know about each country: *What do they do for Christmas?*, *What do they do for birthdays?*, *What holidays have they got?*, etc. Write the question next to the name of the country. Then, get students to colour the flags and cut them out. Hand out the string. Students should fold the tabs on each flag over the string and tape it in place. Make sure all of the flags are facing the same direction. Remind students to write their name on the back of one of the flags. Finally, encourage them to investigate the answer to one of the questions on the board for each of the countries.

**Assign homework** 5'



**AB page 90**

**Additional homework**

In their notebooks, students draw a calendar for this month and mark the celebrations and holidays.



## 2 Listen to the second part of the story. 2.29 10'

Have the class look at the first part of the story again and ask about the characters: *What's the boy's name? What's the name of his favourite holiday?* Encourage students to say whether or not they like tricks like Sam does. Then, play track 2.29 and get the students to follow along in the book. Ask what happens to Sam: *His brother and sister play a trick on him.*

## Now read the story in groups. 20'

Divide the class into groups and have them choose one of the parts to read. Ask them to read the whole story aloud. Encourage them to imitate the characters' voices. When they finish, have them switch roles and read the story again. Then, invite a group to read and act out the story for the class. Finally, elicit the tricks in the story and write them on the board. Get students to vote for the trick they like the best.

## Assign homework 5'



AB page 91

## Additional homework

Students ask a family member about a trick they played or that someone played on them. They draw a picture of the scene in their notebook.



## After you read 10'

### Draw a fun trick.

Material: A plastic insect.

**Note:** You can also use a magazine cut-out or a photo from the Internet of an insect.

Stick the insect to your back when the students are not looking. Then, write *A fun trick* on the board. Make sure students see the insect on your back. Pretend to feel it moving and act afraid. Then, laugh and pass around the insect for the class to see. After that, have students draw a fun trick in their book. When they finish, encourage them to compare pictures with a friend.





# Light up the world

**Warm-up:** Let's talk about India!

10'

Materials: A map of the world, photos of a decorated Indian elephant, a sacred cow, a motor rickshaw, a sari.

Write *India* on the board. Display the map and point to India. The capital city of India is Delhi. Thirteen million people live there. Pass around the photos of India and explain that there are a lot of elephants in India. Some elephants live wild in the jungle and others work on farms to help farmers. The elephant is a very important animal in Indian

stories and for festivals. Some people paint their elephants with brightly coloured designs. The cow is also a very special animal in India. People do not eat them and take care of them because it is part of their religion. People use motor rickshaws to travel in the cities. A motor rickshaw is a small taxi with three wheels. People in India often wear beautiful, brightly coloured clothes. Many women wear saris. A sari is a traditional dress that women wear for special occasions. It is a long piece of coloured cloth that they tie around themselves.

**Read and number.**

5'

Invite students to look at the pictures and say what they see. Then, have a volunteer read the first sentence aloud. Elicit the number of the picture: *five*. After that, tell students to read the rest of the sentences and write the number of the corresponding pictures. Check.

**Answer Key:**

1. Tea with milk is a popular drink.
2. Spices are very important in Indian food.
3. The national animal of India is the tiger.
4. The Taj Mahal is a famous monument.
5. Hockey is a very popular sport in India.

**Read and circle *True* or *False*.**

5'

Refer students to the photo and ask *Do you like tigers?* Then, ask them what they know about tigers: *They live in the jungle., They eat meat., etc.* Explain that the marks on tigers are called stripes. Encourage the class to name another animal with stripes: *zebras, cats, snakes, etc.* Draw a simple line drawing of a tiger on the board and point to the tail. Say *This is a tail.* After that, tell students to read the facts and circle *True* or *False*. Finally, get them to compare answers with a friend.

**Listen and check.**



2.30

10'

Play track 2.30 and tell students to listen and check their answers. Check as a class by reading the facts aloud and getting volunteers to say *True* or *False*.

**Answer Key:** True True False False False

**TRACK 2.30**

NARRATOR: LISTEN AND CHECK.

ZOOKEEPER: OK, CHILDREN, AND HERE ARE THE TIGERS.

CHILDREN: OH, WOW!

BOY: THEY'RE LIKE BIG CATS.

ZOOKEEPER: YES, TIGERS ARE THE BIGGEST MEMBERS OF THE CAT FAMILY.

GIRL: THEY HAVE ALL GOT THE SAME COLOURS.

ZOOKEEPER: THAT'S RIGHT. THEY'RE ORANGE WITH BLACK STRIPES. MOST TIGERS HAVE GOT MORE THAN ONE HUNDRED STRIPES.

BOY: THEIR TAILS ARE VERY LONG.

ZOOKEEPER: YES, THEY CAN BE UP TO ONE METRE AND TWENTY CENTIMETRES LONG.

BOY: LOOK! THAT TIGER'S SWIMMING.

ZOOKEEPER: TIGERS LOVE TO SWIM!

GIRL: THAT TIGER'S SLEEPING.

ZOOKEEPER: TIGERS SLEEP A LOT, UP TO EIGHTEEN HOURS A DAY.



**AB page 92**

15'

**Check what you know!**



Material: Unit 9 vocabulary word cards. Stick the months on the board in random order. Get students to stand in a circle. Say *January* and have a volunteer say the next month: *February*. Then, the student to his / her left says the next month. After that, write *Children* and *Adults* on the board. Invite the students to make sentences about the differences using *we* and *they*: *We go to bed at eight o'clock and they go to bed at eleven o'clock., We go to school and they go to work., etc.* Next, tell students to ask three friends: *When's your birthday?* When they finish, have them sit down. Finally, ask the class to complete the faces according to how they feel about what they know.



## Read and stick.



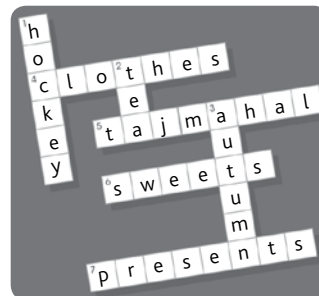
Invite some volunteers to read the text aloud. Then, ask when Diwali is: *It's in the autumn*. Ask what kind of festival it is: *It's a festival of lights*. Next, tell students to use the stickers for page 93 and invite volunteers to say what they can see on the stickers. Finally, students read the Diwali facts and put the stickers in the spaces.

## Answer Key:



finish, check by saying a number and getting volunteers to read the clues. They should say and spell their answers.

## Answer Key:



## Musical statues (see page 10)



Now play *Musical statues* with questions about the holidays in this unit. Have fun!

## Listen and point.



Play track 2.31 and tell the class to point to the stickers. Then, ask them what they like most about Diwali.

### TRACK 2.31

- NARRATOR: LISTEN AND POINT.  
 INTERVIEWER: HI, AMALA. WHAT DO YOU DO TO CELEBRATE DIWALI?  
 AMALA: WELL, WE PAINT SPECIAL DESIGNS ON THE FRONT OF OUR HOUSES. THEY ARE CALLED RANGOLI. THAT'S R-A-N-G-O-L-I. THEY'RE VERY PRETTY.  
 AMALA: WE ALSO FILL OUR HOUSES WITH SPECIAL LAMPS. THESE ARE CALLED DIYAS. THAT'S D-I-Y-A-S.  
 AMALA: WE ALSO GIVE EACH OTHER PRESENTS.  
 AMALA: WE EAT LOTS OF SWEETS AT DIWALI, TOO. THEY'RE DELICIOUS.  
 AMALA: AT NIGHT THERE ARE FIREWORKS. THEY ARE VERY BEAUTIFUL.

## Solve the crossword puzzle.



Invite students to look at the crossword puzzle. Point out that the clues for the puzzle have got numbers that appear at the beginning of each word. Then, form pairs and have them solve the puzzle with the information from pages 92 and 93. When they

## Assign homework



AB page 93

## My project

### Make a party crown.

Materials: One strip of sugar paper, paint, glitter.

Refer students to *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then, go through each step with them. Finally, remind them that they can do their project with the help of their family.



## A friendly reminder



It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 96 and the *Time to check* section on page 92 in the AB. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the exercise
- read the instructions for the next activity, etc.



# Activity Book

with answers

## Unit 1

### Unit 1

1 Find and circle the phrases.



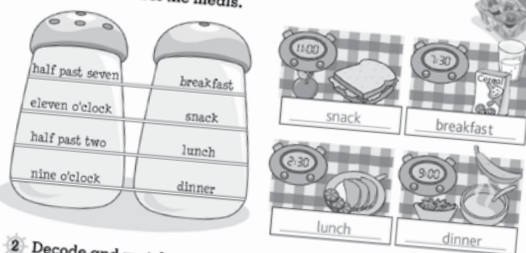
Color the pictures.

2 Follow and write the time.

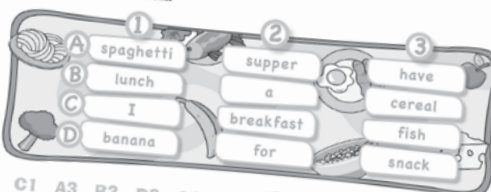


My day Unit 1

1 Look and label the meals.



2 Decode and match.



C1 A3 B3 D2 C2  
I have cereal for breakfast  
C1 A3 B2 D1 D2 B2 D3  
I have a banana for a snack  
C1 A3 A1 D2 A2  
I have spaghetti for dinner  
C1 A3 C3 D2 B1  
I have fish for lunch



Unit 1 My day

### What time do you get up?

1 Circle the correct option.



I have lunch / (get up) at half past seven



I do my homework / have a snack at five o'clock



I have dinner / have a shower at eight o'clock



I go to bed / (brush my teeth) at half past eight

Write the times.

2 Look and complete.

I go to bed at nine o'clock.

I have a shower at half past eight.

I have breakfast at seven o'clock.

I go to school at half past seven.

I have lunch at half past three.

I do my homework at five o'clock.



My day Unit 1

1 Complete the questions.

- What time do you have a shower? At half past six
- What time do you have breakfast? At seven o'clock
- What time do you brush your teeth? At half past seven
- What time do you go to school? At eight o'clock



Look and answer the questions.

2 Unscramble the questions.

- do • What time • you • up • get  
What time do you get up? At seven o'clock
- snack • do • What time • have • you  
What time do you have a snack? At eleven o'clock
- have • lunch • you • do • What time  
What time do you have lunch? At half past two
- bed • to • go • do • What time • you  
What time do you go to bed? At half past nine

Answer about you. Model answer

Unit 1 My day



# Unit 1

# Activity Book

with answers



## Time to practise!

Read and decode.

I'm Amy. I like to do activities at silly times.



I get up **8:30** at half past eight. I have **an ice cream** and **fish** for breakfast. I **have** a shower **9:30** at half past nine. I **go** to school **10:00** at ten o'clock. I have lunch **2:00** at two o'clock. I **go to bed** at six o'clock.

Write the times.



It's half past eleven.



It's two o'clock.



It's half past nine.



It's twelve o'clock.



It's half past five.



It's ten o'clock.

My day Unit 1



## Time to write

Read and write, or and.

1. He has pizza  chips  and  salad for lunch.
2. I have cereal  and  yogurt for breakfast.
3. They have apples  and  juice for a snack.
4. She has fish  salad  and  water for lunch.

Look and complete the sentences.

1



I have cereal, yogurt and orange juice for breakfast.

2



I have a sandwich and an apple for a snack.

3



I have a salad, pasta and water for lunch.

4



I have soup, bread, a banana and milk for dinner.

Unit 1 My day 9



## The lighthouse keepers' story

Read the first part of the story You're late, Monica!

Circle True or False.



Monica has got a schoolbag.

☒ True ☐ False



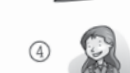
Monica rides a bike to school.

☐ True ☒ False



Monica is late for school.

☒ True ☐ False



Monica's teacher is Miss Laura.

☐ True ☒ False



Students have lunch at 1:30.

☐ True ☒ False



Monica is on time for lunch.

☐ True ☒ False

10 My day Unit 1

Read the whole story You're late, Monica!

Match the sentence halves.

1

Monica is late

is a watch.

2

Grandpa says,

a surprise for Monica.

3

One day, there is

for her music lesson.

4

The surprise

"Thank you!"

5

Monica says,

"Hurry up, Monica!"

Number the sentences.

- Monica is late for her music lesson.
- Monica is running to school.
- Monica is late for lunch.
- One day, Monica has a surprise. It's a watch!
- Miss Isabel says, "You're late, Monica."
- Monica is late to visit Grandpa.

- 4
- 1
- 3
- 6
- 2
- 5

Unit 1 My day 11



# Activity Book

with answers

## Unit 1

### Time to check

1 Look and complete the sentences.

1. I brush my teeth at eight o'clock.  
 2. I have a snack at half past ten.  
 3. I have a show at half past seven.  
 4. I go to bed at nine o'clock.

2 Read and complete the questions.

1. What time do you get up? I get up at half past six.  
 2. What time do you go to school? I go to school at eight o'clock.  
 3. What time do you have lunch? I have lunch at two o'clock.

Check what you know!

9 daily routines

What time is it?

It's two o'clock.

It's eight thirty.

What time do you have supper?

I have dinner at 8 o'clock.

12 My day Unit 1

### My project

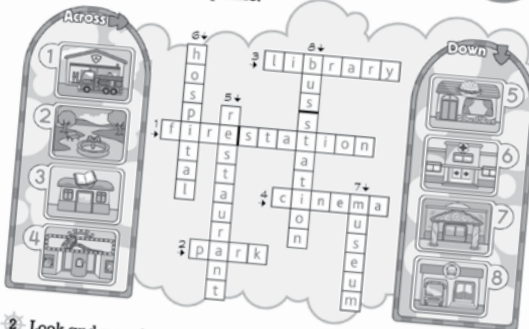
Make a memory game.

- Divide two pieces of cardboard into 6 squares.
- Draw a clock in three squares of each piece of cardboard.
- Write the corresponding time next to each clock.
- Cut out all the cards and draw a question mark on the other side.
- Play a memory game with a friend.

Unit 1 My day 13

## Unit 2

1 Solve the crossword puzzle.



2 Look and complete.

Don't cry! Don't walk there! Don't touch! Don't run!



14 In the city Unit 2

## Unit 2

1 Find and circle six places.



Label the places.



Colour the pictures.

Unit 2 In the city 15



# Unit 2

# Activity Book

with answers

## It's next to the toy shop

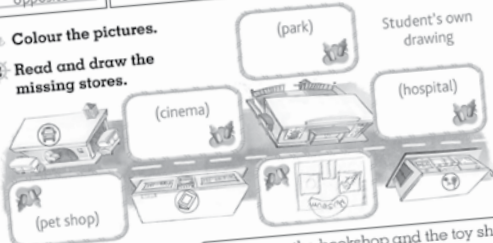
1 Look and label.

next to opposite behind between



2 Colour the pictures.

3 Read and draw the missing stores.



It's between the bookshop and the toy shop.

Where's the museum?

It's opposite the toy shop.

Where's the hospital?

It's next to the bookshop.

Where's the pet shop?

It's between the shopping centre and the bus station.

Where's the cinema?

It's behind the shopping centre.

Where's the park?

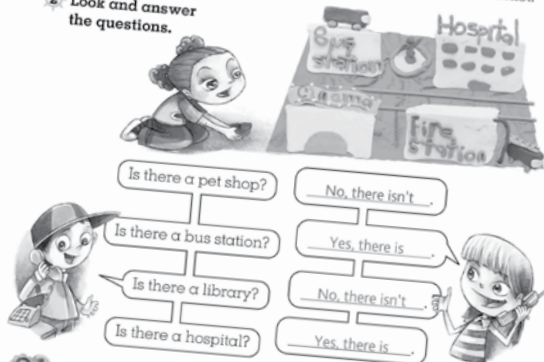
16 In the city Unit 2

1 Look and complete with There's or There isn't.



- There isn't a shopping centre.
- There's a museum.
- There isn't a fire station.
- There's a toy shop.
- There isn't a bookshop.
- There's a supermarket.

2 Look and answer the questions.



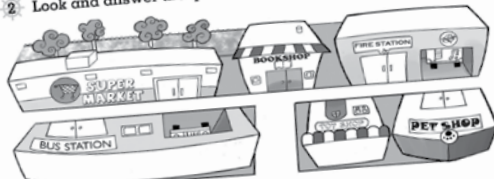
Unit 2 In the city 17

## Time to practise!

1 Look and complete.



2 Look and answer the questions.



- Where's the pet shop?
- Where's the supermarket?
- Where's the park?
- Where's the toy shop?
- Where's the bookshop?
- Where's the bus station?

It's opposite the fire station.  
It's next to the bookshop.  
It's behind the supermarket.  
It's between the pet shop and the bus station.  
It's between the supermarket and the fire station.  
It's opposite the supermarket.

18 In the city Unit 2

## Time to write

1 Complete with the correct letter.

C c D d F f S s



2 Classify the words.

proper nouns

David Sunday  
Clara Friday

Common nouns

fish car  
scissors dolphin

2 Look and complete.



My name's Louis.  
On Sunday, I go to the restaurant with my dad.  
We eat pizza and we drink lemonade.

Unit 2 In the city 19



## Activity Book with answers

### The lighthouse keepers' story

- 1 Read the first part of the story *That's my jacket!*  
2 Look and colour the correct option.

1 His name dog is a Harry. Tom.  
2 They're He's in tree the park shopping centre.  
3 Mum's singing talking to three a friend dog.  
4 Tom sees a girl boy with his jacket ball.  
5 Mum is and Tom run follow the at boy.  
6 The are boy is next to on the bus shop station.

20 In the city Unit 2

- 1 Read the whole story *That's my jacket!*  
2 Rewrite the sentences with the correct information.

1. The boy is next to the bike.  
The boy is behind the bike.  
2. The bike is blue.  
The bike is red.  
3. The boy goes into a shoe store.  
The boy goes into an ice cream shop.  
4. Tom says, "Thank you."  
Tom says, "That's my jacket."  
5. Mum buys some sweets.  
Mum buys some ice cream.

3 Match.

- 4 Choose and draw your favourite ice cream.



I love mango ice cream!

- 5 Complete the sentence.

Model answer

Student's own drawing

Unit 2 In the city 21

### Time to check

- 1 Connect the dots and colour.



1. Where's the pencil case? It's between the book and the notebook.  
2. Where's the sofa? It's next to the door.  
3. Where's the lamp? It's between the table and the window.  
4. Where's the dog? It's opposite the mirror.  
5. Where are the caps? They're behind the bed.  
6. Where are the cats? They're next to the chair.

2 Look and complete.

Check what you know!

14 city places

next to, opposite,  
between, behind

Model answer

Don't touch!

There is a hospital.  
There isn't a museum.  
Is there a toy shop?  
Yes, there is. / No, there isn't.

22 In the city Unit 2

### My project

- 1 Make a shop.

- 2 Cover a shoe box with paper.

- 3 Draw the shop front on paper and tape it onto the box.

- 4 Make a roof for your shop with cardboard.

- 5 Tape the roof onto the building.

Unit 2 In the city 23



# Unit 3

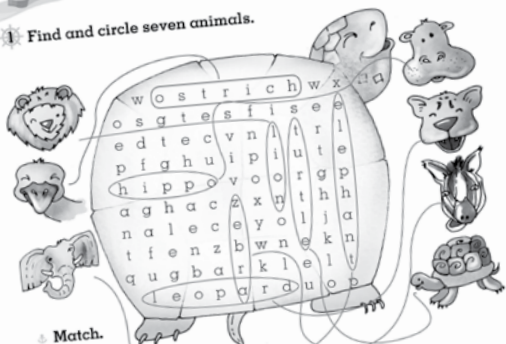
# Activity Book

with answers



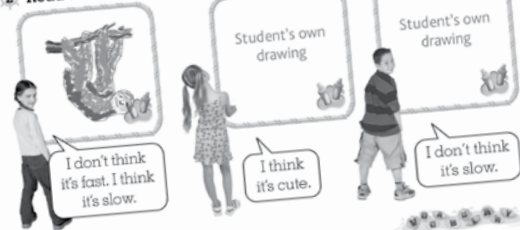
## Unit 3

Find and circle seven animals.



Match.

Read and draw.



Animal adventure Unit 3

Read and colour.

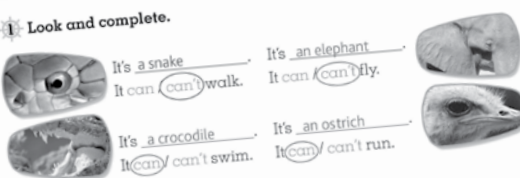


Label the pictures.

Unit 3 Animal adventure 25

## Can an elephant swim?

Look and complete.



Circle the correct word.

Unscramble the questions.

1. a bat • a tree • climb • Can  
Can a bat climb a tree?
2. run • Can • a turtle  
Can a turtle run?
3. swim • Can • a dog  
Can a dog swim?
4. a bird • sing • Can  
Can a bird sing?



Answer the questions.

Animal adventure Unit 3

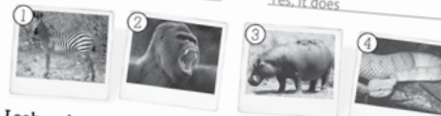
Complete the descriptions.

1. It lives in the ocean.  
It eats fish.
2. It lives in the jungle.  
It eats bananas.
3. It lives in the savannah.  
It eats plants.
4. It lives in the jungle.  
It eats plants.



Write questions.

1. live / savannah  
Does it live in the savannah?
2. live / ocean  
Does it live in the ocean?
3. eat / plants  
Does it eat plants?
4. eat / meat  
Does it eat meat?



Look and answer the questions.

Unit 3 Animal adventure 27



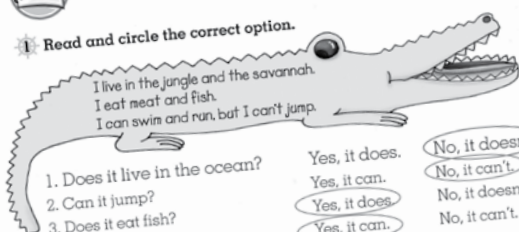
# Activity Book

with answers



## Time to practise!

1 Read and circle the correct option.

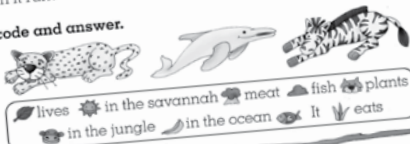


- Does it live in the ocean?
- Can it jump?
- Does it eat fish?
- Can it run?

Yes, it does.  
Yes, it can.  
Yes, it does.  
Yes, it can.

No, it doesn't.  
No, it can't.  
No, it doesn't.  
No, it can't.

2 Decode and answer.



It eats meat	It eats plants	It eats fish
It lives in the savannah	It lives in the savannah	It lives in the ocean
It's a leopard	It's a zebra	It's a dolphin

28 Animal adventure Unit 3



## Time to write

1 Match and write.

My favourite animal  
It eats  
It can  
It has got  
I think

run fast  
it's cute  
is a rabbit  
carrots  
big ears



My favourite animal is a rabbit.  
It eats carrots  
It can run fast  
It has got big ears  
I think it's cute

2 Draw your favourite animal.

Student's own drawing

My favourite animal is the crocodile.  
It eats meat and fish  
It can run and swim  
It has got a big mouth  
I think it's cute

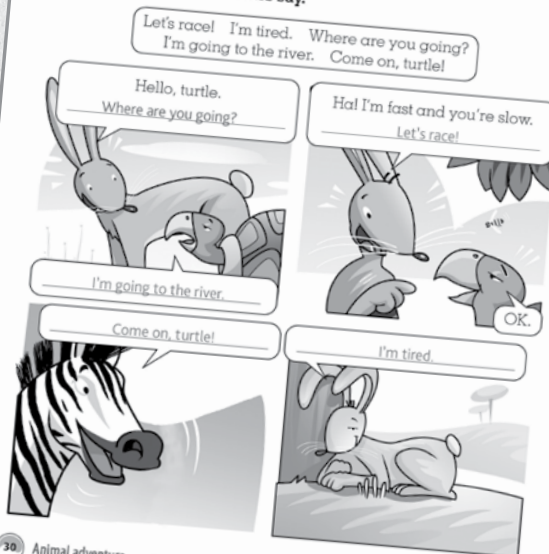
Write about it. Model answer

Unit 3 Animal adventure 29



## The lighthouse keepers' story

1 Read the first part of the story *The turtle and the rabbit*.  
2 Write what the characters say.



30 Animal adventure Unit 3



1 Read the whole story *The turtle and the rabbit*.  
2 Look and number the sentences.



One day, the rabbit meets the turtle.  
The rabbit and the turtle race.  
The rabbit feels tired and goes to sleep.  
The turtle walks past the rabbit.  
The rabbit wakes up.  
The turtle wins the race.

5  
1  
3  
6  
4  
2

Unit 3 Animal adventure 31



# Unit 3

# Activity Book

with answers



## Time to check

Look and complete the questions.

- What is it?
- Does it live in the savannah?
- Has it got a short neck?
- Has it got four legs?
- Does it eat plants?



Complete the description.

This is an ostrich. It lives in the savannah. It has got two legs. It has got a long neck. It eats plants.

Check what you know!

Model answer

14 animals

It can swim. It can't run. Can it fly? Yes, it can. / No, it can't.

I think it's fast.

I don't think it's fast.

I think it's slow.

A lion lives in the savannah. It eats meat.

32 Animal adventure Unit 3



## My project

Make a butterfly card.

- Fold two sheets of different coloured card in half.
- Put one sheet of card inside the other.
- Draw half a butterfly shape.
- Cut along the line to have two butterflies.
- Draw a smaller half butterfly shape on one of the butterflies and cut it out.
- Glue the small butterfly shape on top of the big one.
- Draw a butterfly body on another piece of card and cut it out.
- Glue the butterfly's body onto your butterfly card. Write a message for a family member.

Unit 3 Animal adventure 33

# Unit 4

## Unit 4

Label the clothes.



Colour the clothes.

Underline the correct option.



How much is the belt?  
It's fifteen pounds.  
How much is the sunglasses?  
They're twelve pounds.

How much are the gloves?  
They're ten pounds.  
How much is the tie?  
It's eight pounds.

Answer the questions.

34 At the clothes shop Unit 4

Find and colour ten numbers.



Match.

Solve the problems.

- $20 + 3 =$  twenty ☐ three
- $40 + 7 =$  forty ☐ seven
- $90 + 6 =$  ninety ☐ six
- $60 + 9 =$  sixty ☐ nine

Unit 4 At the clothes shop 35







# Unit 4

# Activity Book

with answers



## The lighthouse keepers' story

Read the first part of the story *Let's go shopping!*

Complete the answers.

1. Who is this?



g r a n d a d

2. What are these?



s u n g l a s s e s

3. What is his name?



D a v e

4. What is this?



b e l t

5. What is this?



s h o p

6. What is this?



c a p

Complete the question with the letters in the boxes.

What's your  
favourite shop?

It's the pet shop.



Student's own  
drawing

Answer the question and draw.

Model answer

40 At the clothes shop Unit 4

Read the whole story *Let's go shopping!*



Circle True or False.

- Dave goes shopping with his granny.
- They go to a bookshop.
- Dave likes the belt.
- They look at jeans.
- Dave thinks the sunglasses are fantastic.
- There are no changing rooms.
- They buy the clothes for Grandad.

True

True

True

True

True

True

True

False

False

False

False

False

False

False

Unscramble the names of the clothes.



l t e b e i t



s n s u g a s u e l s u n g l a s s e s



s t t h r i T - s h i r t



r t n e s i r a t r a i n e r s

Unit 4 At the clothes shop

41

## Time to check

Write and answer the questions.



- Whose glove is this? It's Diana's
- Whose boots are these? They're Suki's
- Whose dog is this? It's Jim's
- Whose ball is this? It's Henry's

Check what you know!

9 items of clothing	Whose coat is this? It's Billy's.
Numbers 10 - 100	These are my gloves. Those are my trainers.
How much is it? It's 12 pounds.	How much are they? They're 20 pounds.

42 At the clothes shop Unit 4

## My project

Make funny pegs.

- Paint wooden pegs with different colour paint.
- Draw different shapes of clothes on coloured foam.
- Cut out the items of clothing.
- Label the items of clothing.
- Glue the items of clothing onto the pegs.
- Hang your pegs on a clothesline.

Unit 4 At the clothes shop

43



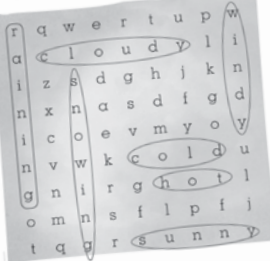
# Activity Book

with answers

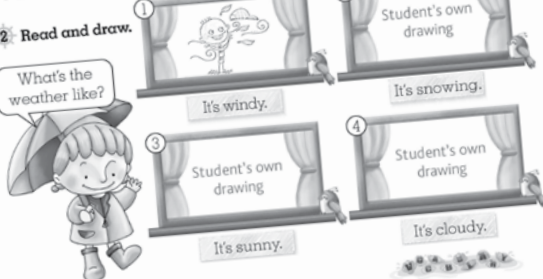
## Unit 5

### Unit 5

1 Find and circle seven weather words.

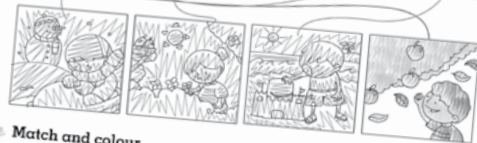
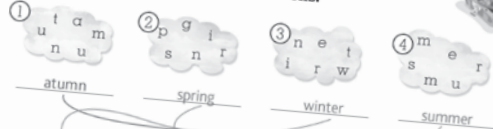


2 Label the pictures.



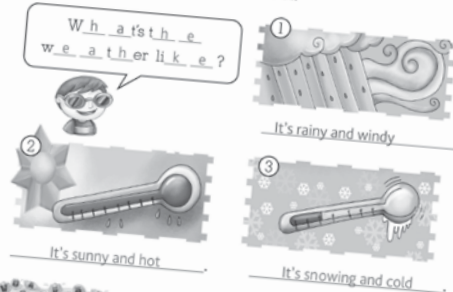
44 Rain or sun? Unit 5

1 Unscramble the names of the seasons.



2 Match and colour.

3 Complete the question and answer.



Unit 5 Rain or sun? 45

### We don't wear sandals

1 Follow the arrows and write.



2 Look and underline the correct option.



46 Rain or sun? Unit 5

1 Look and write the questions.

Where do you swim? What do you eat?  
Where do you go? What do you play?



2 Match.

3 Look and answer the questions.



- Where do you go on Saturdays?  
We go to the park.
- What do you do in the park?  
We climb a tree.
- What do you have for a snack?  
We have some apples.
- What do you play?  
We play football.

Unit 5 Rain or sun? 47



# Unit 5

# Activity Book

with answers



## Time to practise!

Colour the pictures.



- We don't go to the beach.  
We go to school.
- We don't play football.  
We play in the snow.
- We don't drink juice.  
We drink hot chocolate.
- We don't wear shorts.  
We wear hats and scarves.

Look and complete the sentences.

Look and answer the questions.



- What's the weather like in England?  
It's cloudy and cold
- What's the weather like in Scotland?  
It's windy
- What's the weather like in Wales?  
It's raining
- What's the weather like in Northern Ireland?  
It's sunny and hot

48 Rain or sun? Unit 5

## Time to write

Classify the parts of the sentences.



doesn't like pizza

John

likes reading

I

have got a pencil case

### Sentence parts

Naming part

Telling part

My mum likes reading  
My teacher doesn't like pizza  
John plays football on Saturdays  
I have got a pencil case



my mum

my teacher

plays football on Saturdays

Look and write sentences.

### Naming part

### Telling part

Sam plays football on Saturdays  
Kittie drinks milk  
She goes to school at half past eight

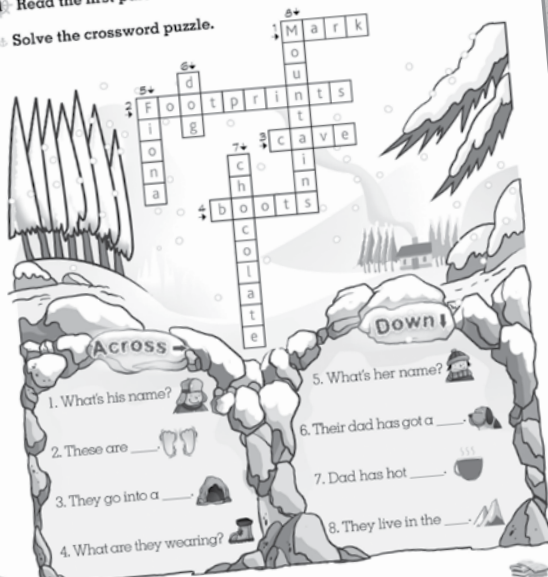


Unit 5 Rain or sun? 49

## The lighthouse keepers' story

Read the first part of the story A mountain adventure.

Solve the crossword puzzle.



1. What's his name?

2. These are

3. They go into a

4. What are they wearing?

5. What's her name?

6. Their dad has got a

7. Dad has hot

8. They live in the

50 Rain or sun? Unit 5

Read the whole story A mountain adventure.

Underline and complete.

- Mark and Fiona are a brother and sister  
a) cousins b) friends c) brother and sister
- The children see footprints in the snow  
a) in the cave b) in the snow c) in their house
- They make a fire  
a) make a fire b) sing songs c) have a picnic
- A white figure appears at the entrance of the cave.  
a) black figure b) purple figure c) white figure
- Dad has got hot chocolate  
a) orange juice b) hot chocolate c) sandwiches
- The footprints are Dad's  
a) Mark's b) the snow monster's c) Dad's

Circle and classify.

hot chocolate sunglasses gloves orange juice snow sun sandals boots shorts coat

### Hot weather

sunglasses  
orange juice sun  
sandals shorts

### Cold weather

hot chocolate  
gloves snow  
boots coat

Unit 5 Rain or sun? 51



### Time to check

#### 1 Circle the correct word.

- What/Where do you eat for a snack? 5
- What/Where do you go on Sundays? 1
- What/Where do you wear in the summer? 4
- What/Where do you play ball? 2
- What/Where have you got in your pencil case? 3

#### 2 Read and number the questions.

- 1 We go to Grandma's house. 2 We play ball in the park.
- 3 We have got pencils and erasers.
- 4 We wear shorts and T-shirts. 5 We eat cookies.

#### Check what you know!

7 weather words		We wear coats in the winter.	
4 seasons		We don't go to school on Sundays.	
What's the weather like?		Where do you go on Saturdays?	
It's sunny.		What do you eat for a snack?	

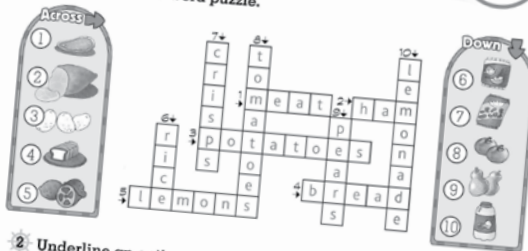
### My project

#### Make a weather wheel.

- 1 Draw a big circle on a piece of cardboard and cut it out.
- 2 Divide the circle into five sections.
- 3 Label and draw a weather picture in each section.
- 4 Make an arrow with a piece of card.
- 5 Ask an adult to help you make a hole at the end of the arrow. Then, attach it to the centre of the wheel with a brass fastener.
- 6 Ask a friend about the weather.

## Unit 6

#### 1 Solve the crossword puzzle.



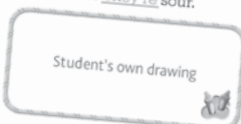
#### 2 Underline an option and draw.

1. It's / They're spicy.

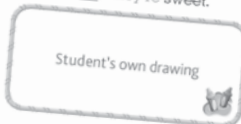


Model answer

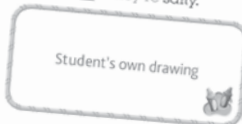
2. It's / They're sour.



3. It's / They're sweet.



4. It's / They're salty.

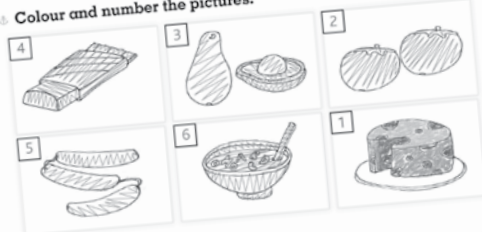


## Unit 6

#### 1 Match the food words.



#### 2 Colour and number the pictures.





# Unit 6

# Activity Book

with answers

## There isn't any milk

1 Look and write.



There's some lemonade.  
some chocolate.  
some bread.

There are some sausages.  
some tomatoes.  
some pears.

2 Find and colour the food.



- There are some peppers.
- There are some apples.
- There are some lemons.
- There's some spaghetti.
- There's some cheese.
- There's some soup.

Look and write.

56 Food, food, food! Unit 6

1 Look and circle True or False.



- There isn't any soup. True (False)
- There aren't any pears. True (False)
- There isn't any ham. True (False)
- There aren't any bananas. True (False)
- There isn't any cheese. True (False)
- There aren't any strawberries. True (False)

2 Look and colour.



- There isn't aren't any lemons.
- There isn't aren't any water.
- There isn't aren't any eggs.
- There isn't aren't any crisps.
- There isn't aren't any chocolate.
- There isn't aren't any rice.

Unit 6 Food, food, food! 57

## Time to practise!

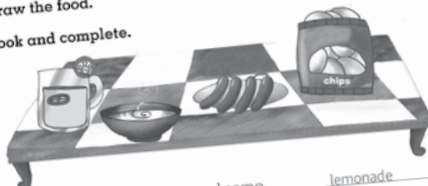
1 Decode the sentences.

A There's strawberries pears some  
B sandwiches are There yogurt  
C aren't cheese any isn't

- There's some cheese.
- There isn't any yogurt.
- There are some sandwiches.
- There aren't any pears.

Draw the food.

2 Look and complete.



There's some soup and some lemonade.  
There are some sausages and some crisps.

58 Food, food, food! Unit 6

## Time to write

1 Look and complete.

This is Sporty Sandra.

She gets up at eight o'clock and runs in the park. She swims in the sea. Then she rides her bike. She climbs the trees behind her house. At seven o'clock. At 8.30, she goes to bed.

2 Look and write.



This is Cowboy Carl.

He rides his horse at ten o'clock.  
He reads his book at half past two.  
He has dinner at seven o'clock.  
He sings at half past eight.

Unit 6 Food, food, food! 59



## Activity Book with answers



### The lighthouse keepers' story

- 1 Read the first part of the story *Granny makes a cake!*

2 Match the questions and answers.

What's the boy's name?	Paula.
What's the girl's name?	No, they don't.
Where are they?	A cake.
Do they like strawberries?	Ian.
Do they like carrots?	In the garden.
What does Granny make?	Yes, they do.

3 Complete and draw the foods.

- |                            |                    |
|----------------------------|--------------------|
| 1. e g g s                 | 2. c a r r o t s   |
| 3. t o m a t o e s         | 4. p o t a t o e s |
| 5. s t r a w b e r r i e s | 6. c a k e         |

1	2	3	4	5	6
Student's own drawing	Student's own drawing	Student's own drawing	Student's own drawing	Student's own drawing	Student's own drawing

- 1 Read the whole story *Granny makes a cake!*
- 2 Look and write the captions.

1	2	3
They eat Granny's cake.	They love eating carrots now.	Granny makes a cake.
4	5	6
They don't like carrots.	They are in the garden with Granny.	They like strawberries.
Granny makes a cake.	They don't like carrots.	They eat Granny's cake.
They like strawberries.	They love eating carrots now.	They are in the garden with Granny.



### Time to check

- 1 Look and write.



- |                            |                             |
|----------------------------|-----------------------------|
| 1. There's some cheese     | 5. There aren't any eggs    |
| 2. There's some bread      | 6. There isn't any soup     |
| 3. There's some chocolate  | 7. There isn't any lemonade |
| 4. There are some sausages | 8. There aren't any crisps  |

Check what you know!

17 food words

It's salty. It's sweet.  
It's sour. It's spicy.

There's some cheese.  
There are some lemons.  
There isn't any milk.  
There aren't any tomatoes.

Model answer



### My project

- 1 Make a fruit and vegetable mobile.

1	2
Fold two sheets of card in half.	Draw half of an apple and cut it out.
3	4
Colour the apples.	Cut a line half way through the pieces and slot them together.
5	6
Ask an adult to help you make a hole at the top of the apple and thread a piece of string through it.	Repeat the procedure for a tomato, an avocado and a lemon.
7	Tie the fruits and vegetables on a hanger to make a mobile for the kitchen.



# Unit 7

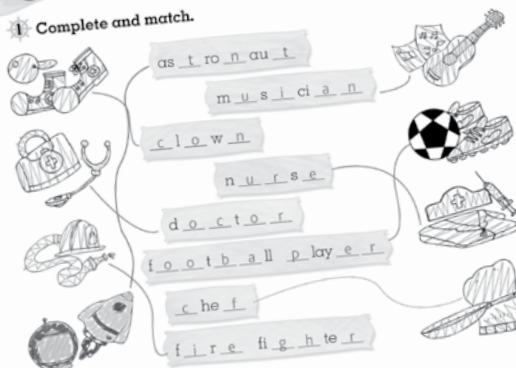
# Activity Book

with answers



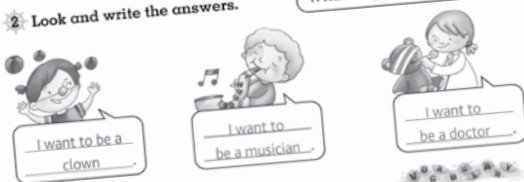
## Unit 7

### 1 Complete and match.



### 2 Colour the pictures.

### 3 Look and write the answers.



64 I want to be an astronaut Unit 7

### 1 Decode and draw.

1 → A 2 → C 3 → D 4 → E 5 → F 6 → H 7 → I 8 → L  
9 → O 10 → P 11 → R 12 → S 13 → T 14 → V 15 → X 16 → Y

12 4 2 11 4 13 1 11 16  
s e c r e t a r y

10 7 8 9 13  
p i l o t

13 1 15 7 3 11 7 14 4 11  
t a x i d r i v e r

3 9 2 13 9 11  
d o c t o r

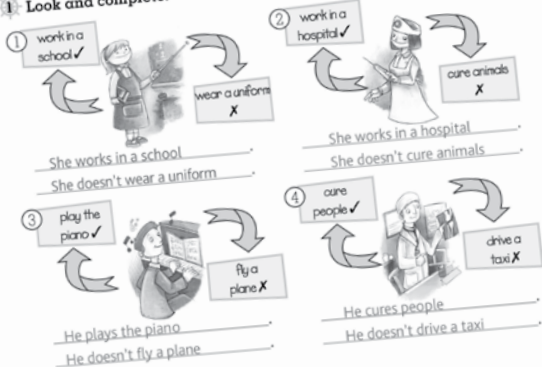
14 4 13  
v e t

13 4 1 2 6 4 11  
t e a c h e r

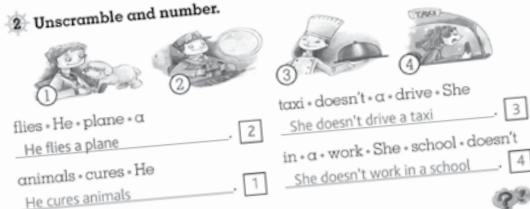
Unit 7 I want to be an astronaut 65

## She doesn't work in a school

### 1 Look and complete.



### 2 Unscramble and number.



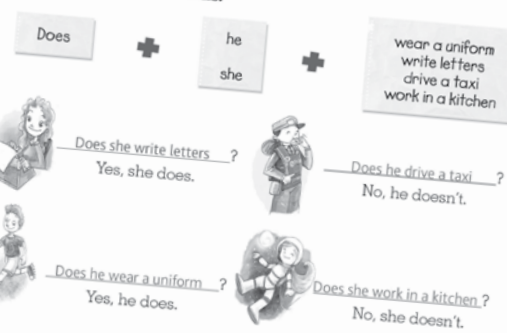
66 I want to be an astronaut Unit 7

### 1 Look and answer.

- Does he work in a hospital?  
No, he doesn't.
- Does she play the guitar?  
Yes, she does.
- Does he wear a uniform?  
No, he doesn't.
- Does she work in a school?  
Yes, she does.



### 2 Read and form questions.



Unit 7 I want to be an astronaut 67



# Activity Book

with answers

## Unit 7

### Time to practise!

#### 1 Solve the crossword puzzle.

##### Down 1

1. She doesn't work at night. She writes letters.
2. He wears a white coat. He works in a hospital.

##### Across

3. He doesn't drive a taxi. He works in a kitchen.
4. He doesn't cure animals. He wears big shoes.
5. She doesn't work in a kitchen. She cures animals.

#### 2 Number the pictures.

##### 3 Colour the balloons.

1 → grey 2 → orange 3 → yellow

orange 2 grey 2 orange 2 yellow 3 grey 3

in a hospital a uniform Does he Does he work at night Does he

grey yellow wear work

#### 3 Write and answer the questions.

1. Does he wear a uniform? Yes, he does.
2. Does he work in a hospital? No, he doesn't.
3. Does he work at night? Yes, he does.

I want to be an astronaut Unit 7

### Time to write

#### 1 Read and number the pictures.

1 We go to the supermarket. 2 We make a cake. 3 We have a party.

2 3 1

#### 2 Trace and complete.

Beginning Middle End

First, they go to the supermarket. Then, they make a cake. Finally, they have a party.

#### 3 Draw and write about you.

Student's own drawing Student's own drawing Student's own drawing

First, we make some biscuits. Then, we decorate the room. Finally, we have a party.

Unit 7 I want to be an astronaut 69

### The lighthouse keepers' story

#### 1 Read the first part of the story The wrong clothes.

##### 2 Answer the questions.

1. What's her name? Vicky
2. What's his name? Alex
3. Where do they meet? They meet in the park
4. What do they drink? They drink chocolate milkshake
5. What does Vicky find in the bag? Vicky finds a football T-shirt
6. What does Alex find in the bag? Alex finds a dress

#### 3 Complete and find the mystery job.

scarf 1 gloves 8

socks 2 pilot 9

shorts 3 clown 10

shirt 4 taxi driver 11

boots 5 secretary 12

coat 6 nurse 13

sandals 7 doctor 14

I want to be an astronaut Unit 7

#### 1 Read the whole story The wrong clothes.

##### 2 Underline and complete.

1. Alex and Vicky drink a chocolate milkshake.  
a) strawberry b) pear c) chocolate
2. Alex is a football player.  
a) tennis b) football c) basketball
3. Alex has a game at three o'clock.  
a) one thirty b) three o'clock c) five thirty
4. Vicky goes to the stadium on her bike.  
a) in a taxi b) on her pony c) on her bike
5. Vicky gives Alex his bag.  
a) his bag b) his pencil case c) his coat
6. The police officer says, "Stop! You can't go in there."  
a) taxi driver b) teacher c) police officer

#### 3 Design a football T-shirt.

Student's own drawing

Unit 7 I want to be an astronaut 71



# Unit 7

# Activity Book

with answers



## Time to check

1 Draw the paths and write.



1. She doesn't cure animals.
2. He works in a restaurant.
3. She flies a plane.
4. He doesn't wear a uniform.

Check what you know! Model answer

14 jobs

What do you want to be?

I want to be a pilot.

He wears a uniform.  
She doesn't fly a plane.

Does she work in a fire station?  
Yes, she does. / No, she doesn't.

72 I want to be an astronaut Unit 7



## My project

Make a police officer model.

1. Glue white paper around a toilet paper tube.
2. Draw a rectangle on one side of the tube.
3. Draw three buttons, a belt and a badge for the uniform.
4. Draw a face on the top of the tube.
5. Colour the face and the uniform.
6. On another sheet of paper, draw two triangles for arms and hands. Colour them and cut them out.
7. Draw a long, thin rectangle for the hat with a badge in the middle. Then, colour it and cut it out.
8. Glue the arms and the hat on your police officer model.

Unit 7 I want to be an astronaut 73

# Unit 8

## Unit 8

1 Look and label the pictures.



2 Read and draw the pictures.

3 Draw yourself.

What are your hobbies?



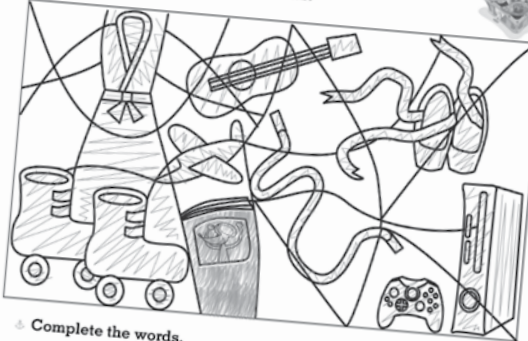
Student's own drawing

I like painting.  
I like reading comic books.  
I like roller skating.

4 Answer about you.

74 Free time fun! Unit 8

1 Find and colour eight accessories.



2 Complete the words.

1. c o m i c b o o k
2. k a r a t e u n i f o r m
3. r o l l e r s k a t e s
4. j u m p r o p e
5. c o m p u t e r g a m e
6. g u i t a r
7. m o d e l
8. b a l l e t s h o e s

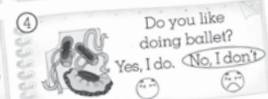
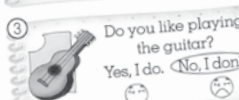
Unit 8 Free time fun! 75



## Activity Book with answers

### I like painting

1 Circle the answer about you.



Draw the corresponding face.

2 Look and complete.

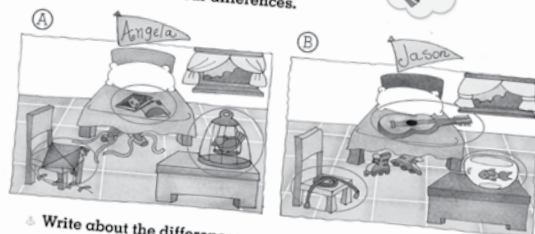


Free time fun! Unit 8

1 Read and match.



2 Find and circle four differences.



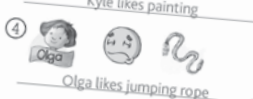
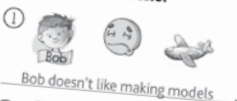
Write about the differences. Model answer

- Angela has got ballet shoes, but she hasn't got any roller skates.
- Jason has got a guitar, but he hasn't got comic books.
- Angela has got a kite, but she hasn't got a jump rope.
- Jason has got a fish, but he hasn't got a bird.

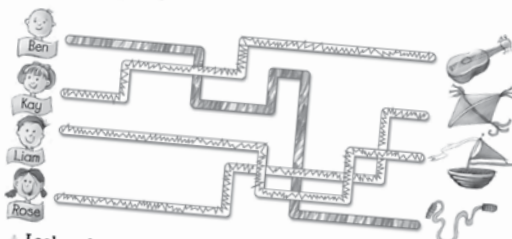
Unit 8 Free time fun! 77

### Time to practise!

1 Decode and write.



2 Draw the paths.



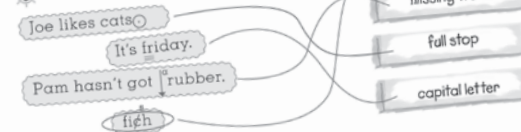
Look and complete.

- Ben hasn't got a kite. He has got a jump rope.
- Kay hasn't got a jump rope. She has got a guitar.
- Liam hasn't got a guitar. He has got a model boat.
- Rose hasn't got a model boat. She has got a kite.

Free time fun! Unit 8

### Time to write

1 Look and match.



- spelling mistake
- missing word
- full stop
- capital letter

2 Read Diana's letter and mark the mistakes.



2 spelling mistakes 2 full stops  
2 capital letters 2 missing words

Hello.  
I'm eight years old and I live in the Unnited Kingdom. I have got two broders and a sister. Their names are Peter, mike and Gina. our hobbies are playing computer games, painting and swimming.  
Your friend,  
Diana

Hello.  
I'm eight years old and I live in Unnited Kingdom. I have got two brothers and one sister. Their names are Peter, Mike and Gina. Our hobbies are playing computer games, painting and swimming.  
Your friend,  
Diana

Rewrite the text correctly.

Unit 8 Free time fun! 79



# Unit 8

# Activity Book

with answers

## The lighthouse keepers' story

Read the first part of the story *Karate Kate*.

Correct the mistakes.

- The title of the story is Cool Kate.  
The title of the story is Karate Kate.
- The girls are going to the cinema.  
The girls are going to the sports centre.
- Maria and Helen think karate is cool.  
Maria and Helen think karate is boring.
- Kate's hobby is collecting comic books.  
Kate's hobby is karate.
- Maria and Helen's hobby is painting.  
Maria and Helen's hobby is ballet.
- The mouse is doing karate.  
The mouse is doing ballet.



Look and classify the hobbies.



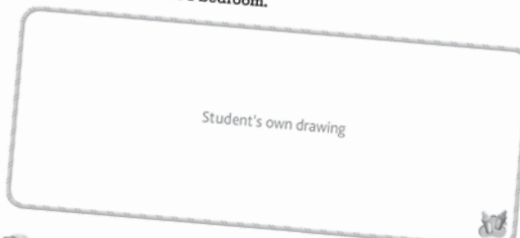
Free time fun! Unit 8

Read the whole story *Karate Kate*.

Underline and complete.

- The girls are going to the sports centre.  
a) to the shopping centre b) home c) to the sports centre
- Maria and Helen say, "Let's go for ice cream."  
a) see a film b) play computer games c) go for ice cream
- Suddenly, a thief runs out of the bank.  
a) shopping centre b) bank c) ice cream shop
- Kate stops the thief.  
a) Kate b) Helen c) The bank manager
- They have ice cream.  
a) hot chocolate b) sweets c) ice cream
- The bank manager says, "You're great!"  
a) tall b) great c) fantastic

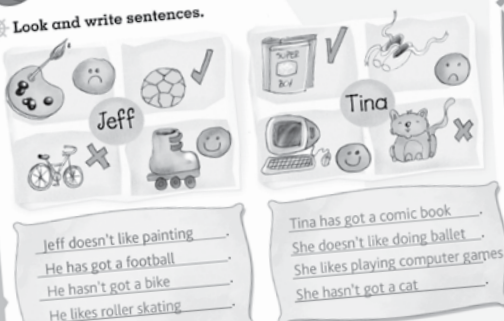
Draw Karate Kate's bedroom.



Unit 8 Free time fun! 81

## Time to check

Look and write sentences.



Check what you know!

8 hobbies  
8 accessories

What are your hobbies?

My hobbies are painting and playing the guitar.

I like roller skating.  
Do you like playing the piano?  
Yes, I do. / No, I don't.

He has got a karate uniform.  
She hasn't got a guitar.

Free time fun! Unit 8

## My project

Make a box guitar.



Unit 8 Free time fun! 83



## Activity Book with answers

### Unit 9

1 Find and circle twelve months.



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

Write the months in order.

2 Answer about you.

Model answer

When's your birthday?

How old are you?

Student's own drawing



My birthday is in March.

I am seven years old.

Draw the candles on your cake.

Let's celebrate! Unit 9

1 Circle the letters and write.



candles



presents



streamers



sweets



balloons



costume

2 Look and answer the questions.



My birthday is in May. And yours?



Mine's in October.



Mine's in December.

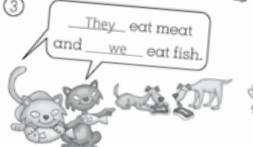
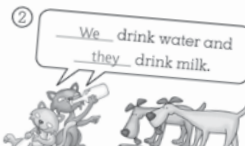


Mine's in February.

Unit 9 Let's celebrate! 85

### We eat cake and they eat sweets

1 Complete with we and they.



2 Read and complete the names of the schools.

Hi, I go to Green School. My cousin goes to Valley School. We have got different activities in our schools. At 8 o'clock, they have got PE and we have got English. At break time, they play basketball and we play football.



Valley School



Green School



Green School



Valley School

Let's celebrate! Unit 9

1 Read and answer the questions.

Halloween is a popular holiday in the United States and in the United Kingdom. It's in October. Children wear costumes. The most popular costumes are ghosts, pumpkins and witches. In the evening, children go to visit their neighbours and say, "Trick or treat." They get a lot of sweets and eat them all!

1. When is Halloween? It's in October.
2. What do children wear? They wear costumes.
3. Where do they go? They go to visit their neighbours.
4. What do they say? They say "Trick or treat."
5. What do they eat? They eat sweets.

2 Unscramble the questions.

1 it • When • you • do • celebrate  
When do you celebrate it?  
We celebrate it in May.

2 What • do • eat • children  
What do children eat?  
They eat sweets.

3 children • do • What • wear  
What do children wear?  
They wear costumes.

4 children • go • do • Where  
Where do children go?  
They go to the park.

Answer the questions.

Unit 9 Let's celebrate! 87



# Unit 9

# Activity Book

with answers



## Time to practise!

### Look and complete.



We go to the beach and they go to the mountains.

They eat hamburgers and we eat ice cream.



They swim in the ocean and we ski.

We play in the snow and they play with a ball.

### 2 Complete the questions.

### My perfect birthday

- When is your birthday? My birthday is in March.
- What presents do you get? A comic book and a guitar.
- Where do you have lunch? At home.
- What do you eat? Hamburgers and chips.
- Where do you go? To the park.
- What do you play? Football.

Answer about you. Model answer

Let's celebrate! Unit 9



## Time to write

### 1 Mark the mistakes in the sentences.

Today is tuesday.

I don't like dogs.

This is mal friend.

His name is David.

I have got blue pencil.

Too erasers.

	Mistake	Correction
capital letter	Today is tuesday.	Today is Tuesday.
missing word	When your birthday?	When is your birthday?
punctuation	I have got blue pencil.	I have got a blue pencil.
spelling mistake	His name is David.	His name is David.
	I don't like dogs.	I don't like dogs.
	This is (mal) friend.	This is my friend.
	Too erasers.	Two erasers.

### 2 Complete the table.

### Read and mark the mistakes.

My favourite day  
My favourite day is Mother's Day. We give our mother flowers/chocolates. She likes chocolates. I make a cake for her with my dad. We go to the park in afternoon.

### My favourite day

My favourite day is Mother's Day. We give our mother flowers and chocolates. She likes chocolates. I make a cake for her with my dad. We go to the park in the afternoon.

### Rewrite the text correctly.

Unit 9 Let's celebrate! 89



## The lighthouse keepers' story

### 1 Read the first part of the story April Fool's!

### Read and answer the questions.

- Where's Sam's mum? She's in the bathroom.
- What's in the bathtub? A spider.
- What's Sam's brother doing? He's having breakfast.
- Where's Sam's dad? He's in the living room.
- What's Sam's dad doing? He's reading.
- What does Sam say to his dad? April Fool's!

### Solve the crossword puzzle.



Let's celebrate! Unit 9

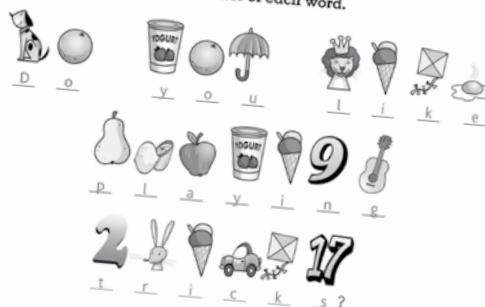
### 1 Read the whole story April Fool's!

### Circle True or False.

- Sam doesn't like April Fool's day.
- Sam has a surprise for his sister.
- There's a ghost under Sam's bed.
- The ghost isn't real.
- Sam's brother and sister don't like playing tricks.
- Sam's dad says, "Let's go to the cinema."

True False  
True False  
True False  
True False  
True False

### 2 Look and write the first letter of each word.



### 3 Read and answer the question. Model answer

Yes, I do.

Unit 9 Let's celebrate! 91



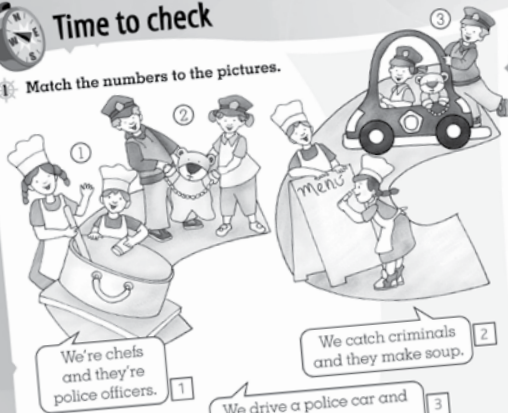
## Activity Book

with answers



### Time to check

1 Match the numbers to the pictures.



Check what you know!

12 months  
6 party words



Model answer  
We eat a special cake.  
They go to a  
Christmas market.



When's your birthday?  
Where do you go?  
What do they do?



### My project

Make a party crown.

1

Cut a strip of card that fits around your head.



2

Draw triangles on the top of the card and cut them out.



4

Write a special message on the crown.



6

Ask an adult to help you tape the crown.



3

Paint the crown.

5

Decorate the crown with glitter.



7

Now, you're ready to party!





# My spelling practice

## Activity Book with answers



### My spelling practice

#### Unit 1

#### My day

##### Daily routines

brush your teeth \_\_\_\_\_

get up \_\_\_\_\_

go to bed \_\_\_\_\_

go to school \_\_\_\_\_

have a snack \_\_\_\_\_

have breakfast \_\_\_\_\_

have lunch \_\_\_\_\_

have dinner \_\_\_\_\_

have a shower \_\_\_\_\_

#### Unit 2

#### In the city

##### City places

bookshop \_\_\_\_\_

bus station \_\_\_\_\_

fire station \_\_\_\_\_

hospital \_\_\_\_\_

library \_\_\_\_\_

shopping centre \_\_\_\_\_

cinema \_\_\_\_\_

museum \_\_\_\_\_

park \_\_\_\_\_

pet shop \_\_\_\_\_

restaurant \_\_\_\_\_

shoe shop \_\_\_\_\_

supermarket \_\_\_\_\_

toy shop \_\_\_\_\_

#### Unit 3

#### Animal adventure

##### Animals

bat \_\_\_\_\_

butterfly \_\_\_\_\_

crocodile \_\_\_\_\_

elephant \_\_\_\_\_

frog \_\_\_\_\_

gorilla \_\_\_\_\_

hippo \_\_\_\_\_

leopard \_\_\_\_\_

lion \_\_\_\_\_

monkey \_\_\_\_\_

ostrich \_\_\_\_\_

snake \_\_\_\_\_

turtle \_\_\_\_\_

zebra \_\_\_\_\_

#### Unit 4

#### At the clothes shop

##### Clothes

belt \_\_\_\_\_

coat \_\_\_\_\_

glove \_\_\_\_\_

jeans \_\_\_\_\_

jumper \_\_\_\_\_

scarf \_\_\_\_\_

sock \_\_\_\_\_

sunglasses \_\_\_\_\_

tie \_\_\_\_\_

##### Numbers

thirty \_\_\_\_\_

forty \_\_\_\_\_

fifty \_\_\_\_\_

sixty \_\_\_\_\_

seventy \_\_\_\_\_

eighty \_\_\_\_\_

ninety \_\_\_\_\_

one hundred \_\_\_\_\_

#### Unit 5

#### Rain or sun?

##### Weather

cloudy \_\_\_\_\_

cold \_\_\_\_\_

hot \_\_\_\_\_

raining \_\_\_\_\_

snowing \_\_\_\_\_

sunny \_\_\_\_\_

windy \_\_\_\_\_

##### Seasons

spring \_\_\_\_\_

summer \_\_\_\_\_

autumn \_\_\_\_\_

winter \_\_\_\_\_

#### Unit 6

#### On the catwalk

##### Food

avocado \_\_\_\_\_

bread \_\_\_\_\_

cheese \_\_\_\_\_

chocolate \_\_\_\_\_

crisps \_\_\_\_\_

eggs \_\_\_\_\_

ham \_\_\_\_\_

tomato \_\_\_\_\_

lemon \_\_\_\_\_

lemonade \_\_\_\_\_

meat \_\_\_\_\_

pear \_\_\_\_\_

potato \_\_\_\_\_

rice \_\_\_\_\_

sausage \_\_\_\_\_

soup \_\_\_\_\_

#### Unit 7

#### I want to be an astronaut

##### Jobs

astronaut \_\_\_\_\_

chef \_\_\_\_\_

clown \_\_\_\_\_

doctor \_\_\_\_\_

firefighter \_\_\_\_\_

musician \_\_\_\_\_

nurse \_\_\_\_\_

pilot \_\_\_\_\_

police officer \_\_\_\_\_

secretary \_\_\_\_\_

football player \_\_\_\_\_

taxi driver \_\_\_\_\_

teacher \_\_\_\_\_

vet \_\_\_\_\_

#### Unit 8

#### Free time fun!

##### Hobbies

collecting toy cars \_\_\_\_\_

doing ballet \_\_\_\_\_

doing gymnastics \_\_\_\_\_

doing karate \_\_\_\_\_

making models \_\_\_\_\_

painting \_\_\_\_\_

playing computer games \_\_\_\_\_

roller skating \_\_\_\_\_

##### Accessories

ballet shoe \_\_\_\_\_

comic book \_\_\_\_\_

computer game \_\_\_\_\_

guitar \_\_\_\_\_

skipping rope \_\_\_\_\_

karate uniform \_\_\_\_\_

model \_\_\_\_\_

roller skate \_\_\_\_\_

#### Unit 9

#### Let's celebrate!

##### Months

January \_\_\_\_\_

February \_\_\_\_\_

March \_\_\_\_\_

April \_\_\_\_\_

May \_\_\_\_\_

June \_\_\_\_\_

July \_\_\_\_\_

August \_\_\_\_\_

September \_\_\_\_\_

October \_\_\_\_\_

November \_\_\_\_\_

December \_\_\_\_\_

##### Parties

balloon \_\_\_\_\_

candle \_\_\_\_\_

sweets \_\_\_\_\_

costume \_\_\_\_\_

present \_\_\_\_\_

streamer \_\_\_\_\_



# Track List

CD 1		
Unit	Track	Rubrics
1	1.1	Listen and point.
	1.2	Listen and repeat.
	1.3	Listen and repeat.
	1.4	Listen and underline.
	1.5	My week (chant)
	1.6	Listen and complete the answers.
	1.7	Sing a song.
	1.8	You're late, Monica! (part 1)
	1.9	You're late, Monica! (part 2)
	1.10	Listen and circle.
2	1.11	Listen and repeat.
	1.12	Listen and number.
	1.13	Listen and stick.
	1.14	Listen and stick.
	1.15	Where, oh where? (chant)
	1.16	Listen and mark.
	1.17	Listen and number.
	1.18	Sing a song.
	1.19	That's my jacket! (part 1)
	1.20	That's my jacket! (part 2)
	1.21	Listen and stick.
3	1.22	Listen and stick.
	1.23	Listen and repeat.
	1.24	Listen and complete.
	1.25	Listen and repeat.
	1.26	Sing a song.
	1.27	Listen and stick.
	1.28	Listen and check.
	1.29	Can a dolphin swim? (chant)
	1.30	Listen and number.
	1.31	The turtle and the rabbit (part 1)
	1.32	The turtle and the rabbit (part 2)
	1.33	Listen and check.
4	1.34	Listen and stick.
	1.35	Listen and repeat.
	1.36	Listen and repeat.
	1.37	Listen and match.
	1.38	Whose is this? (chant)
	1.39	Listen and number.
	1.40	Sing a song.
	1.41	Let's go shopping! (part 1)
	1.42	Let's go shopping! (part 2)
	1.43	Listen and stick.
5	1.44	Listen and repeat.
	1.45	Listen and colour.
	1.46	Listen and repeat.
	1.47	Sing a song.
	1.48	Listen and number.
	1.49	Listen and circle.
	1.50	Seasons (chant)
	1.51	A mountain adventure (part 1)
	1.52	A mountain adventure (part 2)
	1.53	Listen and circle.
6	1.54	Listen and repeat.
	1.55	Listen and colour.
	1.56	Listen and repeat.
	1.57	Listen and check.
	1.58	Listen and write.
	1.59	We're hungry. (chant)
	1.60	Sing a song.
	1.61	Granny makes a cake! (part 1)
	1.62	Granny makes a cake! (part 2)
	1.63	Listen and number.

CD 2		
Unit	Track	Rubrics
7	2.1	Listen and repeat.
	2.2	Listen and point.
	2.3	Listen and repeat.
	2.4	He's a vet. (chant)
	2.5	Listen and underline.
	2.6	The wrong clothes (part 1)
	2.7	The wrong clothes (part 2)
	2.8	Listen and number.
	2.9	Listen and check.
	2.10	Sing a song.
8	2.11	Listen and point.
	2.12	Listen and repeat.
	2.13	Listen and repeat.
	2.14	Sing a song.
	2.15	Listen and mark.
	2.16	I like it, I don't like it. (chant)
	2.17	Listen and label.
	2.18	Karate Kate (part 1)
	2.19	Karate Kate (part 2)
	2.20	Listen and number.
9	2.21	Listen and colour.
	2.22	Listen and repeat.
	2.23	Listen and point.
	2.24	Listen and repeat.
	2.25	Sing a song.
	2.26	Three Kings Day (chant)
	2.27	Listen and circle.
	2.28	April Fool's! (part 1)
	2.29	April Fool's! (part 2)
	2.30	Listen and check.
	2.31	Listen and point.
Diagnostic test	2.32	Diagnostic test - Listen and colour.
	2.33	Sing a song.
	2.34	Continue the song with your friends.
	2.35	Listen and number.
Pictionary	2.36	Listen and check.
	2.37	Unit 1. Daily routines
	2.38	Unit 2. City places
	2.39	Unit 3. Animals
	2.40	Unit 4. Clothes
	2.41	Unit 4. Numbers
	2.42	Unit 5. Weather
	2.43	Unit 5. Seasons
	2.44	Unit 6. Food
	2.45	Unit 7. Jobs
	2.46	Unit 8. Hobbies
	2.47	Unit 8. Accessories
	2.48	Unit 9. Months
	2.49	Unit 9. Parties







For centuries, lighthouses have guided ships in their travels and they continue to light the way in our modern world. Similarly, the six-level **Lighthouse** series aims to guide primary students through the sometimes-rough seas of their adventure in learning English. It seamlessly integrates modern language teaching practices with traditional classroom needs, helping students successfully navigate through reading, writing, listening, speaking and grammar, to be able to use English in real life.

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