

American

# Family and Friends

2nd Edition

# 4

## Teacher's Book Plus

### Teacher's Book

- Step-by-step lesson procedures
- Differentiated classroom activities
- 21st Century Learning

### Teacher's Resource Center

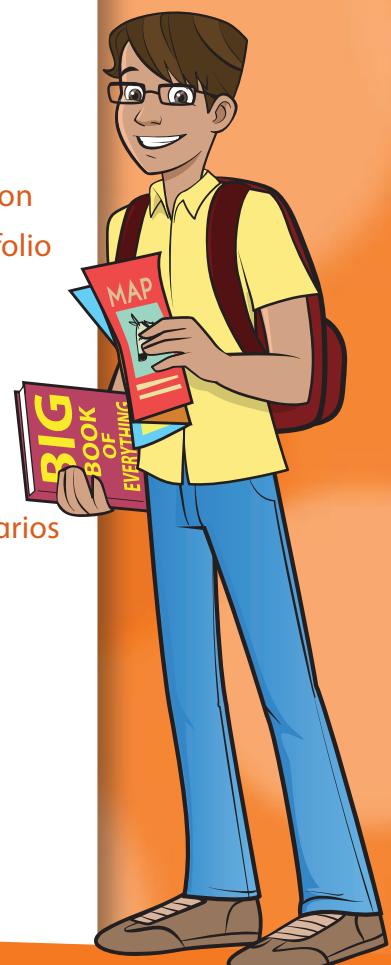
- Editable tests with audio
- Extensive diagnostic and skills testing
- Cambridge English: YLE exam preparation
- Extra writing resources – including portfolio
- Student Book craft templates

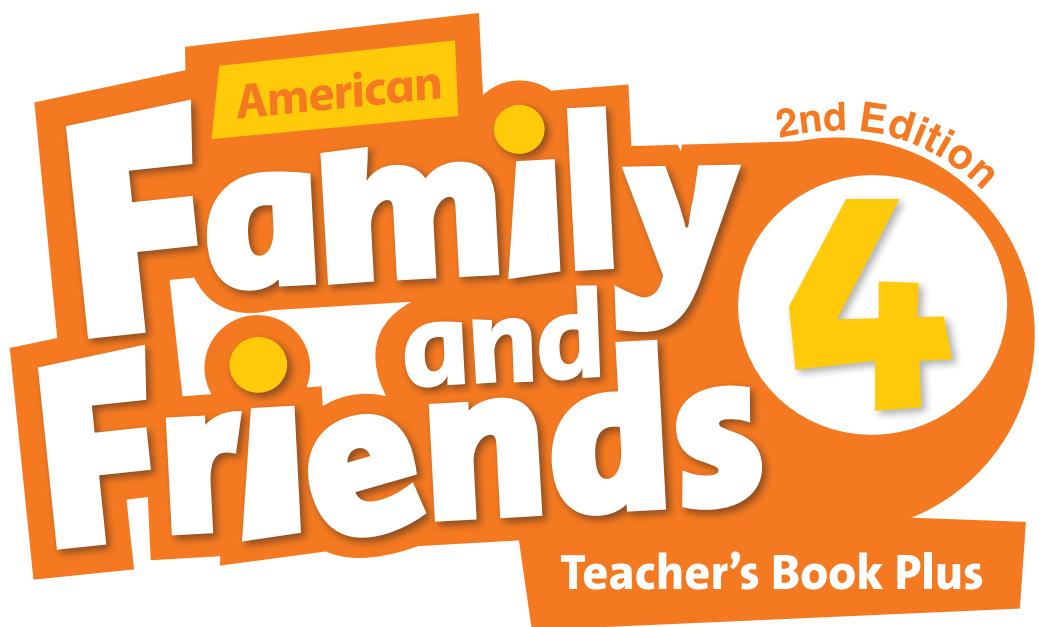
### Fluency DVD

- Everyday English scenes from the Student Book
- Native English speakers in real-life scenarios

### Online Practice

- Learning management system
- Interactive, auto-scoring exercises
- Online gradebook
- Social learning tools





**Barbara Mackay**

Introduction by **Naomi Simmons**

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# Scope and sequence

All core language is recycled regularly throughout the course.

		<b>Words</b>	<b>Grammar</b>
<b>Starter:</b> <b>Back together!</b>	p28	Revision: free-time activities, food words, alphabetical order Core: <i>telling the time</i>	<i>like</i> + verb + <i>ing</i> <i>can</i> for permission / requests Countable and uncountable nouns <i>a / an / some</i> <i>be going to</i> + verb Comparative and superlative adjectives
<b>1</b> <b>The food here is great!</b>	p32	<b>The restaurant</b> Core: <i>server, uniform, menu, customer, bottle of water, cup of coffee, glass of milk, bowl of soup, plate of salad</i> <b>Words in context:</b> "What do you like for breakfast?" <i>beans, olive oil, toast, noodles, coconut, chili, corn, pancake</i>	Simple present and present progressive <i>They usually wear blue uniforms.</i> <i>They're wearing white today.</i> Time markers: simple present and progressive <i>always / usually / sometimes / rarely / never</i> <i>now / right now / today / at the moment</i>
<b>Fluency Time! 1</b>	p38	<b>Talking about vacations</b>	<i>Where did you go? Lucky you! What was it like? I had a great time.</i> <i>What was the best part?</i>
<b>2</b> <b>We had a concert</b>	p40	<b>The concert</b> Core: <i>concert, drums, instruments, violin, audience, recorder, cheer, stage, program, trumpet</i> <b>Words in context:</b> "The Concert" <i>orchestra, treat, cymbals, piece, shining, burst, pack up</i>	Simple past: <i>have</i> and <i>be</i> <i>We had a concert at our house.</i> <i>All our friends were there.</i> Simple past: regular verbs <i>The audience clapped and cheered.</i> Time markers: simple past <i>yesterday / last week / last year / two days ago</i>
<b>Social Studies Time!</b>	p46	<b>Life in the Arctic</b>	
<b>3</b> <b>The dinosaur museum</b>	p48	<b>The dinosaur museum</b> Core: <i>dinosaur, museum, model, skeleton, scary, scream, roar, alive, dead, robot</i> <b>Words in context:</b> "Dinosaur data" <i>Earth, scientist, pattern, skin, disappear, asteroid, fall (fell)</i>	Simple past: irregular verbs with negatives <i>We didn't go to school.</i> Simple past: irregular verbs with questions <i>Did they go to a museum?</i> <i>What did you see?</i>
<b>Review 1</b>	p54	<b>Revision of vocabulary and structures from Units 1–3</b>	
<b>4</b> <b>Whose jacket is this?</b>	p56	<b>Sports time</b> Core: <i>team, jacket, sneakers, trophy, player, kick, score a goal, racket, backpack, win (won)</i> <b>Words in context:</b> basketball <i>bounce, invent, basket, court, point, hoop</i>	Possessive pronouns <i>Whose jacket is it?</i> <i>It's mine / yours / his / hers / theirs / ours</i> Adverbs: + <i>ly</i> and irregular <i>He ran slowly.</i> <i>They played well.</i>
<b>Fluency Time! 2</b>	p62	<b>Eating out</b>	<i>I'd like ... Can I have ... Can I have some more ... with / without</i> <b>No problem. Sure.</b>
<b>5</b> <b>Go back to the traffic lights</b>	p64	<b>Directions</b> Core: <i>read a map, turn left, go back, traffic lights, hurry, traffic circle, get lost, turn right, go straight, gas station</i> <b>Words in context:</b> "Shadow puppet theater" <i>shadow, puppet, popular, event, stick, screen, voice, lift up</i>	<i>have to / had to</i> <i>We have to go back to the traffic lights.</i> Giving directions <i>At the traffic lights, go straight.</i> <i>why / because</i> <i>Why are we at this gas station?</i> <i>Because we're lost.</i>
<b>Geography Time!</b>	p70	<b>Fossils</b>	
<b>6</b> <b>The best bed!</b>	p72	<b>Describing words</b> Core: <i>break, repair, comfortable, hard, soft, expensive, cheap, wooden, metal, modern</i> <b>Words in context:</b> a fable, "The Ant and the Grasshopper" <i>enormous, prepare, worry, deep, share, lazy</i>	Comparatives and superlatives: long adjectives <i>My bed is more comfortable than this one.</i> Irregular comparatives and superlatives <i>better than / worse than</i> <i>the best / the worst</i>
<b>Review 2</b>	p78	<b>Revision of vocabulary and structures from Units 1–6</b>	

Phonics		
Phonics	Skills	Values
	<p><b>Reading:</b> introducing the use of dictionaries</p> <p><b>Listening:</b> identifying times</p> <p><b>Speaking:</b> asking and answering questions about children's activities; asking and answering questions about what you would like to buy; asking and answering questions about the time</p> <p><b>Writing:</b> writing words into alphabetical order</p>	<p>Appreciating similarities and differences between people</p> <p>Asking for permission</p>
<b>Long <i>a</i> and <i>e</i> sounds:</b> <i>a: train, tray, cake</i> <i>e: tree, leaves, key</i>	<p><b>Reading:</b> a magazine article: "What do you like for breakfast?" (reading and understanding a magazine article; matching specific information to the appropriate text)</p> <p><b>Listening:</b> identifying details about family meals</p> <p><b>Speaking:</b> asking and answering questions about eating habits</p> <p><b>Writing:</b> recognizing syllables in words; Workbook – writing about my eating habits</p>	<p><b>Values 1:</b></p> <p>Values in town (Helpful and respectful behavior in a restaurant)</p> <p>Being polite to the people around you</p> <p>Not playing with toys while you are eating</p> <p>Helping restaurant staff and treating them with respect</p> <p>Having good table manners</p>
<b>Craft: a photo album</b>		
<b>Long <i>i</i>, <i>o</i>, and <i>u</i> sounds:</b> <i>i: light, cry, bike</i> <i>o: boat, blow, bone</i> <i>u: room, blue, flute</i>	<p><b>Reading:</b> a poem: "The Concert" (reading and understanding a poem; matching questions and answers)</p> <p><b>Listening:</b> identifying different musical activities</p> <p><b>Speaking:</b> asking and answering questions about musical preferences and abilities</p> <p><b>Writing:</b> the double consonant rule; Workbook – writing a description of a picture</p>	<p>Not creating hazards while people are carrying food and drink</p>
<b>Project: a booklet</b>		
<b>f and ph spellings:</b> <i>f: flamingo, scarf, feet</i> <i>ph: phone, nephew, alphabet</i>	<p><b>Reading:</b> a non-fiction text: "Dinosaur data" (reading and understanding a factual text from an information book; matching sentence halves)</p> <p><b>Listening:</b> identifying favorite things on a school trip</p> <p><b>Speaking:</b> asking and answering questions about school trips</p> <p><b>Writing:</b> exclamation marks; Workbook – writing a webpage about my school trip</p>	
<b>b and v:</b> <i>best, vest</i> <b>v and w:</b> <i>vet, wet</i> <b>p and b:</b> <i>pig, big</i>	<p><b>Reading:</b> magazine article: basketball (reading and understanding an article about basketball from a children's magazine; completing sentences with the correct word )</p> <p><b>Listening:</b> identifying children's favorite sports</p> <p><b>Speaking:</b> asking and answering questions about favorite sports</p> <p><b>Writing:</b> <i>It's</i> or <i>Its</i>; Workbook – writing instructions for a sport</p>	<p><b>Values 2:</b></p> <p>Values at school (Co-operating and playing safely on the sports field)</p> <p>Playing together in teams</p> <p>Taking care of sports equipment</p> <p>Being aware of other people's needs</p> <p>Making sure you drink water when playing sports</p> <p>Helping people who are in trouble</p> <p>Being kind to other players</p>
<b>Craft: a café menu</b>		
<b>s endings:</b> <i>s: bikes, laughs, it's</i> <i>z: zebras, he's plays</i> <i>iz: sandwiches, watches</i>	<p><b>Reading:</b> an informative webpage: "Shadow puppet theater" (reading a children's website about having fun with hand shadows; identifying true or false sentences)</p> <p><b>Listening:</b> understanding directions</p> <p><b>Speaking:</b> giving directions</p> <p><b>Writing:</b> instructions; Workbook – writing an invitation</p>	
<b>Project: a fossil</b>		
<b>Soft c and g sounds:</b> <i>c: city, ice, dance, rice</i> <i>g: cage, page, giraffe, stage</i>	<p><b>Reading:</b> a fable: "The Ant and the Grasshopper" (reading a modern version of a fable; completing sentences with the correct word)</p> <p><b>Listening:</b> identifying chronology in a fable</p> <p><b>Speaking:</b> telling a story from pictures</p> <p><b>Writing:</b> identifying irregular plurals; Workbook – writing a fable</p>	
<b>Scope and sequence</b>		
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<b>7</b> <b>Will it really happen?</b>	<b>p80</b> <b>In space</b> Core: the future, travel, satellite, the moon, the sun, planets, rocket, astronaut, star, spaceship <b>Words in context: The Future</b> underwater, submarines, underground, control, energy, virtual reality, pills, power	<b>The future with will</b> People will / won't travel in super-fast planes. <b>Time markers: the future</b> on Monday / next week / in a month's time / this evening / soon / later
<b>Fluency Time! 3</b>	<b>p86</b> <b>Making phone calls</b> <i>Can I speak to... Who's calling, please? It's (Anna) here. Hold on a minute, please. It's for you!</i>	
<b>8</b> <b>How much time do we have?</b>	<b>p88</b> <b>At the airport</b> Core: money, passenger, arrivals, departures, luggage, passport, suitcase, magazine, newspaper, coin <b>Words in context: my vacation</b> unusual, journey, hotel, disappointed, fireworks, fair	<b>Expressing quantity</b> <i>How much time do we have? / I have lots of pencils. / I don't have many pens. some / any Do you have any newspapers? We have some pencils, but we don't have any pens.</i>
<b>Science Time!</b>	<b>p94</b> <b>Robots</b>	
<b>9</b> <b>Something new to watch!</b>	<b>p96</b> <b>Audio-visual entertainment</b> Core: cartoon, radio, camcorder, the news, documentary, channel, advertisement, remote control, TV show, cell phone <b>Words in context: "Tonight's TV?"</b> <i>live, poor, ticket, stadium, plays tricks on, explore</i>	<b>Infinitive of purpose</b> <i>I turned on the TV to watch sports. We went in the boat to see the dolphins. How often ... ? How often do you watch TV? I watch TV once / twice a week.</i>
<b>Review 3</b>	<b>p102</b> <b>Revision of vocabulary and structures from Units 1–9</b>	
<b>10</b> <b>I've printed my homework</b>	<b>p104</b> <b>Computers</b> Core: printer, screen, mouse, log on, speakers, click on, save a document, memory stick, search the Internet <b>Words in context: sending emails</b> <i>type the email address, subject, attach a photo, send a message, click on</i>	<b>Present perfect: affirmative</b> <i>He's put the books on the shelves. Present perfect: questions, answers, and negatives Have you seen my new speakers? Yes, I have. / No, she hasn't. She hasn't printed the document.</i>
<b>Fluency Time! 4</b>	<b>p110</b> <b>Choosing TV shows</b> <i>What's on TV? I can't stand ... Let's change the channel. Pass me ... I love (cartoons).</i>	
<b>11</b> <b>Have you ever been...?</b>	<b>p112</b> <b>Places</b> Core: town, ocean, volcano, village, oasis, rainforest, capital city, desert, island, cave <b>Words in context: "Everest Expeditions"</b> <i>location, height, oxygen, expedition, summit, equipment, frozen, melt</i>	<b>Present perfect: ever</b> <i>Have you ever been to space? Yes, I have. / No, I haven't. Present perfect: never She's never been to an oasis. We've never fallen in the mountains.</i>
<b>Art Time!</b>	<b>p118</b> <b>Australian Art</b>	
<b>12</b> <b>What's the matter?</b>	<b>p120</b> <b>Illness</b> Core: a headache, feel sick, feel dizzy, a cold, a cough, an earache, a stomach ache, a sore throat, take medicine <b>Words in context: "How to stay healthy"</b> <i>healthy, fit, energy, chips, sugar, cabbage, calcium, sardine</i>	<b>should / shouldn't</b> <i>You should drink some water. You shouldn't eat lots of cup cakes. could / couldn't Max couldn't eat his dinner, but he could eat lots of cakes.</i>
<b>Review 4</b>	<b>p126</b> <b>Revision of vocabulary and structures from Units 1–12</b>	
<b>13</b> <b>Can you help me?</b>	<b>p128</b> <b>Making smoothies</b> Core: smoothie, milk, fridge, pour, blender, strawberry, chop, lid, mango, peel <b>Words in context: "Child Heroes"</b> <i>hero, earthquake, collapse, carry, smoke, asleep</i>	<b>Object pronouns</b> <i>me / you / him / her / it / us / them Relative pronouns This is the boy who didn't put the lid on. This is the smoothie that was in the blender.</i>
<b>Fluency Time! 5</b>	<b>p134</b> <b>Describing accidents</b> <i>What's the matter? Where did it happen? I fell down on the playground.</i>	
<b>14</b> <b>We were fishing</b>	<b>p136</b> <b>Family</b> Core: mother-in-law, father-in-law, wife, husband, son, daughter, niece, nephew <b>Words in context: "My relatives are coming!"</b> <i>relatives, toddler, normal, cute, squeeze, line, stay in touch, miss someone</i>	<b>Past progressive</b> <i>What were you doing? I was looking at photos. Dates and I was born ... My mom was born in 1981. She was born on July 9th.</i>
<b>History Time!</b>	<b>p142</b> <b>The Gold Rush</b>	
<b>15</b> <b>Good news, bad news</b>	<b>p144</b> <b>Jobs</b> Core: boss, office, builder, vet, journalist, secretary, dentist, receptionist, mechanic, author <b>Words in context: "Three Wishes"</b> <i>fisherman, speak (spoke), silly, surprised, sausage, delicious, wish for, pull</i>	<b>Simple past and past progressive</b> <i>When I was working, the phone rang. They were smiling when I went in. Grammar homophones: there / they're / their There is some good news. / They're very happy. / They will be with their cousins.</i>
<b>Review 5</b>	<b>p150</b> <b>Revision of vocabulary and structures from Units 1–15</b>	

<p><b>au, aw, and or:</b> au: sauce, <i>August</i>, caught aw: <i>jigsaw</i>, straw, paw or: horse, sport, morning</p>	<p><b>Reading:</b> posts on a website forum about the future (reading website forum posts and identifying true and false sentences) <b>Listening:</b> identifying children's predictions <b>Speaking:</b> offering opinions about the future <b>Writing:</b> compound words; Workbook – expanding notes into a text</p>	<p><b>Values 3:</b> <b>Valuing people (Thinking of others)</b> Being generous and sharing with others Being considerate towards older people Being helpful when people need it</p>
<p><b>Craft: a telephone</b></p>		
<p><b>Simple past -ed endings:</b> walked, waited, showed</p>	<p><b>Reading:</b> a letter (reading a letter describing a vacation; identifying true or false sentences) <b>Listening:</b> identifying details about vacations <b>Speaking:</b> asking and answering questions about your vacation <b>Writing:</b> addressing envelopes; Workbook – writing a letter about my vacation</p>	
<p><b>Project: a robot</b></p>		
<p><b>er and or endings:</b> er: mother, father, <i>September</i> or: visitor, doctor, actor</p>	<p><b>Reading:</b> a TV guide (completing sentences) <b>Listening:</b> identifying details about children's favorite TV shows <b>Speaking:</b> talking about favorite TV shows <b>Writing:</b> the prefix <i>un</i>; Workbook – writing a TV guide</p>	
<p><b>ur and ir spellings:</b> ur: hurt, <i>Thursday</i>, nurse, curtains ir: circle, girl, shirt, bird</p>	<p><b>Reading:</b> online instructions: how to send an email (matching sentences and pictures) <b>Listening:</b> identifying children's computer use <b>Speaking:</b> talking about computer use <b>Writing:</b> parts of speech; Workbook – writing about how I use a computer</p>	<p><b>Values 4:</b> <b>Values in the country (Safe behavior outside)</b> Wearing safety equipment like a helmet when riding a bike Using lights on a bike in the dark Wearing warm clothes in the evening Following paths Taking care with fire</p>
<p><b>Craft: a TV</b></p>		
<p><b>ea and e spellings:</b> ea: feather, bread, head, heavy e: spend, tent, present, help</p>	<p><b>Reading:</b> an account: "Everest Expeditions" (putting sentences in the correct order) <b>Listening:</b> identifying details about a mountain expedition <b>Speaking:</b> interviewing an explorer <b>Writing:</b> topic sentences; Workbook – writing a blog entry</p>	
<p><b>Project: a dot painting</b></p>		
<p><b>ie and al endings:</b> ie: candle, castle, table, people al: sandal, animal, hospital, cereal</p>	<p><b>Reading:</b> an information leaflet: "How to stay healthy" (completing sentences with the correct word) <b>Listening:</b> identifying details about children's healthy lifestyles <b>Speaking:</b> describing what you do to be healthy <b>Writing:</b> because and so; Workbook – writing an information leaflet</p>	
<p><b>el and il endings:</b> el: tunnel, camel, towel, travel il: lentils, pencil, April, pupil</p>	<p><b>Reading:</b> two factual accounts: "Child Heroes" (identifying the wrong words in sentences and writing the correct ones) <b>Listening:</b> matching people with how they help others <b>Speaking:</b> asking questions about jobs <b>Writing:</b> identifying and using sub clauses; Workbook – writing an interview</p>	<p><b>Values 5:</b> <b>Values at school (Learning together safely)</b> Being safe at school (not climbing on furniture, not rocking on your chair) Keeping the classroom neat and safe (picking up sharp objects on the floor, mopping up split water) Keeping clean and safe by wearing an apron for activities like art and cooking Using school equipment safely</p>
<p><b>Craft: a room cube</b></p>		
<p><b>tion and shion endings:</b> tion: addition, subtraction, invitation shion: fashion, cushion</p>	<p><b>Reading:</b> a poem "My relatives are coming!" (writing short answers to questions) <b>Listening:</b> identifying details about family memories <b>Speaking:</b> talking about happy memories <b>Writing:</b> identifying features of poems; Workbook – completing a poem about family photos</p>	
<p><b>Project: a poster</b></p>		
<p><b>Vocabulary homophones:</b> see / sea hear / here wear / where write / right</p>	<p><b>Reading:</b> a traditional story: "Three Wishes" (reading an extended text) <b>Listening:</b> identifying children's wishes <b>Speaking:</b> talking about your wishes <b>Writing:</b> using speech marks; Workbook – writing the end of a story</p>	

# Introduction

*American Family and Friends 2nd Edition* is a complete six-level course of English for children in primary schools. It uses a clear grammar-based curriculum alongside parallel syllabi in skills and phonics. In this way, children develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. The course combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Children have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinesthetic learners). *American Family and Friends 2nd Edition* uses all of these approaches to help every child realize his or her potential.

It also looks beyond the classroom and promotes the values of family and friendship: co-operation, sharing, helping, and appreciating those who help us.

This level of *American Family and Friends 2nd Edition* includes the following:

- Student Book
- Workbook with Online Practice
- Student website with Online Play
- Teacher's Book Plus containing:
  - Teacher's Resource Center
  - Fluency DVD
  - Online Practice
- Classroom Presentation Tool
- Class Audio CDs
- Alphabet Book
- Readers
- Teacher's Resource Pack containing:
  - Flashcards
  - Phonics cards
  - Values posters

Also available as supplementary material, *Grammar Friends* is a six-level grammar reference and practice series that matches the syllabus of *American Family and Friends 2nd Edition*. The grammar is presented within everyday contexts familiar to pupils from the other materials they use in class. The course can be used as supplementary support and resource material providing practice and reinforcement in class or at home.

## Methodology

### Words and grammar

New words are introduced in relation to each unit's topic or theme. They are presented in the Student Book with support from the flashcards and recordings, and are then practiced with chants, songs, and motivating classroom games and activities.

The children are first exposed to the new grammar items alongside the key words in the unit stories. They then move on to focused grammar practice, which is reinforced with a range of spoken and written activities.

### Skills

Each unit of *American Family and Friends 2nd Edition* contains two pages dedicated to the development of reading, listening, speaking, and writing skills.

The reading texts in this section expose children to a balance of both familiar and new language. With a range of different text types of increasing complexity, children develop the confidence to recognize and use the language they know in a wide range of situations. They develop the skills of reading and listening for gist and detail, both of which are essential for complete communicative competence.

The writing skills section provides a complete course in English punctuation, syntax, and text structuring. The syllabus resembles that used with children who are native English speakers.

### Phonics

Phonics teaches the relationship between letters / letter combinations and the sounds they make. The study of phonics enables children to decode new words, thereby improving reading skills and helping them to grasp spelling and pronunciation patterns quickly.

*American Family and Friends 2nd Edition* draws on the principles of synthetic phonics, in which sounds and letters are combined to form whole words (i.e. synthesis).

Every unit contains a phonics lesson. In Level 3, children revise common consonant blends and long vowel sounds from Level 2. They then learn some alternative common long vowel patterns, more consonant blends at the ends of words, and two new sounds (/a:/ and /ɔ:l/). By the end of Level 4, children will be able to identify and spell all of the most common sounds in the English language and recognize that many sounds can be spelled in different ways.

### Stories

Every unit contains a story which provides a fun and motivating context in which the new language appears. In Level 4, we see more of the amusing adventures of Max and Holly and their Australian cousins, Leo and Amy, who were introduced in Level 3.

The stories also provide ideal scenarios for practicing and reviewing language structures and key words in a cyclical manner.

Animated versions of these stories can be found on the Student Website, Fluency DVD, and Classroom Presentation Tool. They offer an effective way of presenting the story and target language in class, or can be used at home to consolidate what children learn in the first two lessons of each unit.

### Review units

After every three units there is a Review unit. These are shorter units of exercises which provide additional practice of the vocabulary and structures presented in the three preceding units. No new material is presented or practiced in these units. They can be used as a progress test to check that children have remembered what they have learned.

### Grammar Time! pages

Grammar reference material is provided on pages 128–138 of the Workbook for children to complete and then refer to whenever necessary. On these pages there are grammar tables divided up into the grammar taught in each unit, with some spaces for children to complete. Once completed, they provide a reference which children can use to help them with their writing and other activities. These should be checked by the teacher once completed by the child, to ensure that they are a reliable reference tool. Below each grammar table are exercises which give further practice of the grammar.

### Classroom management

Children learn best when the atmosphere in the classroom is relaxed, happy, and well-ordered.

Success is a great motivator. Try to make every child feel successful and praise their attempts enthusiastically. Children should all be familiar with expressions such as, *Good work! Good job! Excellent try! You did that very well.* Errors need to be corrected, but use positive and tactful feedback so that children are not afraid of making mistakes. If a child makes a mistake, say *Good try. Try again*, then model the correct answer for the child to repeat. Avoid using words such as *No* or *That's wrong*, as these can create negative associations to learning.

Establish a clear and consistent set of classroom rules and ensure that all the children know what to expect. Always praise good behavior so that bad behavior does not become a means of gaining attention.

### Songs and chants

Every unit in *American Family and Friends 2nd Edition* contains a song for children to practice the new language, as well as vocabulary and phonics chants.

Melody and rhythm are an essential aid to memory. By singing, children are able to address fears and shyness and practice the language in a joyful way together. They are also fun and motivating activities and are a good opportunity to add movement to the lessons.

### Games

Games provide a natural context for language practice and are very popular with children. They promote the development of wider cognitive skills such as memory sequencing, motor skills, and deductive skills. If required, all the games in *American Family and Friends 2nd Edition* can take place at the children's desks with a minimum of classroom disruption.

### Involving parents

Learning involves a co-operative relationship between home and school, and it is important to establish clear communication with parents to encourage home support. The following are suggestions about possible ways of doing this:

- Keep parents informed about what their children are learning and their progress. Parents might benefit from receiving newsletters listing what children are now able to do, and what words and phrases they are studying.
- Show parents the completed Values worksheets from the Teacher's Resource Center.
- Organize a concert or parents' afternoon where the children can perform the unit stories, plays, and the songs they have learned, along with their actions.

## oxfordparents

Help your child with English



Oxford Parents is a website where your students' parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

Studies have shown that practicing English outside the classroom can help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation. Parents can help by practicing stories, songs, and vocabulary that the students have already learned in the classroom. Tell your students' parents to visit [www.oup.com/elt/oxfordparents](http://www.oup.com/elt/oxfordparents) and have fun helping their children with English!

### Flashcard games

#### Quick flash

- Take the flashcards and hold them facing you so that the children can't seem them.
- Tell the children they are going to see a flashcard for a very short time. They must call out the word.
- Choose a flashcard, reveal it for a few seconds only and ask *What's this?* Children call out the word. Choose a child to select the next card and 'flash' to his/her friends.

#### Can you see?

- Cut a hole in a piece of paper or card which is bigger or the same size as the flashcards. The hole should be about 5cm across, or 7cm if you have a big class.
- Choose a flashcard without showing the children and put the paper with the hole in front of the flashcard.
- Move the piece of paper around so that children see glimpses of the flashcard beneath. Ask *What's this?* or another appropriate question.
- The first child to call out the answer correctly comes to the front to choose the next flashcard.

#### Teacher can't remember

- Tell children you can't remember some of the words from a particular vocabulary set so you want them to help you.
- Tell children you are going to show them some flashcards and say some words.
- If the word is correct, children do an agreed action, such as tapping their desks, clapping, or calling out *Yes!*
- If the word is incorrect, children do another agreed action, such as standing up, and then they all call out the correct word.
- Show flashcards and say correct or incorrect words. Children say the word.

#### Cross the river

- Draw a river on the board, with two sets of four stepping stones across it. You could add dangers like crocodiles in the river. Write *Team A* and *Team B* underneath the two sets of stepping stones.
- Divide the class into two teams. Tell children you are going to show each team different flashcards. Each team must guess their words correctly to move across the river.
- Show one team a flashcard and choose a child in that team to give the answer.
- If the child answers correctly, write the word on that team's first stepping stone. If the child answers incorrectly, ask the other team to tell you the word, and write the word on that team's first stepping stone.
- The first team to complete the four stepping stones with words crosses the river and wins.

#### I spy

- Put the flashcards up around the room where everyone can see them.
- Say *I spy a word beginning with (a letter)*.
- Children call out any words that start with that letter.

- The first child to call out the correct word chooses another word and continues the game.

#### Mime the word

- Play this game for vocabulary sets that can be easily mimed. Pick a flashcard and mime the word for children to guess.
- Give a child the flashcard and tell him/her not to show it to the class.
- Tell the child to mime the word on the flashcard and tell the rest of the class to guess the word.
- After they have guessed, the child holds up the flashcard to show who guessed correctly.
- Continue with different children miming other words.

#### Flashcard circle

- Do this activity if you can form a circle in your classroom. Give a child one of the flashcards you are studying and ask him/her to say the word, and then pass the card on.
- Each child says the word as s/he receives the card.
- After a few children have said the first word, introduce a second flashcard.
- Gradually introduce all of the flashcards, so that they are all going around the circle.
- Shout *Stop!* at different points and ask the children holding each of the cards to hold them up and say the words.

#### Listen, point, and say

- Place flashcards for the key vocabulary around the classroom.
- Call out a word, e.g. *library*. The children point to the correct flashcard.
- Now point to a different flashcard and children say the word.
- Repeat with all the flashcards, alternating between calling out the words and pointing to the flashcards.

#### Snap!

- Write one of the items from the vocabulary set on the board, e.g. *fountain*. Say the word aloud.
- Put the flashcards in a pile and hold them up so that children can only see the facing card. Reveal the cards one at a time by putting the front card to the back. When children see the fountain, they shout *Snap!*
- Repeat with the rest of the words in the set.

#### Whispers

- Organize children in groups of at least six. Show a flashcard to the first child in each group. This child whispers the word to the child next to him/her.
- Children continue whispering the word to the child next to them until the word reaches the final child.
- The final child says the word aloud, and the first child holds up the flashcard to see whether the word and the flashcard are the same.

## Where was it?

- Lay a number of flashcards face up on your table or on the board. Give the class five seconds to look at the cards.
- Now turn all the cards over so that they are face down.
- Ask, *Where's the paintbrush?* The children try to remember the position of the card.
- Give several children an opportunity to guess. Ask them to say the word before they point to the card.
- Ask about a number of different vocabulary items.

## What do I have?

- Use the flashcards to elicit the vocabulary for the game.
- Hold up one card and say *What do I have?* Children guess the word.
- When the card has been guessed, put it on the board.
- Hold up a second card and repeat until all the cards are on the board.

## What's missing?

- Display the flashcards from the vocabulary set on the board. Point to each one in turn for children to say the word. Give the class a few seconds to look at them.
- Ask children to turn around. Remove a card.
- Children look at the board again as you say *What's missing?*
- When children have identified the missing card, shuffle the cards again and repeat the procedure.

## More games

### Quickly, slowly

- Ask children to stand at their desks. Call out a series of known action words for children to mime. Each time you give an instruction, say *quickly* or *slowly* as well.
- Children do the actions, e.g. pretending to read, very fast or in slow motion, depending upon your instruction.
- Children who do the wrong action or the correct action but at the wrong speed have to sit down.

### Miming snap

- Choose a word from the vocabulary set that children are learning, or any other word that children know and you want to focus on. All the words must be things that can be clearly mimed.
- Say a word and mime the action. If the word matches the mime, children should *Snap!* If the word doesn't match the mime, children can be silent, or do an agreed action.
- Choose a child to mime another action. The child says a correct or incorrect word while s/he mimes the action.

### Target words TPR

- This activity is particularly good with writing activities that focus on words like connectors and sequencers.
- Assign target words, e.g. *and* and *but* to children in the class by counting along the rows of children.
- Read out sentences containing the target words. Children must stand up or do another agreed action when they hear their word.
- Read out the sentences again, this time leaving a blank for the target word. Children who have been assigned that word stand up and say it.

## Do it!

- Assign each child a word from the vocabulary set you are covering, e.g. *flamingo*, *zebra*, *camel*.
- Give instructions, e.g. *Flamingos, jump! Camels, clap!* Children who have been assigned that word do the action.

## Freeze

- Ask the children to stand at their desks. Give a series of instructions, e.g. *swim*, *waterski*, *jump*. Children mime the actions.
- When you say *Freeze!* the children must stop what they are doing and stand still.
- The children who are the slowest to stop are out and have to sit down. Continue the game until there is one winner left standing, or a small group of winners if you prefer.

## Simon says...

- Ask children to stand at their desks.
- Explain that you are going to give instructions. If the instruction begins with the words *Simon says...*, children must do as you ask. If not, they should stand still and wait for the next instruction. Any child who gets this wrong is out of the game and should sit down.
- Give an instruction that is relevant to the unit's language, e.g. *Simon says...point to your nose*; *Simon says...point to something red*; *Simon says...eat an apple*.
- Every now and then insert an instruction which is not preceded by *Simon says...* to see which children are paying attention.
- Continue the game until there is one winner.

## What's the picture?

- Invite a child to come to the front of the class and whisper the name of an object s/he has to draw.
- The child draws the picture on the board for the rest of the class to guess what it is.
- The first child to guess the object correctly comes to the front of the class to draw the next picture.
- Repeat until all of the target vocabulary has been used.

## A long sentence

- Say a sentence that ends with a word or phrase from the vocabulary set that you want to practice, e.g. *I'm going to the sports center*.
- Choose a child to continue the sentence, adding a new word to the end, e.g. *I'm going to the sports center and the movie theater*. This child then chooses another child, who says the sentence, adding another word to the end of it.

## Bingo

- Ask children to draw a grid, three by three (or three by two) squares. In each of the squares they write a different word from the vocabulary set they are studying.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them so that you don't say the same word twice. Children cross off the words in their grids as they hear them. The first child to complete a line of three shouts *Bingo!* and is the winner.

## Fluency development

A sense of achievement and a sense of autonomy are essential ingredients in promoting fluency. The Fluency Time! Lessons in *American Family and Friends 2e* give learners the opportunity to personalize the language they learn and to practice speaking together in pairs and groups, to play games using the new language and to create their own dialogues, and to help boost their confidence and motivate them in the classroom.

It is important for language in the classroom to be meaningful and functional, so that learners can see how the language they are learning can be applied to everyday life. When learners are able to use the language they learn to communicate in a realistic situation, or to interact socially with others, they feel a sense of purpose in their learning.

### Syllabus

The syllabus for the Everyday English phrases is based, in part, on the Cambridge English: Starters syllabus. Other useful phrases, which reflect daily life, have also been included. For learners who are preparing for the Cambridge exams, this will provide additional preparation and practice for the speaking parts of the exam, but for those not taking the exams, the Everyday English phrases will be equally useful and applicable to the situations they may face in the future.

### In the Student Book and Workbook

The Fluency Time! lessons in *American Family and Friends 2nd Edition* provide learners with useful language for a variety of everyday situations.

Each of the five Fluency Time! lessons in *American Family and Friends 2nd Edition* consists of an Everyday English page followed by a craft page. The Everyday English pages teach phrases through mini stories in a meaningful context, and provide practice of the new language through a listening activity and a speaking activity, providing a gradual transition from receptive to productive skills. The craft pages give instructions for a craft project related to the context, and provide further, freer practice of the Everyday English phrases through a communicative game or speaking task, which involves acting out dialogues and using the craft object. In this way, learners can personalize and build on the key phrases, extending the language to incorporate recycled vocabulary and structures from the units they have covered so far.

The Workbook provides further written practice of the Everyday English language, including activities based on the Fluency Time! DVD.

### In the Fluency DVD

The Everyday English dialogues are also presented in the new Fluency Time! DVD. The key Everyday English language is acted out by native speakers in various real-life locations. You can find suggestions on when to use the DVD in the Everyday English teaching notes.

## 21st Century Learning

### The Four Cs

As our world becomes increasingly interconnected, today's young students must develop strong skills in creativity, collaboration, communication and critical thinking.

### Creativity

Creativity is an essential 21st Century Skill. Students who exercise and demonstrate creativity are better prepared to solve problems, make changes and express themselves clearly. Creativity can be fostered through project work and other arts-based hands-on experiences. However, creativity is also about thinking processes. Creative thinking can be encouraged through asking students interesting questions and having them ask their own questions. Using different techniques to approach problem-solving also helps students to internalize meaning in a personal way. *American Family and Friends 2nd Edition* encourages creativity through the use of interesting texts which stimulate personal responses, craft activities which help students to understand the world around them and projects which require them to problem solve and express themselves.

### Collaboration

Collaboration requires direct communication between students, which strengthens the skills of listening and speaking and the associated skills of turn-taking, clarifying, explaining, and discussing. Students who work together often achieve better results, as they benefit from each other's strengths. But they also develop a sense of team spirit and pride throughout the process. *American Family and Friends 2nd Edition* offers opportunities for collaboration in every unit. Whether it is through project work, group games, or team discussions, students are sharing ideas, expressing personal opinions, and developing important social skills.

### Communication

Communication forms an important part of collaboration. Students need to learn the skills of listening, speaking, reading, and writing to effectively take part in an age of rapid change. As our world becomes increasingly interconnected, today's young students must develop skills that allow them to communicate in a variety of ways, including oral and written skills, but also digital communication skills.

### Critical Thinking

Students in the 21st century need to do more than acquire information. They need to be able to analyze the information by making sense of it critically. Critical thinking skills help students to determine facts, prioritize information, understand relationships, solve problems, and deal with an ever-changing world. *American Family and Friends 2nd Edition* encourages children to think about language, to focus on meaning, and to react to the world of English in a personal way. Subject areas are introduced so that students can make connections between content and language, interesting facts are presented, and children are invited to be curious and questioning.

## Values

Values, which can also be called civic education, are a key strand in *American Family and Friends 2nd Edition*. Teaching values is important as it focuses on the whole child, not just language skills. It improves children's awareness of good behavior, and how their behavior and attitudes can impact on the people around them and their environment.

Areas for values teaching include helping children to understand about:

- Community, e.g. agreeing and following school rules, understanding the needs of people and other living things, understanding what improves and harms their environment, contributing to the life of the class and school.
- Health and hygiene, e.g. understanding the basics of healthy eating, maintaining personal hygiene, rules for keeping safe around the house and on the road.
- Interacting with others, e.g. listening to other people, playing and working co-operatively, sharing, identifying and respecting the differences and similarities between people, helping others in need.

Values are highlighted throughout the course in various places:

- In the five Values posters at this level.
- In the Values worksheets in the Teacher's Resource Center.
- In the exemplification of good behavior throughout the course, in particular in the Student Book stories.
- In the co-operative learning activities throughout the course, which encourage children to work together and co-operate in order to complete activities.

## CLIL

CLIL (Content and Language Integrated Learning) refers to teaching subjects (such as science, math, art, geography) through a foreign language. CLIL increases motivation by presenting language in natural, real-life contexts, which interests students and encourages them to communicate. *American Family and Friends 2nd Edition* provides five CLIL spreads to enable students to learn cross-curricular content and English simultaneously.

### In the Student Book and Workbook

All of the CLIL lessons in *American Family and Friends 2nd Edition* focus on a school subject. The content areas are carefully chosen to be interesting to students, while at the same time not overwhelming them with too much new information.

The CLIL pages in the Workbook provide further practice of the new language through reading, writing, listening, and speaking activities, ensuring that the students have plenty of practice of the new language and content in all four skills.

## CLIL topic

Students are introduced to the subject topic and new vocabulary is pre-taught through a vocabulary presentation activity, supplemented by flashcards. The students read a text based on the lesson topic and complete a comprehension activity. A critical thinking activity is always included so that students can personalize the topic and the new language.

## CLIL project

The vocabulary and skills focus is followed by a project related to the topic. This allows students to create something which demonstrates their understanding of the concepts and language from the subject lesson. It is followed by a stage where students present their projects to the class, increasing spoken confidence and general presentation skills.

## Differentiation

Most classes contain students with mixed abilities. *American Family and Friends 2nd Edition* provides support for students who may be above or below the average level of the class. The Teacher's Book contains suggestions on how to make activities easier for students who require more support, or more challenging for students who need more independence. This ensures that all students remain confident and motivated throughout your lessons.

### Classroom tips for mixed ability classes

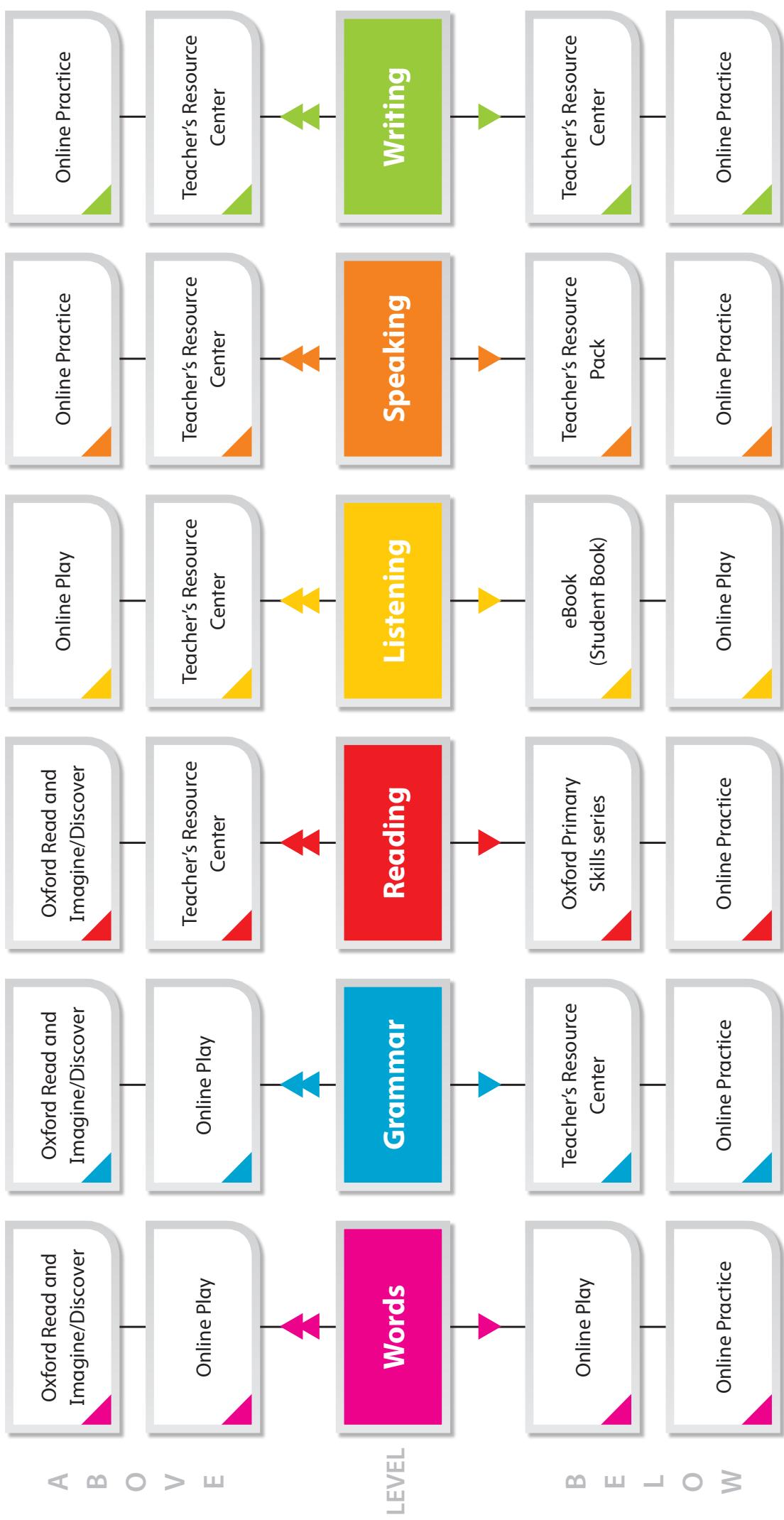
- Think about where your students are sitting. Place less confident students closer to you, so that you can deal with any issues.
- Some more confident students may enjoy being "volunteer teaching assistants". This will allow confident students to revise new language while helping other students to learn it.
- Give simple, clear instructions so that students of all levels can understand you easily. Use hand gestures as well as words to explain the activities.
- Don't grade your language as much when talking to confident students. They will benefit from the extra natural language input and one-to-one interactions will encourage them to explore language further.
- Set goals for each lesson to help the students to focus. The goals can be different for each student, depending on their abilities, but reaching the goals will give the same sense of achievement to all students.

### Support and extension material

There is a wealth of support and extension material available to *American Family and Friends 2nd Edition* students, offering additional practice in skills, vocabulary, and grammar. The Online Practice and eBooks, as well as the *Oxford Skills* series and *Grammar Friends*, provide plenty of reinforcement for less confident students and further practice for confident students.

*American Family and Friends 2nd Edition* includes a diagnostic test to be completed at the start of each year. This will enable you to assess your students' abilities and decide which material will be most useful. The progress tests after every three units will help you to check your students' progress and provide reinforcement where necessary.

# Differentiation Map



## Drama in the classroom

### How to present the stories

Each story is spread across two lessons and has a receptive and a productive stage. In the first lesson (receptive stage), children listen to the story and follow it in their Student Books. In the second lesson (productive stage) the children recall the story, listen to it again, and act it out.

### Acting out the stories

There are various ways of acting out the stories, depending on the size and nature of your class.

#### Acting in groups

The following procedure is suggested in the teaching notes for each unit:

- Decide as a class on actions for each character at each stage of the story (children may suggest actions which are not shown in the pictures).
- Divide the class into groups so that there is one child to play each character. To keep disruption to a minimum, children could turn their chairs to work with those behind them and remain in their seats.
- Play the recording. Children practice the story in their groups, saying their character's lines (if they have any) and doing their actions. Props can be used if you wish, or you may prefer objects from the story to remain imaginary.
- At the end of the exercise, invite some of the groups to act out their story at the front of the class.

#### Acting as a class

As an alternative, you may wish to act out the story as a class:

- Decide together on actions for the story which children can do at their desks without standing up (e.g. they could "walk" their fingers to show that the character is walking).
- Play the recording to practice reciting the lines. Children mime the actions for each character as they speak.
- Play the recording again for children to give their final performance.

#### Acting with a "lead group"

This is a combination of the two previous procedures:

- Decide on actions for the story as above.
- Divide the class into groups so that there is one child in each group to play each character. Children should all be facing the front of the class and not the other people in their groups. They won't need to leave their seats.
- Ask one of the groups to come to the front of the class.
- Play the recording. The group at the front demonstrate the actions to the class.
- Play the recording again for the rest of the children to join in with the actions.

### Class plays

The Teacher's Resource Center contains two plays for the whole class to act out, one at the end of each semester.

Preparing the plays will take several lessons: discussing the play and allocating parts, deciding on and organizing props and costumes, and finally, rehearsing. If possible, arrange a performance of the plays for parents.

## Assessment

Children's progress can be evaluated through ongoing assessment, self-assessment, and formal testing. *American Family and Friends 2nd Edition* offers a comprehensive range of course assessment and practice for external exams such as Cambridge English: Young Learners (YLE).

The Course Tests section in the Teacher's Resource Center offers:

- suggestions for ongoing classroom assessment
- an assessment sheet to keep a record of children's progress
- suggestions for encouraging children to self-assess
- a diagnostic test
- 16 unit tests
- 5 progress tests (for use after every three units)
- 5 skills tests (for use after every three units)
- 5 Fluency Time! skills tests

The Cambridge English: YLE Practice section in the Teacher's Resource Center offers:

- Notes, tips, and vocabulary lists for the Starters tests
- Preparation and practice tasks to help children become accustomed to the YLE task types
- The Preparation stage provides controlled practice of task types found in the Movers tests, to help children gradually build up to the task.
- The Practice task then gives children a taster of a Cambridge style test before they attempt a complete YLE Practice Test
- Sample YLE Practice Tests for the Movers Reading and Writing, Listening and Speaking tests

Further information on testing and assessment (including the scoring system) can be found in the introduction sections of the Teacher's Resource Center.

## Digital learning

The use of technology in language learning can allow the teacher to become a facilitator and a moderator, whilst the student is able to work more independently, connect to additional resources, and transfer knowledge both within and beyond the classroom. Immediate collaboration and feedback are also significant benefits of effective technology implementation, through the use of tablets, classroom presentation tools, and learning management systems.

### eBooks

*American Family and Friends 2nd Edition* can be accessed in its print edition or in eBook form. eBooks are most commonly accessed on tablets, although they can also be used on laptop computers. Tablets provide a large amount of flexibility, not only because they allow students to store an enormous amount of text books and information on one, small device, but also because they contain innovative learning tools which can be used both inside and outside the classroom.

### Learning Outcomes

Students can easily use tablets to help them search for vocabulary, translation, and pronunciation, as well as images, audio, and video. However, to ensure that the tablets are

used effectively as a learning tool, teachers need to think about the following points:

- How will using the tablet help fulfil our learning outcomes?
- How will students be using the tablet?
- What is my role when the tablets are being used?

Fundamentally, tablets are just another useful tool to assist in language learning. Different learning outcomes will lead to varying amounts of tablet use. Just as with print textbooks, students need time to work together to complete exercises and activities, to check their work, and to discuss ideas and work on projects. Spoken production should still be an important part of the lesson.

### **Classroom management**

An eBook based lesson must be a controlled, well-planned lesson. Before starting, think about whether you want your students to work in groups or individually.

#### *Independent work*

- If each student has a set of headphones, they can work independently without disturbing others.
- Ask students to turn their devices face down until you tell them to start working in the eBooks. Tell students that they should complete interactive activities only when you give the go-ahead.
- Only upon your instruction should students press the "check answers" button.

#### *Group/paired work*

- Put students into groups with one device per group. Students can take turns to answer a question within interactive activities.
- Groups can compete against each other for points.

#### *Whole class work*

- Designate one student to play audio on their device with the volume turned up for everyone to listen to as you work through the lessons.

## **Online Practice**

### **For teachers**

*American Family and Friends 2nd Edition* Online Practice is available using the access code in the Teacher's Book Plus. It allows teachers to:

- Create online classes for the course using the "Manage Classes" feature.
- Assign work directly linked to the Student Book.
- Set practice activities dedicated to the course vocabulary, grammar, and skills.
- Track student progress by viewing detailed class and student reports.
- Engage students in various forms of written English such as email and forum discussion.

### **For students**

Online Practice is available to students using the access card in their Workbook (with Online Practice). Students will be able to:

- Complete specific language-focussed activities that link directly to the course.
- Have their work automatically scored and graded.
- Share their work with other students in the "class" set up by the teacher.

- Send emails and take part in English discussions as their level increases.

### **Online Play**

Online Play is a place for students to access the audio and video animations, downloadable activities, and to explore language further through fun vocabulary games and activities.

### **Audio**

Students need to listen to English again and again in order to improve their receptive skills. Online Play offers a place where students can access the songs, chants, and target language at home.

### **Stories**

Watching the unit stories come to life provides consolidation of the target language from the first two lessons of each unit.

### **Downloadable activities**

There are a number of fun craft and downloadable activities for students to complete at home. These can be done in conjunction with parents but are also simple enough for students to work with by themselves.

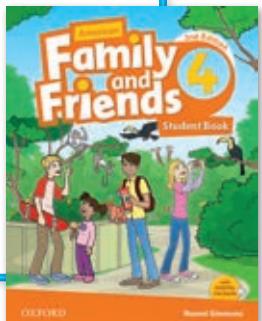
### **Language games**

Children need to have fun with language. These games encourage children to work with target language at their own pace and without being graded. Many games have more than one level, providing support for less confident students and challenge and extension for more confident students.

# Integrated Component Overview

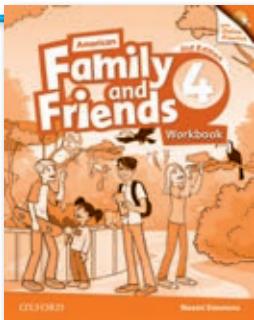
## Student Book

The Student Book contains 15 units. Each unit presents vocabulary and grammar with opportunity to practice both with a focus on all four skills. Fluency Time! pages provide Everyday English practice and subject pages (such as Science Time!) bring content and language learning together.



## Workbook

The Workbook is designed to give students extra practice of the language and structures taught in class.



## eBook

Both the Student Book and Workbook are available as eBooks. By accessing *American Family and Friends 2nd Edition* on a tablet or laptop, students can access extra interactivity types and control the audio and video features themselves.



## Student Online Practice

Online Practice is a blended approach to learning where students can interact with activities to further practice the language and ideas taught in the Student Book.



## For the Student



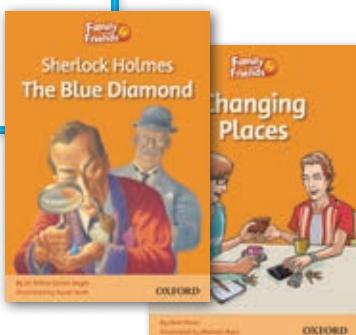
## Online Play

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



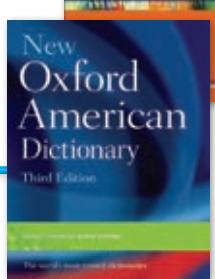
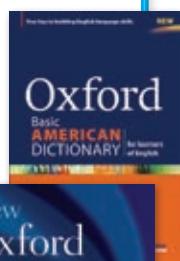
## Recommended Readers

Family and Friends readers draw upon themes and language found in the Student Book. They provide extra exposure to the language in a new context.



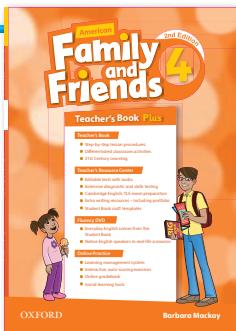
## Recommended Dictionaries

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



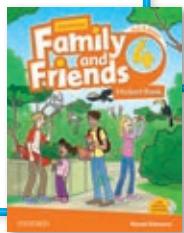
## Teacher's Book Plus

The Teacher's Book is a clear guide for the teacher in all aspects of the course. It contains the Fluency Time! DVD, and access codes for the Teacher's Resource Center, Online Practice and the Classroom Presentation Tool.



## Classroom Presentation Tool

The *American Family and Friends* 2nd Edition Classroom Presentation Tool is software that allows teachers to present content in an interactive way. It can be used either on an Interactive Whiteboard or on a projector.



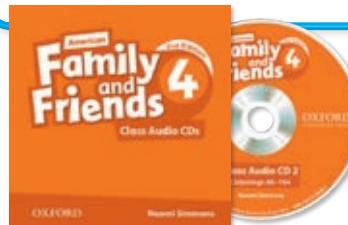
## Online Practice

Teachers have complete access to students' online practice, with a grade book which enables instant marking. This allows teachers to see the scores in one place and to analyse their students' needs more effectively.



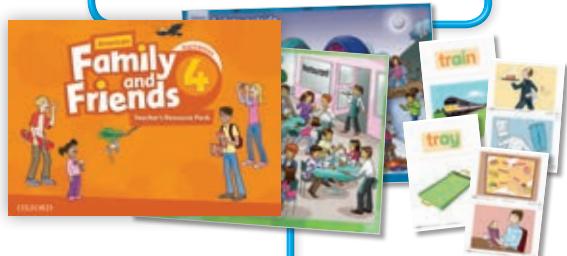
## Audio CD

The class audio CDs support teaching in class and contains recordings of all the listening texts, reading texts, songs and speaking dialogues.



## Teacher's Resource Pack

The Teacher's Resource Pack contains flashcards, phonics cards, and values posters. All of these components act as visual learning aids, supporting language learning by providing extra practice outside the Student Book.



## Fluency Time! DVD

This DVD contains native speakers in real-life scenarios and locations using the Everyday English taught in *American Family and Friends* 2nd Edition Fluency Time! This provides opportunities for students to combine core grammar structures with Everyday English and to model pronunciation and intonation on the examples provided by native speakers.



## Teacher's Resource Center

The *American Family and Friends 2nd Edition* Teacher's Resource Center contains a wide range of editable and printable tests, as well as a variety of photocopyable resources to support and supplement the course. All of the audio for these tests is available on the Teacher's Resource Center.

### Course Tests

- A diagnostic test so that students level of ability going into this course is understood.
- Extensive testing for all four skills areas, including 5 Fluency Time! tests for use after every three units.
- Tests for each course unit and a progress test for use after every three units.

### Cambridge English: YLE Practice

- Notes and tips for the Starters tests.
- Preparation and practice tasks to help children become accustomed to the YLE task types.
- Sample YLE Practice Tests for the Starters Reading and Writing, Listening and Speaking tests.

### Course Resources

- Fluency Time! project templates
- Writing Portfolio worksheets for freer and extended writing practice after every three units.
- Differentiated worksheets, Portfolio A and B, for mixed ability classes. Writing Portfolio A can be used with learners at or below level, while Portfolio B is aimed at providing activity extension for students above level.
- Extra Writing worksheets for further practice of each unit's writing objective
- Values worksheets for every course unit.
- Class Play scripts for the end of each semester.

### Differentiation Map

The Differentiation Map (see p.12 in this Teacher's Book) is an interactive navigation tool. It enables teachers to choose the appropriate content, within the Teacher's Resource Center and other components, to meet their students' individual needs.

### Teacher's Website

The Teacher's Website provides additional materials for students and teachers to supplement all the other components available.

### Parent Website

The Parent Website provides support and materials for parents of students studying with *American Family and Friends*



# Tour of a unit

## Lesson One Words and Story

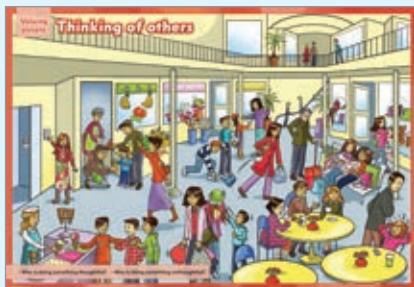
Lesson 1 teaches and practices the first new vocabulary set. It also exposes the children to the story and grammar points they will be studying in Lesson 2.

The children listen and point to the pictures. They then listen again and repeat the words. This is reinforced with flashcard activities.



The children listen to the story and follow the dialogue in their books.

Values posters are referenced at different points (one for every three units), so the activities can be done within the context of the story.



**Something new to watch!**

**Lesson One Words**

1 Listen, point and repeat.  

cartoon radio camcorder the news documentary  
channel advertisement remote control TV show cell phone

2 Listen and read.  

**1**   
Aunt: Why are you arguing? Please give me the remote control.

**2**   
Leo: I turned on the TV to watch the basketball game. But Max turned it off to play a video game.  
Amy: Will, my favorite show is on now. Can I watch it, please?  
Holly: I want to watch it, too!

**3**   
Aunt: Let's find something new to watch. How about this new DVD?  
Max: What is it?  
Aunt: Put it on. Then you'll see.

**4**   
Leo: It's the DVD of our vacation. Wow!  
Max: Thanks. This is much better than playing a video game.  
Aunt: And it's much better than arguing!

72 Main 9 Audio-visual entertainment

## Teaching the words and presenting the story

### Words

- Play the recording and hold up the flashcards. The children repeat the words and point to the correct picture in their Student Books.
- Show the flashcards randomly and ask the class to say the words. You can hide the cards behind your back.

### Story

- Prepare the children for the story. Talk about each frame with the class. Ask simple questions such as *Who's this? Where are they? What's this?*
- Play the recording the whole way through for children to listen and follow in their books.
- Ask some comprehension questions about the story.
- Play the recording a second time for children to follow again in their books.
- Ask the children to look in their Student Books and find and point to any words from Exercise 1 that appear in the story.

## Workbook

The children practice recognizing and writing the new words from the lesson.

## Values worksheets

There are two Values worksheets for every three units, to accompany the Values poster (see page 11).

**Something new to watch!**

**Lesson One Words**

1 Read and circle the words.  
1 When you turn on the TV you can  
see the news.  
2 It is show for children with moving pictures.  
3 This helps you about things you can do.  
4 To know what is happening in the world  
right now.  
5 This TV show gives you information.  
6 You can eat your ... - phone when you are not  
using the TV.  
7 To change the channel on the TV you can  
use the remote.  
8 There are lots of choices on the TV. You choose  
one to watch, using your remote control.

2 Write the words above.  
"Yesterday we watched some different TV shows. And my sister and I watched a  
show about animals. My sister likes to have a healthy lifestyle. When I watch a show  
about healthy food, I eat it. But my friend likes to eat  
junk food. When I get home, he watches that  
show. He says, 'I'm so hungry! I'm going to eat that  
junk food.' So I say, 'It's not good for you to eat  
junk food. After dinner we can have a DVD of our  
family vacation. Dad and I were the best TV  
hosts. I always have fun!"

73 Main 9 Audio-visual entertainment

**Values 3 Thinking of others**

1 Look and complete. Write the sentences.

May I speak up for my friends?  
They're picking on her, not me.  
 May I not help? That's their  
problem.  
 Also I'm not the only one  
here.  
 May I not give the person a seat?  
It's not my place.  
 May I give a listening ear to her  
problems?  
 If I help her now, her friends  
will be angry.  
 Also I'm not the  
woman.

2 Complete the table with the numbers of the pictures.

Being thoughtful: 1  
Being thoughtful: 2

**Values 3 Thinking of others**

1 Are they being thoughtful or thoughtless?  
1 2 3 4 5 6 7 8 9 10

2 Write an idea for being thoughtful. Use must and mustn't.

Be thoughtful!  
You must... or...  
You mustn't...



Online Practice allows children to practice the vocabulary further.

## Lesson Two Grammar 1

Lesson 2 teaches and practices the grammar points presented in the story. The children also practise the language by acting out the story.

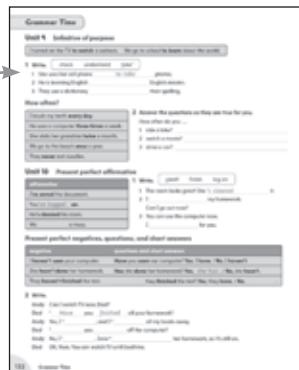
The children listen to the story again and now produce the language by repeating and then acting out the story.

The children study the grammar structure that was presented in the story.

The children use the pictures or written prompts to manipulate the grammar structure in a speaking task. The text in the speech bubbles provides a model for how the activity should be done.

The children practice the grammar structure in an exercise which is fully supported.

The children can then work on the Grammar Time material at the back of the Workbook.



Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

**Infinitive of purpose**

I turned on the TV to **watch** sports.  
We went in the boat to **see** the dolphins.

Use **to + the base form** of the verb for a purpose or a reason.  
**to + base form = infinitive** (e.g., to **watch**)

**3 Speaking** Match and say.

1 He turned on the radio  
2 She watched a documentary  
3 I turned on the TV  
4 We use the computer  
5 I use my cell phone

He turned on the radio to listen to **music**.

a write emails.  
b play the DVD.  
c speak to my friends.  
d learn about dolphins.  
e listen to music.

**4 Read and number. Then write.**

**No see** **To show** **To listen** **To change** **To take**

1 On vacation, we made a video **to show** all our family and friends back home.  
2 He looked in the newspaper **what** was on TV.  
3 I don't have a camera, but I can use my cell phone **photos**.  
4 I don't like this TV show. Where's the remote control **the** channel?  
5 I have a new MP3 player **to** my music.

© Complete Grammar Time Exercise 1 on page 132 of Workbook 1.

Infinitive of purpose Unit 9 73

## Acting out the stories and teaching the grammar

### Story

- Ask children what they can remember about the story from the previous lesson.
- Play the recording. Pause after each line for the children to repeat.
- Divide the class into groups, with each child having a different role in the story. As a class, decide on actions for the story. Allow the children to make suggestions and demonstrate the actions.
- Play the recording. Each child says the lines of his / her assigned character. Encourage children to perform actions as they speak.
- Repeat without the recording, encouraging the children to remember the sentences.
- You could move on to individual practice by calling groups to the front to act out the dialogues, with or without the recordings.

### Grammar

- The grammar activity is done by children at their desks. They can take a minute to read and learn the rules silently. Check that they have understood by asking questions about the pictures and eliciting further examples of the structure. Encourage children to find more examples in the story.

- Write some new example sentences on the board. Read them aloud, so that the class can repeat them chorally. (If there is a tip box, read it to the class and highlight any examples of the tips in the sentences.)
- Do the first question of each exercise with the class, then encourage them to work independently. Check answers with the whole class.
- At this point children should be encouraged to complete the relevant Grammar Time reference table and exercise at the back of their Workbooks.

### Workbook

The children practice recognizing and writing the new grammar points from the lesson. The reference tables in the Grammar Time section at the back of the Workbook can be used to help them if necessary.



Online Practice allows children to practice the grammar further.

## Lesson Three Grammar 2 and Song

Lesson 3 presents an extension of the grammar point in the previous lesson. The grammar point and core language are then practiced in a song.

## Teaching the second grammar point

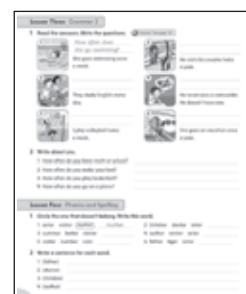
- The second grammar point is taught in the same way as the first.
- As the grammar at this level is becoming more complex, it is often broken down into two separate lessons, so sometimes the grammar point in Lesson 3 extends what was taught in Lesson 2. At other times the grammar point is completely new.
- If the two points are linked, elicit examples of the first grammar point and any 'rules' the children can remember. This way the children will see how the complete structure works.
- The next activity is nearly always an oral one in which children work in pairs and use the pictures and prompts to practice the structure. The text in the speech bubbles provides a model for how the activity should be done.
- The oral grammar activity is followed by a written activity which consolidates and practices the grammar further. It can either be done in class or set for homework. A model is provided on the page.
- At this point children should be encouraged to complete the relevant Grammar Time reference table and exercise at the back of their Workbooks.

## Teaching songs

- Point to the picture and ask questions to give context to the song.
- Play the song to the class once. Then play it again as children follow the words in their books.
- Recite the words of the song with the class, without the music. Say each line and ask the children to repeat.
- Now sing the song with the class a number of times with the recording.

## Workbook

The children practice the new grammar point in a written activity in the Workbook.



Online practice allows children to practice the grammar further.

## Lesson Four Phonics and Spelling

Lesson 4 teaches phonics: the relationship between a sound, the letters that form it, and words that contain it, as well as the different ways in which different sounds can be spelled.

The children listen to the sound or sounds and point to the letters that form them. They read and repeat words that contain the sounds and letters, with the help of phonics cards.



The children see these words in sentences and read a text, dialogue, or poem. The text provides targeted pronunciation and decoding practice within an engaging context.

The children look at the text again and identify the letters that create the target phonics sounds.

The children practice the sounds in a written activity.

**Lesson Four Phonics and Spelling**

1 Listen, point, and repeat.

**mother**  
**father**  
**September**

**visitor**  
**doctor**  
**actor**

2 Listen and read.

① In September, I will have a new teacher at school. Her name is Mrs. Butler.

② When we have a visitor, my mother and father prepare a fantastic dinner.

③ My older brother is an actor. He'll be in a play in October. He is a doctor.

3 Read again. Circle the words ending with **er** and underline the words ending with **or**.

4 Match and write.

	visit	1 <b>visitor</b>
	doct	2 _____
	math	3 _____
	speech	4 _____
	oct	5 _____
	Decemb	6 _____

**er** **or**

er and or endings Unit 9 75

## Teaching phonics and spelling

- Introduce the new sounds and the letters that form them one at a time. Show the class the phonics cards and say, for example, *The letters 'er' and 'or' can make the same sound ə.* Model the sound a number of times for children to repeat.
- Introduce the new phonics words with the phonics cards and recording.
- In Exercise 2, point to the pictures and ask questions to give some context to what they are about to hear. Play the recording once all the way through. Then play it again, stopping after each line for children to repeat.
- The children read the text again and identify words in the text which contain the sounds they have learnt.
- For Exercise 4, complete the first example as a whole class activity. Then ask children to work individually. Finally, check the answers with the whole class.

## Workbook

The children practice recognizing the spelling patterns or writing the key phonics words from the lesson. Then they write their own sentences containing those words.

**Lesson Four: Grammar**

1 Read the sentences. Write the questions.

1 How often does she go swimming? The girl swimming once a month.

2 How often does she go shopping? My mother goes shopping once a month.

3 How often does she go to the cinema? My brother goes to the cinema once a month.

4 How often does she go to the beach? She goes to the beach once a month.

2 Write about you.

1 How often do you have sports at school? 2 How often do you make your bed? 3 How often do you play basketball? 4 How often do you go on holiday?

**Lesson Four: Phonics and Spelling**

1 Circle the one that doesn't belong. Write the words.

1 mother father mother 2 doctor doctor sister 3 mother sister actor 4 father tiger sister

2 Write a sentence for each word.

1 doctor 2 doctor 3 doctor 4 doctor



Online Practice allows children to practice the phonics further.

## Lesson Five Skills Time! Words in context and Reading

Lessons 5 and 6 provide a focused study of skills. Lesson 5 provides reading comprehension practice through a variety of reading texts. New words are presented within the reading text.

The children look at the pictures in the reading text and answer a pre-reading question.

The children read the text again and identify the new words. They try and work out the meaning of the new words through the context. Afterwards they check the meaning in the Dictionary pages in the Workbook.



The children read the text again, this time looking for details that will enable them to complete the comprehension activity.

The children read and listen to the text for the first time and check if their answers to the pre-reading question were correct.

**Skills Time!**  
Lesson Five  
Reading  
1 Which TV show would you like to watch? Why?  
2 Listen and read.

### Tonight's TV!

Channel 1	Channel 2	Channel 3	Channel 4
6:00 Movie Charlie and the Chocolate Factory Charlie is always dreaming about candy. But he can't buy any, because he and his family are poor. Then Willy Wonka gives him a ticket to the chocolate factory. But how can Charlie buy a candy bar? And will his son visit to the chocolate factory?	6:15 Cartoon Tom and Jerry Tom is a tired cat who likes chasing a mouse called Jerry. Jerry is small but he is clever and clever. He likes to play tricks on Tom and Tom is not using.	6:00 Sports Yankees vs Red Sox The baseball continues tonight. The New York Yankees take on the Boston Red Sox in an important game to decide the play-offs. The game starts at 6:00 at Yankee Stadium in New York. Enjoy!	6:00 Documentary The World Under the Ocean Discover what life is like under the ocean. All summer explores the Pacific Ocean. Here she meets amazing fish, sharks, and sea turtles. How do these animals live in their underwater world?

3 Underline these words in the text. Guess their meanings and then check them in the Workbook's Dictionary (page 136).  
live poor ticket stadium plays tricks on explore

4 Read again and complete the sentences.  
1 Charlie doesn't buy candy because he is poor.  
2 The mouse plays tricks on the cat.  
3 The game starts at 6:00.  
4 The show about the Pacific Ocean is a documentary.

76 Unit 8 Words in context: TV shows Reading: a TV guide

## Teaching reading

- Approach the new text in three stages: pre-reading, reading for gist, and reading for detail. Explain that the class do not have to understand every word. By focusing on the language they do understand, it is possible to guess or use logic to work out the meaning of the rest.
- Pre-reading (Exercise 1):* This stage is about looking for clues to help piece together the meaning of the text. This includes looking at the picture and the text style to guess what type of text it is and what it is likely to be about. Point to the picture and ask the pre-reading question.
- Reading for gist (Exercise 2):* Play the recording while the children follow the text in their books. They do not need to be able to read every word independently, but should read carefully enough to understand the gist. Ask some simple comprehension questions to ensure they have understood the general point.
- Reading for detail (Exercise 3):* Children identify the new vocabulary. Encourage them to try and work out the meaning of the new words by using the surrounding words and the context before checking the meaning in the Dictionary in the Workbook. Afterwards, go through the meaning of the new words with the class as a whole.
- Reading for detail (Exercise 4):* Go through the comprehension activity with the class so that the children know what information to look for. Give them time to read the text again to find the answers. Have a class feedback session.

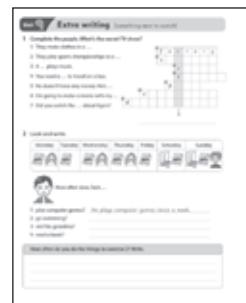
## Workbook

The children practice the new vocabulary and complete comprehension activities on the reading text (they will usually need to look back at the reading text in their Student Books).



## Teacher's Resource Center

There is extra written practice of the vocabulary and structures from the unit on the Teacher's Resource Center.



Online Practice allows children to practice the vocabulary further.

## Lesson Six Skills Time! Listening, Speaking, and Writing (Student Book)

Lesson 6 focuses first on listening comprehension, and then on speaking and writing skills in the Student Book. The writing section is developed further in the corresponding Workbook pages.

The children listen to a recording and complete a **gist comprehension** activity.

The children listen to the recording again, this time listening for specific details that will enable them to complete a comprehension activity.

The children practice speaking in pairs, using prompts linked to the reading and listening activities.

The children do exercises to develop their writing skills. Each unit develops a different aspect of their writing. Their writing is then developed in the Workbook through a writing composition.

**Listening**

1 Listen and write S (Stacy), J (James), E (Emily), or K (Kai). 

①  ②  ③  ④ 

2 Listen again and write T (true) or F (false).

1 Kai sometimes watches cartoons. F  
2 He watches TV after school. \_\_\_\_\_  
3 Stacy's favorite show was on last week. \_\_\_\_\_  
4 She learned about different planets. \_\_\_\_\_  
5 James only likes watching sports. \_\_\_\_\_  
6 The Chicago team won. \_\_\_\_\_  
7 The movie was on a Sunday. \_\_\_\_\_  
8 Emily saw a movie about superheroes. \_\_\_\_\_

**Speaking**

3 Ask and answer.

*tell me about your favorite TV show.*

*What channel is it on?*

*When's it on?*

*My favorite TV show is ...*

*It's on ...*

*I watch it at ...*

*It has ...*

*It's about ...*

**Writing preparation**

The prefix **un-** changes a word so it means the **opposite**.  
lucky  
**unlucky** = **not lucky**

4 Write the words. Add **un** to change the meaning.

1 happy unhappy 2 friendly \_\_\_\_\_  
3 well \_\_\_\_\_ 4 safe \_\_\_\_\_  
5 clean \_\_\_\_\_ 6 comfortable \_\_\_\_\_  
7 kind \_\_\_\_\_ 8 popular \_\_\_\_\_

**Complete the writing tasks on pages 76–77 of the Workbook.**



Listening, speaking, writing Unit 9

## **Teaching listening, speaking and writing**

## Listening

- *Pre-listening:* Ask the children to look at the pictures in the activity and to guess what the recording will be about. Elicit as many relevant words as possible.
- *Listening for gist:* Play the recording all the way through. The children listen and point to the pictures in their books.
- *Listening for detail:* Play the recording, pausing for children to complete the activity in their books.

## Speaking

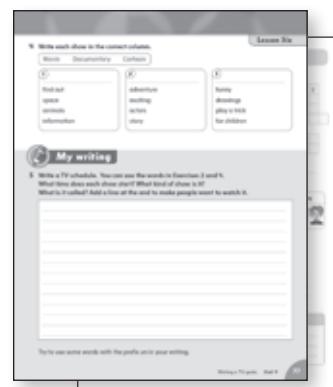
- The speaking task aims to develop speech that is clear and fluent.
- Call a volunteer to come to the front and demonstrate how to ask and answer the questions using the dialogue in the speech bubbles. Use different examples from the vocabulary set.
- Ask the children to repeat chorally, emphasizing correct intonation in the questions and answers. Check that the words are flowing together, without unnecessary pauses.
- The children then carry out the speaking activity in pairs. Move around the class while they are speaking and give models where necessary on how they can make their speech sound more fluent.

## Writing

- Demonstrate the new writing skill by writing one or more example sentences from the Student Book on the board. Circle or underline the target punctuation or word.
- Encourage the children to find examples of the writing skill in the reading text in Lesson 5 or the story in Lesson 1.

## Workbook

- The children now move from recognizing the new writing skill to producing it.
- Ensure that the children understand what type of sentences they need to produce in the writing task. When the children have finished, call volunteers to come to the front to read their texts to the class.



Teacher's Resource Center

At the end of every third unit there is a Writing skills worksheet on the Teacher's Resource Center, which gives extra writing practice using the language and structures covered in the three preceding units.

There are also differentiated Writing portfolio worksheets, which can be used to build up a record of children's written progress.



Online Practice allows children to complete Listening, Speaking and Writing exercises.

## Fluency Time! Everyday English

The Fluency Time! Lessons come after every three units and focus on developing fluency. The Everyday English lesson provides practice of new language used in functional situations through listening and speaking.

The children read and watch the story for the first time. The key Everyday English phrases are highlighted in the text to focus attention on the phrases. The children watch again, repeating the dialogues with the recording.

The children read the sentences, to help them understand the context, before they watch the video and complete the comprehension activity.

The children practice speaking in pairs, using the Everyday English phrases, in a context that is similar to the reading and listening activities above.

## Teaching Everyday English

### Story

- Focus on the pictures. Ask children to say where the people are (*at home / in the living room*) and how they think the children feel in each picture.
- Play the video for children to listen and follow the dialogue in their Student Books.
- Play the video again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practice the dialogue in pairs or groups.
- Ask groups of children to act out the dialogue for the class.

### Comprehension

- Show children the sentences and ask them to guess whether they are true or false. Explain that they need to watch and decide which answers are true or false.
- The video contains examples of the Everyday English phrases, and some additional 'passive' phrases, which simply set the context. Remind the children that they do not need to understand every word.
- Play the video for the children to listen and write the answers.
- Check the answers with the class.

### Speaking

Ask children to work in pairs.

- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then make new dialogues with their partners using the words in the box.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

### Workbook

The children practice reading and writing the Everyday English phrases in a new context.



Children do exercises to practice the Everyday English phrases in the Online Practice Fluency section.

## Fluency Time! Craft

The Craft lesson provides further and more extended speaking practice of the new language, by making and using a craft activity which is linked directly to the Fluency Time! topic.

The children watch the story from the Everyday English lesson, or listen on the Class CD. They then produce the language by acting out the story.

The children look at the photos and follow the instructions to prepare their craft activity.

There are templates for each Fluency Time! Project in the Teacher's Resource Center.

The children produce the language in a freer speaking activity. In pairs children use the completed craft project to practice Everyday English phrases in a more personalized dialogue. They are encouraged to include additional words or structures that they remember from previous units.



## Teaching crafts

## Acting out the story

- Draw children's attention to the story in Exercise 1 of the Everyday English lesson on the previous page of the Student Book. Ask the children what they can remember about the story.
- Play the Fluency DVD, Fluency Time! scene 1 again. If you don't have time for the DVD, read the story in the Student Book.
- Ask groups of children to act out the dialogue (or their own variations of the dialogue).
- Play Fluency DVD, Fluency Time! scene 2 again for children to watch and listen.

## Craft

- Focus on the pictures. Ask children to say what they think the boy in the pictures is doing (*making a TV*).
- Ask *What do you need to make the TV?* to elicit *colored pens, scissors, glue*.
- Divide the class into groups. Give each child a copy of the TV and programs templates (Fluency Time! Project 4, Teacher's Resource Center). Give each group colored pens / pencils / crayons and scissors.
- Use the pictures and instructions to talk children through the process of making their TV. Demonstrate with your own completed one and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What color is this? What program is this ...?*

## Speaking

- Focus on the photo. Tell children they are going to use their TV and programs to choose something to watch with a partner.
- Ask two children to read out the example dialogue.
- Children play the game in pairs, taking turns to tell each other about their likes and dislikes.
- Ask some pairs to act out their conversation in front of the class.

## Workbook

The children watch the Fluency DVD again and complete the comprehension activities on the DVD practice page.



As their level increases children can use Online Practice to write about their crafts

## Science Time! Topic

The subject lessons come after every three units and focus on developing teaching content through English. The Topic lesson introduces new language related to the subject and provides reading and speaking practice.

The children listen and point to the pictures. They then listen again and repeat the words. This is reinforced with flashcard activities.

The children read and listen to the text for the first time.

The children complete a comprehension task to check their understanding of the information in the text.

The children answer questions related to the topic. These questions invite them to personalize the information they have learnt in the text and to respond critically to the text.



## Teaching Topic lessons

### Vocabulary

- Use the flashcards to introduce the new words. Play a flashcard game to practice saying the new words.
- Ask the children to look at the pictures. Play the first part of the recording for the children to listen and point to the pictures.
- Play the second part of the recording for the children to repeat the words.
- Play the recording all the way through again for the children to listen and point and then repeat the words.
- Hold up the flashcards, one at a time, for individual children to say the words.

### Listening and reading

- Play the recording for the children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions to check children's understanding of the text.
- Ask the children to point to items in the picture to check their understanding of the new vocabulary.

### Comprehension

- Put the children into pairs. Explain the activity and complete the first item together. Check understanding, then allow the children to complete the activity in their pairs.
- Monitor the activity, helping children as necessary.
- Check answers with the class.

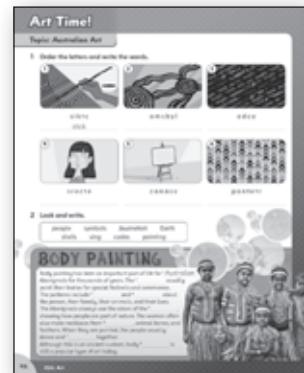
**NOTE:** The Teacher's Book contains notes on how to adapt these activities for mixed ability classes.

### Speaking

- Explain the aim of the questions (to find out about the topic beyond the information given in the text).
- Have children write down the answers to the questions.
- Put children in pairs to check their answers.
- Have pairs say their answers to the class.

### Workbook

The children practice reading and writing the new words from the Topic lesson.



Children do exercises to practice the vocabulary and explore the topic further in Online Practice.

## Science Time! Project

The Project lesson provides further and more extended speaking practice of the new language, by making and using a project which is linked directly to the topic.

The children review the language from the Topic lesson through a listening activity.

The children look at the photos and follow the instructions to prepare their project.

The children produce the language in a freer speaking activity. In groups or to the class, children use their completed projects to practice the new language in a more personalized dialogue. They are encouraged to include additional words or structures that they remember from previous units.

**Project**

1 Listen and write T (true) or F (false).

- 1 Libby is painting dots.
- 2 She makes the dots with a paintbrush.
- 3 Libby made the symbol for a girl.
- 4 Aboriginal paintings tell a story.
- 5 There will be a girl in Joke's painting.

2 Project. Make an Aboriginal dot painting.

1

Research about Australian animals. Think of a story. Use a pencil to draw symbols and patterns to tell your story.

2

Use a stick to point your picture with colored dots. Then write your story.

3 Present your project.

- 1 What is the story about?
- 2 What symbols did you use?
- 3 What is your favorite part?

**My Aboriginal painting is a story about a turtle. It is swimming in the ocean for a long, long time. This pattern is the symbol for water and...**

Project a dot painting

## Teaching projects

### Listening

- Explain that you are going to play a recording. Make sure the children understand what they need to do while they are listening (check boxes, number pictures in the correct order, etc).
- Play the recording once through. Play again, pausing after each item so that the children have time to think about their answer.
- Check answers with the class.

### Project

- Explain the project to the children and make sure they understand what they are going to make. Look at the pictures with the class and ask the children to say what things they need to make the project.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Divide the class into groups and hand out materials for the project. For some projects, there are templates provided on the Teacher's Resource Center. A list of materials for each project is provided in the main teaching notes.
- Use the pictures and instructions to talk the children through the process of making the project. Demonstrate with a completed project and make sure the children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? What colour is this?*

**NOTE:** The Teacher's Book contains notes on how to adapt these activities for mixed ability classes.

### Speaking

- Put the children into pairs or groups. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed project, or using the example in the Student Book. Hold up the project or book and talk about the project, as in the example, pointing to items as you mention them.
- The children talk in groups. Encourage the children to include language from previous units as they talk about their projects.
- Invite two or three children to stand up and tell the class about their projects.

### Workbook

The children complete a listening and speaking activity to practice the new words from the lesson.

**Listening Practice**

1 Listen and match the parts of the sentence.

- 1 He has a ...  
2 Libby's ...  
3 The ... only ...  
4 The shapes and ...  
5 I like ...
- 1 a ...  
2 a ...  
3 a ...  
4 a ...  
5 a ...
- 1 ... a ...  
2 ... a ...  
3 ... a ...  
4 ... a ...  
5 ... a ...

2 Listen again. Write.

1 Your pencil's ready now.

2 ...

3 ...

4 ...

5 ...

3 Tell about Australia and write a friend. Ask and answer.

What do you know about Australia?



Children write about their project in Online Practice.

**Starter**   **Back together!**

**Lesson One**

**1 Listen and sing.**

**We're all back together**

We're all back together with friends from before.  
We're ready to work and learn some more.

It's time to show what we can do.  
Vacation is over for me and you!

**2 Listen and read.**

**Teacher** Welcome to 4<sup>th</sup> grade. I'm your new teacher, Miss Wells. I'd like you all to tell me something about yourself. Who's first?  
**Max** My name's Max. I like reading and learning about everything.  
**Teacher** That's great, Max.

**Max** I have a younger sister. Her name's Holly and she's in 2<sup>nd</sup> grade. She likes listening to music and playing with her toys.

**Max** And my Australian cousins are here, too. Amy is in this class. Look! **Amy** Hello, Miss Wells. I love taking photos and playing sports.

**Teacher** Great. And do you skateboard together? Well, I'm a skateboarder and I read books about skateboards!

4 **Starter** • **Back together!**

## Lesson One

SB page 4

### Learning outcomes

To remind children of the story characters from *American Family and Friends 3*

To revise greetings and introductions

To understand a short story

### Language

Recycled: vocabulary and structures from *American Family and Friends 3*

### Materials

CD 01–02

### Warmer

- Start by saying *Hello* / *Good morning* / *Good afternoon* / *Welcome back!* Encourage children to say *Hello* to you.
- Say *Hello, my name's* (your name). Point to a child and ask *What's your name?* Elicit *My name's* (name). Point to children in turn around the class, encouraging them to say to their partner *Hello, my name's* (name). *What's your name?*

### Lead-in

- Start the lesson with a song. If the class has done *American Family and Friends 3*, talk about the songs. Ask *Can you remember any of the songs from American Family and Friends 3?*

- Ask children to tell you any song lines they remember. If they remember one of the songs well, sing it with the class.

### 1 Listen and sing.

- Ask children to turn to Student Book page 4. Explain that they are going to listen to a welcome song entitled *We're all back together* and then sing it.
- Play the song once for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording again for children to sing along.

### Differentiation

#### Below level:

- Decide on actions for some of the words in the song, e.g. *friends* – put arm around a friend; *work* – mime writing; *learn* – raise their hands; *me* – point to self; *you* – point to a neighbor. Then play the recording. Children do the actions.

#### At level:

- Divide the class into four groups. Give each group one line of the song. Play the recording. Point to each group for each line. Encourage them to sing loudly and clearly. Change the group numbers and repeat.

#### Above level:

- Write the song on the board. Erase some of the words. Children read it, saying the missing words.

### 2 Listen and read.

- If children have done *American Family and Friends 3*, before they look at the story, ask if they remember the children's names.
- Elicit the names Max, Holly, Amy, and Leo and write them on the board. Ask *Who is Max's sister?* (Holly) *Who are Amy and Leo?* (their cousins) *Where are they from?* (Australia)
- If children haven't done *American Family and Friends 3*, explain that they are going to learn about some children called Max, Holly, Amy, and Leo. Explain that Max and Holly are brother and sister, and that Amy and Leo are their Australian cousins.
- Focus on the story. Point to the characters and ask *Who's this?* (Max) *Who's this?* (Amy). *Where are they?* (in the classroom at school). *Can you see Holly?* (She's in the photo). Encourage predictions about the story.
- Play the recording. Children follow the story in their books.
- Play the recording again, pausing after each line of text for children to repeat. Answer any questions they have.
- Ask comprehension questions, e.g. *Who is Miss Wells?* *What does Leo like doing?* *Who loves taking photos?* *Who reads books about skateboards?*
- Play the recording again for children to repeat in chorus.

### Further practice

Workbook page 4

Online Practice • Starter Unit • Lesson 1

**Lesson Two Grammar 1**

**1 Speaking** Ask and answer about Max, Amy, Holly, and Leo.

skateboard    read    play with toys    take photos

What does Max like doing?    He likes reading.

**2 Write.** **can** **can't**



Oli I **can** play some games on the computer, please?

Dad Sorry. No, you **can't**. I'm working on the computer.



Dad But you **can** listen to your new MP3 player. Or you **can't** watch this DVD.



Oli I'd like to watch the DVD. **Can** I watch it in here?

Dad No, you **can't**. I'm working here. You **can't** watch it on the DVD player in the living room.

Oli OK, Dad.

**3 Speaking** Choose four foods you would like to buy. Ask and answer.

noodles	bread	onions	meat
cheese	eggs	melon	
cucumber	cereal	lemon	milk
potato	grapes	banana	



What would you like?

I'd like a / some ... , please.

**4 Now write about what your friend would like.**

Maria would like ...

What does Maria like doing?

**Answers** 5

## Lesson Two

SB page 5

### Learning outcomes

To revise *like + -ing*; *can* for permission; *would like* for requests  
To revise food words

### Language

Recycled: food words

### Materials

CD 01; Food flashcards from Levels 2 and 3 (noodles, bread, cereal, meat, cheese, eggs, melon, cucumber, onions, lemon, milk, potato, grapes, bananas) or real food items as listed (optional); paper and colored pencils (optional)

### Warmer



- Sing *We're all back together* from Student Book page 4.

### Lead-in

- Draw simple pictures of a skateboard, a book, a toy, and a camera on the board and elicit the words.
- Write the names of the characters on the board. Ask individual children to come up and draw matching lines between the items and the names to say which child likes which thing.

### 1 Ask and answer about Max, Amy, Holly, and Leo.

- Explain to the children that they are going to ask and answer questions about what Max, Amy, Holly, and Leo like doing, using the words in the box.
- Point to the word *read* and say *I like reading*. Point to a child and ask *Do you like reading?* Elicit Yes or No.

- Ask two children to read the speech bubbles for the class.
- Point to another child. Ask *What do you like doing?* and elicit a response. Then ask the class *What does (Dina) like doing?* Elicit, e.g. *She likes playing tennis*.
- Ask children to work in pairs, talking about the characters in the story. Children ask and answer the questions.

### 2 Write.

- Go to a child's desk and ask *Can I take your book?* Gesture towards the book. Elicit Yes or No. Go to another child's desk and ask *Can I use your pen?* Gesture towards the pen. Elicit Yes or No.
- Ask children to look at the pictures and the words *can* and *can't* in the box.
- Children look at the first picture. Ask what the boy wants to do (*play on the computer*). Establish that the correct answer is *Can* and show children the example.
- Ask children to read the complete dialogues in chorus.

### Differentiation

#### Below level:

- Ask children to circle the activities in the dialogue. Give children paper and colored pencils. Ask them to draw a picture to show each one.

#### At level:

- In pairs, children practice acting out the dialogues. Check pronunciation, then ask some pairs to come to the front to act out the dialogues.

#### Above level:

- In pairs, children change the dialogue. Have Oli ask his dad to do something else. They can use the word box from Exercise 1, or use other words they know.

### ANSWERS

- Can
- can't
- can
- can
- Can
- can't
- can

### 3 Choose four foods you would like to buy. Ask and answer.

- Use the *Foods* flashcards from Levels 2 and 3 if you have them, draw simple pictures on the board, or use real food items to revise the food words.
- Practise singular and plural forms of countable nouns. Say *cucumber* and elicit *cucumbers*.
- Write *a*, *an*, and *some* on the board. Hold up a flashcard and elicit the correct word from the class (*cereal – some*, *potato – a*, *egg – an*). Write some complete phrases on the board (*some cereal*, *a potato*, *an egg*).
- Ask two children to read the speech bubbles for the class.
- Ask children to work in pairs. They take turns to point to the words and ask and answer questions about what they would like.
- Ask some pairs to ask and answer in front of the class.

### 4 Now write about what your friend would like.

- Focus on the prompt and elicit a complete sentence.
- Ask children to tell you what they have to write sentences about (*what their partner would like*). Check answers.

### Further practice

Workbook page 5

Online Practice • Starter Unit • Lesson 2

**Lesson Three**

**1 Ask and answer.**

1  Ask and answer.

read a comic book    watch TV    visit his grandma  
play the guitar    play volleyball    play chess

What's he going to do this weekend?  
He's going to ...

What are they going to do?  
They're going to ...

2 Write about what you are going to do this weekend.  
This weekend, I'm going to ...

3 Complete the words. **mp nt ld lt nd**

There is a lamp next to my tent!  
Next to the green fields is a beach with white sand.  
There is a big plant growing in the pond.

I have a new belt.  
Look at this beautiful quilt.  
"Tickets for six children and two adults, please."

8   What's he going to do?

## Lesson Three

SB page 6

### Learning outcomes

To revise the sounds *mp, nt, ld, lt, nd*

To talk about free time activities

To revise the structure *He's going to...*

### Language

Recycled: hobbies words

Extra: *grow, adult*

### Materials

Level 3 *Hobbies* flashcards 25, 28, 32, 33, 38 (read comics, play chess, play volleyball, play the guitar, visit family); Level 3 Phonics cards 20–24 (field, belt, pond, tent, lamp) (optional); sheets of paper (optional)

### Warmer

- Show the Level 3 *Hobbies* flashcards to revise the words, then play *Simon says...* (see page 9), miming the hobbies.

### Lead-in

- Write the following verbs on the board: *read, watch, visit, play*. Point to the verbs in turn and elicit nouns to make phrases, e.g. *read a comic, read a book, play soccer*. Elicit as many examples as possible and write some on the board.
- Say *I'm going to read a book this weekend*. Ask a child *What are you going to do?* Elicit an answer. The child, having given a correct answer, can now ask another child *What are you going to do?* Continue around the class.

## 1 Ask and answer.

- Ask children to turn to Student Book page 6. Read the word in the box and look at the pictures in Exercise 1.
- Point to the boy's thought bubble in the picture on the left. Ask a child *What is he going to do this weekend?* Elicit *He's going to (play the guitar)*.
- Children take turns to ask and answer the questions.

## 2 Write about what you are going to do this weekend.

- Focus on the prompt and elicit a complete sentence. Explain that children have to write sentences about what they are going to do on the weekend.
- Let children complete the exercise, then check answers.

### Differentiation

#### Below level:

- In pairs, children talk about what they are going to do this weekend, using Exercise 1 as a model. Then help children to write at least one sentence each.

#### At level:

- Play *A long sentence* (see page 09). Choose a child and ask him/her to say what he/she is going to do at the weekend, e.g. *On the weekend, I'm going to watch TV*. The child chooses another child who says the sentence, adding another activity at the end of it, e.g. *On the weekend, I'm going to watch TV and read a comic*.

#### Above level:

- Play a memory game. Have children switch papers so they have someone else's writing. Call a child to the front to read their classmate's work. Ask the other children what their classmate is doing this weekend. Make it a game by dividing the class into teams. Give one point for each thing they remember correctly.

## 3 Complete the words.

- Ask children to look at the pictures and the groups of letters in the word box.
- If your class has done Level 3, hold up the phonics cards in turn to elicit the sounds.
- If you don't have cards, point to the pictures and explain that the missing sounds are the letter groups in the word box.
- Establish that the correct answer for number 1 is *mp* and show children that it is written in as an example.
- Say *lamp* and ask the children to repeat.
- Allow time for children to look at the rest of the pictures and write the missing letters.
- Go through the answers with the class, reinforcing and practicing the pronunciation and spelling.

### ANSWERS

1. lamp, tent 2. fields, sand 3. plant, pond 4. belt  
5. quilt 6. children, adults

### Further practice

Workbook page 6

Online Practice • Starter Unit • Lesson 3

Lesson Four

**1** Listen, point, and repeat. Ask and answer.

o'clock      oh five      ten      fifteen      twenty      twenty-five      thirty

five      fifty      forty-five      forty      thirty-five      thirty

What time is it?  
It's nine ten.

**2** Complete the sentences with *er* or *est*.

1 Max is taller than Holly. But Leo is the cousin. (tall)

2 Leo's skateboard is faster than Amy's skates. But Holly's bike is the fastest. (fast)

3 Holly is the youngest cousin. But Max is older than Leo. (young)

**3** Write the words in alphabetical order.

Words in a dictionary are in **alphabetical order**. We look at the **first letter** of a word, but when two words have the same letter, we look at the **second letter**.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1 monkey zebra camel      camel      monkey      zebra

2 winter summer fall      fall      summer      winter

3 Mexico Vietnam Brazil      Brazil      Mexico      Vietnam

4 movie café museum      museum      movie      café

5 bike taxi bus      bus      taxi      bike

## Lesson Four SB page 7

### Learning outcomes

To learn new phrases for telling the time

To revise comparatives and superlatives; to revise alphabetical order

### Language

Core: *o'clock, oh five, ten, fifteen, twenty, twenty-five, thirty, thirty-five, forty, forty-five, fifty, fifty-five*

### Materials

CD 03; A model clock (optional); Level 3 *Adjectives* flashcards (184–197) (optional); sheets of paper (optional)

### Warmer

- Play *Do it!* (see page 9) to revise time words.
- Hold up the model clock and say a time. If the time is the same as the clock, children jump. If it isn't, they keep still.

### Lead-in

- Use the model clock or draw a clock face on the board showing four o'clock. Ask *What time is it?* Elicit *four o'clock*.
- Draw several clocks showing different times on the board.
- Point to children in turn and go around the class, encouraging them to point to a clock and say to their partner *What time is it? It's (two fifteen)*.

### 1 Listen, point, and repeat. 03 Ask and answer.

- Focus on Student Books page 7 and ask children to look at the clock in Exercise 1. Play the first part of the recording for children to listen and point to the phrases around the clock as they hear them.

- Play the second part of the recording for them to repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the times in chorus.
- Ask two children to read the speech bubbles for the class.
- Children work in pairs and take turns to ask and answer questions about the time using the pictures.

### ANSWERS

1. It's eight fifteen. 2. It's three forty.
3. It's seven oh five. 4. It's one forty-five.
5. It's five thirty-five. 6. It's two ten.

### 2 Complete the sentences with *er* or *est*.

- Revise adjectives using the flashcards from Level 3.
- Ask children to read sentence 1. Tell them they have to decide whether the correct answer is the comparative of the adjective in brackets (*taller*) or the superlative (*tallest*).
- Elicit the correct answer (*taller*) and show children that it is written in as an example.
- Let children complete the activity, then check answers.

### ANSWERS

1. taller, tallest 2. faster, fastest 3. youngest, younger

### 3 Write the words in alphabetical order.

- Ask the children to say the alphabet in chorus.
- Read the text in the box with the class. Tell children they are going to put some words in alphabetical order.
- Write the following words on the board: *mouse, dog, cat*. Ask the children to put them in alphabetical order. Elicit the answer *cat, dog, mouse*.
- Now write *crab, camel, cow* on the board and repeat the activity. If necessary, circle the second letter of each word to remind them. Elicit the answer *camel, cow, crab*.
- Let children complete the activity, then check answers.

### Differentiation

#### Below level:

- Write *m, z, and c* on the board. Say or sing the alphabet. When you reach one of those three letters, put a number above it. Then ask *Which word starts with the letter "c"?* Children say the words chorally. Repeat for the other items.

#### At level:

- Children complete the activity.

#### Above level:

- Put children in groups of three. Give each group a piece of paper and scissors. Ask children to cut the paper into six pieces. Each child writes two words. As a group, they put their words in alphabetical order.

### ANSWERS

1. camel, monkey, zebra 2. fall, summer, winter
3. Brazil, Mexico, Vietnam 4. café, movie, museum
5. bike, bus, taxi

### Further practice

Workbook page 7

Starter test, Teacher's Resource Center

Online Practice • Starter Unit • Lesson 4

**1 The food here is great!**

**Lesson One Words**

1 Listen, point, and repeat.  04



server uniform menu customer bottle of water  
cup of coffee glass of milk bowl of soup plate of salad

2 Listen and read.  04



Unit 1: The restaurant

## Lesson One

SB page 8

### Words

#### Learning outcomes

To identify restaurant vocabulary

To understand a short story

#### Language

Core: *server, uniform, menu, customer, bottle of water, cup of coffee, glass of milk, bowl of soup, plate of salad*

Extra: *strange, selection, next door, free*

#### Materials

CD  04–05; *The restaurant* flashcards 1–9; a piece of paper with a 2-inch hole (optional)

### Warmer

- Play *Freeze* (see page 9) to energize the class.

### Lead-in

- Tell children they are going to learn some new words about food and restaurants. Ask them to tell you the names of any foods they already know.
- Use *The restaurant* flashcards 1–9 to introduce the vocabulary. Hold up each card and ask *What's this?* Try to elicit the items, but model any unknown words.
- Say all the words for children to repeat.

- Hold up the flashcards in a different order and repeat.
- Repeat with flashcards 5–9 only. This time when the children call out the words, they mime an action at the same time, e.g. drinking a bottle of water, drinking a glass of milk, eating a bowl of soup, eating some salad.

#### 1 Listen, point, and repeat. 04

- Ask children to open their Student Books and look at the pictures and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

#### Differentiation

##### Below level:

- Put children in pairs. Write the vocabulary words on pieces of paper, and give one to each pair. Then give one flashcard to each pair. Children work together to decide if they have a match. If not, they should ask other children to switch papers or cards. Monitor and elicit as needed.

##### At level:

- Use a piece of paper with a 2-inch hole cut in it and *The restaurant* flashcards to play *Can you see?* (see page 8).

##### Above level:

- Play *Can you see?* but ask children to make a sentence using the word or phrase, e.g. *I can see a bottle of water at the restaurant.*

#### 2 Listen and read. 05

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *Who are the children? Are they at home? Where are they?* Encourage predictions about the story.
- Play the recording. Children listen and follow in their books.
- Ask comprehension questions, e.g. *What color uniform do the servers usually wear? What does Dad want to eat? What's the restaurant called?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*server, uniform, menu, customer*).

#### Further practice

Workbook page 8

Values 1 worksheets, Units 1–3, Teacher's Resource Center

Online Practice • Unit 1 • Words

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

**Simple present and present progressive**

They usually **wear** blue uniforms. They're **wearing** green today.

We usually **have** soup. But we're **having** pizza now.

Use the **simple present** for things you **do many times or all the time**. Use the **present progressive** for things you are doing **at the time of speaking**.

**3 Read and circle.**

1 She's **drink** / **drinking** / **drinks** a glass of water now.  
 2 The family are **sit** / **sitting** / **sits** by the door today.  
 3 They usually **sit** / **sitting** / **sits** by the window.  
 4 He never **have** / **having** / **has** soup for dinner.  
 5 She's **have** / **having** / **has** soup now.

**4 Write.**

has playing having (x2) play shares have

At recess, I usually **play** with my friends Beth and Alex. Alex isn't at school today, so I'm **play** with Beth. We're **fun** today. At lunchtime, I always **eat** a sandwich and an apple. But there weren't any apples, so today I'm **eat** a banana. Alex usually **salad** and **cookies**. Sometimes, she **her** cookies with us. She's a nice girl.

© Complete Grammar Time Exercise 1 on page 128 of Workbook 1. Simple present and present progressive Unit 1

## Lesson Two

SB page 9

### Grammar 1

#### Learning outcomes

To revise the simple present and present progressive and when they can be used

To complete a text with the correct form of the simple present and present progressive

To act out a story

#### Language

Core: *They usually wear blue uniforms. They're wearing green today.*

#### Materials

CD 05; Values 1 poster (see Teacher's Resource Pack) (optional)

#### Warmer

- Play a miming game to revise the present progressive tense. Say *What am I doing?* and then mime an action, e.g. swimming, running, eating, sleeping, drinking.
- Encourage full sentence answers, e.g. *You're sleeping.*
- After three or four examples, the next child to answer correctly mimes an action.

#### Lead-in

- With books closed, ask children to tell you the names of the characters that appeared in the story (*Max, Holly, Anna, Leo, Mom, Dad, server*).

- Ask children questions about the story, e.g. *Where are they? Who is wearing a green uniform? What does Dad want to eat?*

#### 1 Listen to the story again and repeat. Act. 05

- Play the recording, pausing for children to repeat.
- Focus on the different actions that the people do in the story. As a class, choose actions to go with each frame.
- Play the recording again for children to mime the actions.
- Divide the class into groups of four to play the parts of Holly, Max, Dad, and the server. If the class doesn't divide exactly, some children can act twice, or act the non-speaking parts of Anna, Leo, and Mom.

#### 2 Read and learn.

- Focus on the example sentences in the grammar boxes.
- Ask children to identify which sentences in the boxes are simple present and which are present progressive.
- Ask children when we use the different tenses.
- Ask a child to read the speech bubble for the class.
- Elicit more examples of sentences in the simple present and present progressive from the class. Write correct sentences on the board for children to repeat chorally.
- With books closed, say some sentences and ask children to tell you whether they're in the simple present or the present progressive.

#### 3 Read and circle.

- Look at the example with the children and check that they understand the exercise. Check answers.

#### ANSWERS

1. **drinking** 2. **sitting** 3. **sit** 4. **has** 5. **having**

#### 4 Write.

- Focus children's attention on the picture. Ask some questions, e.g. *Where are the girls? Why is that girl at home in bed? What is this girl eating?*
- Look at the example with children and check that they understand the exercise. Children do the exercise individually. Go through the answers with the class.

#### Differentiation

##### Below level:

- Look at the picture. Ask children to say what they see. Ask questions, e.g. *What are the girls doing? Who isn't at school today?* Elicit as needed. Look at the example together. Then children complete the activity independently.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them to write a version of the paragraph about themselves and their friends.

#### ANSWERS

1. **play** 2. **playing** 3. **having** 4. **have** 5. **having**  
 6. **has** 7. **shares**

#### Further practice

Grammar Time! Workbook page 128, Exercise 1

Workbook page 9

Online Practice • Unit 1 • Grammar 1

**Lesson Three Grammar 2 and Song**

**1 Read and learn.**

**Time markers: simple present and present progressive**

always	● ● ● ●	now	right now
usually	● ● ● ○	today	at the moment
sometimes	● ● ○ ○		
rarely	● ○ ○ ○		
never	○ ○ ○ ○		

He **usually** has noodles, but he's **eating** pizza **now**.

The words above go **before** the verb. But they go **after** the verb to be.

**2 Speaking** Think of a girl. Say and answer.

Karen	now		
Amy	today	usually	right now
Kai			sometimes
Sarah		always	today

She usually has a bowl of salad. She's having ... It's ...

**3 Now write sentences about the girls.**

**4 Listen and sing.**

**At my friend's house**

I'm at my friend's house to eat and play. But the food isn't what I eat each day. I rarely eat carrots, but I'm eating them right now. I didn't know I liked them, but I really love them now. I usually drink water, but I'm drinking juice today. I didn't know I liked to have fruit this way. I'm at my friend's house to eat and play. The food is delicious. What a wonderful day.

10 Unit 1 Time markers Complete Grammar Time Exercise 2 on page 126 of Workbook N.

## Lesson Three

SB page 10

### Grammar 2 and Song

#### Learning outcomes

To learn some time markers

To practice sentences with simple present and present progressive time markers

To use the simple present and present progressive and time markers in the context of a song

#### Language

Core: *always, usually, sometimes, rarely, never, now, right now, today, at the moment*

Extra: *delicious, wonderful*

#### Materials

CD 06; *The restaurant* flashcards 1–9

#### Warmer

- Play *True or false?* to revise the present progressive. Say a true or false sentence about yourself in the present progressive, e.g. *I'm wearing white shoes today. I'm sitting on a chair. I'm not eating a pizza.* Children say *True!* or *False!*

#### 1 Read and learn.

- Focus on the time markers in the grammar boxes. Ask which time markers we use with the simple present (*always, usually, sometimes, rarely, never*) and which we use with the present progressive (*now, right now, today, at the moment*).
- Ask children to tell you a simple present sentence from the story, e.g. *They usually wear blue uniforms.* Ask them to replace the word *usually* with the other four words on the left of the page and make new sentences.

- Repeat with a sentence in the present progressive.
- Write the following sentences on the board: *We walk to school. We are happy.* Ask *Where do we put the word "usually" in both sentences?* Elicit *We usually walk to school* and *We are usually happy* and then read the rule to the class.
- Ask children to say more sentences using time markers. Write correct sentences on the board for children to repeat.

#### 2 Think of a girl. Say and answer.

- Ask children to look at the pictures of food at the top of the chart and the girls' names in the left-hand column.
- Ask two children to read the speech bubbles and elicit the answer for the second speech bubble (Amy).
- Let children do the exercise in pairs, then ask some of the pairs to say and answer their sentences for the class.

#### Differentiation

##### Below level:

- Review the time markers in the box in Exercise 1. Then elicit sentences about the girls in the chart by asking *What is Karen having now? What does Amy usually have?*, etc. Children say and answer in pairs.

##### At level:

- Ask children to write time markers in the empty spaces in the chart. Switch partners for children to ask and answer again.

##### Above level:

- Children add their own names to the chart and fill in the time markers for each food. If time permits, they can also add one or two more foods to the chart. Switch partners for children to ask and answer again.

#### 3 Now write sentences about the girls.

- Tell the children to write sentences about the girls in Exercise 2. Elicit the first sentence (*Karen is having a bowl of soup now.*) and write it on the board. Check answers.

#### ANSWERS

- Karen is having a bowl of soup now.
- Karen sometimes has a bowl of noodles.
- Amy usually has a bowl of salad.
- Amy is having a bowl of rice right now.
- Kai is having a bowl of soup today.
- Kai sometimes has a bowl of rice.
- Sarah always has a bowl of salad.
- Sarah is having a bowl of noodles today.

#### 4 Listen and sing. 06

- Ask questions about the picture, e.g. *Where is the girl? What is she doing? What is she eating?*
- Play the song the whole way through once. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording several times for children to sing along.

#### Further practice

Grammar Time, Workbook page 124, Exercise 2

Workbook page 10

Online Practice • Unit 1 • Grammar 2 and Song

**Lesson Four Phonics and Spelling**

**1 Listen, point, and repeat.** (07)

**long a** train, tray, cake  
**long e** tree, leaves, key

**2 Listen and read.** (08)

1 I'm sitting on a train looking out at the rain. I can see some big trees with big, orange leaves.  
 2 There's a party today. Lots of children are here to play and have races. Look! There is a cake on a tray.  
 3 Oh no! I can't find my key.

**3 Read again. Circle the words with long a sounds and underline the words with long e.**

**4 Circle the word that contains a different vowel sound.**

1 train tray tree play	2 cake peas day rain
3 eating seeing playing dreaming	4 leaves key queen same
5 feet tray space Spain	6 three please snake turkey
7 case race sea lake	8 plane week mean sea

long a and long e sounds Unit 1 11

## Lesson Four SB page 11

### Phonics and Spelling

#### Learning outcomes

To revise the long a and long e sounds

To identify these sounds with the letters *ai, ay, a\_e, ee, ea, ey*

To identify these sounds in a text

#### Language

Core: *train, tray, cake, tree, leaves, key*

#### Materials

CD (06–08); Phonics cards 1–6 (train, tray, cake, tree, leaves, key)

#### Warmer (06)

- Sing the song from Lesson 3 to warm up the class.

#### Lead-in

- Draw a tray and a tree on the board. Elicit and write the words. Say both words several times so children hear how they sound. Ask what sounds make them different.
- Hold up the phonics cards for *train, tray, cake, tree, leaves, key* one at a time, and elicit the words.
- Put the cards on the board and point to them for the children to say the words.
- Write the words on the board. Ask children to come and circle the letters in each word which spell long a (*trai\_n, tray, ca\_k\_e*) and long e (*tree, leav\_es, key*).

- Make sure that children understand the different ways of spelling the same sounds (*ai, ay, a\_e* for long a, and *ee, ea, ey* for long e).

#### 1 Listen, point, and repeat. (07)

- Ask children to look at the words and pictures in their Student Books. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat in chorus.
- Play the recording all the way through for children to point and repeat again. Repeat as necessary.

#### 2 Listen and read. (08)

- Ask children to look at the three pictures. Ask *Where is the child? Where are the children? What is the woman looking for?*
- Play the recording once all the way through.
- Play the recording again, pausing for children to repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*train, tree, leaves, key, cake, tray*).

#### 3 Read again. Circle the words with long a sounds and underline the words with long e.

- Focus on the word *train* in Exercise 1. Ask children to find the word in the story to see how it has been circled.
- Ask children to find and circle all the words with the long a sound as in *train*, and underline all the words with the long e sound as in *tree*.
- Let children complete the exercise, then check answers.

#### ANSWERS

**long a** train, rain, today, play, races, cakes, tray  
**long e** see, trees, leaves, key

#### 4 Circle the word that contains a different vowel sound.

- Look at the example with children. Read aloud the words *train, tray, tree, and play* and check that children understand the exercise.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Use the phonics cards to review the words. Write *long a* and *long e* on the board. Show each phonics card. Children say the word and point to which sound it is. Then they complete the activity independently.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, make a chart with two columns on the board. Label them *long a* and *long e*. Give children 3–5 minutes to fill the chart with more words they know.

#### ANSWERS

1. tree 2. peas 3. playing 4. same 5. feet  
 6. snake 7. sea 8. plane

#### Further practice

Workbook page 10

Online Practice • Unit 1 • Phonics and Spelling

## Skills Time!

Lesson Five

Reading

1 What do you eat for breakfast?

2 Listen and read.  04

### What do you like for breakfast?

We asked four children about their favorite breakfast foods.



Hi, I'm Abd Allah from Egypt. I sometimes eat bread with jam or cheese. But usually I eat *fuul* and bread for breakfast. *Fuul* is mashed beans. It's great with olive oil and flat bread. I sometimes have an egg with it, too.



My name's Pete. I'm from the U.S.A. For breakfast, I usually have a bowl of cereal with milk, and then toast with butter. We have lots of different cereals at home, but my favorite is cornflakes. I don't have a very big breakfast because I eat lunch early at school.



Hi, everyone. I'm Huong and I come from Vietnam. For breakfast, I usually have noodle soup. My grandma makes it every morning. Sometimes, I have *xoi*. These are balls of rice with beans. They are wrapped in coconut leaves and are really yummy.



Hi. My name's Mariana and I'm from Mexico. My favorite breakfast is *huevos rancheros*: this is eggs cooked with tomato and chili pepper sauce. Under the eggs is a tortilla, which is a corn pancake. I always eat a big breakfast because we don't have lunch at school.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

beans olive oil toast noodles coconut chili corn pancake

4 Read again and write M (Mexico), U (U.S.A.), V (Vietnam), or E (Egypt).

1 People have soup for breakfast. <input checked="" type="checkbox"/>	2 People eat cereal with milk. <input type="checkbox"/>
3 Breakfast here is a pancake with eggs. <input type="checkbox"/>	4 People eat mashed beans and bread. <input type="checkbox"/>
5 The children have a big breakfast. <input type="checkbox"/>	6 Some people have rice balls. <input type="checkbox"/>

12 Unit 1 Words in context: What do you like for breakfast? Reading: a magazine article

## Lesson Five SB page 12

### Skills Time!

#### Skills development

Reading: read and understand a magazine article; identify words and their meanings in a text; check the meanings of words in a dictionary; match specific information to the appropriate text

#### Language

Core: beans, olive oil, toast, noodles, coconut, chili, corn, pancake

Recycled: vocabulary and structures seen previously

Extra: breakfast, mashed, flat bread, cornflakes, wrap, yummy, sauce, tortilla

#### Materials

CD  06, 09

#### Warmer 06

- Tell children they are going to sing the Lesson 3 song again. Play the song with books shut, asking children to clap once when they hear a food or drink word.

#### Lead-in

- Ask *Which meal do you eat in the morning?* Elicit *breakfast*.
- Go around the class asking questions, e.g. *Do you eat noodles for breakfast? What time do you eat breakfast? Where do you eat breakfast?*

### 1 What do you eat for breakfast?

- With books closed, ask children *What do you eat for breakfast?* Write their answers on the board.
- Then ask *What do you drink for breakfast?* Write their answers on the board.
- Go around the class asking children to choose their favorite breakfast from the words on the board.
- Take a vote to find out the most popular breakfast.
- Explain that they are going to read a text describing what different children around the world eat for breakfast.

### 2 Listen and read. 04

- Ask children to look at the pictures. Ask *Where are the four children from? Can you see what they eat for breakfast?*
- Play the recording. Children follow the text in their books.
- Ask children what the non-English words *fuul*, *xoi*, and *huevos rancheros* mean. Answer any questions they have.
- Ask some simple comprehension questions, e.g. *What countries are the children from? What does Pete have for breakfast? Who has eggs for breakfast? What does Abd Allah eat for breakfast?*

### 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Ask children to read the list and find and underline the new words in the text. Encourage children to guess their meanings by looking at the surrounding text. The context should help them discover what the word means.
- Children look up the words in the Dictionary at the back of the Workbook to check whether their guesses were correct or to find meanings for any words they don't know.
- Go through the meanings of the words with the class.

### 4 Read again and write M (Mexico), U (U.S.A.), V (Vietnam), or E (Egypt).

- Ask children to read the sentences silently. Look at the example and explain that they have to find out which country the information describes. Check answers.

#### Differentiation

##### Below level:

- Ask children to look at the text again. Turn the sentences in Exercise 4 into comprehension questions, e.g. *Where do people eat soup for breakfast?* Children find the answers in the text, and then complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them what they usually / sometimes eat for breakfast. Children write sentences about themselves.

#### ANSWERS

1. V 2. U 3. M 4. E 5. M 6. V

#### Further practice

Workbook page 11

Unit 1 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 1 • Reading

**Lesson Six**

**Listening**

1 Listen and number.  **10**

2 Listen again and circle the correct word.

 **dinner / lunch**

 **Saturdays / Sundays**

 **chicken / salad**

**Speaking**

3 Ask and answer.

1 What do you usually eat for breakfast? 2 What is your favorite meal?  
 3 Do you go to restaurants with your family? 4 Where do you eat your lunch?  
 5 What time do you eat dinner? 6 What's your favorite drink?  
 7 Who cooks in your family? 8 What can you cook?

**what do you usually eat for breakfast?** 

**Writing preparation**

We can break words into small sounds called **syllables**. There are two syllables in this word: **so·lad** 2

4 Clap and count the syllables in these words. Then write.

1 dinner	2 sit
3 server	4 coconut
5 avocado	6 corn
7 restaurant	8 tomato

Complete the writing tasks on pages 12–13 of the Workbook.

**12–13**

Listening, speaking, writing Unit 1 13

## Lesson Six SB page 13

### Skills Time!

#### Skills development

Listening: identify different families' eating habits

Speaking: ask and answer questions about eating habits

Writing: recognize syllables in words; write about eating habits (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

Extra: *special*

#### Materials

CD  10; *The restaurant* flashcards 1–9

#### Warmer

- Play a spelling game to revise the Lesson 5 vocabulary.
- Divide the class into two teams. Say a food word from the list of new words. Choose a child from Team A to come to the front of the class and spell the word, then a child from Team B. Each team gets a point for a correct word.

#### Lead-in

- Ask children to open their Student Books and look at the photos in Exercise 2.
- Ask questions about the photos, e.g. *Where are the girl and her mom in picture a? What is the boy eating in picture b? What meal are they having in picture c?* (Don't ask a question that the children will do later in Exercise 2.)
- Ask children to say more words they know in the photos.

#### 1 Listen and number. 10

- Tell children they are going to hear a recording of three children talking about what they eat. Explain that they don't have to understand every word, but they should listen for words they do know. Play the recording.
- Play the recording again, pausing after the first dialogue to show them the example answer. Pause after each subsequent dialogue for children to number the photos as they hear them.
- Go through the answers. Make sure children have put the photos in the correct order before going on to Exercise 2.

#### ANSWERS

1. c 2. b 3. a

#### 2 Listen again and circle the correct word.

- Ask children what they need to do in the exercise.
- Play the recording again, pausing after each dialogue for children to circle the correct word.

#### ANSWERS

1. lunch 2. Saturdays 3. chicken

#### 3 Ask and answer.

- Tell the class that they are going to talk about food with their partners. Ask individuals to read out all the questions.
- Ask two children to read the speech bubbles for the class.
- Let children take turns to ask and answer in pairs, then ask a few pairs to ask and answer in front of the class.

#### 4 Clap and count the syllables in these words. Then write.

- Write *sa-lad* on the board and clap once for the first syllable and once for the second. Write 2 next to it.
- Write *dinner* on the board. Children clap for each syllable.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Write the first four words from the exercise on the board. Ask children to come and draw a line where they think the syllable breaks are for each word. Together, clap out the syllables to check. Then children complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them to clap and count the syllables for each word in Exercise 3. If a word has two syllables, they underline it. If it has three, they circle it. Check answers together.

#### ANSWERS

1. 2 2. 1 3. 2 4. 3 5. 4 6. 1 7. 3 8. 3

#### Further practice

Workbook pages 12–13 (children write about their eating habits)

Unit 1 test, Teacher's Resource Center

Online Practice • Unit 1 • Listening, Speaking and Writing

# Fluency Time! 1

## Everyday English

SB page 14

### Learning outcomes

Learn some useful language for talking about vacations

### Language

Where did you go?; Lucky you! What was it like?; I had a great time.; What was the best part?

### Materials

CD 11–12; Fluency DVD Fluency Time! 1

### Warmer

- Tell the class they are going to learn some useful language for talking about vacations. Ask the children when they usually go on vacation, where they usually go and what they see / do / wear when they are on vacation.
- Pre-teach the phrases, e.g. *go sightseeing* (*looking at famous buildings / monuments*) and *souvenirs* (*things you buy to remind you of your vacation*). Ask children what you can see if you go sightseeing in their town or other famous places and what things they might buy as souvenirs from different places.

### 1 Watch and listen. Read and say. 11

- Focus on the photos. Ask children to say where the people are (*at school*) and what they are doing (*talking about Anna's vacation*).
- Play the DVD. Children follow along.
- Play the DVD again, pausing if necessary, for children to say the dialogue along with the DVD.
- Children practice the dialogue in pairs.
- Invite pairs to act out the dialogue for the class.

### 2 Watch and listen. Circle the correct words. 12

- Show children the sentences and explain that they need to listen and decide which word or phrase is correct in each sentence.
- Play the first part of the DVD. Focus on the example.
- Play the DVD. Children listen and circle the words.
- Children read the sentences with the correct words.

### ANSWERS

1. the mountains 2. his family 3. exciting  
4. kayaking and hiking

### 3 Talk with your friend.

- Ask two children to read the example dialogue aloud. Then choose words from the word box to act out more dialogues.
- You can extend this activity by asking children to think about other places and activities, e.g. *countryside, lake, village; go sailing, go fishing, stay in a house / apartment, visit grandparents, walk in the woods*, and use these to make new dialogues.
- Monitor children's performance. Invite some pairs to act for the class.

### Differentiation

#### Below level:

- Break the dialogue up into three shorter exchanges. Have children practice the first question and answer a few times, then the second one. Encourage children to swap out the activities with other places, adjectives, and activities from the box. Make sure children switch roles for even practice.

#### At level:

- Children complete the activity.

#### Above level:

- Extend the activity by having children report back to the class about their partner's vacation. Children come to the front and tell their classmates what their partner did. The other children can ask questions, if time permits. Monitor and help as needed.

### Further practice

Workbook page 14

Fluency Time! 1,  Fluency DVD

Online Practice • Fluency Time! 1



## Craft SB page 15

### Learning outcomes

To make a photo album

To talk about vacations

### Language

*Where were you in this photo?; What did you do?; What was it like?; It was great!*

### Materials

Fluency DVD Fluency Time! 1; Fluency Craft 1 (Teacher's Resource Center) (one template for each child); completed photo album; colored pencils / markers / crayons and scissors for each group of children; vacation photos / pictures from magazines (optional)

### 1 Watch the story again. Act.

- Draw children's attention to the dialogue in Exercise 1 on page 14. Ask children what they can remember about the story.
- Play the Fluency DVD Fluency Time! 1 Everyday English. If you don't have time, read the dialogue on page 14.
- Invite pairs of children to act out the dialogue. Encourage them to change details to make variations.

### 2 Make a photo album.

- Focus on the photos. Ask children to say what the child in the photos is doing (*making a photo album*).
- Ask *What do you need to make the photo album?* to elicit *colored pencils, scissors*.
- Divide the class into groups. Give each child a copy of the photo album template (see Fluency Craft 1, Teacher's Resource Center). Give each group colored pencils /

pencils / crayons and scissors. If the children have brought photos / pictures from magazines, ask them to show their photos / pictures to the class and say what activities each photo / picture shows.

- Use the pictures and instructions to help children make their photo albums. Demonstrate with your own completed photo album.
- Monitor the class and ask questions, e.g. *Where were you in this photo? What are you doing in this picture?*

**NOTE:** If you do not have enough time, ask children to draw two or three "photos" on a piece of paper and write captions under each "photo". If you like, ask the children to bring in some real photos or pictures from magazines.

### 3 Ask and answer with your friend.

- Focus on the photo. Tell children they are going to use their photo albums to make a dialogue in pairs.
- Ask two children to read the example dialogue.
- In pairs, children act out dialogues, taking turns to ask about their partner's photos. Encourage children to add language to their dialogues, e.g. *What were you wearing in this photo? What did you eat in the restaurant? Who did you go fishing with?*
- Children swap pairs to act with new partners.
- Invite some pairs to act out their dialogues for the class.

### Differentiation

#### Below level:

- After children make the photo album, work together to make sentences. If you like, have children practice in their notebooks first. Review their sentences. Then children copy the corrected ones into their photo albums.

#### At level:

- Children complete the activity.

#### Above level:

- After children finish, they ask and answer to compare their everyday life with what they did on vacation. Use the questions on page 13 as models, e.g. *What do you usually eat for breakfast? What did you eat for breakfast on vacation?* If time permits, children can share with the class.

### Watch the DVD!

- Play Fluency DVD Fluency Time! 1 Everyday English again to review the language of the lessons.
- The children can now complete the DVD Practice page in the Workbook (WB page 15). Play each DVD scene again for the children to complete the activities.

### Further practice

Workbook page 15

Skills test 1 Fluency Time!, Teacher's Resource Center

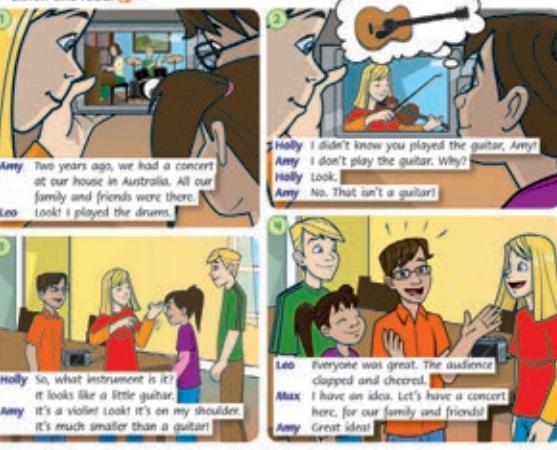
Fluency Time! 1, Fluency DVD

Online Practice • Fluency Time! 1

**2 We had a concert**

**Lesson One Words**

**1 Listen, point, and repeat.**  

**2 Listen and read.**  

16 Unit 2 The concert

## Lesson One

SB page 16

### Words

#### Learning outcomes

To identify concert vocabulary

To understand a short story

#### Language

Core: concert, drums, instruments, violin, audience, recorder, cheer, stage, programme, trumpet

Extra: clap

#### Materials

CD  13–14; The concert flashcards 10–19; The restaurant flashcards 1–9

### Warmer

- Play Quick flash (see page 8) with *The restaurant* flashcards to energize the class.

### Lead-in

- Tell children they are going to learn some new words about music and concerts. Ask them to tell you any words for music or instruments they already know.
- Introduce the vocabulary using *The concert* flashcards. Hold up each card and ask *What's this?* Try to elicit the words but model any unknown words.

- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

### 1 Listen, point, and repeat. 13

- Ask children to open their Student Books and look at the pictures and words. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat in chorus. Repeat as often as necessary.
- Ask individual children to say the words for the class.

#### Differentiation

##### Below level:

- Review the vocabulary words. Show the flashcards again, and ask children to call out the words. Then line the flashcards up on the chalk rail and write the words in random order above them. Ask a child to draw a line, matching one word to its flashcard. Repeat for the other words.

##### At level:

- Play *Teacher can't remember* (see page 8) using the new words.

##### Above level:

- Change the game to *Student can't remember*. Ask a student to come to the front and play the teacher's role. Monitor and help as needed.

### 2 Listen and read. 14

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *What is Holly holding? What is Leo playing? What is Amy playing?* Encourage predictions about the story.
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. *When did Amy have a concert at her house? Can Amy play the guitar?*
- Play the recording a second time for children to follow.
- Ask children to find words from Exercise 1 in the story (*concert, drums, instrument, violin, audience, cheer*).

#### Further practice

Workbook page 16

Online Practice • Unit 2 • Words

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

**Simple past: have and be**

We **had** a concert at our house.  
All our friends **were** there.  
Everyone **was** great.

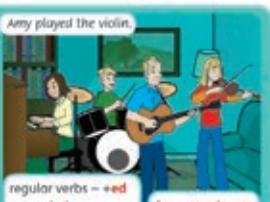
**Simple past: regular verbs**

Mom **played** the piano.  
The audience **clapped** and cheered.

**3 Read and circle.**  
Amy and Leo <sup>1</sup> **was** / **had** a family concert. The concert <sup>2</sup> **were** / **was** at home in Australia. The children and their parents <sup>3</sup> **were** / **played** their instruments. Everyone in the audience <sup>4</sup> **listened to** / **was** the music and <sup>5</sup> **enjoyed** / **had** it. It <sup>6</sup> **was** / **were** a really special day.

**4 Write.**

Yesterday, there <sup>1</sup> **was** a concert at school.  
Everyone in the audience <sup>2</sup> **programs** about the concert.  
Kate and James <sup>3</sup> **on stage** first.  
They <sup>4</sup> **the recorder.**  
Tom <sup>5</sup> **next on stage. He** <sup>6</sup> **his trumpet.**  
The audience <sup>7</sup> **at the end. They all** <sup>8</sup> **the concert. It** <sup>9</sup> **fantastic!**



regular verbs → +ed  
try → tried  
clap → clapped  
be → was / were  
have → had

© Complete Grammar Time Exercise 1 on page 128 of Workbook 5. Simple past: have, be, and regular verbs Unit 2 17

## Lesson Two

SB page 17

### Grammar 1

#### Learning outcomes

To review the simple past with *have* and *be*

To review the simple past with regular verbs

To complete a text with the correct simple past form

To act out a story

#### Language

Core: *We had a concert at our house. All our friends were there. Everyone was brilliant. Mom played the piano. The audience clapped and cheered.*

#### Materials

CD ⑥ 14; *The concert* flashcards 10–19; sheets of paper (optional)

#### Warmer

- With books closed, ask children to tell you the three instruments from the story (*drums, guitar, violin*).
- Ask questions, e.g. *Who played the drums? Who played the violin? Can Amy play the guitar?*
- Ask children to open their books to page 16 and find one more instrument in the pictures (*piano*).

#### 1 Listen to the story again and repeat. Act.

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play Amy, Leo, Holly, and Max. Some children can act twice.
- As a class, decide on actions for the story.

- Play the recording again. Children say their lines and mime the actions.

- Let children practice acting out the story in their groups. Then ask a few groups to act for the class.

#### 2 Read and learn.

- Focus attention on the examples in the grammar boxes.
- Ask children to identify the simple past of *have* (*had*) and the simple past of *be* (*was* / *were*).
- Ask children when we use *was* and *were*. Ask them to give new examples of sentences containing these words in the simple past. Write them on the board.
- Elicit the simple past regular form. Say *I play the piano. Yesterday, I ...* to elicit ... *played the piano*.
- Ask a child to read the simple past examples. Model the correct pronunciation if necessary (*played (-d)*, *clapped (-t)*, *cheered (-d)*, and ask the class to repeat.
- Look at the spelling of *try* and *clap* and elicit the rules.

#### 3 Read and circle.

- Look at the example with children and check that they understand the exercise.
- Children do the exercise. Then check answers together.

#### ANSWERS

1. had 2. was 3. played 4. listened to  
5. enjoyed 6. was

#### 4 Write.

- Look at the picture. Ask questions, e.g. *Where are the children? What are they doing? What are they wearing?*
- Look at the example with children and check that they understand the exercise.
- Children do the exercise. Then check answers together.

#### Differentiation

##### Below level:

- Ask children to look at the grammar boxes. Read the examples and have children repeat. Swap out other pronouns and/or regular verbs for extra practice. After looking at the example in Exercise 4 together, children complete the activity independently.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, put them into groups. Give each group paper. Tell them they have three minutes to think of regular verbs. When time is up, children switch papers and write the simple past too. Make it a game by giving children one point for each correct answer. The team with the most points wins.

#### ANSWERS

1. was 2. had 3. were 4. played 5. was  
6. played 7. clapped 8. enjoyed 9. was

**NOTE:** Now go to Workbook page 128. Children practice the grammar structure before doing Workbook page 17.

#### Further practice

Grammar Time, Workbook page 128

Workbook page 17

Online Practice • Unit 2 • Grammar 1

**Lesson Three Grammar 2 and Song**

**1 Read and learn.**

**Time markers: simple past**

We had a concert **last week**. Last night, I played my drums. My birthday was **yesterday**. Two weeks ago, they had a party.

These words can go at the beginning or the end of sentences.

**2 Look at the calendar and write.**

last week four weeks ago yesterday five days ago

Hi, my name is Lucy. Look. This is my calendar. This month was really busy! **Yesterday**, it was my birthday. I was ten. We had a family concert **last week**. I played my recorder. **Two weeks ago**, my friend Jane had a party at her house. It was lots of fun. We had dinner at Grandma's house **five days ago**. We visit her every month.

**3 Look at the calendar again. Write sentences about Lucy.**

Yesterday was Lucy's birthday. She was 10.

**4 Listen and sing.**

**What a busy week it is!**

It was my birthday yesterday, yesterday, yesterday. It was my birthday yesterday. What a busy week it is! I went to the movies last night ... And today my friends are coming to play. Coming to play, coming to play. Today my friends are coming to play. What a busy week it is!

18 Unit 2 Time markers

Complete Grammar Time Exercise 2 on page 138 of Workbook 9.

## Lesson Three

SB page 18

### Grammar 2 and Song

#### Learning outcomes

To review simple past time markers.

To practice using simple past time markers

To use the simple past and time markers in the context of a song

#### Language

Core: *We had a concert last week. Last night, I played my drums. My birthday was yesterday. Two weeks ago, they had a party.*

Extra: *calendar, busy*

#### Materials

CD 15; The concert flashcards 10–19; sheets of paper (optional)

#### Warmer

- Draw a four-week calendar on the board. Circle "today". Tell children you are going to tell them what you did this month.
- Say *I played tennis two weeks ago*. Point to a day or a week and say Yes or No? Keep pointing different places until children shout Yes.
- Repeat with different sentences, using regular verbs and different simple past time markers, e.g. *I cooked pasta yesterday. I watched TV three days ago.*

#### 1 Read and learn.

- Focus attention on the text box and ask them to identify the time markers. Ask a child to read out the rule.
- Ask children to give you some more sentences using time markers at the beginning or end. Write correct sentences on the board for the class to repeat in chorus.

#### 2 Look at the calendar and write.

- Ask children to look at the calendar. Make sure they understand which day is "today" on the calendar.
- Ask, e.g. *When was the concert / Lucy's birthday?*
- Let children complete the exercise, then check answers.

#### ANSWERS

- Yesterday
- last week
- Five days ago
- four weeks ago

#### 3 Look at the calendar again. Write sentences about Lucy.

- Tell children to write sentences about Lucy in Exercise 2.
- Ask a child to read the example sentence to the class.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Draw a calendar on the board. Write "today" on one of the days. Say different time markers, and have children come to the board and point to them. If you like, switch where "today" is for more practice. Help as needed. Then children complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, put children into pairs. Give children paper, and ask them to draw their own calendars. They should write four events and write "today" on one of the days. Children make sentences about their partner using the calendar. If time permits, children can share with the class.

#### 4 Listen and sing.

- Ask questions about the pictures, e.g. *Where is the boy? What is he doing? What special day is it?*
- Play the song the whole way through. Then play it again as children follow along.
- Read each line of the song aloud for children to repeat.
- Play the recording several times. Children sing along.

**NOTE:** Now go to Workbook page 128. Children practice the grammar structure before doing Workbook page 18.

#### Further practice

Grammar Time, Workbook page 128

Workbook page 18

Online Practice • Unit 2 • Grammar 2 and Song

**Lesson Four Phonics and Spelling**

**1 Listen, point, and repeat.**  

**long i** light, cry, bike, boat, blow, bone



**long o**

**long u** room, blue, flute



**2 Listen and read the poem.**  

It's a cold, cold night and I'm out in my boat.  
The wind is blowing  
And I'm wearing a coat.  
The sky's dark blue. I can see the moon.  
I can see a bright light  
From a distant room.  
I hear a cry, up in the sky.  
What could it be?  
It's a bird flying high.

**3 Read again. Circle the words with long i in green, the words with long o in blue, and the words with long u in purple.**

**4 Circle the word that contains a different vowel sound.**

1 light, smile, <b>soap</b> , cry	2 moon, bone, elbow, snow
3 blue, flute, boat, sky	4 dry, boat, like, night
5 my, fly, blow, high	6 room, June, soon, stone

Long i: long i, and long o sounds Unit 2 19

## Lesson Four SB page 19

### Phonics and Spelling

#### Learning outcomes

- To review the long i, long o, and long u sounds
- To identify these sounds with the spelling patterns igh, y, i\_e, oa, ow, o\_e, oo, ue, u\_e
- To identify these sounds and spelling patterns in a poem

#### Language

Core: *light, cry, bike, boat, blow, bone, room, blue, flute*  
Extra: *distant*

#### Materials

CD  16–17; Phonics cards 7–15 (light, cry, bike, boat, blow, bone, room, blue, flute); green, blue, and purple colored pencils (optional)

#### Warmer

- Hold up the phonics cards for *light, boat*, and *room* and elicit the words. Put the cards on the board.
- Repeat with the cards for *flute, bike*, and *bone*, but this time hand out the cards to three children.
- Repeat with the cards for *cry, blow*, and *blue*.
- Ask the six children to come and place their flashcard on the board next to the card with the matching sound.

#### 1 Listen, point, and repeat. 16

- Ask children to look at the words and pictures in their books. Tell them they are going to hear the different sounds and words.

- Play the first part of the recording. Children listen and point.
- Play the second part for children to repeat chorally.
- Play the whole recording. Children point and repeat.

#### 2 Listen and read the poem. 17

- Ask children to look at the picture. Ask *Where is the man? Is he happy? Is it day or night?*
- Tell children they are going to listen to a poem. Play the whole recording once.
- Play it again, pausing for children to read and repeat.

#### 3 Read again. Circle the words with long i in green, the words with long o in blue, and the words with long u in purple.

- Hand out green, blue, and purple pencils. Focus on the words *light, boat*, and *blue* in Exercise 1 and ask children to find the words in the poem.
- Ask children to find and circle all the words with the long i sound, the long o sound, and the long u sound.

#### ANSWERS

**long i:** night, sky, bright, light, cry, sky, flying, high

**long o:** boat, blowing, coat

**long u:** blue, moon, room

#### 4 Circle the word that contains a different vowel sound.

- Focus on the example. Read *light, smile, soap*, and *cry*, emphasizing the pronunciation. Elicit the answer.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Use the phonics flashcards to review the words. Hand the cards to different children. Say different phonics words, e.g. *cry, boat, blue*, etc. When children hear their word, they raise the card in the air.

##### At level:

- Divide the class into two groups. Tell them you are going to read some sentences. One group stands when they hear a word with *long i* and the other group stands up when they hear a word with *long o*. Read these aloud: *That room is small. / The light is bright. / The boat is on the ocean. / Can you play the flute? / Don't cry. It's just a movie. / The dog found a bone.*

##### Above level:

- Read the sentences from the "at level" activity aloud. After each one, children recall word(s) with long i, o, or u, say them, and then spell them.

#### ANSWERS

1. soap 2. moon 3. sky 4. boat 5. blow 6. stone

#### Further practice

Workbook page 18

Online Practice • Unit 2 • Phonics and Spelling

## Skills Time!

Lesson Five

**Reading**

1 Describe what is happening in the picture. 2 Listen and read.

### The Concert

The park is full of people. This is a special day. A very famous orchestra is playing here today. We have a picnic blanket. And our favorite things to eat: Cookies, cakes, and sandwiches. This is a yummy treat. We hear the trumpets calling. And we hear the cymbals clang. We hear the flutes and violins. We hear the big drums bang. When each piece is finished, the people clap and cheer. The music is amazing. We're happy to be here.

And now it's early evening. The sky is getting dark. The lights from little flashlights are shining in the park. The concert's nearly over. The music's very loud. Now fireworks shoot into the sky. And burst above the crowd. This is the perfect concert. This is the perfect day. It's time to leave the park now, but I really want to stay. We all pack up our picnics. And we all go home to bed. I fall asleep, but I still hear the music in my head.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136). **orchestra treat cymbals piece shining burst pack up**

4 Read again and match the questions and answers.

1 Where is the concert? 2 What is making a clanging sound? 3 What is making a banging sound? 4 When do people clap and cheer? 5 What happens near the end of the concert?	a Fireworks shoot into the sky. b The drums. c At the end of each piece of music. d In the park. e The cymbals.
---	---

20 Unit 2 Words in context: The Concert Reading: a poem

## Lesson Five SB page 20

### Skills Time!

#### Skills development

Reading: read and understand a poem; identify words and their meanings in a text; check the meanings of words in a dictionary; match questions and answers

#### Language

Core: *orchestra, treat, cymbals, piece, shining, burst, pack up*

Recycled: vocabulary and structures seen previously

Extra: *famous, clang, bang, clap, fireworks*

#### Materials

CD 15, 18

#### Warmer

- Tell children they are going to learn more words about music and festivals. Look at the pictures in the book. Ask *What do you see?* Elicit words like *fireworks, sky, drums, concert*.
- Ask *What do you hear in a concert?* Elicit words like *music, trumpets, drums, violins, piano*, etc.

#### 1 Describe what is happening in the picture.

- Tell the children they are going to read a poem.
- Point to the small picture. Ask the children to describe it. Ask questions, e.g. *Where are the people?*
- Point to the main picture. Ask the children what time of day it is and what they can see. Elicit the word *fireworks*.
- Ask the children about concerts they have been to. Ask *Where was the concert? What did you do? What instruments did you hear?*

#### 2 Listen and read. 18

- Play the whole recording. Children listen and follow along. Ask children to tell you what the poem is about.
- Answer any questions. Remind children they don't have to understand every word but should concentrate on words they know.
- Play the recording again. Then ask comprehension questions, e.g. *Are the people inside or outside? What instruments can the girl hear?*

#### 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Ask children to read and underline the words in the text.
- Encourage children to guess the meanings of the new words by looking at the surrounding text. Encourage children even if they give the wrong answers.
- Children look up the words in the Workbook 4 Dictionary to check their guesses and identify the correct meanings.
- Go through the meanings together.

#### 4 Read again and match the questions and answers.

- Ask children to read the questions and answers silently.
- Look at the example and explain that they have to draw lines to match the questions and answers.
- Go through the answers with the class.

#### Differentiation

##### Below level:

- Ask children to underline the sound words they see in the text, e.g. *clang, bang, clap*. If children have trouble, ask *What sound do the (cymbals) make?* Then children complete the activity independently.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, they write sentences using the words from Exercise 3. If time allows, children read their sentences aloud.

#### ANSWERS

1. d 2. e 3. b 4. c 5. a

#### Further practice

Workbook page 19

Unit 2 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 2 • Reading

Lesson Six

**Listening**

1 Listen and number.



2 Listen again and write T (true) or F (false).

1 The festival was last month.  2 Pete and Lucy are going to a park.

3 Sandy's piano lessons are on Fridays.  4 The cousins played in a festival.

**Speaking**

3 Choose a girl. Ask and answer with your friend.

	Mary	Susan	Pam	Liz
can play the piano	✓	✗	✓	✗
can play the drums	✗	✗	✗	✓
likes singing	✓	✗	✓	✓
likes classical music	✗	✓	✓	✗
likes pop music	✓	✓	✗	✓

Can she play the piano?

No, she can't.

Does she like classical music?

Yes, she does.

It's Susan!

That's right! Your turn!

4 Ask and answer about you.

Can you play an instrument?

No, I can't. But I want to play the guitar.

**Writing preparation**

To spell verbs in the **present progressive**, double the **last letter** when the word has one syllable, one short vowel and ends in a consonant.  
stop **shopping**

5 Circle the verbs that follow the double consonant rule.

1 drink, drinking 2 **clap** **clapping**  
3 play, playing 4 watch, watching  
5 tap, tapping 6 open, opening

Complete the writing tasks on pages 20–21 of the Workbook.

pages 20–21

## Lesson Six SB page 21

### Skills Time!

#### Skills development

Listening: identify different musical activities

Speaking: ask and answer questions about musical preferences and abilities

Writing: learn the double consonant spelling rule in the present progressive; write a description of a picture (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

Extra: *during*

#### Materials

CD 

#### Warmer

- Ask children to open their books and look at the pictures in Exercise 1. Ask questions, e.g. *What instrument is the girl playing? What are they doing?*

#### 1 Listen and number. 19

- Tell children they are going to hear about four children. They will need to listen and number the pictures.
- Play the whole recording once, then play it again, pausing to point out the example answer. Pause after the remaining items for children to number the pictures.

#### ANSWERS

1. c 2. d 3. a 4. b

#### 2 Listen again and write T (True) or F (False). 19

- Check that the children know to listen and write T or F next to each sentence.
- Play the recording, pausing for children to write.

#### ANSWERS

1. T 2. T 3. F 4. F

#### 3 Choose a girl. Ask and answer with your friend.

- Tell children to look at the chart. Explain that they are going to play a guessing game.
- Ask individuals to read the names, then ask a pair of children to read the example dialogue for the class.
- In pairs, children take turns choosing a girl for their partner to guess by asking questions.

#### 4 Ask and answer about you.

- Tell children they are now going to talk about themselves. They can use the ideas in the table in Exercise 3 or their own ideas.
- Ask a pair of children to read the example dialogue.
- Think of more questions e.g. *Can you play a musical instrument? Are you in a band?*
- Then invite a few pairs of children to act out dialogues for the class.

#### 5 Circle the verbs that follow the double consonant rule.

- Write *drink* on the board. Ask children if it has one syllable (yes), ends in one consonant (no), and has one short vowel (yes). Then write *drinking* on the board and ask whether there is a double last letter (no). Explain that this is because you have to answer yes to all three questions for the word to have a double consonant.
- Move around the class as the children complete the activity. Help by checking the rules with the children.

#### Differentiation

##### Below level:

- Write *stop*, *drink*, and *clap* on the board. Together, go through the three rules to see if the verb should have a double consonant or not. Ask different children to write the present progressive of each verb. Then children complete the activity independently.

##### At level:

- Children complete the activity.

##### Above level:

- Use the verbs from Workbook page 20 to have a spelling bee. Have children stand in a row at the front of the classroom. Say a word, and ask the first child to spell it. If correct, he/she should stay at the front. If incorrect, he/she sits down, and the next student tries. Continue until there is only one student left, the winner!

#### ANSWERS

clapping, tapping

#### Further practice

Workbook pages 20–21 (children write a description of a picture)

Unit 2 test, Teacher's Resource Center

Online Practice • Unit 2 • Listening, Speaking, and Writing

# Social Studies Time!

**Social Studies Time!**

**Topic: Life in the Arctic**

1 Listen, point, and repeat.  20

skiing hunting snowmobile seaweed raw berries

2 Listen and read.  21

**LIFE IN THE ARCTIC**

The Arctic is bigger than the continent of North America. It is a cold and wild place. Four million people live there and most are Inuit. You can find them in Alaska (U.S.A.), Canada, Greenland, and Russia.

In the winter, there is usually very heavy snow and the temperature is about minus 30 degrees. The sky is dark all the time, even in the day. Most children ski to school or go by snowmobile. Other children wear special snow shoes and walk to school.

It is impossible to grow fruit and vegetables in the snow, so Inuit people usually eat meat and fish. Hunting is important and everyone shares the food together, often eating the meat raw.

In the summer months, everything changes. Most of the snow melts and the sky is light all day and night. The people can then also eat seaweed and berries.

3 Read again and complete the table about Inuit people.

1 What countries do they live in? U.S.A., Canada	2 What do they eat in winter? Meat and fish	3 What can they eat in summer? Seaweed and berries	4 How do they go to school? Ski, snowmobile, walk
---	--	---	--

4 Think! How is your life different from Inuit life?

22 CEFL Social Studies - Life in the Arctic

## Topic: Life in the Arctic

SB page 22

### Learning outcomes

To learn some useful content and language about life in the Arctic

### Language

Core: *skiing, hunting, snowmobile, seaweed, raw, berries*

Extra: *wild, temperature, impossible, share, melt*

### Materials

CD  20–21; *Social Studies Time!* flashcards 20–25

### Warmer

#### Critical Thinking

- Ask children if they can name any cold countries, then ask them if they'd like to live in a cold country and, if so, why.

### Lead-in

- Tell children that they are going to learn about the Arctic. Show them the Arctic on a globe or map. Ask children to say what they know about the Arctic (what the weather is like, what animals live there, etc.).

### 1 Listen, point, and repeat. 20

- Ask children to look at the photos. Play the first part of the recording for children to listen and point to the photos.
- Play the second part for children to repeat the words.

- Play the recording all the way through again for children to listen and point and then repeat the words.
- Hold up the flashcards, one at a time, and ask questions, e.g. *Is he (skiing)? Is this (seaweed)?* Children answer Yes or No.

### 2 Listen and read. 21

- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions, e.g. *What's the weather like (in winter)? What do people eat (in summer)?*
- Ask children to say what they can see in the photos and what the people are doing / wearing.

### 3 Read again and complete the table about Inuit people.

- Explain that children need to find information in the text to complete the chart. Ask the first question and allow children time to look at the text and find the answer.
- Children complete the rest of the activity in pairs.

### ANSWERS

- 1 U.S.A., Canada, Greenland, and Russia.
- 2 Meat and fish.
- 3 Seaweed and berries.
- 4 They ski, go by snowmobile, or walk.

### Differentiation

#### Below level:

- Divide the class into four groups. Assign one question to each group. Children work together to find the information in the text to answer their question.
- Copy the chart onto the board. Ask the questions and write each group's answer in the chart. Children can then complete the chart in their Student Books.

#### At level:

- Children complete the activity.

#### Above level:

- Have children work individually to complete the activity.
- Have children think of one more question about Inuit people. Children ask and answer the questions in the chart and their own questions in pairs.

### 4 Think. How is your life different from Inuit life?

#### Critical Thinking

- Explain that we want to compare life in our country to Inuit life. Write headings on the board, e.g. *weather, food, transportation, clothes*. Elicit comparisons from children around the class.

#### Collaboration

- Put children in pairs to discuss their answers. Have pairs report back to the class.

#### Further practice

Workbook page 22

Online Practice • Social Studies Time!

**Project**

**1 Listen and circle the correct word.** (22)

- 1 Karima lives in **Alaska / Russia / Greenland**.
- 2 Karima's **dad / mom / uncle** drives the snowmobile.
- 3 **Cats / Hippos / Polar bears** visit her school.
- 4 Karima's **dad has three / five / seven** dogs.
- 5 On the weekend, they dance with **drums / guitars / violins**.

**2 Project. Make an Arctic life booklet.**

Find out about the animals and people of the Arctic.

Make a booklet about Arctic animals and Inuit people. Glue or draw pictures. Then write about them.

**3 Present your project.**

- 1 What do the animals look like?
- 2 What do they eat?
- 3 What do you know about Inuit people?

**This is an Arctic seal. The baby seals are white and the adults are gray. They eat fish and...**

Project a booklet 23

## Project

SB page 23

### Learning outcomes

To listen and circle the correct words

To make an Arctic life booklet

### Language

*This is an Arctic seal. The baby seals are white and the adults are gray. They eat fish and ...*

### Materials

CD (22); *Social Studies Time!* flashcards 20–25; Arctic booklet project template (see Teacher's Resource Center); paper, colored pencils, scissors, glue

### Warmer

- Hold up the flashcards, one at a time. Ask children to say a sentence about Arctic life based on the flashcard (e.g. *Inuit children sometimes ski to school*).

### 1 Listen and circle the correct word. (22)

- Explain that you are going to play a recording of a boy and a girl talking about life in the Arctic. Children need to listen and circle the correct words.
- Play the recording once through. Play again, pausing after each answer is mentioned so that children have time to think about their answers.
- Check answers with the class.

### ANSWERS

1. Alaska 2. mom 3. Polar bears 4. five 5. drums

## 2 Project. Make an Arctic life booklet.

### Creativity

- Explain that children are going to make a booklet about Arctic life. Ask *What do you need to make this project?* Elicit *paper (template), colored pens or pencils, scissors, glue*.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Children work in pairs to find information about people and animals of the Arctic, using reference books or the Internet.
- Hand out photocopies of the template, scissors, and glue to each child. Have children draw pictures illustrating life in the Arctic or print and glue photos from the Internet. Children write a couple of sentences about each picture.
- Show children how to fold their pages to make a booklet.

**NOTE:** To save time in the lesson, you can print out photos and information about life in the Arctic from the Internet in advance. If you are unable to use double-sided printing, you can print each side of the booklet template separately. Children can glue the pages together to make their booklet.

### Differentiation

#### Below level:

- Ask children what animals live in the Arctic. Choose one animal and ask questions (e.g. *What color is it? Can it swim?*).
- With input from the class, write a short description of the animal on the board for children to copy into their booklets. Then children work in groups to complete their booklets with information about Inuit people.
- Write key vocabulary on the board.

#### At level:

- Children complete the activity.

#### Above level:

- Children can work individually. Encourage children to choose unusual Arctic animals or to include new facts about the Inuit people for their booklets.

## 3 Present your project.

### Communication

- Put children into groups of three or four. Tell them that they are now going to talk about their projects with each other.
- Demonstrate by either holding up a completed booklet, or using the example in the Student Book. Talk about the booklet, as in the example.
- Children talk in groups. Encourage them to include language from previous units as they talk about their booklets, e.g. (*There is a big ocean in the Arctic and there is lots of snow and ice. It's very cold there.*).
- Invite pairs or groups of children to stand up and present their projects to the class.

### Further practice

Workbook page 23

Online Practice • *Social Studies Time!*

## Lesson One SB page 24

### Words

#### Learning outcomes

To identify dinosaur museum vocabulary

To understand a short story

#### Language

Core: *dinosaur, museum, model, skeleton, scary, scream, roar, alive, dead, robot*

Extra: *exciting, loudly, controls*

#### Materials

CD 23–24; *The dinosaur museum* flashcards 26–35;  
*The concert* flashcards 10–19

### Warmer

- Play *Quick flash* (see page 8) with *The concert* flashcards to energize the class at the start of the lesson.

### Lead-in

- Use *The dinosaur museum* flashcards 26–35 to introduce the vocabulary. Hold up each card and ask *What's this?* Try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

### 1 Listen, point, and repeat. 23

- Ask children to open their Student Books and look at the pictures and words. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat in chorus.
- Ask individual children to say the words for the class.

#### Differentiation

##### Below level:

- Review the vocabulary words again. Show the flashcards, and ask children to call out the words. Then line the flashcards up on the chalk rail and write the words in random order above them. Ask a child to draw a line, matching one word to its flashcard. Repeat for the other words.

##### At level:

- Play *Teacher can't remember* (see page 8) using the new words.

##### Above level:

- Change the game to *Student can't remember*. Ask a child to come to the front and play the teacher's role.

### 2 Listen and read. 24

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *Who is with Max? Where are the children? What did Max, Amy, and Holly see in the museum? Who is screaming? What is Max remembering?* Encourage predictions about the story.

- Play the recording. Children follow the words in their books.
- Ask comprehension questions, e.g. *Where did they go today? What did Amy buy? Was the dinosaur alive? What was Holly doing?*
- Play the recording again. Children follow in their books.
- Ask children to find Exercise 1 words in the story (*dinosaur, museum, model, scary, scream, roar, alive*).

#### Further practice

Workbook page 24

Online Practice • Unit 3 • Words

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.  Irregular verbs 1 Worksheet 9 page 125

**Simple past: irregular verbs with negatives**

We **went** to the dinosaur museum. We **didn't go** to school.

I **saw** dinosaurs. I **didn't see** fish.



**buy – bought**   **make – made**  
**eat – ate**   **see – saw**  
**go – went**   **think – thought**  
**hear – heard**   **wear – wore**  
**learn – learned**   **write – wrote**

3 Write.

1 We **went** (go) to the science museum together.

2 I **\_\_\_\_\_** (not buy) a postcard.

3 My sister **\_\_\_\_\_** (see) her friends.

4 We **\_\_\_\_\_** (not eat) our sandwiches inside.



4 Write.

We <sup>1</sup> **went** (go) to a museum to learn about the life of children two thousand years ago. Most children then <sup>2</sup> **\_\_\_\_\_** (not go) to school and <sup>3</sup> **\_\_\_\_\_** (not learn) to read. Many children <sup>4</sup> **\_\_\_\_\_** (play) games in the street and had yo-yos and wooden toys. Boys <sup>5</sup> **\_\_\_\_\_** (not wear) pants. They <sup>6</sup> **\_\_\_\_\_** (wear) short tunics, like a dress.



5 Complete Grammar Time Exercise 1 on page 125 of Workbook K.

Simple past: irregular verbs with negatives   Unit 3   25

## Lesson Two

(SB page 25)

### Grammar 1

#### Learning outcomes

- To learn simple past irregular verbs with negatives
- To complete a text with the correct simple past form
- To act out a story

#### Language

Core: *We went to the dinosaur museum. We didn't go to school. I saw dinosaurs. I didn't see fish.*

#### Materials

CD  24, *The dinosaur museum* flashcards 26–35

#### Warmer

- Play *Snaps!* (see page 8) with the new vocabulary.

#### Lead-in

- With books closed, ask children questions about the story, e.g. *Who went to the dinosaur museum? Who made the dinosaur robot move? What did Amy buy?*
- Ask children to turn to Student Book page 24 and find the vocabulary from Exercise 1 that wasn't in the story (*skeleton, dead, robot*).

#### 1 Listen to the story again and repeat. Act. 24

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Amy, Holly, Max, and Aunt.
- As a class, decide on the actions for the story. Play the recording again. Children say their lines and mime.

- Let children practice acting out in their groups, then ask one or two groups to act out the story for the class.

#### 2 Read and learn.

- Focus on the examples in the grammar boxes. Ask children to identify the simple past form of *go* and *see*, pointing out that some verbs don't add *-ed* in the simple past. These verbs are irregular.
- Make sure children understand how to form the simple past negative using *didn't*.
- Ask a child to read the speech bubble to the class.
- Ask the class to give you the positive form of the sentence in the speech bubble (*We knew it was you!*).
- Let children study the irregular past verbs silently.
- With books closed, write some of the past tenses on the board and ask children to say the present tense. Then write the present tenses, and ask them to say the past.
- Ask children to give you complete sentences using each verb in the past tense.

#### 3 Write.

- Focus attention on the pictures. Ask questions, e.g. *Where are the family? What is the boy buying? Who does the girl see? Where are they eating their lunch?*
- Point to the example and check understanding.
- Let children complete the exercise, then check answers.

#### ANSWERS

1. went 2. didn't buy 3. saw 4. didn't eat

#### Differentiation

##### Below level:

- Simplify the “at level” activity. Write the questions on the board for support. In pairs, children ask and answer about their trips. Monitor and elicit as needed.

##### At level:

- Ask children about the last school trip or family vacation they went on. Ask some questions to review vocabulary and help children remember details, e.g. *Where did you go? What did you see? Who did you go with? What did you buy?* In pairs, children talk about their trips.

##### Above level:

- Extend the “at level” activity by asking children to work in pairs and write some sentences about their trip using simple past verbs.

#### 4 Write.

- Focus children's attention on the picture. Ask some questions, e.g. *Is this in the present or the past? What are the children doing? Are they at school?*
- Look at the example with the class and check that they understand the exercise.
- Let children complete the exercise, then check answers.

#### ANSWERS

1. went 2. didn't go 3. didn't learn 4. played  
5. didn't wear 6. wore

#### Further practice

Grammar Time, Workbook page 125

Workbook page 25

Online Practice • Unit 3 • Grammar 1

**Lesson Three Grammar 2 and Song**

1 Read and learn.

**Simple past: irregular verbs with questions**

<p>Did they go to a museum? Yes, they did. Did Amy buy a postcard? No, she didn't. She bought a model.</p>	<p>Which museum did you go to? We went to the dinosaur one. What did you see? We saw dinosaur skeletons.</p>
--	--

2 **Speaking** Write notes about you. Ask and answer.

	You	Your friend
1 Where did you go on ... ?		
2 What did you see?		
3 What did you eat?		
4 Who did you see?		
5 Did you buy anything?		
6 Did you have a good day?		

Where did you go on Saturday? I went to the park.

3 Write about what you and your friend did.

4 Listen and sing. 

**My school trip**

Where did you go when you went on your trip?  
Did you go to a museum or a farm or a ship?  
When it was lunchtime, what did you do?  
Did you buy a sandwich or take one with you?

I went to a museum and saw paintings old and new.  
I bought a jelly sandwich and I brought this pin for you.

26 Unit 3 Simple past: irregular verbs with questions  Complete Grammar Time Exercise 2 on page 129 of Workbook N.

## Lesson Three

SB page 26

### Grammar 2 and Song

#### Learning outcomes

To ask and answer simple past questions

To use *Which* and *What* in simple past questions

To use simple past irregular verbs to talk and write about things you did and didn't do

To use the simple past in the context of a song

#### Language

Core: *Did they go to a museum? Yes, they did. Did Amy buy a postcard? No, she didn't. She bought a model. Which museum did you go to? We went to the dinosaur one. What did you see? We saw dinosaur skeletons.*

Extra: *trip, painting*

#### Materials

CD  25; *The dinosaur museum* flashcards 26–35

#### Warmer

- Play *What's missing?* (see page 9).

#### Lead-in

- Ask children if they can remember the story in Lesson 1.
- Write the following on the board: *The children went to a museum. They saw dinosaur skeletons. Amy bought a dinosaur model. Holly made a dinosaur robot move.*
- Explain that these are answers and you want them to make the questions.

- Write *Where* and *What* on the board and ask children to ask the questions (*Where did the children go? What did they see? What did Amy buy? What did Holly do?*).
- Explain that we use *which* when there is a choice of things and we want to know exactly what is being talked about.

#### 1 Read and learn.

- Focus attention on the grammar box and ask children to identify the question words *Which* and *What*.
- Write the following sentences and prompts on the board: *I went to a shop. Which \_\_\_\_ did \_\_\_\_ go \_\_\_\_? What did \_\_\_\_? I bought a present.*
- Elicit the complete questions from the class.
- Practice with question words *Where* and *Who*. Ask children to think of questions and then answer them.

#### 2 Write notes about you. Ask and answer.

- Explain that each child is going to fill in the middle column in note form to say what they did in one day.
- Note that they shouldn't write complete answers to read out. The notes are to help them think about their answers.
- Let children complete the chart individually, then explain that they are going to ask and answer questions in pairs.
- Ask two children to read the speech bubbles for the class.
- Tell children that they will write notes about their partner's answers. Let children do the exercise in pairs.

#### 3 Write about what you and your friend did.

- Tell children to write the answers to the questions they asked each other in Exercise 2 in their notebooks.
- Elicit an example answer from the class, e.g. *On Saturday I went to the park and Anna went to the movie theater.*
- Let children do the exercise individually, then ask children to read their sentences to the class and compare what they did on the weekend.

#### Differentiation

##### Below level:

- Put a couple of scrambled questions on the board. Ask children which word comes first, second, etc., to help them build the questions. Put children in pairs and have them write at least one sentence together.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, have them write three more sentences. Encourage them to make longer sentences and use other activities they know.

#### 4 Listen and sing.

- Focus attention on the picture. Say *The girl has been on a school trip.* Ask questions, e.g. *Did she go to a dinosaur museum? Where did she go? What is she giving her mother?*
- Play the song the whole way through. Then play it again as children follow the words in their books. Play the recording several times for children to sing along.

#### Further practice

Grammar Time, Workbook page 125

Workbook page 26

Online Practice • Unit 3 • Grammar 2 and Song

**Lesson Four Phonics and Spelling**

**1 Listen, point, and repeat.**

flamingo  
scarf  
feet

**2 Listen and read.**

phone  
nephew  
alphabet

**3 Read again. Circle the words with *ph* and underline the words with *f*.**

**4 Complete the words with *f* or *ph*.**

Yesterday, an uncle and his nephew went to the zoo together. Now they are talking on the phone about the animals. They saw elephants, giraffes, flamingos, and fish. They took lots of photos. They had a good time.

There are 26 letters in the English alphabet. Five are vowels. Can you say your alphabet?

When it's cold, I wear a hat and a scarf, and on my feet, I wear boots.

scarf

oto

one

alabet

lamingo

eet

ne\_ew

rog

Ph and ph spellings Unit 3 27

## Lesson Four SB page 27

### Phonics and Spelling

#### Learning outcomes

To identify *f* and *ph* spellings

To identify these spellings in three texts

#### Language

Core: flamingo, scarf, feet, phone, nephew, alphabet

#### Materials

CD 25, 26–27; Phonics cards 16–17 (phone, flamingo)

#### Warmer 25

- Sing the Lesson 3 song to warm up the class.

#### Lead-in

- Show the *phone* phonics card and elicit the word. Do the same with the *flamingo* card.
- Elicit the correct spelling from the class and write the words below the drawings. Explain that in some words the letter *f* and the letters *ph* have the same sound.
- Ask children what other words they know with this sound. Write them on the board.
- Hold up the phonics cards for *phone* and *flamingo*. Divide the class into *phones* and *flamingos*. Ask children to stand and say their word when they see the picture.
- Hold up the phonics cards alternately (or sometimes twice in a row). Children stand and say their words.

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

- Ask children to look at the words and pictures in their books. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat chorally.
- Play the whole recording. Children point and repeat again.

#### 2 Listen and read.

- Ask children to look at the pictures. Ask *Where did the boy and his uncle go yesterday? What animals did they see?*
- Tell children they are going to hear three stories. Play the recording once all the way through.
- Play the recording again, pausing for children to read.
- Ask children to look at the pictures and point to the words from Exercise 1 (*phone, nephew, flamingo, alphabet, scarf, feet*).

#### 3 Read again. Circle the words with *ph* and underline the words with *f*.

- Focus attention on the words *phone* and *flamingo* in Exercise 1 and ask children to find the words in the story.
- Ask children to find and circle all the words with *ph* and underline the words with *f*.
- Let children complete the exercise, then check answers.

#### ANSWERS

**ph:** nephew, phone, elephants, photos, alphabet

**f:** giraffes, flamingos, fish, five, scarf, feet

#### 4 Complete the words with *f* or *ph*.

- Go through the example and check that children understand the exercise.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Play *Phonics TPR* (see page 9). Tell children to stamp their feet for words with *f*, and flap their arms for words with *ph*.

##### At level:

- Children complete the activity.

##### Above level:

- Children work in pairs to write a list of three more words using *f*, and three more words using *ph*. Ask children to check their words using a dictionary.

#### ANSWERS

1. f 2. ph 3. ph 4. ph 5. f 6. f 7. ph 8. f

#### Further practice

Workbook page 26

Online Practice • Unit 3 • Phonics

**Skills Time!**

**Lesson Five**

**Reading**

**1** What do you know about dinosaurs? **2** Listen and read. 

**Dinosaur data**



Dinosaurs lived on Earth for millions of years and then they disappeared. Scientists study dinosaur bones to find out how they lived and what they looked like. There were more than 700 different types of dinosaur! Some dinosaurs ate plants and others ate meat. Some walked on two legs and others walked on four legs. Some could fly and others lived in the ocean. We know dinosaurs were all different, but no one knows what color or pattern they were. This is because there is no dinosaur skin left to study.

The most famous dinosaur is the T-Rex (Tyrannosaurus Rex). It was bigger than a house! Its strong tail helped it move quickly. But no one knows how fast it could run. Its teeth were 36 centimeters long and it ate meat. You can see T-Rex bones in some museums.



**3** Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

Earth scientist pattern skin disappear asteroid fell (fell)

**4** Read again and match the sentence halves.

1 There were lots of	<input type="checkbox"/> a large rock from space.
2 An asteroid is	<input type="checkbox"/> b different types of dinosaur.
3 When the asteroid fell,	<input type="checkbox"/> c a very big dinosaur.
4 The dinosaurs disappeared	<input type="checkbox"/> d the Earth became very cold.
5 The T-Rex is	<input type="checkbox"/> e because it was too cold to live on Earth.

28 Unit 3 Words in context: dinosaur data Reading: a non-fiction text

## Lesson Five SB page 28

### Skills Time!

#### Skills development

Reading: read and understand a non-fiction text from an information book; identify words and their meanings in a text; check the meanings of words in a dictionary; match sentence halves

#### Language

Core: *Earth, scientist, pattern, skin, disappear, asteroid, fall (fell)*

Recycled: vocabulary and structures seen previously

Extra: *millions, type, plants, tail*

#### Materials

CD  25, 28; *The dinosaur museum* flashcards 26–35

### Warmer 25

- Sing *My school trip* from Lesson 3.

### Lead-in

- Hold up the *dinosaur* flashcard and elicit the word.
- Give children two minutes to draw a dinosaur on a sheet of paper, then ask children to show their pictures.

### 1 What do you know about dinosaurs?

- With books closed, ask children to tell you what they know about dinosaurs. Ask questions, e.g. *Are dinosaurs alive? Where can you see a dinosaur skeleton? How big were dinosaurs? What did they eat? Where did they live?*
- Write some facts on the board.

### 2 Listen and read. 28

- Tell children they are going to hear a text about dinosaurs.
- Play the recording. Children follow the text in their books.
- Play the recording again, pausing at regular intervals. Answer any questions they have.
- Ask comprehension questions, e.g. *How many types of dinosaurs were there? Did all dinosaurs eat meat? What is the name of the most famous dinosaur?*

### 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

### 4 Read again and match the sentence halves.

- Ask children to read the question halves silently.
- Look at the example and explain that they have to match the sentence halves.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Ask children to look at the text again. Turn the sentences in Exercise 4 into comprehension questions, e.g. *How many types of dinosaurs were there? What is an asteroid?* Children find the answers in the text, and then complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them what information was new to them and what they already knew. Ask them to write sentences about three new things they learned. If time permits, children can read their sentences to the class.

#### ANSWERS

1. b 2. a 3. d 4. e 5. c

### Further practice

Workbook page 27

Unit 3 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 3 • Reading

**Listening**

- 1 Listen and number.  29
- 2 Listen again and circle the children's favorite things.



boat / plants



monkey / snake



car / skeleton



cows / a walk

**Speaking**

- 3 Ask and answer about the children above.

Jane   Simon   Lisa   Max	beach   zoo   museum   farm
Where did Jane go?	She went to a ...
What did she see?	She saw ...
What did she like?	She liked ...

**Writing preparation**

We use **exclamation marks** (!) to show **strong feelings**, for example, surprise or excitement, or after an **instruction**. The dinosaur moved! (!) Don't touch the bones! (!)

**4 Read the sentences. Write F for "feelings" or I for "instructions".**

- 1 Open the window now!
- 2 Wow, you're here at last!
- 3 We were lost!
- 4 Take your litter with you!
- 5 Don't walk on the grass!
- 6 That's great news!

Complete the writing tasks on pages 28–29 of the Workbook.

28–29

**Lesson Six**

SB page 29

Listening, speaking, writing Unit 3 29

## Lesson Six

SB page 29

### Skills Time!

#### Skills development

Listening: identify details of favorite things on a school trip

Speaking: ask and answer questions about school trips

Write about a school trip (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

Extra: *rock pools*

#### Materials

CD  29; *The dinosaur museum* flashcards 26–35

#### Warmer

- With books closed, read sentences from the text, but pretend you can't read it properly, so you can only say partial sentences, e.g. "Something" disappeared 65 million years ago. Children say the missing information (*Dinosaurs!*).

#### Lead-in

- Ask the children to open their books and look at the pictures in Exercise 2. Point to each picture and ask *Where is this?* Identify the four different places (beach, zoo, museum, farm).

#### 1 Listen and number. 29

- Tell children they are going to hear four children talking about their school trips. Explain that the pictures represent their school trips.

- Play the recording, pausing after the first dialogue to show the example answer. Pause after each dialogue for children to number the pictures.
- Check children have the correct order before Exercise 2.

#### ANSWERS

1. c 2. b 3. a 4. d

### 2 Listen again and circle the children's favorite things.

- Point to the pictures. Ask *Where's this? What can you see?*
- Explain that children should listen for the word *favorite* in the recording to find the answers.
- Play the recording, pausing for children to circle the answer.

#### Differentiation

##### Below level:

- Tell children to open their notebooks and make two columns, one for words they hear and understand and the other for words they don't understand. Remind children that it's OK if they don't know how to spell the words. Play the recording. Then look at children's lists. Work together to find the meanings of new words.

##### At level:

- Children complete the activity.

##### Above level:

- Put children into groups. Assign each group one of the characters from the recording. Ask them to listen again and write down everything that character saw.

#### ANSWERS

a. boat b. monkey c. skeleton d. a walk

### 3 Ask and answer about the children above.

- Explain to the class that they are going to ask and answer questions about the children from the recording. They should use the names and places from the word boxes.
- Read the first speech bubble for the class and elicit the correct response for the second speech bubble. Repeat for the next two speech bubbles.
- In pairs, children take turns asking and answering the questions. Move around the class, checking pronunciation and giving models.

### 4 Read the sentences. Write F for "feelings" or I for "instructions".

- Read the rule and check that children understand.
- Write the first question on the board. Ask *Is this an instruction or a feeling? (an instruction)*. Show the class the example answer. Ask children to say other sentences containing feelings or instructions.
- Let children complete the exercise, then check answers.

#### ANSWERS

1. I 2. F 3. F 4. I 5. I 6. F

#### Further practice

Workbook pages 28–29 (children write a webpage about a school trip)

Writing skills worksheet, Units 1–3, Teacher's Resource Center

Unit 3 test, Teacher's Resource Center

Online Practice • Unit 3 • Listening, Speaking, and Writing

# Review 1

**Review 1**

1 Complete the crossword.

Down: 1. 2. 3. 4. 5. 6. 7. 8.

Across: 1. 2. 3. 4. 5. 6. 7. 8.

2 Write. cheered concert trumpet violin stage audience

Emily and Joe are both ten. On Wednesdays, they go to music lessons. Emily is learning the <sup>1</sup> and Joe is learning the <sup>2</sup> . Last week, they performed in a <sup>3</sup> at the music school. Emily went up on the <sup>4</sup> first. Then it was time for Joe. They were nervous, but they played well. The <sup>5</sup> clapped and <sup>6</sup> . Emily and Joe were very proud.

3 Read and then write what Mia did yesterday afternoon.

I am watching TV right now. It is about Arctic races. Some people are skiing and some have snowmobiles. My brother is playing soccer outside.

Mia watched TV yesterday afternoon. It was about ...

30 Review 1

## Review Lesson

SB page 30

### Learning outcomes

To review vocabulary and structures taught in the previous three units

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 25; flashcards 1–35

### Warmer 25

- Sing *My school trip* from Student Book page 26.

### Lead-in

- Use a variety of flashcards 1–35 to recycle vocabulary from the previous three units.
- Play *Teacher can't remember* (see page 8) to review the different words children have learned.

### 1 Complete the crossword.

- Ask children to complete the crossword individually.
- Put children into pairs and tell one child they are "A" and one they are "B".
- Have the children sit back-to-back with their partner. Tell the "A"s that they will say and spell the "across" words and the "B"s that they will say and spell the "down" words in order to check their answers.

- When pairs have finished checking their answers, ask a child to come to the board. He / She writes the words as other children in the class call out the answers.

### ANSWERS

- down – stage
- across – server
- down – skeleton
- across – glass
- down – avocado
- down – plate
- across – coconut
- across – recorder

### 2 Write.

- Review the meaning and pronunciation of the words in the word box. Drill the words with the class.
- Put children into pairs and have them complete the activity together, but with both writing separately into their books.
- Put one pair with another pair to check their answers.

### ANSWERS

- violin
- trumpet
- concert
- stage
- audience
- cheered

### 3 Read and then write what Mia did yesterday afternoon.

- Ask one child to read out the text in the speech bubble. Ask *When is this happening? (Now)*.
- Ask children to copy the first part of the text at the bottom of the page into their notebooks.
- Have children work individually to complete the exercise.
- Put children into pairs to check their answers.

### Differentiation

#### Below level:

- For Exercise 1, write the crossword words on the board (not in the correct order) so that children are supported by having a small choice of words, with the correct spelling to help them.
- For Exercise 2, do two or three of the gaps as a class, eliciting the answers from the more confident students before having children complete the rest of the exercise individually.
- Before children complete Exercise 3, ask them to circle the verbs in the text in the speech bubble. Elicit the correct past tense forms.

#### At level:

- Children complete the activities.

#### Above level:

- For Exercise 1, don't have children complete the crossword individually before they are put in pairs to do the back-to-back activity.
- For Exercise 2, once children have completed it, ask them to suggest different instruments that could be substituted for *violin* and *trumpet*.
- After Exercise 3, put children into pairs and have them discuss what they did yesterday afternoon.

### ANSWERS

Mia watched TV yesterday afternoon. It was about Arctic races. Some people were skiing and some had snowmobiles. Mia's brother was playing soccer outside.

Review 1

4 Match the questions and answers.

1 Where did you go yesterday?	<input checked="" type="checkbox"/>	a Yes, I ate dinner at home.
2 What did you see?	<input type="checkbox"/>	b I went to the movies.
3 Did you buy anything there?	<input type="checkbox"/>	c I thought it was great.
4 Did you eat after the movie?	<input type="checkbox"/>	d I saw a movie about tigers.
5 What did you think of the movie?	<input type="checkbox"/>	e Yes, I bought a drink.

5 Write. Use the simple present and present progressive.

travel / walk eat / go go to bed / play get up / read



I usually get up at seven o'clock every morning. But today, I am reading in bed.



I normally go to school by bus. But now, I am walking to my friend's house.



I always eat lunch at school. But right now, I am going to a restaurant.



I usually play computer games at half past eight. But today, I am playing computer games. My school vacation started today!

6 Write the words under the correct heading.

tray	blue	cake	leaves	key	light	train	bike
coat	sky	nose	room	tree	flute	blow	

long a      long e      long i      long o      long u

tray      blue      cake      leaves      key      light      train      bike

coat      sky      nose      room      tree      flute      blow



Review 1 31

## Review Lesson SB page 31

### 4 Match the questions and answers.

- Do number one with the class. Ask why the example answer is correct. Ask *When we start a question with "Where did you go...?", what word do we expect to find in the answer? (went)*
- Have children work individually to complete the exercise.
- Have children compare their answers in pairs by taking turns to ask each other the question and then give the answer.
- Check the answers with the whole class.

#### ANSWERS

1. b 2. d 3. e 4. a 5. c

### 5 Write. Use the simple present and present progressive.

- Revise the words in the word box and the simple present and present progressive forms.
- Have children complete the exercise individually.
- Check answers with the class.

#### ANSWERS

1. get up, am reading 2. travel, am walking  
3. eat, am going 4. go to bed, am playing

### 6 Write the words under the correct heading.

- Revise the different vowel sounds with the class. Ask children to say some words with the correct sound for each one.
- Have children complete the exercise.
- Check answers with the class.

## Differentiation

### Below level:

- For Exercise 4, write the questions and answers on the board. Elicit the answers from children in the class. Practice the dialogue by reading the questions and answers aloud, chorally as a class.
- For Exercise 5, decide as a class which word combinations belong with each picture, before children write them in their Student Books in the correct form.
- Focus on the different sounds before beginning Exercise 6. Review the words in the word box. Use the appropriate flashcards to revise the words and focus on the pronunciation before children do the exercise.

### At level:

- For Exercise 4, put children in pairs after they have completed the exercise and ask them to practice the dialogue. Change the pairs and have children repeat.

### Above level:

- After Exercise 2, divide the class into two. Tell one half that they will ask the questions and one half that they will say the answers.
- Tell all the children to stand up. They are going to walk around the classroom and talk to each other.
- The children asking the questions can take their Student Book and read the questions to different children from the other group. The children answering the questions do not have their book.
- Tell the children answering the questions to answer them personally, not using the answers from the book, but real answers.
- Then swap the halves around and do the activity again.
- After Exercise 5, have children say or write the exercise again, but putting in information that is correct for them.
- Put children into pairs to share the new texts.
- For Exercise 6, ask children to think of one more word for each vowel sound. They can look through the Student Book to help them find the correct words.
- Elicit the words and write the words on the board.
- Check the words with the class.

#### ANSWERS

long a: tray, cake, train   long e: leaves, key, tree  
long i: light, bike, sky   long o: coat, nose, blow  
long u: blue, room, flute

### Further practice

Workbook pages 30 & 31

Writing portfolio 1 worksheet, Teacher's Resource Center

Progress test 1, Teacher's Resource Center

Skills test 1, Teacher's Resource Center

Online Practice • Review 1

**4 Whose jacket is this?**

**Lesson One Words**

**1 Listen, point, and repeat.** 30

**2 Listen and read.** 30

32 Unit 4 Sports time

## Lesson One

SB page 32

### Words

#### Learning outcomes

To identify sports vocabulary

To understand a short story

#### Language

Core: team, jacket, sneakers, trophy, player, kick, score a goal, racket, backpack, win (won)

Extra: against

#### Materials

CD 30–31; The dinosaur museum flashcards 26–35; Sports time flashcards 36–45; sheets of paper (optional)

### Warmer

- Ask children which sports they know in English. Review the vocabulary and establish the theme for the unit by doing a miming activity using the words they know.

### Lead-in

- Introduce the vocabulary using the *Sports time* flashcards 36–45. Hold up each card and ask *What's this?/ What are these?*

- As you go through the words, ask questions, e.g. *Do you play in a team? Do you have a tennis racket?*
- Say all the words for children to repeat.
- Show the flashcards in a different order and repeat.

#### 1 Listen, point, and repeat. 30

- Ask children to open their books and look at the pictures and words. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat chorally.
- Ask individual children to say the words for the class.

#### Differentiation

##### Below level:

- Put children in pairs. Write the vocabulary words on pieces of paper, and give one to each pair. Then give one flashcard to each pair. Children work together to decide if they have a match. If not, they should ask other children to switch papers or cards. Monitor and elicit as needed.

##### At level:

- Play *I spy* (see page 8) with the *Sports time* flashcards.

##### Above level:

- Play *I spy* but ask children to make a sentence using the word, e.g. *Put on your jacket.*

#### 2 Listen and read. 31

- Focus children's attention on the story. Ask questions about each frame. Ask *What are they playing? Is it hot or cold? What's wrong with Holly's jacket?* Encourage predictions about the story.
- Play the recording for children to listen and follow along.
- Ask comprehension questions, e.g. *Who is on Max's team? Whose jacket is blue?*
- Play the recording a second time for children to follow along again.
- Ask children to find the words from Exercise 1 that appear in the story (*team, jacket*).

#### Further practice

Workbook page 32

Values 2 worksheets, Units 4–6, Teacher's Resource Center

Online Practice • Unit 4 • Words

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

**Possessive pronouns**

<b>Possessive adjectives</b>	<b>Possessive pronouns</b>
It's <b>my</b> jacket.	It's <b>mine</b> .
They're <b>your</b> sneakers.	They're <b>yours</b> .
It's <b>his</b> racket.	It's <b>his</b> .
It's <b>her</b> water bottle.	The water bottle is <b>hers</b> .
They're <b>our</b> trophies.	They're <b>ours</b> .
It's <b>their</b> backpack.	The backpack is <b>theirs</b> .

*This jacket is hers!*

Use **whose** for the question. **Whose** jacket is it?

3 Read and circle.

1 This water bottle is **my / mine**.  
 2 The red sneakers are **her / hers**.  
 3 There are five players in **my / mine** team.  
 4 This is **our / ours** trophy.  
 5 That backpack is **their / theirs**.  
 6 Which one is **your / yours** jacket?

4 Write. **mine his hers yours ours theirs**

I think this snorkel is **his**.  
 Is this **\_\_\_\_\_**?  
 Hooray! We won! It's **\_\_\_\_\_**.  
 These sneakers are **\_\_\_\_\_**. They're new.  
 It's **\_\_\_\_\_**. Let's give it back.  
 This backpack is **\_\_\_\_\_**.

© Complete Grammar Time Exercise 1 on page 129 of Workbook 5.

Possessive pronouns Unit 4 33

## Lesson Two

SB page 33

### Grammar 1

#### Learning outcomes

To learn the possessive pronouns

To complete sentences with the correct possessive pronouns

To act out a story

#### Language

Core: *Whose jacket is this? It's mine / yours / his / hers / theirs / ours / theirs.*

#### Materials

CD 31; *Sports time* flashcards 36–45; an empty box or bag

#### Warmer

- Play *Do it!* (see page 9) using some of the *Sports time* flashcards to energize the class at the start of the lesson and revise the sports words.

#### Lead-in

- With books closed, hold up the *Sports time* flashcards and ask the class to call out when they see a word from the story (*team, jacket*).
- Ask questions about the story, e.g. *Who played soccer? Did Leo have a jacket? What colour was Leo's jacket? Whose jacket did Leo put on?*
- Ask children to check their answers on Student Book page 32.

#### 1 Listen to the story again and repeat. Act. 31

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play the parts of Leo, Max, Amy, and Holly. If the class doesn't divide exactly, some children can act twice.
- As a class, decide on the actions for the story. Play the recording a second time for children to say their lines and mime the actions.
- Let children practice acting out the story, then ask one or two groups to act out the story for the class.

#### 2 Read and learn.

- Focus children's attention on the picture and write on the board *This jacket is \_\_\_\_\_. Elicit the correct word (*hers*).*
- Look at the first column of sentences together to remind children of the possessive adjectives. Ask a child to read the speech bubble to the class and write on the board *It's hers*. Then look at the question together.
- Walk around the room picking up various possessions of the class and asking questions, e.g. *Whose ruler is this?* to elicit the answer *It's his / hers*.
- Let children study all the possessive pronouns silently.
- With books closed, check children's understanding, e.g. say *This is our classroom*. Elicit *It's ours*.
- Ask children to give you some more examples. Write correct sentences on the board for children to repeat in chorus.

#### 3 Read and circle.

- Look at the example with the class. Ask children to tell you what they have to do to complete the exercise (*circle the correct word*). Check answers.

#### Differentiation

##### Below level:

- Write some of the sentences from the grammar box on the board. Replace the possessives with blanks. Elicit the correct word from children. For the possessive adjectives, ask children to circle the noun being described. Point out that possessive pronouns do not have another noun attached. Children then complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, put them in pairs and have them rewrite the sentences the other way, e.g. *This is my water bottle*. Monitor and help as needed.

#### ANSWERS

1. **mine** 2. **hers** 3. **my** 4. **our** 5. **theirs** 6. **your**

#### 4 Write.

- Look at the example and check understanding.
- Let children complete the exercise, then check answers.

#### ANSWERS

1. **his** 2. **yours** 3. **ours** 4. **mine** 5. **theirs** 6. **hers**

**NOTE:** Now go to Workbook page 129 for children to practice the grammar structure before doing Workbook page 33.

#### Further practice

Grammar Time, Workbook page 129

Workbook page 33

Online Practice • Unit 4 • Grammar 1

**Lesson Three Grammar 2 and Song**

**1 Read and learn.**

**Regular adverbs: + ly**

slow	He ran <b>slowly</b> .
quiet	They talked <b>quietly</b> .
happy	She smiled <b>happily</b> .
careful	They did their homework <b>carefully</b> .

**Irregular adverbs**

good	They played <b>well</b> .
fast	They ran <b>fast</b> .

**Adverbs** tell you more about a **verb**. Many adverbs end in **-ly** (e.g., **slowly**). Some are a **different word** (e.g., **well**).

**2 Speaking** Ask and answer about the people in the pictures.

1 Joe Adam  
Who is running slowly?

2 Rob Mat  
Adam

3 Leila Katie

**3 Now write sentences about the pictures.**  
**Joe ran fast, but Adam ran slowly.**

**4 Listen and sing.**

**At break time ...**

At break we played baseball, baseball, baseball,  
At break we played baseball. Our team played well.

We all cheered loudly, loudly, loudly ...  
We didn't hear the bell.

The bell rang softly, softly, softly ...

The teacher said, "Run quickly, quickly, quickly."  
The teacher said, "Run quickly. You didn't hear the bell."

She said, "Listen carefully, carefully, carefully."  
She said, "Listen carefully. Listen for the bell."

38 Unit 4 Adverbs
 Complete Grammar Time Exercise 2 on page 129 of Workbook 4.

## Lesson Three

SB page 34

### Grammar 2 and Song

#### Learning outcomes

To learn regular and irregular adverbs

To use adverbs to talk and write about how you did things in the past

To use adverbs in the context of a song

#### Language

Core: *He ran slowly. They talked quietly. She smiled happily. They did their homework carefully. They played well. They ran fast.*

#### Materials

CD 32; Sports time flashcards 36–45; a piece of paper with a 2-inch hole

#### Warmer

- Use a piece of paper with a 2-inch hole cut in it to play *Can you see?* (see page 8).

#### Lead-in

- Review the adverbs *quickly* and *slowly*.
- Mime an action and ask *What am I doing?*
- Repeat the action, this time doing it very slowly, and ask *How am I doing it?* Elicit *slowly*. Repeat with a different action, this time doing it very quickly.
- Ask a child to mime an action. Ask another child to give the instruction *Quickly* or *Slowly*.

### 1 Read and learn.

- Focus children's attention on the first grammar box (top left) and ask them to identify the adverbs.
- Give children a minute to read the examples silently.
- Ask them to explain how you form the adverb from the adjective. Elicit *Add -ly or -ily*.
- Explain that the adverbs in the second grammar box (top right) are irregular and don't follow the same rule.
- Give children a minute to read the rule in the rule box silently. Ask two children to read the speech bubbles for the class.

### 2 Ask and answer about the people in the pictures.

- Point to the first picture. Ask two children to read the speech bubbles for the class. Repeat with the whole class.
- Ask children to say what to do in the exercise. Make sure they understand to ask two questions for each picture.
- Children do the exercise in pairs. Monitor and help where necessary. Ask some pairs to ask and answer their sentences for the class.

#### Differentiation

##### Below level:

- Look at the grammar box. Ask *How did he / she / they (run)?* Then look at Picture 1 in Exercise 2. Ask and answer again. Then children practice on their own.

##### At level:

- Children complete the activity.

##### Above level:

- Play a version of *Quickly, slowly* (see page 9). Include other adverbs such as *quietly, loudly, happily, and sadly*.

### 3 Now write sentences about the pictures.

- Tell children to write sentences about the pictures that they practiced in Exercise 2.
- Ask a child to read the example sentence.
- Let children complete the exercise, then check answers.

#### ANSWERS

- Joe ran fast, but Adam ran slowly.**
- Mat played well, but Rob played badly.**
- Leila sang loudly, but Katie sang quietly.**

### 4 Listen and sing.

- Focus children's attention on the pictures. Ask *What is the woman doing in the first picture? What are the boys playing in the second picture? Are they happy? What are they doing?*
- Play the whole song. Then play it again as children follow the words in their books.
- Read each line of the song aloud for children to repeat.
- Play the recording several times for children to sing along.

**NOTE:** Now go to Workbook page 129 for children to practice the grammar structure before doing Workbook page 34.

#### Further practice

Grammar Time, Workbook page 129

Workbook page 34

Online Practice • Unit 4 • Grammar 2 and Song

**Lesson Four Phonics and Spelling**

**1 Listen, point, and repeat.**  33

**b and v**  
best vest

**v and w**  
vet wet

**p and b**  
pig big

**2 Listen and read.**  34

*If it was a cold day, so I put on a warm vest and went out for a walk. We saw some pigs. Some were big, but one was really little. I liked the little one best. One pig was ill and a vet was looking after it. Then it started to rain and we got really wet.*



**3 Read again. Circle the words with the sounds from Exercise 1. Use red for b, blue for v, pink for w, and green for p.**

**4 Listen and circle the correct words. Match.**  35

1 I really like pears / bears. 2 My favorite vest / best is blue.  
3 Let's follow this bath / path. 4 Oh no! My school work is vet / wet.



b / v / w / p      Unit 4      35

## Lesson Four SB page 35

### Phonics and Spelling

#### Learning outcomes

To identify b, p, v, and w spellings

To identify these spellings in three texts

#### Language

Core: best, vest, vet, wet, pig, big

#### Materials

CD  32–34; Phonics cards 18–23

#### Warmer 32

- Sing the song from the previous lesson to warm up the class.

#### Lead-in

- Show the vest phonics card and elicit the word. Then show the vet card and elicit the word. Elicit the correct spellings from the class and write the words below the drawings.
- Divide the class into two teams and ask children what other words they know which contain this sound. Write them on the board.
- Divide the class into vests and vets. Ask children to stand up and say their word when they see the picture. Hold up the phonics cards alternately. Children stand up and say their words.

#### 1 Listen, point, and repeat. 33

- Ask children to look at the words and pictures in their Student Books.

- Tell them that they are going to hear a recording of the different sounds and words.
- Play the first part of the recording for children to listen and point to the pictures.
- Play the second part of the recording for children to repeat the sounds and words in chorus. Play the recording all the way through for children to point and repeat again. Repeat as necessary.

#### 2 Listen and read. 34

- Ask children to look at the picture. Ask *Where did the boy and his dad go yesterday? What animals did they see?*
- Play the recording once all the way through.
- Play the recording again, stopping after each line for children to read the text.
- Ask children to look at the picture and point to the words from Exercise 1 (vest, pigs, big, best, pig, vet, wet).

#### 3 Read again. Circle the words with the sounds from Exercise 1. Use red for b, blue for v, pink for w, and green for p.

- Focus attention on the words vest and wet in Exercise 1 and ask children to find the words in the text in Exercise 2.
- Ask children to find and circle all the words with b, v, w, and p, using different colors for each sound as mentioned in the rubric.
- Children do the exercise individually. Go through the answers with class.

#### ANSWERS

b big, best   v vest, vet   w was (x4), we (x2), warm, went, walk, were, wet   p put, pigs, pig

#### 4 Listen and circle the correct words. Match 35

- Tell children to listen carefully to the recording because they will need to match the words they hear with the pictures on the page.
- Check that children understand the exercise. Children do the exercise individually. Check the answers with the class.

#### Differentiation

##### Below level:

- Hand the phonics cards to different children. Say different phonics words, e.g. best, vet, pig, etc. When children hear their word, they raise the card in the air.

##### At level:

- Ask children to divide a piece of paper into four. Write one of these letters on each piece: b, v, w, or p. Read these sentences aloud. Ask children to hold up the correct paper for each sound: *I have a big brother. / The pig is pink. / We got wet in the rain. / His vest is gray and red.*

##### Above level:

- Read the sentences from the “at level” activity aloud. After each sentence, children identify the phonics word and its sound, and then spell it.

#### ANSWERS

1. pears, 3   2. vest, 1   3. path, 2   4. wet, 4

#### Further practice

Workbook page 34

Online Practice • Unit 4 • Phonics

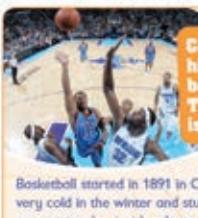
## Skills Time!

### Lesson Five

#### Reading

1 What do you know about basketball?

2 Listen and read.  



Can you jump really high and bounce a ball really fast? Then basketball is the sport for you!

Today people play basketball outdoors, too, and you can often find basketball courts in parks. So try it! You just need a ball, some friends, and a basketball hoop.

Basketball started in 1891 in Canada. It is very cold in the winter and students wanted a sport to play inside where it was warm. So, a PE teacher named James Naismith invented a new sport: basketball.

Naismith put fruit baskets at the ends of the court. The players scored points by throwing balls into the baskets.



One of the tallest basketball players is Sun Ming Ming, who is 236cm tall. But you don't have to be tall to play basketball. A very famous player, Muggsy Bogues, is only 160cm.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

bounce invent basket court point hoop

4 Read again and complete the sentences.

1 Basketball started in Canada.

3 James Naismith was a \_\_\_\_\_.

5 Now people play basketball as well as inside.

2 Winter in Canada is very \_\_\_\_\_.

4 The baskets were for \_\_\_\_\_.

6 Sun Ming Ming is one of the basketball players.

36

Unit 4 Words in context basketball Reading a magazine article

## Lesson Five SB page 36

### Skills Time!

#### Skills development

Reading: read and understand an article about basketball from a children's magazine; identify words and their meanings in a text; check the meanings of words in a dictionary; complete sentences with the correct words

#### Language

Core: *bounce, invent, basket, court, point, hoop*

Recycled: vocabulary and structures seen previously

Extra: *basketball, inside, continue, invent, outdoors*

#### Materials

CD  32, 36; Sports time flashcard 40 (player)

#### Warmer 32

- Play the song *At break time* from Lesson 3. Encourage children to join in and clap each time they say an adverb.

#### Lead-in

- Hold up the *player* flashcard and elicit the word.
- Ask children *What sport does he play?* (soccer)
- Tell the children they have to think of a different sport and you are going to give them a clue. Draw a basketball hoop on the board very slowly, line by line. Start with a circle, then a line for the side of the net, then a line for the other side of the net, then slowly complete the net with criss-crossed lines until the picture is complete and children are able to guess the word *basketball*.

#### 1 What do you know about basketball?

- With books closed, ask the children to tell you anything they know about basketball. Ask *Who's your favorite basketball player/team? Can you play basketball? How often do you play?*

#### 2 Listen and read.

- Play the recording for children to listen and follow the text silently in their books, then play it a second time and answer any questions the children have.
- Ask comprehension questions, e.g. *How do you score a point in basketball? Can you play basketball outdoors? What do you need to play basketball?*

#### 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Ask children to read the list and underline the words in the text.
- Encourage children to guess the meanings of the words by looking at the surrounding text. The context should help them discover what the word means.
- Children look up the words in the Workbook 4 Dictionary to check whether their guesses were correct and to find meanings for any words they don't know.
- Go through the meanings of the words with the class.

#### 4 Read again and complete the sentences.

- Ask children to read the gapped sentences silently.
- Look at the example and explain that they have to look at the text to find and write missing words for each sentence.
- Let children complete the activity, then check answers.

#### Differentiation

##### Below level:

- Simplify the "at level" activity. Invite children to make a poster about their sport, labeling different people and objects. Help as needed.

##### At level:

- Put children in groups. Ask them to think of what they know about another sport, e.g. soccer, tennis. Ask them to think about where it is played, what we use to play it, how many teams / players there are, what rules they know (e.g. You can / mustn't / have to bounce / kick / hit the ball), etc., who some famous players are, and what famous competitions there are. Encourage children to take notes.

##### Above level:

- Do the "at level" activity, but instead of making a poster, the children work together to write a paragraph about the sport.

#### ANSWERS

1. Canada 2. cold 3. P.E. teacher 4. scoring points
5. outside 6. tallest

#### Further practice

Workbook page 35

Unit 4 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 4 • Reading

**Listening**

1 Listen and circle the sports the children like.

1	2	3	4
swimming / gymnastics	riding a bike / soccer	soccer / riding a bike	basketball / volleyball

2 Listen again and write T (true) or F (false).

1 Sara loves playing team sports.  2 Liam plays his sport in the park.   
3 Harry does his favorite sport at a sports field.  4 Rosy likes playing on a team.

**Speaking**

3 Ask and answer with your friend. Remember to use the correct verb.

with play	with do	with go
soccer	gymnastics	swimming
volleyball	track and field	skiing
basketball	judo	running
tennis	karate	cycling

**Writing preparation**

Remember! **It's** shows the short form of **is**: **It's new.** = **It is new.**  
**Its** is a possessive adjective.  
There is a horse on the farm. **Its** name is Star. (the horse's name)  
Look at the dinosaur! **Its** teeth are long. (the dinosaur's teeth)

4 Write **It's** or **Its**.

1 The sports center is great.  big and has basketball courts.  
2 We have a parrot.  wings are green and blue.  
3 Oh no!  going to rain.  
4 The T-Rex was very big, but we don't know the color of  skin.

Complete the writing tasks on pages 36–37 of the Workbook.

Listening, speaking, writing Unit 4 37

**Lesson Six**

## Lesson Six SB page 37

### Skills Time!

#### Skills development

Listening: identify children's favorite sports

Speaking: ask and answer questions about favorite sports

Writing: understand the difference between **it's** and **its**; write instructions for a sport (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

Extra: *volleyball, bathing suit, gymnastics*

#### Materials

CD

### Warmer

- Play *Bingo* (see page 9) to review the new vocabulary from the previous lesson.

### Lead-in

- Point to each photo and ask the class to describe the children. Tell children they are going to hear four children talking about what sports they like.

### 1 Listen and circle the sports the children like.

- Play the whole recording. Point to the example and ask children to tell you what to do in the exercise.
- Play the recording again, pausing after each dialogue for children to circle the words as they hear them.
- Review answers with the class.

### ANSWERS

Sara swimming Liam soccer Harry riding a bike  
Rosy basketball

### 2 Listen again and write T (true) or F (false).

- Elicit from the children that they have to listen and write **T** if the sentence is true, or **F** if the sentence is false.
- Play the recording again, pausing after each dialogue for children to write **T** or **F**. Check the answers with the class.

### ANSWERS

1. F 2. F 3. T 4. T

### 3 Ask and answer with your friend. Remember to use the correct verb.

- Write **play**, **do**, and **go** on the board. Say **soccer** and elicit the correct verb (**play**). Repeat with more sports / activities with the verbs **go**, **do**, or **play**, e.g. *play chess / hockey / baseball, do yoga / exercise / ballet, go hiking / jogging / sailing*.
- Read the first green speech bubble to a child in the class and elicit an answer. Repeat for the remaining green speech bubbles.
- In pairs, children take turns to ask and answer the questions. Move around the class, checking the children's performance and pronunciation and helping if necessary.

### Differentiation

#### Below level:

- Write the verbs and sports from the chart on slips of paper. Make more than one set, if necessary. In groups, children match the sports to the correct verbs. Children then complete the activity.

#### At level:

- Play *A long sentence* (see page 9). Start the sentence with *I play / do / go*. The first child adds an activity with that verb, e.g. *I play tennis*. The second child adds on, e.g. *I play tennis and soccer*. Repeat with the other verbs.

#### Above level:

- After children finish, put them into groups. Ask them to make a chart like the one in their books. Children write other sports and activities they know.

### 4 Write **It's** or **Its**.

- Read the rule and check that children understand. Write **It's** and **Its** on the board. Write the following sentences on the board: **It's my dog. It's got a tail. Its tail is black.** Erase **It's**, **It's**, and **Its**. Write **It has, Its, It is** in a list next to the sentences.
- Ask three children to come to the board and write the correct long form in the blank. Ask three children to come and write the correct short form next to the long form.
- Ask children to tell you when to use the different forms.

### ANSWERS

1. **It's** 2. **Its** 3. **It's** 4. **its**

### Further practice

Workbook pages 36–37 (children write instructions for a sport)

Unit 4 test, Teacher's Resource Center

Online Practice • Unit 4 • Listening, Speaking, and Writing

# Fluency Time! 2

**Fluency Time! 2**

**Everyday English**

1 Watch and listen. Read and say.  38

1 I'd like this sandwich with fries, please.  
2 Can I have some more juice, please?  
3 Yes, No problem. Thank you.

2 Watch and listen. Circle the correct word.  39

1 Tom wants a pizza with / without fries and a salad.  
2 Mom wants a salad with / without tomatoes.  
3 Sam would like his pasta with / without cheese.  
4 Tom would like his pizza with / without mushrooms.

3 Speaking Talk with your friend.

sandwhich pizza with tomatoes onions cucumber fries  
 salad pizza with without cheese meat pineapple chili  
 juice water coffee milk bread rice

I'd like this sandwich with cheese, please.  
And I'd like this salad without onions, please.  
Can I have some more water, please?  
A sandwich with cheese.  
No problem.  
YES, SURE.

38 Fluency Time! 2 Every English

## Everyday English

SB page 38

### Learning outcomes

To learn some useful language for eating out

### Language

I'd like ...; Can I have ...; Can I have some more ...; with / without; That's fine; Sure.

### Materials

CD  38–39;  Fluency DVD Fluency Time! 2;  
Flashcards / Pictures of known foods

### Warmer

- Tell children they are going to learn some useful language for eating out. Hold up a few flashcards or pictures of known foods. Ask children to say which foods they like or don't like.
- Review *with / without* by placing two flashcards side by side on the board, e.g. pizza with onions, and asking children *Do you like pizza with onions? Say I don't like pizza with onions. I'd like pizza without onions, please.* Put other combinations on the board and encourage children to talk about their preferences.
- Hand a few flashcards to a child and ask them for one of the flashcards using the phrase *I'd like* or *Can I have*. The child hands you the correct flashcard. Repeat with other flashcards and other requests. Encourage children to ask you for a flashcard using the phrases above. Respond with *Sure* as you hand them the flashcard.

### 1 Watch and listen. Read and say. 38

- Ask children to say where the people are (*in a restaurant / café*) and what they are doing (*ordering food / eating out*). Reintroduce the characters Tom and Anna (if children used *American Family and Friends Level 3*) and remind children they are cousins. Ask the children to guess which foods Tom and Anna order in the story.

- Play the DVD. Children follow along.
- Play it again, pausing for children to say the dialogue with the DVD.
- Children practice the dialogue in pairs.
- Invite pairs of children to act for the class.

### 2 Watch and listen. Circle the correct word. 39

- Show children the sentences. Explain that they need to watch and decide which word is correct in each sentence.
- Play the first part of the DVD. Focus on the example.
- Play the DVD, pausing for the children to circle.
- Ask children to read the correct sentences.

### ANSWERS

1. with 2. without 3. without 4. with

### 3 Talk with your friend.

- Ask two children to read the example dialogue.
- In pairs, children read the example dialogue. Then use the food words in the boxes to act out dialogues.
- Invite some pairs to act out their dialogues for the class.

### Differentiation

#### Below level:

- Break the dialogue up into three shorter exchanges. Have children practice the first exchange a few times. Repeat with the second and third ones. Make sure children switch roles for even practice.

#### At level:

- Children complete the activity.

#### Above level:

- Extend the activity by asking children to think about other foods and restaurant requests, e.g. I'm sorry. We're all out of (cupcakes).

### Watch the DVD!

- Ask children to close their books.
- Play Fluency DVD Fluency Time! 2 Everyday English.

### Further practice

Workbook page 38

Fluency Time! 2,  Fluency DVD

Online Practice • Fluency Time! 2



## Craft SB page 39

### Learning outcomes

To make a menu for a café

To practice ordering food and taking food orders

### Language

*I'd like ...; Can I have ...; Can I have some more ...; with / without; That's fine.; Sure.; Yes, of course.*

### Materials

Fluency DVD Fluency Time! 2; Fluency Craft 2 (see Teacher's Resource Center) (one set of templates for each child); completed menu; colored pencils / markers / crayons, glue, and scissors for each group

#### 1 Watch the story again. Act.

- Draw children's attention to the dialogue in Exercise 1 on page 38. Ask the children what they remember.
- Play the Fluency DVD Fluency Time! 2 Everyday English again. If you don't have enough time, read the dialogue on page 38.
- Ask pairs of children to act out the dialogue.
- Play the Fluency DVD Fluency Time! 2 Everyday English again for children to watch and listen.

#### 2 Make a menu for a café.

- Focus on the pictures. Ask children to say what the child in the pictures is doing (*making a menu*).
- Ask *What do you need to make the menu?* Elicit *colored pencils, scissors, glue*.

- Hand out copies of the two menu templates (see Fluency Craft 2, Teacher's Resource Center).
- If you like, children can work in pairs or groups to prepare one menu between them.
- Use the pictures and instructions in the book to help children make their menus. Demonstrate with your own completed menu.
- Move around the class as children work, asking questions, e.g. *What's this? Do you like (fish)?*
- Invite children to tell the class about their menus, e.g. *The main dishes / desserts / drinks are ...*

**NOTE:** If you do not have enough time, ask children to draw their menus with simple pictures to show the foods.

#### 3 Order from the menu with a friend.

- Focus on the photos. Tell children they are going to use their menus to act out dialogues to practice ordering food and taking food orders. They will take turns to play the roles of the waiter and the customer.
- Ask a pair of children to read the example dialogue.
- In pairs, children take turns ordering food. They record their partners' orders in their notebooks.
- Encourage children to add language to their dialogue, e.g. *Do you have any ...? Would you like some ...?*
- Ask some children to act out dialogues for the class.

### Differentiation

#### Below level:

- Review the foods words and spellings for the menu with children. Monitor as children write and help as needed. Ask children *What's this? Is that a main dish? etc.* and elicit responses.

#### At level:

- Children complete the activity.

#### Above level:

- Give children an extra sheet of blank paper. Tell them *It's for today's special.* Children think of a special dish, dessert, and/or drink to add to the menu. They draw it and write what it is. Monitor and help as needed.

### Further practice

Workbook page 39

Skills test 2 Fluency Time!, Teacher's Resource Center

Fluency Time! 2, Fluency DVD

Online Practice • Fluency Time! 2

## 5

## Go back to the traffic lights

**5 Go back to the traffic lights**

**Lesson One Words**

1 Listen, point, and repeat. 



2 Listen and read. 



40 Unit 5 Directions

**Lesson One** SB page 40**Words****Learning outcomes**

To identify directions

To understand a short story

**Language**Core: *read a map, turn left, go back, traffic lights, hurry, traffic circle, get lost, turn right, go straight, gas station*Extra: *movie theater, train station, movie, late***Materials**CD  40–41; *Directions* flashcards 46–55**Warmer**

- Write these letters on the board:  
**TGESACMJCKRINSOHYPULW**
- Review sports words from the previous unit. Point to letters *t-e-a-m* one by one, and write *team* on the board. Ask them to find more sports words in the letters.
- If children find it difficult, mime words or give clues to help them remember (possible words are *team, jacket, sneakers, trophy, player, racket, win*).

**Lead-in**

- Tell children they are going to learn some new words for giving directions. Elicit the vocabulary using *Directions* flashcards 46–55. Hold up the three noun flashcards one at a time and try to elicit the words, but model any unknown words. Do the same with the verbs.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

**1 Listen, point, and repeat.**  40

- Ask children to open their books and look at the pictures and words.
- Play the first part of the recording. Children listen and point.
- Play the second part for children to repeat chorally. Repeat as often as necessary.
- Ask individual children to say the words for the class.

**Differentiation****Below level:**

- Review the new words with the flashcards again. Then play *Whispers* (see page 8). Repeat and elicit as needed.

**At level:**

- Play *Quick flash* (see page 8) with the *Directions* flashcards.

**Above level:**

- Play *Simon says...* (see page 9) with the *Directions* flashcards. You can say “stop at the traffic light” and “fill up at the gas station” to provide actions for those nouns.

**2 Listen and read.**  41

- Focus children’s attention on the story. Ask questions about each frame. Ask *What is Max holding? Where do they want to go? Why are they worried? Who is in the car?* Encourage predictions about the story.
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. *Who is lost? Do they go back to the traffic circle or the traffic lights?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*lost, gas station, map, go back, traffic lights, turn right*).

**Further practice**

Workbook page 40

Online Practice • Unit 5 • Words

Lesson Two. Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

**Have to**

We **have to** go back to the traffic lights. We **have to** hurry.

Use **have to** when something is necessary. For the past tense, use **had to** e.g. They **had to** hurry.

**Giving directions**

Turn left. Go straight at the traffic lights.

3 Complete the sentences. read the map hurry wait stop

1 We're late! We **have to** hurry.

2 They're lost. They                   .

3 The traffic light is red. He                   .

4 I'm at the theater early. I                   .

4 Write directions to the park. right over left in front of straight

1 Go **straight**.

2 Turn                    at the traffic lights.

3 Turn                    at the traffic circle.

4 Go                    the bridge.

5 The park is                    the bus station.

Complete Grammar Time Exercise 1 on page 130 of Workbook 5.

Have to and giving directions Unit 3 41

## Lesson Two

SB page 41

### Grammar 1

#### Learning outcomes

To learn *have to* and *had to* to express necessity

To complete sentences with the correct form of *have to*

To learn how to give directions

#### Language

Core: *We have to go back to the traffic lights. We have to hurry. Turn left. Go straight at the traffic lights.*

Extra: *over, in front of*

#### Materials

CD 41; Directions flashcards 46–55

#### Warmer

- Play *Cross the river* (see page 8) with Lesson 1 words.

#### Lead-in

- With books closed, hold up the *Directions* flashcards. Ask the class to say when they see a word from the story.
- Ask questions about the story, e.g. *Where did they want to go? Why did they get lost?*
- Children can check their answers on page 40.

#### 1 Listen to the story again and repeat. Act. 41

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play Mom, Max, Holly, and Uncle.
- Play the recording. Children say their lines and mime.

- As a class, decide on the actions for the story.
- Let children practice acting out the story. Then ask one or two groups to act out the story for the class.

#### 2 Read and learn.

- Focus on the example sentences in the grammar boxes. Ask children to identify the words *have to*.
- Ask a child to read the speech bubble aloud. *What is different compared to the other two (It is in past tense).*
- Read the rule aloud, then let children study it silently.
- Ask them to think of more sentences that show something is important or necessary using *have to* and *had to*. Write sentences on the board. The class repeats.
- Point to the example in the second grammar box. Ask the class to mime the directions as you say them. Explain that when we give directions we often use the imperative form (i.e. we don't need a pronoun).

#### 3 Complete the sentences.

- Look at the example with children. Explain that they have to make sentences using the words in the box and *have to* or *has to*. Ask when they use *has to* (for *he, she, or it*).

#### ANSWERS

- 1. We have to hurry.** 2. **They have to read the map.**
- 3. He has to stop.** 4. **I have to wait.**

#### 4 Write directions to the park.

- Look at the map and example with children. Check that they know to complete the sentences with the words in the box.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Ask children to look at the map in Exercise 4 and draw "home" where the red line starts on the left. In pairs, children write directions from the park home.

##### At level:

- Play a dictation game. Draw a traffic circle on the board. Give children instructions to draw a map. Turn to the class and say *Turn left at the traffic circle.* Then draw a road turning left from the circle. Choose a confident child to come to the front. Ask another child to give an instruction, e.g. *Go straight.* The child at the board draws as instructed. Continue with other children. Gradually, they will draw a map. In stages, show the flashcards for children to say *Draw a traffic light on the left, etc.*

##### Above level:

- Children do the "at level" activity as a group. After they finish, ask different children to come to the front and retell all the steps of the dictation.

#### ANSWERS

- 1. straight** 2. **left** 3. **right** 4. **over** 5. **in front of**

**NOTE:** Now go to Workbook page 130. Children practice the grammar structure before doing Workbook page 41.

#### Further practice

Grammar Time, Workbook page 130

Workbook page 41

Online Practice • Unit 5 • Grammar 1

Lesson Three Grammar 2 and Song

**1 Read and learn.**

**Why / because**

Why are we at this gas station? Because we're lost.  
Why are we lost? Because we didn't read the map carefully.

Use **why** for questions. Use **because** for answers.

**2 Speaking Ask and answer.**

1 late 2 get lost 3 couldn't read / map 4 get wet 5 forget / umbrella 6 late

Why were they late?  
Because they got lost.  
Why did they get lost?  
Because they forgot their umbrella.

**3 Now write sentences about the pictures.**  
The woman and her son were late because they got lost.

**4 Listen and sing.**

**Why are they lost?**

Why are they standing in the middle of the square?  
Because they can't find the station.  
That they thought was there.

Why are they lost in the middle of the town?  
Because they're holding their map upside down!



42 Unit 5 why / because
Complete Grammar Time Exercise 2 on page 130 of Workbook.

## Lesson Three

SB page 42

### Grammar 2 and Song

#### Learning outcomes

To learn how to use *why* and *because*

To use *why* and *because* in the context of a song

#### Language

Core: *Why are we at this gas station? Because we're lost. Why are we lost? Because we didn't read the map carefully.*

Extra: *wet, umbrella, upside down*

#### Materials

CD 42; Directions flashcards 46–55

#### Warmer

- Tell children you are going to ask questions about the story in Lesson 1. Divide the class into groups of four.
- Ask questions and tell each group to write the answers: *Are the characters going to the movie theater or a basketball game? (movie theater) / Do they have to go to the train station or the gas station? (the train station) / Do they have to turn right or left at the traffic lights? (right)*
- Check answers and see which group has the highest score.

#### Lead-in

- Say *I'm hungry*. Elicit the question *Why are you hungry?* Answer *Because I didn't have breakfast*.
- Write the question and answer on the board and underline *Why* and *Because*.
- Say more sentences to elicit questions and answers, e.g. *I'm tired. I'm happy. I was late for class, etc.*

- Write the questions and answers on the board.

#### 1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify *why* and *because*.
- Ask them to explain when we use *why* and *because*.
- Give children a minute to study the rule silently.

#### 2 Ask and answer.

- Point to the first picture and ask children what they can see. Ask two children to read the speech bubbles for the class. Repeat with the whole class. Explain that they have to look at the next picture each time in order to find the answers.
- Let children do the exercise in pairs. Then ask some of them to ask and answer for the class.

#### Differentiation

##### Below level:

- Ask children what is happening in each picture. Then ask and answer together.

##### At level:

- Children complete the activity.

##### Above level:

- Ask children to think of more reasons for why people get lost and are late. Give them paper and colored pencils and ask them to draw the situation. In pairs, children ask and answer again. Help with vocabulary as needed.

#### ANSWERS

- Why were they late? Because they got lost.
- Why did they get lost? Because they couldn't read the map.
- Why couldn't they read the map? Because it got wet.
- Why did the map get wet? Because they forgot the umbrella.
- Why did they forget the umbrella? Because they were late.

#### 3 Now write sentences about the pictures.

- Tell children to write sentences for the questions and answers they practiced in Exercise 2.
- Read the example together before children do the exercise individually.

#### ANSWERS

They got lost because they couldn't read the map. They couldn't read the map because it got wet. The map got wet because they forgot their umbrella. They forgot their umbrella because they were late!

#### 4 Listen and sing.

- Focus children's attention on the picture. Ask *Where are they? What is the girl holding? Are they lost?*
- Play the whole song twice. Children follow along.
- Play the recording several times. Children sing along.

**NOTE:** Now go to Workbook page 130. Children practice the grammar structure before doing Workbook page 42.

#### Further practice

Grammar Time, Workbook page 130

Workbook page 42

Online Practice • Unit 5 • Grammar 2 and Song

**Lesson Four Phonics and Spelling**

**1 Listen, point, and repeat.** 43

**s says s**  
bikes, laughs, it's

**s says z**  
zebras, he's, plays

**s says iz**  
sandwiches, watches, foxes

**2 Listen and read.** 44

It's Tony's birthday today and he's really happy. In the morning, he eats sandwiches and cake with his friend Carla. Then they ride their bikes in the park. In the afternoon, he plays with his new toys. In the evening, he watches a TV show about zebras and foxes. The animals are very funny and he laughs a lot.

**3 Read again. Circle the words ending in s from Exercise 1. Use green when they sound like s, use blue when they sound like z, and use purple when they sound like iz.**

**4 Listen to the words and circle the ending sound.** 45

**brushes** **boxes**  
walks **noses**  
**birds** **goats**

reading Unit 5 43

## Lesson Four

SB page 43

### Phonics and Spelling

#### Learning outcomes

To learn s endings

To identify these spellings in a text

To match these sounds to words

#### Language

**Core:** bikes, laughs, it's, zebras, he's, plays, sandwiches, watches, foxes

#### Materials

CD 43–45; Phonics cards 24–26; paper and colored pencils (optional)

#### Warmer

- Hold up the phonics cards for *bikes*, *zebras*, and *watches* and elicit the words.
- Hold one card in each hand, facing you, and quickly flash it at random for children to repeat. Explain that in words where the letter *s* appears at the end of the word it can have different sounds.
- Put the phonics cards on different sides of the room and say the words randomly. Children point to the correct card.

#### 1 Listen, point, and repeat. 43

- Ask children to look at the words and pictures in their books. Tell them they are going to hear different sounds and words.

- Play the recording. Children listen and point.
- Play it again for children to repeat chorally.
- Play the whole recording. Children point and repeat.

#### 2 Listen and read. 44

- Ask children to look at the pictures. Ask *What are the children doing in the pictures?* Tell children they are going to hear a text. Play the whole recording.
- Play the recording again, pausing for children to repeat.
- Ask children to look at the pictures and circle the words from Exercise 1.

#### 3 Read again. Circle the words ending in s from Exercise 1. Use green when they sound like s, use blue when they sound like z, and use purple when they sound like iz.

- Focus attention on the words in Exercise 1 and ask children to find the words in the story.
- Ask children to find and circle all the words that end with *s*. Use the different colors to show the sound. Check answers.

#### ANSWERS

green: it's, bikes, laughs

blue: he's, plays, zebras

purple: sandwiches, watches, foxes

#### 4 Listen to the words and circle the ending sound. 45

- Point to the picture of the brushes. Say *brushes* and ask them which sound *s* makes.
- Play the recording, pausing for children to circle the ending sounds. Check answers.

#### Differentiation

##### Below level:

- Use the phonics flashcards to review the words. Write *s*, *z*, and *iz* on the board. Show each flashcard. Children say the word and point to which sound it is. Then they complete the activity independently.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, make a chart with three columns on the board. Label them *s*, *z*, and *iz*. Give students 3–5 minutes to fill the chart with more words they know.

#### ANSWERS

1. iz 2. iz 3. s 4. iz 5. z 6. s

#### Further practice

Workbook page 42

Online Practice • Unit 5 • Phonics

## Skills Time!

Lesson Five

Reading

1 Have you seen any shadow puppet theater?

2 Listen and read. 

### Shadow puppet theater

Shadow puppet theaters first started in China thousands of years ago. But they are still popular today in many parts of the world.

The puppets are usually made from animal skins. These shadow puppets are camel skin and they come from Indonesia.

It is dark and a bright light shines on the puppets to make shadows on a screen behind them. A person uses wooden sticks to make the puppets move. This person also does the talking. Sometimes, there are other people singing or playing instruments.



#### Hand shadows

You can do shadow theater at home, using your hands! You will need a white wall and a bright light.

#### To make a tiger:

- Make a 'C' shape with your left hand.
- Put your right hand on top of your left hand.
- Lift up your right thumb a little for the tiger's ear.
- Make the tiger's mouth move by moving the fingers and thumb on your left hand.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

shadow puppet popular event stick screen voice lift up

4 Read again and write T (true) or F (false).

- 1 Shadow puppet theater started in Turkey. 
- 2 The theater shows are always about old stories. \_\_\_\_\_
- 3 The puppets are usually made from plastic. \_\_\_\_\_
- 4 You can make shadows with a white wall and a bright light. \_\_\_\_\_
- 5 You can make a tiger's mouth move. \_\_\_\_\_

Unit 5 Words in context: Shadow puppet theater Reading an informative webpage

## Lesson Five SB page 44

### Skills Time!

#### Skills development

Reading: read and understand a webpage about having fun with hand shadows; identify words and their meanings in a text; check the meanings of words in a dictionary; identify true or false sentences

#### Language

Core: shadow, puppet, popular, event, stick, screen, voice, lift up

Recycled: vocabulary and structures seen previously

Extra: traditional, nowadays, modern, camel, puppeteer, dark, growl

#### Materials

CD 

#### Warmer

- Draw a simple puppet on the board, e.g. a stick man with vertical strings attached to his arms and legs.
- Ask *What's this?* Elicit or teach the word *puppet*.
- Ask children what puppets they know from TV or books. Write some names on the board (*the Muppets*, *Thunderbirds*, *Punch and Judy*, etc.).

#### 1 Have you seen any shadow puppet theater?

- Point to the pictures in Exercise 2. Ask children to describe what is happening. Tell them this is shadow puppet theater.

- Ask them if they have seen any shadow puppet theater and if they liked it. Encourage them to tell you the plot of the story they have seen.
- Alternatively, you may ask if they can do any animal shadows using their hands and share how they do it.

#### 2 Listen and read.

- Tell children they are going to hear a text about shadow puppet theater.

- Play the whole recording as children follow along.
- Play the recording again, pausing at regular intervals. Answer any questions.
- Ask comprehension questions, e.g. *When did shadow puppet theater first start? How do puppets move?*

#### 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Ask children to read the list and find and underline the new words in the text. Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

#### 4 Read again and write T (true) or F (false).

- Ask children to read the sentences. Look at the example and explain that they must write T (true) or F (false).
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Ask children to look at the text again. Turn the sentences in Exercise 4 into comprehension questions, e.g. *Where did shadow puppet theater start? Are the shows about new stories, old stories, or both?* Children find the answers in the text, and then complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, they can practice making their growling tigers. Put them in groups and ask them to do a short role play about a tiger who gets lost. Encourage them to use language from Lesson 3. Monitor and help as needed. If time permits, children perform for the class.

#### ANSWERS

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

#### Further practice

Workbook page 43

Unit 5 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 5 • Reading

**Lesson Six**

**Listening**

- 1 Listen and point to the route. Where is Leo going?
- 2 Listen again and draw the route to Leo's school.

**Speaking**

- 3 Give directions to a visitor at your school. Start at the school door.

go upstairs	go downstairs	turn left / right	go straight
in front of	behind	next to	the first / second / third door

1 your classroom    2 playground  
3 art room    4 computer room

**Writing preparation**

We use **imperatives** to tell a reader to do something. We usually start a new line for each new instruction.

4 Underline the imperatives in these instructions.

- Take an empty, white paper bag.
- Turn it upside down and fold under the corners to make the head.
- Cut out ears and paws and glue them on.
- Draw on the rabbit's eyes and nose.

Complete the writing tasks on pages 44–45 of the Workbook.

**Listening, speaking, writing**    **Unit 5**    **45**

## Lesson Six SB page 45

### Skills Time!

#### Skills development

Listening: understand directions

Speaking: give directions

Writing: recognize and write imperatives

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 47; Directions flashcards 46–55; Values 2 poster (Teacher's Resource Pack) (optional)

### Warmer

- Ask children to look at the text in Lesson 5 for one minute, then close their books. Write the core vocabulary items in jumbled letters on the board and ask children to come and write the correct words and phrases.

### Lead-in

- Point to the map on page 43 and ask *What's this?* Ask questions, e.g. *What can you see?* Elicit the vocabulary and write the words on the board (*park, shops, trees, traffic lights, etc.*).

### 1 Listen and point to the route. Where is Leo going? 47

- Tell children they are going to hear Leo talking about how he goes to school. Play the whole recording.

- Play the recording again, pausing for children to follow the route with their fingers as they hear the directions.
- Ask children where they are at the end of the route. Ask *Where is Leo going?*

### 2 Listen again and draw the route to Leo's school.

- Explain that children have to listen and mark the route on the map as they hear the directions.
- Play the recording, stopping after the first sentence for children to locate the bus stop and put their finger on it. Continue pausing at regular intervals for children to follow the route as they hear it.
- Play the whole recording once more, then go through the route with the class.

### 3 Give directions to a visitor at your school. Start at the school door.

- Go through the phrases in the word box with the class and check understanding.
- Ask two children to read the speech bubbles. Repeat with the whole class.
- In pairs, children take turns to give directions. Ask a few pairs to ask and answer for the class.

### 4 Underline the imperatives in these instructions.

- Read the rule and check that children understand what an imperative is used for. Ask children to give you some sentences using the imperative, e.g. *Go to the door.*
- Let children complete the exercise. Check answers.

#### Differentiation

##### Below level:

- Play *Simon says...* (see page 9) to review the imperative, e.g. *Simon says jump.* Then children complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, put them in pairs. Ask children to think of something they know how to do well. They write or draw simple instructions. Pairs come to the front and tell the class how to do something. Monitor and help as needed.

#### ANSWERS

1. Take 2. Turn, fold 3. Cut out, glue 4. Draw

#### Further practice

Workbook pages 44–45 (children write an invitation)

Unit 5 test, Teacher's Resource Center

Online Practice • Unit 5 • Listening, Speaking, and Writing

# Geography Time!

## Geography Time!

Topic: Fossils

1 Listen, point, and repeat.       

2 Listen and read.       

What do you know about life on Earth thousands of years ago? Fossils give us some clues. Fossils are shapes in rocks that show the animals and plants that lived at this time. To be a fossil, the shape has to be at least ten thousand years old. Sometimes fossils show the shape of the animal, or its skeleton. Other fossils show an animal's footprints, eggs, or nest. Fossils can be of dinosaurs, whales, or fish. Some fossils are 500 million years old. Fossils tell us about the past. We can learn about types of rocks, and we can learn about animals and plants that lived a very long time ago. You can find fossils in most parts of the world. You can find them on mountains and in oceans. You can find them in deserts and on beaches. You can also find them under the ground.

3 Read again and complete the information below about fossils.

1 Where can we find them? mountains 2 What do they show? skeletons 3 How old are they? Between and years old.

4 Think! Where can you find fossils in your country?

46 CCL Geography Fossils

## Topic: Fossils

SB page 46

### Learning outcomes

To learn some useful content and language about fossils

### Language

Core: fossil, whale, ground, footprint, rocks, Earth

Extra: skeleton, dinosaurs, thousands, millions

### Materials

CD  48–49; Geography Time! flashcards 56–61

### Warmer

#### Critical Thinking

- Ask children how we can find out about life on Earth in the past (e.g. by going to a museum, by looking at old rocks, etc.). Write their suggestions on the board.

### Lead-in

- Hold up flashcards 56–61 and say the words for children to repeat. Ask children if they have ever seen a fossil and if so, where they saw it.

### 1 Listen, point, and repeat. 48

- Ask children to look at the pictures. Play the first part of the recording for children to listen and point to the pictures. Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.

- Stick flashcards 56–61 on the board. Tell children to close their eyes. Remove one of the flashcards. Tell children to open their eyes and say which flashcard is missing.

### 2 Listen and read. 49

- Play the recording for children to listen and follow the text in their Student Books. Play the recording again. Ask comprehension questions, e.g. *What are fossils? What can fossils show? What can we learn from fossils?*
- Ask children to say what the animals in the pictures were.

### 3 Read again and complete the information below about fossils.

#### Critical Thinking

- Explain that children need to find information in the text to answer the questions. Ask the first question and allow children time to look at the text and find the answer.
- Children complete the rest of the activity in pairs.

#### Differentiation

##### Below level:

- Divide the class into three groups. Assign one question to each group. Children work together to find the information in the text to answer their question.
- Copy the chart onto the board. Ask the questions and write each group's answer in the chart. Children can then copy the answers into their notebooks.

##### At level:

- Children complete the activity.

##### Above level:

- Have children work individually to complete the activity.
- Have children think of one or two more questions about fossils. Children ask and answer the questions in pairs.

#### ANSWERS

- on mountains, in oceans, in deserts, on beaches, under the ground
- skeletons, footprints, eggs, nests
- ten thousand, 500 million

### 4 Think! Where can you find fossils in your country?

#### Critical Thinking

- Write the words *mountains, ocean, desert, beaches* on the board. Ask children to say whether there are any of these things in their country and, if so, to name them.

#### Collaboration

- Put children in pairs to discuss where you can find fossils in their country. Have pairs report back to the class.

#### Further practice

Workbook page 46

Online Practice • Geography Time!

**Project**

**1 Listen and match the sentences.** 50

1 Scientists found the whales ...  
2 Scientists found ...  
3 A desert is ...  
4 The fossils are about ...  
5 Some whales were ...

**2 Project. Make a fossil.**

1 Mix two parts flour to one part water. Put the mixture in a small container.

2 Press your shape in the top of the mixture. Remove the shape and look at your fossil! Write a story about your fossil.

3 Present your project.

1 What is your fossil?  
2 Where can people find it?  
3 What can people learn from your fossil?

**Project a fossil** 47

## Project SB page 47

### Learning outcomes

To listen and match sentence halves

To make a fossil

### Language

*This is my fossil. It's a shell shape. You can usually find shell fossils at a beach or...*

### Materials

CD 50; *Geography Time!* flashcards 56–61; mixing bowls, spoons, flour, water, items to make fossil shapes (shells, etc.); sheets of paper (optional)

### Warmer

- Hold up the flashcards, one at a time. Ask children to say the words, then make a sentence about fossils using each word.

### 1 Listen and match the sentences. 50

- Explain that you are going to play a recording of a girl and a boy talking about fossils. Children need to listen and draw lines to match the sentence halves.
- Play the recording once through. Play again, pausing after each answer is mentioned so that children have time to think about their answers.
- Check answers with the class.

### ANSWERS

1. d 2. a 3. c 4. b 5. e

## 2 Project. Make a fossil.

### Creativity

- Explain that children are going to make a fossil. Ask *What do you need to make this project?* Elicit flour, water, bowls, spoons, shells.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Demonstrate how to make a fossil by mixing flour and water until it makes a firm dough, then pressing a shell or other object into a ball of dough to make an imprint.
- Divide the class into groups of four or five and hand out bowls, spoons, four shells, and water to each group. Children mix enough flour and water together to make a ball of dough for each child.
- Allow children to choose an object to press into their dough to make a fossil. Leave the fossils to dry until they are hard.
- Children write stories about their fossils on pieces of paper. Prompt children by asking questions about their fossils, e.g. *What is it? Where did you find it? Who were you with?*

**NOTE:** To help the children, measure out the quantities of water and flour for each group in advance. If you have the facilities, you can bake the fossils to make them hard.

### Differentiation

#### Below level:

- Help the children to make dough and form their fossils.
- Ask children questions about their fossils to help them write their sentences, e.g. *What does your fossil show? Where can you find fossils of (shells)?*
- Model a story on the board for the students to copy or adapt.

#### At level:

- Children complete the activity.

#### Above level:

- Have children write a more detailed description of their fossil, e.g. *(This is my fossil. It's a shell shape. I found my fossil on the beach. You can find lots of fossils of sea creatures on beaches and in oceans.)*

## 3 Present your project.

### Communication

- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed fossil, or using the example in the Student Book. Talk about the fossil, as in the example.
- Encourage children to include language from previous units as they talk about their projects, e.g. *(My fossil is small, but it's very interesting. You can see the lines from the shell.)*
- Invite individual children to stand up and present their projects to the class.

### Further practice

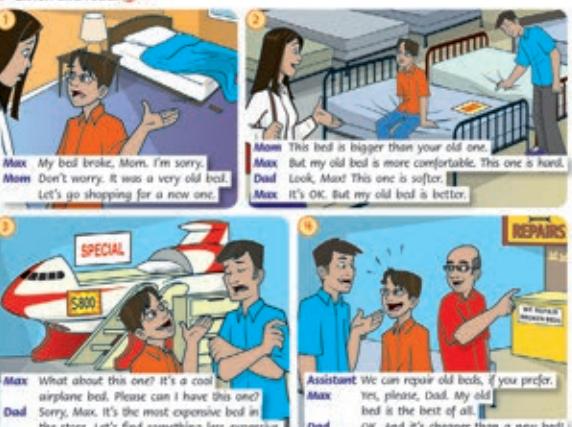
Workbook page 47

Online Practice • *Geography Time!*

**6 The best bed!**

**Lesson One Words**

**1 Listen, point, and repeat.**  

**2 Listen and read.** 

**Unit 6 Describing words**

## Lesson One SB page 48

### Words

#### Learning outcomes

To identify describing words

To understand a short story

#### Language

Core: *break, repair, comfortable, hard, soft, expensive, cheap, wooden, metal, modern*

Extra: *airplane, prefer*

#### Materials

CD  51–52; Flashcards 62–71

### Warmer

- Play *Simon says...* (see page 9) with the directions vocabulary, e.g. *Simon says... turn right.*

### Lead-in

- Tell children they are going to learn some new words to describe a bed. Introduce the vocabulary using flashcards 62–71. Hold up the cards and ask *What's this?* Try to elicit the words, but model any children don't know.

- If possible, point to different objects around the room that can be described using these adjectives, e.g. wooden / metal chairs, a hard blackboard / whiteboard, etc.
- Say the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

#### 1 Listen, point, and repeat. 51

- Ask children to open their books and look at the pictures and words. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat chorally.
- Ask individual children to say the words for the class.

#### Differentiation

##### Below level:

- Review the vocabulary words again. Show the flashcards again, and ask children to call out the words. Then line the flashcards up on the chalk rail and write the words in random order above them. Ask a child to draw a line, matching one word to its flashcard. Repeat for the other words.

##### At level:

- Play *Teacher can't remember* (see page 8) using the new words.

##### Above level:

- Change the game to *Student can't remember*. Ask a student to come to the front and play the teacher's role. Monitor and help as needed.

#### 2 Listen and read. 52

- Focus on the story and ask questions about each frame, e.g. *What's wrong with Max's bed? Where are Max and his parents? Encourage predictions.*
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. *Does Max like the metal bed? Why doesn't Dad like the airplane bed?*
- Play the recording a second time for children to follow.
- Ask children to find words from Exercise 1 in the story (*break, comfortable, hard, soft, expensive, repair, cheap*).

#### Further practice

Workbook page 48

Online Practice • Unit 6 • Words

Lesson Two. Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

**Comparatives and superlatives: long adjectives**



My bed is **more comfortable than** this one. It's **less expensive than** a new bed.



This is **the most expensive** bed in the store. This is **the least expensive** one.

Adjectives with 2+ syllables = **more / less than** and **the most / the least**. But 2-syllable adjectives ending in **-y** = **-ier** and **-est**. (e.g., **happier, happiest**).

3 Write.

1 The metal bed is **less comfortable than** (comfortable) the wooden one.

2 The wooden bed is \_\_\_\_\_ (expensive) the spaceship bed.

3 The spaceship bed is \_\_\_\_\_ (modern) the wooden one.

4 The wooden bed is \_\_\_\_\_ (comfortable) the metal one.

4 Speaking Ask and answer. **comfortable** **beautiful** **modern** **expensive**



Which house / yard is the **most / the least beautiful**?

I think house A is the **most beautiful**.

Complete Grammar Time Exercise 1 on page 130 of Workbook 9.

Comparatives and superlatives: long adjectives Unit 6 48

## Lesson Two

(SB page 49)

### Grammar 1

#### Learning outcomes

To learn comparatives and superlatives with long adjectives

To complete sentences with the correct comparative or superlative

To act out a story

#### Language

Core: *My bed is more comfortable than this one. It's less expensive than a new bed. This is the most expensive bed in the store. This is the least expensive one.*

#### Materials

CD 52; Describing words flashcards 62–71

#### Warmer

- With books closed, ask children to tell you where Max, Mom, and Dad go in the story.
- Ask questions about the story, e.g. *What is wrong with Max's bed? Which bed does he like most?*
- Ask children turn to page 48 and check their answers.

#### 1 Listen to the story again and repeat. Act. 52

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play Mom, Max, Dad, and the assistant.
- As a class, decide on the actions.
- Play the recording. Children say their lines and mime.

- Let children practice acting out the story. Then ask one or two groups to act for the class.

#### 2 Read and learn.

- Focus on the grammar boxes.
- Ask children to identify the comparatives in the first grammar box and the superlatives in the second box.
- Write *more comfortable* and *less comfortable* on the board. Establish that they are opposites.
- Write the words *hard, comfortable, soft, expensive, cheap, and modern* in a column on the board.
- Write *harder* in a column next to the word *hard*.
- Ask children what to write for the other adjectives.
- Read the rule aloud. Ask for examples of adjectives with two or more syllables and their comparative and superlative forms. Write them on the board. The class repeats chorally.

#### 3 Write.

- Look at the example together. Check that children know to complete the sentences with the correct comparative of the adjective in parentheses.
- Let children complete the exercise, then check answers.

#### ANSWERS

- less comfortable than**
- less expensive than**
- more modern than**
- more comfortable than**

#### 4 Ask and answer.

- Go through the words and elicit the superlative forms.
- Point to the three houses and ask *Which is the most comfortable?* Ask two children to read the speech bubbles aloud.
- Let children do the exercise in pairs, giving their own opinions. Then go through the answers together.

#### Differentiation

##### Below level:

- Write the sentences from the grammar box on the board, leaving blanks for *more / less* and *than*. Read the examples and have children write the missing words. Swap out the adjectives for extra practice. After looking at the example in Exercise 4 together, children complete the activity independently.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, put them into pairs. Ask children to think of other adjectives they know, e.g. *big, new, etc.* Have students ask and answer again. Monitor and help as needed.

**NOTE:** Now go to Workbook page 130 for children to practice the grammar structure before doing Workbook page 49.

#### Further practice

Grammar Time, Workbook page 130

Workbook page 49

Online Practice • Unit 6 • Grammar 1

**Lesson Three Grammar 2 and Song**

**1 Read and learn.**

**Irregular comparatives and superlatives**

This bed is **good**.  
This one is **better**.  
And this one is **the best!**

This bed is **bad**.  
This one is **worse**.  
And this one is **the worst**!



**2 Speaking** Talk about the pictures.

good better the best bad worse the worst

1 2 3 4 5 6 7 8 9



I think bike number one is the best. Bike number three is better than bike number two.

**3 Now write sentences about the pictures.**

**4 Listen and sing.** 

**Saturday was the best of all!**

Monday was bad. I lost my hat.  
Tuesday was worse. I broke my bat.  
Wednesday was the worst of all.  
I bumped my head on the classroom wall.

Thursday was good. I did well at school.  
Friday was better. I went to the pool.  
But Saturday was the best of all.  
I went to the park and played baseball.



50 Unit 6 Irregular comparatives and superlatives  Complete Grammar Time Exercise 2 on page 130 of Workbook 6.

## Lesson Three

SB page 50

### Grammar 2 and Song

#### Learning outcomes

To learn irregular comparatives and superlatives

To use irregular comparatives and superlatives in the context of a song

#### Language

Core: *This bed is good. This one is better. And this one is the best! This bed is bad. This one is worse. And this one is the worst.*

Extra: *bump*

#### Materials

CD  53; Describing words flashcards 62–71

#### Warmer

- Play *Quick flash* (see page 8) to review the words from Lesson 1.

#### Lead-in

- Ask children to look at the story on page 48 again.
- Point to the pictures and ask *Whose bed is the oldest?* Elicit *Max's bed*.
- Ask questions using the superlative form, e.g. *Which bed is the softest / most expensive?*
- Then ask *Which is the best bed?* Elicit *Max's old bed*.
- Write *soft / the softest, comfortable / the most comfortable, \_\_\_\_\_ / best* on the board.
- Ask children to say the missing adjective. Elicit *good*.
- Explain that *best* is an irregular superlative.

#### 1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify the irregular comparatives and superlatives.
- Give children a minute to read the examples silently.
- Ask a child to read the speech bubble to the class.
- Ask children to make sentences using each irregular comparative and superlative. Write the sentences on the board. Children repeat chorally.

#### 2 Talk about the pictures.

- Point to the pictures. Ask *What objects can you see?* Elicit *bikes, bags, and kites*.
- Ask a child to read the speech bubble aloud. Repeat with the whole class.
- Let children do the exercise in pairs. Then ask some pairs to say their sentences aloud.

#### 3 Now write sentences about the pictures.

- Tell children to write the sentences they practiced in Exercise 2.
- Ask a child to read the example.
- Let children complete the exercise individually. Then go through the answers, asking children to read them aloud.

#### Differentiation

##### Below level:

- Switch partners and have children talk about the pictures again. Monitor and help as needed.

##### At level:

- Take a survey with the class to see which is the class's favorite bike, bag, and kite. Draw a table on the board with a column for each item. Ask, e.g. *Who thinks number 3 is the best bike?* Children put their hands up to "vote" for that bike. Count the hands and write the number in the table. Ask some children who liked that bike most why it is the best. Continue with the bag and the kite until you see which are the most popular.

##### Above level:

- Ask children to pick a topic, e.g. *dessert, sports, music, subject*. Then ask children to say which thing they like the best and why. If time permits, they could also draw the item and write about it.

#### 4 Listen and sing.

- Focus children's attention on the pictures. Ask *Why is the boy unhappy in picture 1? Why is he happy in picture 2?*
- Play the whole song. Then play it again as children follow along.
- Read each line aloud. Children repeat after you.
- Play the recording several times for children to sing along.

**NOTE:** Now go to Workbook page 130. Children practice the grammar structure before doing Workbook page 50.

#### Further practice

Grammar Time, Workbook page 130

Workbook page 50

Online Practice • Unit 6 • Grammar 2 and Song

**Lesson Four Phonics and Spelling**

**1 Listen, point, and repeat.** 54

**c says s**  
city  
ice  
dance  
rice

**g says j**  
cage  
page  
giraffe  
stage

**2 Listen and read.** 55

**1** **KEN'S CAFE**  
\$10 Special dinner tonight!  
Meat, rice and vegetables. Fruit with ice cream.

**2** Turn the pages of this book really fast and you will see a giraffe dancing in its cage!

**3** **SKATE CITY**  
Come to the ice rink in the city. Meet your friends and learn to skate!

**3 Read again. Circle the words with c saying s and underline the words with g saying j.**

**4 Circle letter c that says s and underline letter g that says j.**

**1** cucumber **2** race **3** crayon **4** cereal **5** city **6** camera

**7** stage **8** guitar **9** goal **10** giraffe **11** page **12** finger

Soft c and soft g sounds Unit 6 51

## Lesson Four SB page 51

### Phonics and Spelling

#### Learning outcomes

To learn that letters *g* and *c* can be pronounced "softly" (/dʒ/ and /s/)

To identify these sounds in three texts

To identify these sounds in words

#### Language

Core: *city, ice, dance, rice, cage, page, giraffe, stage*

Extra: *tonight, vegetables, cucumber, crayon, goal*

#### Materials

CD 54–55; Phonics cards 27–28 (city, cage)

#### Warmer

- Hold up the phonics cards for *city* and *cage* and elicit the words. Repeat several times.
- Put two cards face down on the table and move them rapidly so children find it hard to follow which is which. Then point to a card and ask children to guess.
- Lift up the card to show children if they are right.
- Ask children to tell you the sound of the first letter in *city* (/s/). Ask them how the *g* in *cage* sounds (/dʒ/). Does it sound like *giraffe* or *gate*? (*giraffe*).

#### 1 Listen, point, and repeat. 54

- Ask children to look at the words and pictures in their books. Tell them they are going to hear a recording of the different sounds and words.
- Play the first part of the recording. Children listen and point.

- Play the second part. Children repeat chorally.
- Play the whole recording. Children point and repeat. Repeat as necessary.

#### 2 Listen and read. 55

- Point to picture 1 and ask *What is it? (a menu)*. Point to picture 2 and ask *Is it a book or a comic? (a book)*. Point to picture 3 and explain that it is a poster.
- Tell children they are going to listen to the three texts.
- Play the whole recording. Play the recording again. Stop after each line for children to read and repeat.
- Ask children to find and point to the objects from Exercise 1 (*rice, ice (cream), giraffe, ice (rink)*).

#### 3 Read again. Circle the words with *c* saying *s* and underline the words with *g* saying *j*.

- Ask children to find and circle all the words with *c* saying *s* and underline the words with *g* saying *j*.
- Look at the example together before the children do the exercise individually. Go through the answers together.

#### ANSWERS

**c says s:** rice, ice, dancing, ice, city

**g says j:** vegetables, pages, giraffe, cage

#### 4 Circle letter *c* that says *s* and underline letter *g* that says *j*.

- Point to the picture of the race scene and the example. Say *race* and *cucumber*. Ask children which has a letter *c* that says *s* (*race*). Children say the two words as you check pronunciation.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Use the phonics flashcards to review the words. Hand the cards to different children. Say different phonics words, e.g. *city, cage*, etc. When children hear their word, they raise the card in the air.

##### At level:

- Play *What do I have* (see page 9) using the phonic cards. Have confident students take turns running the game.

##### Above level:

- Play the "at level" activity but after the word is revealed, children must spell it. If you like, they can write the words instead of spelling them aloud.

#### ANSWERS

1. race 2. cereal 3. city 4. stage 5. giraffe

6. page

#### Further practice

Workbook page 50

Online Practice • Unit 6 • Phonics and Spelling

## Skills Time!

Lesson Five

Reading

1 Describe what is happening in the pictures.

2 Listen and read.  56

### The Ant and the Grasshopper



It was a summer day. The grasshopper was sitting in the sun, playing his violin. An ant walked by with an enormous piece of corn on his back.

"That corn looks heavy," said the grasshopper. "Come and play with me."

The ant was tired and hot. He pointed at a pile of corn.

"I can't eat this is my food for the winter," he said. "There isn't any food then, so I must prepare now."

The grasshopper laughed.

"Don't worry about winter," he said. "It's summer now and there's lots of food."



Soon the weather became very cold and there was deep snow and ice. The grasshopper looked for food, but he couldn't find any.

"I'm hungry," said the grasshopper to the ant. "Please, can I share your food?"

The ant had lots of food and he was kind. "Yes, you can," said the ant, and he gave the grasshopper some corn.

"But next year you mustn't be lazy and you must prepare for winter!"



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

enormous prepare worry deep share lazy

4 Read again and complete the sentences.

1 The grasshopper played his violin. 2 The ant carried some heavy corn.

3 There is plenty of food in summer. 4 That winter the ant was very lazy.

52

Unit 6 Words in context: The Ant and the Grasshopper Reading: a fable

## Lesson Five SB page 52

### Skills Time!

#### Skills development

Reading: read and understand a fable; identify words and their meanings in a text; check the meanings of words in a dictionary; complete sentences with the correct word

#### Language

Core: enormous, prepare, worry, deep, share, lazy

Recycled: vocabulary and structures seen previously

Extra: ant, grasshopper, grunt (v), heavy, pile, less, plenty of, cover

#### Materials

CD  53, 56

#### Warmer 53

- Sing *Saturday was the best of all!* from Lesson 3.

#### Lead-in

- Write *g \_\_\_\_\_ p \_\_\_* on the board. If you can, draw a grasshopper, or show a picture of a grasshopper.
- Don't say the word but ask children to call out the letters one by one until the word is complete.
- When it is complete, ask children to guess the pronunciation. Model the correct pronunciation so that they can compare how accurate they were.

#### 1 Describe what is happening in the pictures.

- Point to the pictures in Exercise 2. Tell children to show you the grasshopper. Teach the word *ant* and point to it.

- Ask children to describe what is happening in each picture. Ask questions to help elicit the correct descriptions, e.g. *What season is it? Is the grasshopper working? What is the ant giving him? What do you think he is saying?*

#### 2 Listen and read. 56

- Tell children they are going to hear a fable about an ant and a grasshopper.
- Play the whole recording as children follow along.
- Play the recording again, pausing regularly. Ask children what the story is about, and answer questions.
- Ask comprehension questions, e.g. *What did the grasshopper do in the summer / winter? What did the ant do?*

#### 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check if they were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

#### 4 Read again and complete the sentences.

- Ask children to read the sentences silently.
- Look at the example and explain that they have to complete the sentences.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Ask children to look at the text again. Turn the sentences in Exercise 4 into comprehension questions, e.g. *What did the grasshopper play? What did the ant carry?* Children find the answers in the text, and then complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them what they think about the ant and the grasshopper. Ask them to think of what the moral or lesson of the story is. Remind children that the moral is what they learned. In groups, children talk about what the moral is and what they learned.

#### ANSWERS

1. violin 2. corn 3. summer 4. kind / generous

#### Further practice

Workbook page 45

Unit 6 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 6 • Reading

**Listening**

1 Listen to this fable and check (✓) the correct moral.  A fable is a story with a moral. It teaches you how to behave. The moral of this fable is:

1 Always work hard.  2 Never say things that are not true.

2 Listen again and put the pictures in the correct order.



**Speaking**

3 Here is a modern version of *The Boy Who Cried Wolf*. Look at the pictures and tell the story.



girl / bored / mom inside      shouted help / saw a snake      mom ran / no snake      next day / real snake / girl shouted      mom / not true / stayed inside

**Writing preparation**

Some words stay the **same** in the **plural**. Some words are completely **different**.

4 Circle the plurals that are different. Underline the plurals that stay the same.

1 one foot	two feet	2 one fish	two fish
3 one tooth	two teeth	4 one sheep	two sheep
5 one person	two people	6 one woman	two women

Complete the writing tasks on pages 52–53 of the Workbook.

 **Checklist** 52–53

**Lesson Six**

Listening, speaking, writing Unit # 53

## Lesson Six SB page 53

### Skills Time!

#### Skills development

Listening: identify chronology in a fable

Speaking: tell a story from pictures

Writing: identify irregular plurals; write a fable (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

Extra: *bored, market, wolf, joke, believe, moral (n)*

#### Materials

CD  57; sheets of paper (optional)

#### Warmer

- Ask children if they remember the fable from the previous lesson. If necessary, write clues on the board (*winter, corn, hungry, lazy*). Gradually elicit the story.
- Ask what they learned from the story. Elicit *It's good to work hard / It isn't good to be lazy*.
- Say *My name's (wrong name)*. True or False? Elicit *False*. Explain that it isn't good to say things that aren't true.
- Ask children if they know the fable *The boy who cried wolf*. If they do, encourage them to tell you the story. Explain that you are going to listen to the fable.

#### 1 Listen to this fable and check (✓) the correct moral. 57

- Play the whole recording. Ask some simple comprehension questions, e.g. *Did the wolf come the first time the boy shouted? Did the people listen to him? What happened in the end?*

- Read the definition of a fable to the class. Tell children to choose the correct moral for the fable. If necessary, play the recording again. Check the answer (number 2).

#### 2 Listen again and put the pictures in the correct order.

- Focus children's attention on the six pictures. Tell children to listen and number the pictures in the correct order.
- Play the recording, pausing regularly. Check answers.

#### ANSWERS

a. 2 b. 1 c. 3 d. 4 e. 6 f. 5

#### 3 Here is a modern version of *The Boy Who Cried Wolf*. Look at the pictures and tell the story.

- Focus on the pictures. Ask a child to read the word prompts beneath them.
- Elicit a description of the first picture. Encourage children to make full sentences, e.g. *A girl was in the garden. She was bored*. In pairs, children take turns to describe each frame.

#### Differentiation

##### Below level:

- Work with children to make sentences for the story, e.g. *The girl was bored. The mom was inside*. Assign one sentence to each child. Ask them to write on a piece of paper. Then ask them to put the story in order.

##### At level:

- Children complete the activity.

##### Above level:

- Put children into groups. Give them paper and ask them to write their own versions of *The Boy Who Cried Wolf*. Monitor and help as needed. If time permits, children read or role play for the class.

#### 4 Circle the plurals that are different. Underline the plurals that stay the same.

- Ask children how we normally make plurals (*add "s" to the word*). Explain that some words have irregular plurals. Read the rule. Check that children understand.
- Write *one foot / two feet*, and *one fish / two fish* on the board. Children tell you which word stays the same in the plural, and which word changes.
- Let children complete the exercise, then check answers.

#### Further practice

Workbook pages 52–53 (children write a fable)

Writing skills worksheet, Units 4–6, Teacher's Resource Center

Unit 6 test, Teacher's Resource Center

Online Practice • Unit 6 • Listening, Speaking, and Writing

# Review 2

**Review 2**

**1 Complete the crossword.**

**Down**

- 1 sneakers
- 3 puppet
- 4 traffic circle
- 5 trophy

**Across**

- 2 screen
- 6 shadow
- 7 jacket
- 8 player

**2 Write.**

bridge straight right traffic circle left traffic lights

Yesterday, I was with my dad outside my house. A man asked, "Excuse me. Where's the station?" My dad said, "Go <sup>1</sup> straight, then turn <sup>2</sup> at the <sup>3</sup>. At the <sup>4</sup>, turn <sup>5</sup>. Go under a <sup>6</sup> and it's in front of you." "Thank you," said the man. "You know the city well!" "That's because I'm a taxi driver," my dad said.

**3 Write.**

Tai <sup>1</sup> **Why** are you smiling?  
Millie <sup>2</sup> I'm happy.  
Tai <sup>3</sup> **Why** are you so happy?  
Millie <sup>4</sup> I won this trophy.  
Tai <sup>5</sup> **Why** did you win the trophy?  
Millie I won it <sup>6</sup> I came first in a race at school. And <sup>7</sup> are you asking so many questions?

54 Review 2

## Review Lesson

SB page 54

### Learning outcomes

To review vocabulary and structures taught in the previous three units

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 53; Flashcards 36–71

### Warmer



- Sing *Saturday was the best of all!* from Student Book page 50.

### Lead-in

- Use a variety of flashcards 36–71 to recycle vocabulary from the previous three units.
- Play *I spy* (see page 8) to review the different words children have learned.

### 1 Complete the crossword.

- Ask children to complete the crossword individually.
- Put children into pairs and tell one child they are "A" and one they are "B".
- Have the children sit back-to-back with their partner. Tell the "A"s that they will say and spell the "across" words and the "B"s that they will say and spell the "down" words in order to check their answers.

- When pairs have finished checking their answers, ask a child to come to the board. He / She writes the words as other children in the class call out the answers.

### ANSWERS

- down – sneakers
- across – screen
- down – puppet
- down – shadow
- down – trophy
- across – jacket
- across – throw
- across – player

### 2 Write.

- Review the meaning and pronunciation of the words in the word box. Drill the words with the class.
- Put children into pairs and have them complete the activity together, but with both writing separately into their books.
- Put one pair with another pair to check their answers.

### ANSWERS

- straight
- left
- traffic lights
- traffic circle
- right
- bridge

### 3 Write.

- Revise the language of *why* and *because*. Say, *Remember that we use "why" in the question and "because" in the answer.*
- Have children work individually to complete the exercise.
- Put children into pairs to check their answers.
- Check the answers with the whole class.

### Differentiation

#### Below level:

- For Exercise 1, write the crossword words on the board (not in the correct order) so that children are supported by having a small choice of words, with the correct spelling to help them.
- For Exercise 2, do two or three of the gaps as a class, eliciting the answers from the more confident students before having children complete the rest of the exercise.
- Before children complete the Exercise 3, write *why* and *because* on the board. Have children tell you which ones are questions and which ones are answers. Write *question* next to *why* and *answer* next to *because*, so that children can refer to this as they complete the exercise.

#### At level:

- Children complete the activities.

#### Above level:

- For Exercise 1, don't have children complete the crossword individually before they are put in pairs to do the back-to-back activity.
- After Exercise 2, ask children to write directions from their home to school (or a different simple route that children could easily describe).
- Put children into pairs and have them tell each other how to follow the route. Their partner can draw it as they hear it described.

### ANSWERS

- Why
- Because
- Why
- Because
- Why
- because
- why

Review 2

4 Read and write T (true) or F (false).

1 The pink flowers are the least beautiful. T

2 The red flowers are the most expensive. F

3 The purple flowers are the cheapest. T

4 The purple flowers are more expensive than the yellow and white ones. F

5 The yellow and white flowers are less beautiful than the pink ones. T





5 Write. **hers theirs mine yours ours his**





Well done! This is yours.

We didn't order it. Perhaps it's \_\_\_\_\_.

Look at this new computer. It's \_\_\_\_\_.





I think it's \_\_\_\_\_.

I think these are my brother's. Yes, they're \_\_\_\_\_.

This is your jacket. But where's \_\_\_\_\_?

6 Write the words under the correct heading.

pencil yogurt orange gloves picnic cucumber giraffe police

c says 'c' c says 's' g says 'g' g says 'j'

pencil gloves giraffe police

yogurt orange picnic cucumber

**Play** Play a game! ➤

Review 2 55

## Review Lesson SB page 55

### 4 Read and write T (true) or F (false).

- Do number one with the class. Ask why the example answer is correct. Ask what makes the pink flowers less beautiful? Ask children which flowers they think are the most beautiful, and why.
- Ask children to work individually to complete the exercise.
- Have children compare their answers in pairs.
- Check the answers with the whole class.

#### ANSWERS

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

### 5 Write.

- Revise possessive pronouns with the class. Ask children to complete the exercise individually.
- Check answers with the class.

#### ANSWERS

1. yours 2. theirs 3. ours 4. hers 5. his 6. mine

### 6 Write the words under the correct heading.

- Revise the different consonant sounds with the class. Ask children to say some words with the correct sound for each one. Have children complete the exercise.
- Check answers with the class.

## Differentiation

### Below level:

- For Exercise 4, revise the meaning of the words, *cheap*, *beautiful*, and *expensive*, as well as comparatives and superlatives before children begin the activity.
- For Exercise 5, before children begin, write the possessive pronouns on the board and draw simple pictures illustrating the meaning. Children can refer to these as they complete the activity.
- Focus on the different sounds before beginning Exercise 6. Review the words in the word box. Use the appropriate flashcards to revise the words and focus on the pronunciation before children do the exercise.

### At level:

- After children have completed Exercise 5, put them into pairs and ask them to make two or three more sentences using possessive pronouns.
- Elicit answers and write them on the board.

### Above level:

- After Exercise 4, ask children to think of their favorite thing. Ask them to draw four versions of their favorite thing, all a little bit different.
- Put children into pairs and have partners trade their pictures with each other.
- Each child should write two or three comparative or superlative sentences about their partner's pictures.
- Ask a few children to show their pictures to the class and say the sentences their partner wrote.
- After Exercise 6, ask children to think of one more word for each vowel sound. They can look through the Student Book to help them find the correct words.
- Elicit the words and write them on the board.
- Check the words with the class.

## ANSWERS

c says "c": picnic, cucumber

c says "s": pencil, police

g says "g": yogurt, gloves

g says "j": orange, giraffe

### Further practice

Workbook pages 54 & 55

Writing portfolio 2 worksheet, Teacher's Resource Center

Progress test 2, Teacher's Resource Center

Skills test 2, Teacher's Resource Center

Online Practice • Review 2

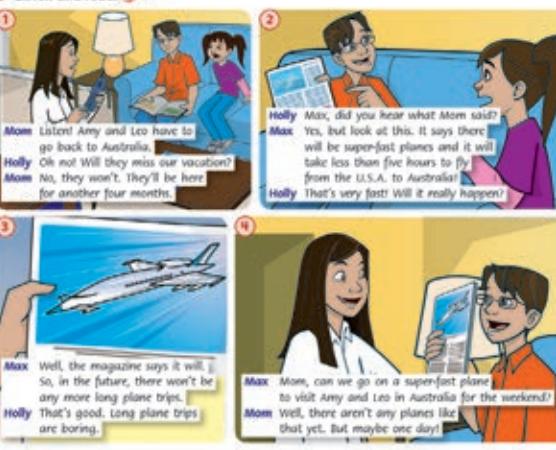
**7 Will it really happen?**

**Lesson One Words**

**1 Listen, point, and repeat.**  58



**2 Listen and read.**  59



56 Unit 7 In space

## Lesson One SB page 56

### Words

#### Learning outcomes

To identify words for space and space travel

To understand a short story

#### Language

Core: *the future, travel, satellite, the moon, the sun, planets, rocket, astronaut, star, spaceship*

#### Materials

CD  58–59; *In space* flashcards 72–81;

### Warmer

- Tell children they are going to learn new words for talking about space.
- Elicit the vocabulary using the *In space* flashcards 72–81. Show the cards one at a time and ask *What's this?* Try to elicit the words, but model any unknown ones.
- Say the words for children to repeat.

### 1 Listen, point, and repeat. 58

- Ask children to open their books and look at the pictures and words.
- Play the first part of the recording. Children listen and point to the pictures.

- Play the second part of the recording. Children repeat the words chorally. Repeat as often as necessary.
- Ask individual children to say the words for the class.

#### Differentiation

##### Below level:

- Play *Listen, point, and say* (see page 8). If you wish, write the words on the board in a line with space between them. Play again using the words instead of the pictures.

##### At level:

- Ask children to close their books to play a memory game. Show the *In space* flashcards one by one. Place each flashcard in order face down where all children can see them. Pick up one of the flashcards and hold it so that the children can't see it. Ask children to say the picture. Once children have called out the word, show them the card and place it face up. Continue until children have found all the cards.

##### Above level:

- Do the "at level" activity, but have students also write the words in their notebooks. Check their answers at the end.

### 2 Listen and read. 59

- Focus children's attention on the story. Ask questions about each frame of the story. Ask *Are they happy or sad? What is Max reading? What is he talking about?* Encourage predictions.
- Play the recording. Children listen and follow along.
- Ask questions to check comprehension, e.g. *When do Amy and Leo have to go back to Australia? When will there be super-fast planes?*
- Play the recording again for children to follow.
- Ask children to find any words from Exercise 1 that appear in the story (*the future*).

#### Further practice

Workbook page 56

Values 3 worksheets, Units 7–9, Teacher's Resource Center

Online Practice • Unit 7 • Words

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

**The future with will**

People **will travel** in super-fast planes. There **won't be** any more long plane trips. **Will** they **go** back to Australia? **Yes**, they **will**. **Will** they **miss** our vacation? **No**, they **won't**.

**Super-fast planes of the future!**

**3 Write.** **will** **won't**

In the future, maybe people **will** go to the moon for vacations. They **will** travel by airplane. They **will** travel by rocket or spaceship. They **will** wear astronauts' clothes. They **will** eat normal food. They **won't** eat space food with a straw. But they **will** get out of the spaceship. It **is** too dangerous. But they **will** see amazing things!

**4 Speaking** Look at the picture again. Ask and answer.

go to the moon travel by airplane / spaceship  
wear normal clothes / astronauts' clothes eat normal food / space food

Will people go to the moon for vacation? Yes, they will.

Will they eat normal food? No, they won't. They will eat space food.

Complete Grammar Time Exercise 1 on page 131 of Workbook 5.

The future with will Unit 7 57

## Lesson Two

SB page 57

### Grammar 1

#### Learning outcomes

To learn the future with *will* and *won't*

To complete sentences with *will* or *won't*

To act out a story

#### Language

Core: *People will travel in super-fast planes. There won't be any more long plane journeys. Will they go back to Australia? Yes, they will. / No, they won't.*

#### Materials

CD 59; *In space* flashcards 72–81

#### Warmer

- Play *Quick flash* (see page 8) to review the Lesson 1 words.

#### Lead-in

- With books closed, ask children if they remember the prediction in the magazine.
- If they can't, give them clues, e.g. *travel, planes, Australia* until they say the correct answer.
- Tell children to check their answer on page 56.

#### 1 Listen to the story again and repeat. Act. 59

- Play the recording, pausing for children to repeat.
- Divide the class into groups of three to play *Mom, Max, and Holly*. If the class doesn't divide exactly, some children can act twice.

- As a class, decide on the actions for the story.
- Play the recording again. Children mime the actions.
- Let children practice acting out the story. Then ask one or two groups to act for the class.

#### 2 Read and learn.

- Focus children's attention on the picture and the example sentences in the grammar box.
- Ask children to identify the positive, negative, and question forms of *will*.
- Give children a minute to study the contracted forms and question form.
- Ask them to think of new sentences containing these forms. Write correct sentences on the board for children to repeat chorally.

#### 3 Write.

- Look at the example with children. Check that they know to complete the sentences with *will* or *won't*.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Make two columns and write *will* and *won't* on the board. Ask *In the future what will/won't you do?* Children think of things. Write their suggestions on the board. Do another example if needed. Then children complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them think of other things people might do in space. They write them down. Switch partners. Ask and answer again.

#### ANSWERS

1. will 2. won't 3. will 4. will 5. won't 6. will  
7. won't 8. will 9. will

#### 4 Look at the picture again. Ask and answer.

- Review the words and phrases in the word box, checking that children understand them.
- Ask two children to read the speech bubbles aloud.
- Check understanding and let children do the exercise individually. Then ask one or two pairs to perform.

**NOTE:** Now go to Workbook page 131. Children practice the grammar structure before doing Workbook page 57.

#### Further practice

Grammar Time, Workbook page 131

Workbook page 57

Online Practice • Unit 7 • Grammar 1

**Lesson Three Grammar 2 and Song**

**1 Read and learn.**

**Time markers: the future**

**in a month.**  
**in two weeks.**  
**next week.**  
**on Monday.**  
**this evening.**  
**tomorrow.**  
**soon.**  
**later.**

**When is our vacation?**

**We will go on vacation ...**

**It's in two weeks.**

**2 Speaking Ask and answer.**

**tomorrow next Monday this evening on Saturday in three days**

**When will we look at the stars?**

**This evening.**

**Today** **Walk in space** **Fly to Venus** **Walk on the moon** **Go back to Earth**

**3 Now write sentences about the moon trip.**

**On our trip to the moon, we will look at the stars this evening. ...**

**4 Listen and sing.**

**A trip to the moon!**

**Get in the rocket, we're leaving soon.**  
**We're off on a trip to the moon.**  
**We'll walk in space and look at the stars.**  
**We're off on a trip to the moon.**

**Tonight we'll eat through a tube.**  
**We're off on a trip to the moon.**  
**And next week, we'll come back to Earth.**  
**We're off on a trip to the moon.**

58 Unit 7 Time markers

© Complete Grammar Time Exercise 2 on page 131 of Workbook 5.

## Lesson Three

SB page 58

### Grammar 2 and Song

#### Learning outcomes

To learn future time markers

To use future time markers in the context of a song

#### Language

Core: *in a month, in two weeks, next week, on Monday, this evening, tomorrow, soon, later*

#### Materials

CD 60; *In space* flashcards 72–81

#### Warmer

- Play *What's missing* (see page 9) to review the Lesson 1 words.

#### Lead-in

- Ask children to open their books to page 56 again and look at frame 1.
- Ask two children to read the parts of Mom and Holly.
- Ask *When will Amy and Leo go back to Australia?* Elicit the answer and write *in four months* on the board.
- Write *in, next, on, and this* in a vertical column on the left. Write *evening, Thursday, week, and a month* in a column on the right. Draw a line joining *in* and *a month*.
- Ask the class to match the words to make future time markers (*next week, on Thursday, this evening*). Some words on the left can match more than one time phrase on the right.

#### 1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify the future time markers.
- Review each one, paying attention to the prepositions and the punctuation.
- Ask a child to read the speech bubble aloud.
- Give children a minute to study the time markers silently. Then ask them to give you sentences using each of the time markers. Write correct sentences on the board.

#### 2 Ask and answer.

- Point to the pictures and ask who is speaking (*a girl and an astronaut*). Ask two children to read the speech bubbles. Repeat with the class. Elicit that in the diary "today" is Monday.
- Let children do the exercise in pairs, then ask some of the pairs to ask and answer their questions for the class.

#### ANSWERS

**When will we look at the stars? This evening.**

**When will we walk in space? Tomorrow.**

**When will we fly to Venus? In three days' time.**

**When will we walk on the moon? On Saturday.**

**When will we go back to Earth? Next week.**

#### 3 Now write sentences about the moon trip.

- Tell children to write sentences about the moon trip in Exercise 2.
- Look at the example together before children do the exercise individually.
- Go through the answers together.

#### 4 Listen and sing.



60

- Focus attention on the picture. Ask *What is the song about?*
- Play the whole song twice. Children follow along.
- Read each line aloud for children to repeat after you.
- Play the recording several times. Children sing along.

#### Differentiation

##### Below level:

- Ask children to circle the future time markers in the song lyrics. Then play the song again. When they hear those words, they should stand. Repeat for extra practice.

##### At level:

- Divide the class into two groups. Give Group A verses 1 and 3, and Group B verses 2 and 4. Sing the whole song with each group standing up when it is their turn to sing. Sing the whole song together.

##### Above level:

- Put students into pairs to write one more verse for the song.
- Have students share their new verse with the class.

**NOTE:** Now go to Workbook page 131. Children practice the grammar structure before doing Workbook page 58.

#### Further practice

**Grammar Time, Workbook page 131**

**Workbook page 58**

**Online Practice • Unit 7 • Grammar 2 and Song**

**Lesson Four Phonics and Spelling**

**1 Listen, point, and repeat.** (61)

**2 Listen and read.** (62)

Paul's birthday was in August. When he woke up in the morning, he saw his presents. He got a big jigsaw puzzle. For dinner he ate noodles with oyster sauce and had a drink with a straw.

In August, my sister will start school. She'll learn to read. She'll draw and she'll play sports.

**3 Read again. Circle the words with *au* in green, with *aw* in blue, and with *or* in purple.**

**4 Match and write.**

<p><b>1 AUGUST</b></p> <p><b>August</b></p>	<p><b>2</b></p>
<p><b>3</b></p>	<p><b>4</b></p>
<p><b>5</b></p>	<p><b>6</b></p>

**au**      **aw**      **or**

**au, aw, and or spellings**      **Unit 7**      **59**

## Lesson Four SB page 59

### Phonics and Spelling

#### Learning outcomes

- To learn that all spellings *au*, *aw*, and *or* make sounds /ɔ:/
- To identify these spellings in two texts
- To match this sound to specific words

#### Language

Core: *sauce, August, caught, jigsaw, straw, paw, horse, sport, morning*

Extra: *horse riding, fork*

#### Materials

CD (61–62); Phonics cards 29–31 (*sauce, jigsaw, horse*); green, blue, and purple colored pencils

#### Warmer

- Hold up the phonics cards for *sauce*, *jigsaw*, and *horse* one at a time and elicit the words. Repeat several times.
- Explain that sometimes when the letters *au*, *aw*, and *or* appear, they have the same sound.
- Put the cards on different sides of the room and say the words randomly. Children point to the correct picture.

#### 1 Listen, point, and repeat. (61)

- Children look at the words and pictures in their books. Tell them they are going to hear more words with different spellings that have the same sound /ɔ:/.
- Play the first part. Children listen and point.
- Play the second part for children to repeat chorally.
- Play the whole recording. Children point and repeat.

#### 2 Listen and read. (62)

- Point to the pictures. Ask what the children are doing.
- Tell children they are going to listen to two texts.
- Play the whole recording.
- Play it again, pausing for children to read and repeat.
- Ask children to find and point to the objects from Exercise 1 (*jigsaw, sauce*).

#### 3 Read again. Circle the words with *au* in green, with *aw* in blue, and with *or* in purple.

- Hand out green, blue, and purple colored pencils.
- Focus on the words *sauce*, *jigsaw*, and *horse* in Exercise 1.
- Look at the example together. Then ask children to circle the words with *au*, *aw*, and *or* in the correct color.

#### ANSWERS

**au:** Paul, August, sauce, August  
**aw:** saw, jigsaw, straw, draw  
**or:** morning, sports

#### 4 Match and write.

- Look at the example. Point to the picture of the calendar with *August* and the example matching line. Say *August* and check that children understand the exercise.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Use the phonics flashcards to review the words. Write *au*, *aw*, and *or* on the board. Show each flashcard. Children say the word and point to which sound it is. Then they complete the activity independently.

##### At level:

- Children complete the activity.

##### Above level:

- Make a chart with three columns on the board. Label them *au*, *aw*, and *or*. Give students 3–5 minutes to fill the chart with more words they know. Make it a game by putting students into teams and giving one point for each correct word. The team with the most points wins.

#### ANSWERS

**1. August 2. horse 3. jigsaw 4. sauce  
5. fork 6. paw**

#### Further practice

##### Workbook page 58

##### Online Practice • Unit 7 • Phonics and Spelling

## Skills Time!

### Lesson Five

**Reading**

1 Describe what is happening in the pictures. 2 Listen and read. 

**The Future** What do you think the future will be like?

**Rob, 10** There won't be much land, so there will be big cities underwater, and we will travel in submarines. I think some houses will be underground, too, but I won't live in an underground house. I'll live in an underwater house with glass walls. I will see fish swimming around.

**Lara, 10** I agree with Rob. There won't be many parks or green spaces. There will be lots of cars and planes, so pollution will be very bad. We won't have a lot of fresh food, so people will eat lots of junk food. There will be food pills, too.

**Jim, 11** I disagree. I think the world will be a cleaner place in the future, because we won't use gas or other fossil fuels. We will use energy from the sun to power our cars and houses. I think cars will be very fast and some cars will fly, too!

**Jasmine, 11** I think computers will be very small in the future. We will have them in our clothes and we will use our voices to control them. We'll learn lots of interesting things. We will use virtual reality to study. We won't go to school, but we'll meet our teachers and friends in cool virtual places to learn about the world.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

underwater submarines underground control  
energy virtual reality pills power

4 Read again and write T (true) or F (false).

1 Rob thinks there will be lots more space on land in the future.  2 Rob thinks lots of houses will be underwater.   
3 Lara thinks there will be lots of parks in the future.  4 Jim thinks we will use fossil fuels in the future.   
5 Jim thinks some cars will fly.  6 Jasmine thinks children won't go to school in the future.

60 Unit 7 Words in context: The Future Reading: a website forum

## Lesson Five SB page 60

### Skills Time!

#### Skills development

Reading: read and understand a web forum; identify words and their meanings in a text; check the meanings of words in a dictionary; mark sentences True or False

#### Language

Core: *underwater, submarines, underground, control, energy, virtual reality, pills, power*

Recycled: vocabulary and structures seen previously

Extra: *land, glass, spaces, junk food, gas, fossil fuels*

#### Materials

CD  63; paper and colored pencils (optional)

#### Warmer

- Ask children questions about their ideas of the future, e.g. *Will there be more people? Will it be hotter?*
- In pairs, children think of more questions to ask.
- Go around the class, helping if necessary.
- Children ask you questions and you give them answers. Ask children if they agree or disagree with you.
- Take a vote on those questions where answers differ.

#### 1 Describe what is happening in the pictures.

- Point to the photos of the children and the pictures. Ask children to describe each picture. Help with vocabulary.
- Ask questions to help elicit the correct description, e.g. *Where is the glass house? Which animal can you see?*

#### 2 Listen and read. 63

- Play the whole recording. Children listen and follow along. Ask children to tell you what the text is about.
- Answer any questions children have. Remind them they don't have to understand every word at this stage and should concentrate on words they know.
- Play the recording again, then ask comprehension questions, e.g. *How will people power their cars and houses? What will people eat? etc.*

#### 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Ask children to read the list and underline the words.
- Encourage children to guess the meanings of the new words by looking at the surrounding text.
- Children look up the words in the Workbook 4 Dictionary to check if they were correct or find meanings for any words they don't know.
- Review the meanings of the words with the class.

#### 4 Read again and write T (true) or F (false).

- Read the first sentence aloud. Ask children to look at the text and find the sentence which gives them the answer (*There won't be much land...*). Show the children how the letter *F* has been written as an example.
- Move around the class as children work. Invite children to read the sentences and say if each one is true or false. Ask children to say which sentences in the text gave them their answers.

#### Differentiation

##### Below level:

- Ask children to look at the text in Exercise 2 again. Tell them to find and circle these words: *land, underwater, parks, fossil fuels, fly, and school*. Then look at the questions in Exercise 4. Do the example together. Then children complete the activity independently.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them to imagine they are posting on the website forum. Children write a short post, using the text in Exercise 2 as a model. If time permits, children can share with the class.

#### ANSWERS

1. F 2. T 3. F 4. F 5. T 6. T

#### Further practice

Workbook page 59

Unit 7 extra writing worksheet, Teacher's Resource Center  
Online Practice • Unit 7 • Reading

**Listening**

1 Listen and circle the correct answers.

1 People will live on Earth / in space stations. 2 Children will go to school / study at home.  
3 There will be more teachers / machines. 4 Robots will help children / go to work.

2 Listen again and match the sentences to the pictures.

1 Children will learn about their new life in space. 2 Children will study at home.  
3 Children will still go to normal schools. 4 Robots will talk.



**Speaking**

3 What will life be like in 100 years? Talk about: school, home, travel, robots, weather, food, animals, Earth

I think we will go to school, but we will all have a computer at our desks.

I don't think robots will do everything. They won't do our homework.

**Writing preparation**

We can make new words when we put two words together. fire + fighter = firefighter

4 Write the words and number the pictures.

1 sun + flower = sunflower  
2 pan + cake = pancake  
3 house + work = housework  
4 door + bell = doorbell

Complete the writing tasks on pages 60–61 of the Workbook.

60 61

**Lesson Six**

Listening, speaking, writing Unit 7 61

## Lesson Six SB page 61

### Skills Time!

#### Skills development

Listening: identify children's future predictions

Speaking: offer opinions about the future

Writing: identify compound words; expand notes into a text (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

**Extra:** space station, normal, problem

#### Materials

CD 64; paper and colored pencils (optional)

### Warmer

- Write the new core vocabulary from Lesson 5 on the board. Ask children to tell you the predictions from the previous lesson, including these words.
- Write them on the board. Ask children to add their own ideas.

### Lead-in

- To review the unit, say some predictions. Children call out Yes if they think they will come true, or No if they think they won't.
- Read the sentences below. Count the votes. The majority votes win. Find out which predictions the class think will come true: *People will have holidays in space. / Polar bears will become extinct. / Robots will do all our housework. / Children will study at home with computers. / There will be cities in space. / Cars will fly in the air. / People will live much longer.*

### 1 Listen and circle the correct answers. 64

- Tell children they are going to hear four children talking about the future. They will need to listen carefully and circle the correct word or phrase to complete the sentences.
- Play the first item. Children listen and point to the correct phrase (*in space stations*). Show the children how the phrase has been circled as an example.
- Play the rest of the recording, pausing after each item for children to circle the correct words or phrases.
- Check answers by asking children to read the correct sentences.

#### ANSWERS

1. in space stations 2. study at home 3. machines  
4. help children

### 2 Listen again and match the sentences to the pictures.

- Play the recording, pausing after each item. Children find the correct pictures and write the numbers.
- Go through the answers with the class.

#### ANSWERS

1. d 2. a 3. c 4. b

### 3 What will life be like in 100 years? Talk about:

- Read the list of topics together. Then ask two children to read the speech bubbles aloud for the class.
- In pairs, children take turns making predictions, choosing some of the topics listed.
- Invite a few pairs to make predictions in front of the class.

#### Differentiation

##### Below level:

- Give children paper and colored pencils. Ask them to draw a picture of what life will be like. Encourage them to label the drawing.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish talking, ask them to write a short paragraph about the future. If time permits, children can share with the class.

### 4 Write the words and number the pictures.

- Read the text in the box and check understanding. Ask them what *fire* and *fighter* mean, and then what a firefighter does.
- Ask children to give you any examples of compound words they know. Make a list on the board.
- Let children complete the exercise, then check answers.

#### ANSWERS

Clockwise from top left: 4, 2, 1, 3

#### Further practice

Workbook pages 60–61 (children expand notes into a text)

Unit 7 test, Teacher's Resource Center

Online Practice • Unit 7 • Listening, Speaking, and Writing

# Fluency Time!

3

### Fluency Time! 3

**Everyday English**

1 Watch and listen. Read and say.  

① 

② 

1 Hello.  
2 Who's calling, please?  
3 Who's calling, please?

2 Watch and listen. Write T (true) or F (false).  

1 Sam is calling Tom.  
2 Tom is at home right now.  
3 Sam will call again at 5 o'clock.  
4 Tom is back.

3 Speaking Talk with your friend.



Hi. Can I speak to Brian, please?  
This is Daniel.  
OK, Thanks.  
Mrs. Who's calling, please?  
Hold on a minute, please.  
Brian. It's for you!

62 Fluency Time! 3 Making phone calls

## Everyday English

SB page 62

### Learning outcomes

To learn some useful language for making phone calls

### Language

Can I speak to ...; Who's calling, please?; It's (Sara) here.; Hold on a minute, please.; It's for you!

### Materials

CD  65–66;  Fluency DVD Fluency Time! 3; A soft ball

### Warmer

- Tell the class they are going to learn some useful language for making phone calls. Ask children who they usually call on the phone and who usually calls them.
- Mime holding a phone to your ear. Say *Hello ... Who's calling, please? ... Hold on a minute, please. ... (Child's name) It's for you!* and pretend to hand the phone to a child in the class. Repeat this a few times.

### 1 Watch and listen. Read and say. 65

- Focus on the photos. Ask children to say where the people are (*at home*), who the girl in photo 1 is (*Anna*), who the man in photos 1 and 2 is (*Sara's dad*), and what is happening in the photos (*Anna is calling Sara. Sara's dad is answering the phone*).

- Play the DVD. Children listen and follow the dialogue in their books. Ask *Who makes the phone call? (Anna) Who answers the phone? (Sara's dad) Who is the phone call for? (Sara)*
- Play the DVD again, pausing if necessary. Children say the dialogue along with the DVD.
- Children practice the dialogue in pairs.
- Invite pairs to act out the dialogue for the class.

### 2 Watch and listen. Write T (true) or F (false). 66

- Show the children the sentences and explain that they should decide whether each sentence is true or false.
- Play the first part of the DVD. Focus on the example.
- Play the DVD, pausing after each item for children to write the answers.
- Ask children to read the sentences and say if it is true or false. If it is false, ask children to make the sentence negative and correct it, e.g. *Anna isn't calling Sam. Tom is calling Sam.*

### ANSWERS

1. T 2. T 3. F 4. T

### 3 Talk with your friend.

- Ask children to act out dialogues of their own.
- Ask two children to read the example dialogue.
- In pairs, children read the example dialogue. Then use the pictures and names to act out their own dialogues.

### Differentiation

#### Below level:

- Break the dialogue up into three shorter exchanges. Have children practice the first exchange a few times, then the second and third ones. Encourage children to use the children's names. Make sure children switch roles for even practice.

#### At level:

- Put children in pairs. Hold a soft ball and throw it to a child. The child says *Hello*. Say *Can I speak to (Tarek), please?* The child with the ball asks *Who's calling, please?* Say your name. The child says *Hold on a minute, please*, then throws the ball to the child you asked to speak to and says *(Tarek)! It's for you.* Continue with the child holding the ball answering and the child who threw it making the call.

#### Above level:

- Do the "at level" activity, but after children are "on the phone", encourage them to have a conversation about the future, using language from Lesson Six. Monitor and help as needed.

### Watch the DVD!

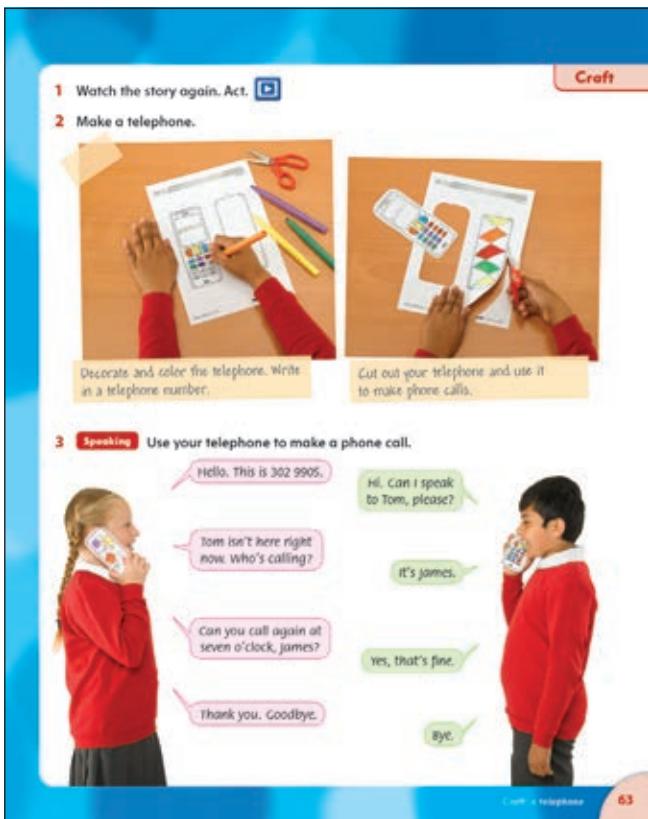
- Ask children to close their books. Play Fluency DVD Fluency Time! 3 Everyday English for children to watch and listen.

### Further practice

Workbook page 62

Fluency Time! 3,  Fluency DVD

Online Practice • Fluency Time! 3



## Craft SB page 63

### Learning outcomes

To make a telephone

To practice making phone calls

### Language

*Can I speak to ...; Who's calling, please?; It's (Sarah) here.; Hold on a minute, please.; It's for you!; Can you call again at ...?*

### Materials

Fluency DVD Fluency Time! 3; Fluency Craft 3 (see Teacher's Resource Center) (one template for each child); completed telephone; colored pencils / markers / crayons for each group of children; scissors

### 1 Watch the story again. Act. 65

- Draw children's attention to the dialogue in Exercise 1 on page 62. Ask children what they remember about it.
- Play the Fluency DVD Fluency Time! 3. If you don't have time, read the dialogue on page 62.
- Invite pairs of children to act out the dialogue. Encourage them to change details.

### 2 Make a telephone.

- Focus on the pictures. Ask children to say what the child in the pictures is doing (*making a telephone*).
- Ask *What do you need to make the telephone?* to elicit *colored pens, scissors*.
- Divide the class into groups. Give each child a copy of the telephone template (see Fluency Craft 3, Teacher's Resource Center). Give each group colored pens / pencils / crayons and scissors.

- Use the pictures and instructions to explain how to make telephones. Demonstrate with your own completed telephone. Make sure children understand what to do. If you like, tell the children how many digits their phone number should have.

- Ask questions as the children work, e.g. *What color is the screen? How many buttons does your phone have?*

**NOTE:** If you do not have time, ask children to draw telephones on a piece of paper and cut them out.

### 3 Use your telephone to make a phone call.

- Focus on the photos. Tell children they are going to use their phones to act out dialogues in pairs.
- Ask two children to read the example dialogue. Tell them to read the phone number one number at a time, e.g. *three, oh, two, nine, nine, oh, five*. Invite other children to read their phone numbers like this.
- Children take turns making and answering phone calls.
- Encourage children to add language to their dialogues, e.g. *What time is he / she going to be home? How are you? Fine, thanks. Can you call again later, please?* etc.
- Invite some pairs to act out their dialogues for the class.

### Differentiation

#### Below level:

- Have children practice phone numbers. Say seven digits, or write them on their board. Children dial. Monitor and then review together. Repeat with other phone numbers until children are more comfortable.

#### At level:

- Children do the activity. If time permits, children can pretend it's seven o'clock and call back. Use the dialogue on page 62 as a model.

#### Above level:

- Switch the pairs. Ask children to do a role play and pretend to be different people answering the phone, e.g. their mom, their grandpa, their best friend, etc. Monitor and help as needed.

### Watch the DVD!

- Play Fluency DVD Fluency Time! 3 Everyday English again. Review the language from the lesson.
- The children can now complete the DVD Practice page in the Workbook (WB page 63). Play each scene again for the children to complete the activities.

### Further practice

#### Workbook page 63

**Skills test 3 Fluency Time!, Teacher's Resource Center**

**Fluency Time! 3,  Fluency DVD**

**Online Practice • Fluency Time! 3**

**8 How much time do we have?**

**Lesson One Words**

**1 Listen, point, and repeat.** 

money, passenger, arrivals, departures, luggage, passport, suitcase, magazine, newspaper, coin

**2 Listen and read.** 

1 Max: I'm so excited about our vacation.  
Holly: How much time do we have before our flight, Mom?  
Mom: We have lots of time. Leave your luggage here and look in the stores.

2 Holly: How much money do you have?  
Amy: Five dollars.  
Leo: Me, too.

3 Max: Not another magazine, Holly!  
Holly: How many magazines do you have already?  
Mom: Hundred! OK, maybe not.  
Amy: I have an idea. Because we don't have much money, let's put it together and buy one really nice thing.

4 Later ...  
Holly: So, what did you buy?  
Leo: A present for you!  
Mom: You know I love chocolates.  
Holly: It's to say thank you for taking us on vacation.

64 Unit 8 At the airport

## Lesson One

SB page 64

### Words

#### Learning outcomes

To identify words for airports

To understand a short story

#### Language

Core: *money, passenger, arrivals, departures, luggage, passport, suitcase, magazine, newspaper, coin*

#### Materials

CD  67–68; *In space* flashcards 72–81, *At the airport* flashcards 82–91; Values 3 poster (Teacher's Resource Pack) (optional)

### Warmer

- Play *Snap!* (see page 8) with the *In space* flashcards from Unit 7 to energize the class.

### Lead-in

- Tell children they are going to learn some new words for talking about an airport. Introduce the vocabulary using *At the airport* flashcards 82–91. Hold up the cards and ask *What's this?* Try to elicit the words, but model unknown words.
- Say the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

### 1 Listen, point, and repeat.

- Ask children to open their books and look at the pictures and words. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat chorally.
- Ask individual children to say the words for the class.
- Ask comprehension question about some of the flashcards, e.g. *What do you call someone who travels on a plane? What has your photo and name in it?*

#### Differentiation

##### Below level:

- Review the vocabulary words. Show the flashcards again, and ask children to call out the words. Then line the flashcards up on the chalk rail and write the words in random order above them. Ask a child to draw a line, matching one word to its flashcard. Repeat for the other words.

##### At level:

- Play *Teacher can't remember* (see page 8) using the new words.

##### Above level:

- Change the game to *Student can't remember*. Ask a student to come to the front and play the teacher's role. Monitor and help as needed.

### 2 Listen and read.

- Focus children's attention on the story. Ask questions about each frame, e.g. *Where are the characters? What does Holly want to buy?* Encourage predictions.
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. *Who goes to the store? Who do they buy chocolates for?*
- Play the recording again for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*money, luggage, magazine*).

#### Further practice

Workbook page 64

Online Practice • Unit 8 • Words

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

**Expressing quantity****How much** money do you have?I don't have **much** money.  
We have **lots of** money.**How many** pencils do you have?I don't have **many** pencils.  
I have **lots of** pencils.Use **many** with countables and **much** with uncountables.  
You can use **lots of** with both.

- 3 Write. **how many** **how much**

Steward 1 **How much** luggage do you have?

Woman We have these bags and suitcases.

Steward 2 **How many** suitcases are going on the airplane?

Woman Three.

Steward And **how many** passengers are traveling?

Woman Four.

Woman **How much** time do we have before the plane leaves?

Steward One hour. Have a good vacation!



- 4 **Speaking** Point and say. **lots of** **much** **many** **any**



Complete Grammar Time Exercise 1 on page 131 of Workbook 4.

Expressing quantity

Unit 8

65

**Lesson Two** SB page 65**Grammar 1****Learning outcomes**

To learn some expressions of quantity

To complete sentences with expressions of quantity

To act out a story

**Language**

Core: *How much money do you have? I don't have much money. We have lots of money. How many pencils do you have? I don't have many pencils. I have lots of pencils.*

**Materials**CD 68; *At the airport* flashcards 82–91; two "money tokens" (see Exercise 2) (optional)**Warmer**

- With books closed, ask children where the family were in the story in the previous lesson (*at the airport*).
- Ask comprehension questions, e.g. *How do the children spend their time? How much money do they have?*

**1 Listen to the story again and repeat. Act.** 68

- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play Mom, Max, Holly, Amy, and Leo. As a class, decide on the actions.
- Play the recording. Children say their lines and mime.
- Let children practice acting out the story. Then ask one or two groups to act for the class.

**2 Read and learn.**

- Prior to the lesson, make two "money tokens". On one token write 1¢ and on the other write \$100.
- Hold up the 1¢ token and say *I don't have much money.* Hold up the \$100 token and say *I have lots of money.*
- Hold one card in each hand, facing you, and quickly flash it at random for children to see. Children say either *You've got lots of money. / You don't have much money.*
- Focus children's attention on the picture and the example sentences in the grammar boxes. Ask children to identify the positive, negative, and question forms.
- Ask two children to read the speech bubbles aloud.
- Read the rules aloud and check understanding. Give children a minute to study the different forms silently.
- Ask for examples of countable and uncountable nouns. Write them on the board in two columns.
- Ask children to use the nouns with *much* and *many* and make complete sentences. Write correct sentences on the board for children to repeat chorally.

**3 Write.**

- Look at the picture and the example. Students complete the questions with *How many* or *How much*.

**ANSWERS**

1. **How much**
2. **How many**
3. **how many**
4. **How much**

**4 Point and say.**

- Review the words in the word box, checking that children understand when to use them.
- Ask a child to read the speech bubble to the class.
- Let children complete the exercise, then check answers.

**Differentiation****Below level:**

- Put *At the airport* flashcards on the chalk rail in random order. Point to each and elicit *how many* or *how much*. Then focus children on the example in Exercise 3. Ask why the answer is *how much* (You can count the number of bags and suitcases).

**At level:**

- Children complete the activity.

**Above level:**

- After children finish, ask them to expand the dialogue in Exercise 3. Children can share their dialogues with the class if time permits.

**ANSWERS**

1. **She doesn't have much luggage.**
2. **They have lots of food.**
3. **He has lots of time.**
4. **He doesn't have much money.**
5. **They don't have lots of passports.**

**NOTE:** Now go to Workbook page 131. Children practice the grammar structure before doing Workbook page 65.

**Further practice****Grammar Time, Workbook page 131****Workbook page 65****Online Practice • Unit 8 • Grammar 1**

**Lesson Three Grammar 2 and Song**

1 Read and learn.

**Some / any**

Do you have **any** newspapers?  
We **don't** have **any** newspapers.  
But we have **some** magazines.

Use **any** for questions and negative sentences. Use **some** for positive sentences.

2 Speaking Ask and answer. soap magazines toothbrushes pastries

Do you have **any** soap?  
Sorry, we **don't** have **any** soap.  
But we have **some** shampoo.

3 Now write about what is in the store.  
They have **some** ... But they **don't** have **any** ...

4 Listen and sing.

**Do you have any toothpaste?**  
Do you have **any** toothpaste, **any** toothpaste, **any** toothpaste?  
Do you have **any** toothpaste?  
My toothpaste's not here.  
Yes, I have **some** toothpaste, **some** toothpaste, **some** toothpaste.  
Yes, I have **some** toothpaste.  
Here you are, dear.  
Do you have **any** shampoo, ...?  
Yes, I have **some** shampoo, ...

66 Unit 8 **some / any** Complete Grammar Time Exercise 2 on page 121 of Workbook 5.

## Lesson Three

SB page 66

### Grammar 2 and Song

#### Learning outcomes

To learn when to use *some* or *any*

To use *some* or *any* in the context of a song

#### Language

Core: Do you have **any** newspapers? We **don't** have **any** newspapers. But we have **some** magazines.

#### Materials

CD 69; *At the airport* flashcards 82–91

#### Warmer

- Play *True or false?* using *At the airport* flashcards. Say a sentence, e.g. *I'm reading a magazine* while holding the newspaper card.
- Tell children to stand when they think the answer is true and stay seated if they think the answer is false.
- Repeat two or three times. Then give a flashcard to a child and ask him / her to say a true or false sentence.

#### Lead-in

- Take out flashcards for *money*, *luggage*, *passport*, *suitcase*, *magazine*, *newspaper*, *coin*.
- Hold up each flashcard and ask children to say the plural form. Identify that *money* and *luggage* are uncountable nouns.
- Repeat with each flashcard, increasing the speed.

#### 1 Read and learn.

- Focus attention on the picture and the grammar box. Ask children to identify the sentences with *some* and *any*.
- Read the rule. Then ask children to say sentences with *some* and *any*. Write correct sentences on the board for the class to repeat.

#### 2 Ask and answer.

- Point to the picture and ask children to identify what is in the store. Ask two children to read the speech bubbles aloud. Repeat with the whole class.
- Let children do the exercise in pairs. Then ask some of them to ask and answer for the class.

#### 3 Now write about what is in the store.

- Explain that children should write sentences about what is in the store. Do the first item together. Then let children do the exercise individually.

#### Differentiation

##### Below level:

- Look at the picture of the store together. Ask children to name the items. Then make sentences together, e.g. *We have some newspapers*. Put children in pairs. Have them make two columns: *have some* and *don't have any*. Children try to make sentences on their own.

##### At level:

- Repeat the activity in Exercise 2 using *At the airport* flashcards *money*, *luggage*, *passport*, *suitcase*, *magazine*, *newspaper*, and *coin* to review *Is there / Are there* plus countable and uncountable nouns. Give the cards to children, who hide them behind their backs. With books open, children take turns asking, e.g. *Is there any money?* *Are there any coins?* The child with the flashcard must hold it up and give a positive or negative answer, e.g. *Yes, there is.* *No, there isn't.* Once a child has answered correctly, he / she gives the card to another child in the class.

##### Above level:

- Ask children to draw their own store with a few food items. Children switch drawings with a partner, and ask about what's in that store.

#### ANSWERS

They have **some** shampoo. They **don't** have **any** soap.

They have **some** newspapers. They **don't** have **any** magazines.

They have **some** toothpaste. They **don't** have **any** toothbrushes.

They have **some** chocolate. They **don't** have **any** pastries.

#### 4 Listen and sing.

- Ask questions about the picture, e.g. *Where is the girl?* *What is she doing?*
- Play the whole song twice. Children follow along.
- Read each line aloud for children to repeat after you.
- Play the recording several times. Children sing along.

#### Further practice

Grammar Time, page 131

Workbook page 66

Online Practice • Unit 8 • Grammar 2 and Song

**Lesson Four Phonics and Spelling**

**1 Listen, point, and repeat.**  **ed says t**  
walked  
finished  
washed

**ed says id**  
waited  
pointed  
started

**ed says d**  
showed  
played  
rained

**2 Listen and read.**  **①** Alice walked home from school yesterday. She got wet because it rained. When Alice finished her homework, she painted a picture and showed it to her mom.  
**②** We waited until the baseball game started. The teams played until ten thirty.

**3 Read again. Circle the ed words in green when they say t, in blue when they say id, and in purple when they say d.**

**4 Listen to the words. Write them in the correct box.**  **paint** **wash** **play** **show**

walked  
waited  
finished  
started  
rained

says **t**  
says **id**  
says **d**

Simple past -ed endings Unit 8 67

- Play the first part. Children listen and point. Play the second part for children to repeat chorally.
- Play the whole recording for children to point and repeat. Repeat as necessary.

## 2 Listen and read. 71

- Ask children to look at the pictures. Ask *What's the girl doing? Where is she?*
- Tell children they are going to listen to two texts. Play the whole recording.
- Play the recording again, pausing for children to repeat.

## 3 Read again. Circle the ed words in green when they say t, in blue when they say id, and in purple when they say d.

- Hand out green, blue, and purple pencils. Focus attention on the words *walked*, *waited*, and *showed* in Exercise 1.
- Children find and circle the words with *-ed* in three different colors: green for *t*, blue for *id*, and purple for *d*.

### ANSWERS

**t:** walked, finished  
**id:** painted, waited, started  
**d:** showed, played

## 4 Listen to the words. Write them in the correct box. 72

- Tell children they are going to hear the words in the word box. Look at the example together. Say *painted* and ask them which sound it ends with.
- Play the recording, pausing for children to write the words in the correct box.

### Differentiation

#### Below level:

- Use the phonics cards to review the words. Put the cards in random order along the chalk rail. Make three columns on the board and write *t*, *id*, and *d* on the top. Ask children to come to the front and sort out the words. Look at the example together, and then children complete the activity.

#### At level:

- Children complete the activity.

#### Above level:

- Ask different children to read the words aloud. Put children into groups and ask them to think of other verbs which end in *-ed*. Ask them to add them to the boxes. Monitor and help as needed. Check answers together.

### ANSWERS

**t:** washed, walked, finished  
**id:** painted, waited, started  
**d:** played, showed, rained

### Further practice

Workbook page 66

Online Practice • Unit 8 • Phonics and Spelling

## Lesson Four SB page 67

### Phonics and Spelling

#### Learning outcomes

To learn different ways of pronouncing *-ed* endings in simple past verbs

To identify these sounds in two texts

To match these sounds to specific words

#### Language

Core: *walked, finished, washed, waited, painted, started, showed, played, rained*

Extra: *picture, baseball game*

#### Materials

CD  70–72; Phonics cards 27–29 (walked, waited, showed); green, blue, and purple colored pencils

### Warmer

- Hold up the phonics cards for *walked*, *waited*, and *showed*. Elicit the verbs. Then ask children how we show these verbs in the past tense.
- Repeat several times until children are used to saying the words. Focus their attention on the three different sounds at the end of each verb.
- Put the cards on different sides of the room and say the verbs randomly. Children point to the correct card.

### 1 Listen, point, and repeat. 70

- Ask children to look at the words and pictures in their books. Tell them they are going to hear the different sounds and words.

## Skills Time!

Lesson Five

**Reading**

**1** Look at the pictures. What happened in the vacation? **2** Listen and read.

August 20<sup>th</sup>

Dear Dad,  
How are you?  
We had a really unusual start to our summer vacation this year. My family and I were driving to Florida. It was a long journey but it was comfortable and we were happy. Suddenly, we heard a bang. The car stopped and Dad couldn't start it again. It was night and we could see a light in a house. We walked to the house and asked the man there for help. The man said, "I will fix your car tomorrow. I can take you to a hotel tonight. Follow me."

On the way to the hotel, I was disappointed because the town seemed small and unexciting. But in the town center, we saw some fireworks and heard some music. There was a festival and a fair! After we left our luggage at the hotel, we went and joined the festival. We had a fantastic evening and it was a great start to our vacation!

Write soon to tell me about your vacation.  
From,  
Jack

14 Hilltop Road  
Benton

**3** Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).  
**unusual journey hotel disappointed fireworks fair**

**4** Read again and write **T** (true) or **F** (false).

1 The journey was quite short. **F** 2 The family walked to a station.  
 3 The man fixed their car that night.  4 Jack enjoyed the start of his vacation.

68 Unit 8 Words in context: my vacation Reading: a letter

## Lesson Five (SB page 68)

### Skills Time!

#### Skills development

Reading: read and understand a vacation letter; identify words and their meanings in a text; check the meanings of words in a dictionary; identify true or false sentences

#### Language

Core: *unusual, journey, hotel, disappointed, fireworks, fair*

Recycled: vocabulary and structures seen previously

Extra: *wake up, miss, station, get off, ticket seller, book into, unexciting, check in*

#### Materials

CD 73; paper and colored pencils (optional)

#### Warmer

#### Lead-in

- Tell children you are going to write some prompts on the board. Write *Where, How, Who, How long, and What* on the board. Ask them to read the prompts and ask you questions about your last vacation.
- Encourage questions, e.g. *Where did you go? How did you get there? Where did you stay?*
- Ask children some questions about their last vacation.

#### 1 Look at the pictures. What happened in the vacation?

- Point to the pictures in Exercise 2. Ask children to describe what is happening in each picture. Elicit words like *car* and *festival*. Help with vocabulary, if needed.

- Ask questions to help elicit details of the vacation, e.g. *How did Jack travel? Where did he go? What can you see at the festival?*

#### 2 Listen and read.

- Tell children they are going to read and hear Jack's letter about his vacation.
- Play the whole recording as children follow along.
- Play the recording again, pausing regularly. Ask children to say what the letter is about. Answer any questions.
- Ask comprehension questions, e.g. *Where were they going? Was it a good start to their vacation?*

#### 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Ask children to read the list and find and underline the new words in the text. Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check if they were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

#### 4 Read again and write **T** (true) or **F** (false).

- Ask children to read silently. Look at the example and explain that they have to write **T** (true) or **F** (false).
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Give each child a piece of paper and colored pencils. Ask them to draw a picture of a family vacation or trip. On one side, they draw a problem, and on the other, they draw something good that happened.

##### At level:

- Ask children to close their books. Write these sentences from Jack's letter on the board: *My family and I were driving to Florida. / There was a festival and a fair! / The car stopped and we couldn't start it again. / We could see a light in a house. / We saw some fireworks. / We went and joined the festival. / We had a fantastic evening.* Ask children to put the phrases and sentences from the letter in the correct order.

##### Above level:

- After children finish, ask them to write a short letter about their summer vacation or another trip with their family. Use the text in Exercise 2 as a model.

#### ANSWERS

1. F 2. F 3. F 4. T

#### Further practice

Workbook page 67

Unit 8 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 8 • Reading

**Listening**

1 Listen and write L (Lucas), E (Eva), or A (Andy). 74



2 Listen again and circle.

1 How did Lucas get to the beach?	by car / by train / by plane
2 How long was his trip?	two hours / four hours / five hours
3 How many cousins does Eva have?	two / six / eight
4 What was Andy's favorite day?	the zoo / the sports game / a boat trip

**Speaking**

3 Ask and answer.

1 Did you go on vacation last summer?	2 Where did you go?
3 How did you travel there?	4 What did you do?
5 What was the weather like?	6 Did you eat any special food?

**Writing preparation**

1 Put the stamp at the top, on the right.  
 2 Write the name first.  
 3 Write the house or apartment number, then the street.  
 4 Write the town or city and state.  
 5 Finally, write the zipcode at the end.

4 Read and circle.

1 The stamp goes on the left / right.	2 The town goes before / after the street.
3 The house number goes before / after the street.	4 The zipcode goes at the top / end.

Complete the writing tasks on pages 65–69 of the Workbook.

**ANSWERS**

1. by car 2. five hours 3. eight 4. a boat trip

**Lesson Six**

74

## Lesson Six SB page 69

### Skills Time!

#### Skills development

Listening: identify details about vacations

Speaking: ask and answer questions about vacations

Writing: address envelopes

#### Language

Recycled: vocabulary and structures seen previously

Extra: *stamp, zipcode*

#### Materials

CD 74

#### Warmer

- Play a game to review the new vocabulary from Lesson 5.
- Whisper one of the words to a child to whisper to the next child, and so on. The last child says the word aloud. If it is correct, write it on the board and elicit the meaning.

#### Lead-in

- Ask children what they remember about Jack's vacation. In pairs, children prepare their information for two or three minutes.
- Write sentences on the board. Ask the class to judge if the sentences are true or false.
- If necessary, ask questions, e.g. *Was it a short journey? What did he see in the town center?*

### 1 Listen and write L (Lucas), E (Eva), or A (Andy). 74

- Tell the class they are going to hear three children talking about their vacations.
- Point to the pictures and ask children what they see.
- Play the recording, pausing after each dialogue. Children match them with the pictures.

#### ANSWERS

1. E 2. L 3. A

### 2 Listen again and circle.

- Play the recording again, pausing for children to read and circle the correct option.

#### ANSWERS

1. by car 2. five hours 3. eight 4. a boat trip

### 3 Ask and answer.

- Tell children they are going to take turns to ask each other questions about their last vacation.
- Move around the class, giving models where necessary.

### 4 Read and circle.

- Go through the instructions 1 to 5 with the class.
- Ask children to identify the elements on the envelope with the instructions 1 to 5.
- Ask them to point to each element in turn, e.g. say *Where's the zipcode?*
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Have children copy the envelope on page 69 into their notebooks. Then ask them to draw lines, labeling each part, e.g. *stamp, name, etc.* Monitor and elicit as needed.

##### At level:

- Ask children to close their books. Hand out paper or envelopes. Read the instructions, and ask children to fill out the envelope.

##### Above level:

- After children finish, ask them write a letter about a vacation to go inside the envelope. Then switch with a partner to read someone else's letter. If time permits, children share their letters with the class.

#### ANSWERS

1. right 2. after 3. before 4. end

#### Further practice

Workbook pages 68–69 (children write a letter about a vacation)

Unit 8 test, Teacher's Resource Center

Online Practice • Unit 8 • Listening, Speaking, and Writing

# Science Time!

## Science Time!

Topic: Robots

1 Listen, point, and repeat. 



2 Listen and read. 

### ROBOTS

Most people have seen movies or TV shows with robots in them, but can you imagine a world with real robots? Would you like a robot to cook your dinner, clean your house, or play soccer with you? There is a robot that can. Its name is ASIMO and it is from Japan.

ASIMO is the first robot to walk and run like a human, and it can even climb stairs. ASIMO works as the receptionist at the Honda offices in Japan. It meets visitors, talks to them, and takes them to the correct rooms. ASIMO can also understand human gestures. So when visitors wave, it waves back!

In the future, robots will also do dangerous jobs such as putting out fires, rescuing people, or going to dangerous places. They may also teach in schools and help with operations in hospitals. Special robot arms already make cars, and in the future, more things in factories will be made by robots.

3 Read again and match.

1 ASIMO can move ...  a in Japan.  
2 ASIMO works in the Honda offices ...  b make things in factories.  
3 Robots can already ...  c do dangerous jobs.  
4 In the future they will be able ...  d like a human.

4  What things would you like robots to do in the future? What would you not want them to do? Why?

70 CEU Science - Robots

## Topic: Robots

SB page 70

### Learning outcomes

To learn some useful content and language about robots

### Language

Core: dangerous, operation, factory, human, gesture, Japan

Extra: imagine, real, wave, rescue

### Materials

CD  75–76; Science Time! flashcards 92–97

### Warmer

#### Critical Thinking

- Ask children to say what they think life will be like in the future. Write their suggestions on the board. Ask other children to say whether or not they agree with each suggestion.

### Lead-in

- Tell children that they are going to learn about robots in this lesson. Ask children which movies / TV shows about robots they have seen and what the robots in those movies / TV shows can do.

### 1 Listen, point, and repeat. 75

- Ask children to look at the photos. Play the first part of the recording for children to listen and point to the photos.
- Play the second part for children to repeat.

- Play the recording all the way through again for children to listen and point and then repeat the words.
- Show flashcards 92–97, and ask questions about each flashcard (e.g. *Is this safe? Is she a robot? Is this a store? Is this the flag for Spain? What's this? What's he doing?*). Children answer with full sentences (e.g. *No, it isn't. It's dangerous.*).

### 2 Listen and read.

- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions, e.g. *What can ASIMO do? Where does ASIMO work? What will robots do in the future?*
- Ask children to say what the robots are doing in the pictures.

### 3 Read again and match.

#### Critical Thinking

- Explain that children need to find information in the text to complete the activity. Read out the first sentence half and allow children time to look at the text and find the answer.
- Children complete the rest of the activity in pairs.

#### Differentiation

##### Below level:

- Do the activity as a class. Read out the first half of each sentence and ask children to read out the answer options. Ask children what they think the correct answer is, then ask them to find the information in the text.
- Write the complete sentences on the board.

##### At level:

- Children complete the activity.

##### Above level:

- Have children work individually to complete the activity.
- Have children write two or three more sentences about robots based on the text. Children cut their sentences in half and give the jumbled sentence halves to a partner. They then match each other's sentence halves.

#### ANSWERS

1. d 2. a 3. b 4. c

### 4 Think! What things would you like robots to do in the future? What would you not want them to do? Why?

#### Critical Thinking

- Ask children to say what things they imagine robots will do in the future. Write their suggestions on the board. Ask children to think about whether they would like robots to do these things or not.

#### Collaboration

- Put children in pairs to discuss what they would / wouldn't like robots to do in the future.

#### Further practice

Workbook page 70

Online Practice • Science Time!

**Project**

**1 Listen and check (✓) seven things that ASIMO can do.** 77

talk	<input checked="" type="checkbox"/>	write letters	<input type="checkbox"/>	go upstairs	<input type="checkbox"/>
run	<input type="checkbox"/>	switch on lights	<input type="checkbox"/>	drive a car	<input type="checkbox"/>
carry things	<input type="checkbox"/>	swim	<input type="checkbox"/>	open doors	<input type="checkbox"/>
play sports	<input type="checkbox"/>	do homework	<input type="checkbox"/>	play guitar	<input type="checkbox"/>

**2 Project. Design and make a robot.**

1 Make and decorate your robot.

2 Write about what your robot can and can't do.

3 Present your project.

- 1 Describe your robot.
- 2 How did you make it?
- 3 How will your robot help people?
- 4 What else can it do?

Project: a robot 71

## Project

SB page 71

### Learning outcomes

To listen and check the things that ASIMO can do

To make a robot

### Language

*This is my robot. Its name is Blink. I made it with cardboard, tin cans, and egg cartons. Blink will help people. It will...*

### Materials

CD 77; Science Time! flashcards 92-97; cardboard, tin cans, egg cartons, foil, bottle tops, buttons, pipe cleaners, etc; scissors; glue

### Warmer

- Hold up the flashcards, one at a time. Ask children to say the words, then make a sentence about robots using each word.

### 1 Listen and check (✓) seven things that ASIMO can do. 77

- Explain that you are going to play a recording of a girl and a boy talking about ASIMO. Children need to listen and check the things that ASIMO can do.
- Play the recording once through. Play again, pausing after each exchange so that children have time to think about their answers.
- Check answers with the class.

### ANSWERS

talk, go upstairs, run, switch on lights, carry things, open doors, play sports

## 2 Project. Design and make a robot.

### Creativity

- Explain that the children are going to make a robot. Ask *What do you need to make a robot?* Elicit/Teach *cardboard, tin cans, egg cartons, foil, buttons, pipe cleaners, scissors, glue*.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Hand out materials, or have children choose the materials they want to use from a central table. Have children work in pairs to make their robots.
- Ask children to write about their robot (e.g. what they used to make it, what it looks like, what it can do, etc).

### Differentiation

#### Below level:

- Have children work in pairs to make their robots. Hold up craft items (egg cartons, bottle tops, etc) and ask children to say whether each item can be used to make a robot, and what part of the robot they would make with each item.
- When children have completed their robots, write questions on the board (e.g. *What did you use to make your robot? What's your robot's name? What does your robot look like? What can your robot do?*). Ask the questions and write children's answers on the board to help children write about their robots.

#### At level:

- Complete the activity as suggested.

#### Above level:

- Encourage children to add more information to the descriptions of their robots, such as where their robot could work (e.g. *in a factory / hospital / school / etc*) and what jobs it could do (e.g. *firefighter, bus driver, teacher, etc*).

## 3 Present your project.

### Communication

- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed robot, or using the example in the Student Book. Talk about the robot, as in the example. Point to different materials as you mention them.
- Children talk in groups. Encourage children to include language from previous units as they talk about their projects (eg: *My robot has long arms and big eyes. Its legs are very strong.*).
- Invite individual children to stand up and present their projects to the class.

### Further practice

Workbook page 71

Online Practice • Science Time!

**9 Something new to watch!**

**Lesson One Words**

**1 Listen, point, and repeat.**  78

cartoon, radio, camcorder, the news, documentary, channel, advertisement, remote control, TV show, cell phone

**2 Listen and read.**  79

1 Aunt: Why are you arguing? Please give me the remote control.  
2 Leo: I turned on the TV to watch the basketball game. But Max turned it off to play a video game.  
Amy: Well, my favorite show is on now.  
Holly: Can I watch it, please?  
3 Aunt: Let's find something new to watch. How about this new DVD?  
Max: What is it?  
Aunt: Put it on. Then you'll see.  
4 Leo: It's the DVD of our vacation. Wow!  
Max: Thanks. This is much better than playing a video game.  
Aunt: And it's much better than arguing!

72 Unit 9 Audio-visual entertainment

## Lesson One SB page 72

### Words

#### Learning outcomes

To identify words for audio-visual equipment

To understand a short story

#### Language

Core: cartoon, radio, camcorder, the news, documentary, channel, advertisement, remote control, TV show, cell phone

Extra: basketball game, video game, dolphin, argue

#### Materials

CD  78–79; Audio-visual entertainment flashcards 98–107; At the airport flashcards 82–91

### Warmer

- Play *Teacher can't remember* (see page 8) with *At the airport* flashcards from Unit 8.

### Lead-in

- Tell children they are going to learn some new words for talking about audio-visual entertainment.
- Use the *Audio-visual entertainment* flashcards 98–107 to elicit the vocabulary. Hold up the cards and ask *What's this?* Try to elicit the words, but model unknown words.
- Say the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

### 1 Listen, point, and repeat. 78

- Ask children to open their books. Play the first part of the recording. Children listen and point to the pictures.

#### Differentiation

##### Below level:

- Play *I spy* (see page 8) using the flashcards from the lesson but remain the "spy" for the first round. When students feel more confident, have one of them be the spy instead.

##### At level:

- Play *Whispers* (see page 8). Repeat with all of the new words.

##### Above level:

- Play the "at level" game, but the final child must say and spell the word.

### 2 Listen and read. 79

- Focus children's attention on the story. Ask questions about each frame, e.g. *What is Leo watching? What does Mom give them?* Encourage predictions.
- Play the recording. Children listen and follow along.
- Ask comprehension questions, e.g. *Why are the children arguing? What is the DVD of?*
- Play the recording again for children to follow.
- Ask children to find words from Exercise 1 in the story (*remote control*).

#### Further practice

Workbook page 72

Online Practice • Unit 9 • Words

**Lesson Two Grammar 1**

**1 Listen to the story again and repeat. Act.**

**2 Read and learn.**

**Infinitive of purpose**

I turned on the TV **to watch** sports.  
We went in the boat **to see** the dolphins.

Use **to + the base form** of the verb for a purpose or a reason.  
**To + base form = Infinitive** (e.g., **to watch**)

**3 Speaking** Match and say.

1 He turned on the radio **to**   
2 She watched a documentary **to**   
3 I turned on the TV **to**   
4 We use the computer **to**   
5 I use my cell phone **to**

He turned on the radio **to** **listen to music.**

**4 Read and number. Then write.**

to see to show to listen to change to take

1 On vacation, we made a video **to show** all our family and friends back home.  
2 He looked in the newspaper **to**  what was on TV.  
3 I don't have a camera, but I can use my cell phone **to**  photos.  
4 I don't like this TV show. Where's the remote control **to**  the channel?  
5 I have a new MP3 player **to**  to my music.

**ANSWERS**

1. e 2. d 3. b 4. a 5. c

**5 Complete Grammar Time Exercise 1 on page 132 of Workbook.**

73

## Lesson Two

SB page 73

### Grammar 1

#### Learning outcomes

To learn to use the infinitive of purpose

To complete sentences with the correct infinitive of purpose

To act out a story

#### Language

Core: *I turned on the TV to watch sports. We went in the boat to see the dolphins.*

#### Materials

CD 79; Audio-visual entertainment flashcards 98–107

### Warmer

- With books closed, ask the class why the children were arguing in the story in the previous lesson.
- Ask comprehension questions, e.g. *What did Leo/Amy want to watch? What did their Aunt give them?*
- Children can check their answers on page 72.

### 1 Listen to the story again and repeat. Act. 79

- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play Aunt, Max, Holly, Amy, and Leo.
- As a class, decide on the actions.
- Play the recording. Children say their lines and mime.
- Let children practice acting out the story, then ask one or two groups to act out the story for the class.

### 2 Read and learn.

- With books closed, write *I went to town to \_\_\_\_\_ my friends.* Ask children to guess the missing word (*meet, see*). Ask *Why did I go to town?* to elicit *To see my friends.* Highlight *to see*.
- Erase *"my friends"* and write an alternative, e.g. *some clothes*. Ask children to guess the missing word (*buy*). Ask again and write the answer, highlighting *to buy*.
- Focus attention on the picture and the examples in the grammar boxes. Ask children to identify the infinitives.
- Ask a child to say the speech bubble to the class.
- Read the rule aloud. Then ask children to suggest more sentences using an infinitive of purpose.

### 3 Match and say.

- Look at the example with children. Check that they understand they have to match the sentence halves.
- Ask a child to read the speech bubble to the class.
- Let children complete the exercise, then check answers. Ask children to read the sentences aloud.

#### ANSWERS

1. e 2. d 3. b 4. a 5. c

### 4 Read and number. Then write.

- Go through the words in the word box.
- Focus on the example and check that children know to fill in the blank and then number the picture.
- Children do the exercise individually. Review the answers together.

#### Differentiation

##### Below level:

- Play *Mime the word* (see page 8) with the words in the box. Ask children what word makes the infinitive. Elicit *to*. Children then complete the activity on their own.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, put them in groups of three. Have them make sentences using the infinitive as in Exercise 3.

#### ANSWERS

1. c to show 2. a to see 3. d to take 4. e to change  
5. d to listen

**NOTE:** Now go to Workbook page 132. Children practice the grammar structure before doing Workbook page 73.

#### Further practice

Grammar Time, Workbook page 132

Workbook page 73

Online Practice • Unit 9 • Grammar 1

### Lesson Three Grammar 2 and Song

#### 1 Read and learn.

##### How often ... ?

How often do you watch TV?  
I watch it **every day**.  
I watch it **three times** a week.  
I **never** watch TV. We don't have one.

I watch a documentary **once** a week.  
I buy a new CD **twice** a year.  
 $1x = \text{once}$   $2x = \text{twice}$   $3x = \text{three times}$   
 $4x = \text{four times}$   $0x = \text{never}$

#### 2 Speaking Ask and answer.

How often do you ...  
watch a movie? use a camcorder? play computer games?  
watch the news? listen to the radio? use a cell phone?

#### 3 Now write sentences about how often you and your friend do these things.

I watch a movie **once** a week, but Andy watches a movie **three times** a week.

#### 4 Listen and sing. 80



## Lesson Three

SB page 74

### Grammar 2 and Song

#### Learning outcomes

To learn how to use the phrase *How often*

To use *How often* in the context of a song

#### Language

Core: *How often do you watch TV? I watch it every day. I watch it three times a week. I never watch TV. We don't have one.*

#### Materials

CD 80; Audio-visual entertainment flashcards 98–107; separate sheets of paper (optional)

#### Warmer

- Hold up the cartoon flashcard, say *My father never watches cartoons* and *I watch cartoons once a week*.
- Point to a child and encourage him / her to tell you how often he / she watches cartoons. Elicit alternative answers, e.g. *every day*, *once a week*, *twice a week*.
- Repeat two or three times and then ask a child *How often do you watch cartoons?* and elicit an answer.
- Practice the questions and answers.

#### 1 Read and learn.

- Focus on the grammar boxes. Identify the *How often* question and the adverbs of frequency in the answers.
- Look at the adverbs of frequency and their meanings. Ask children to say more sentences using *How often?* and the

adverbs of frequency. Write them on the board for the class to repeat.

#### 2 Ask and answer.

- Point to the prompts. Demonstrate the first example with a child. Ask two children to demonstrate another.
- Let children do the exercise in pairs, then ask some pairs to ask and answer for the class.

#### 3 Now write sentences about how often you and your friend do these things.

- Tell children to write sentences based on the questions and answers they asked each other in Exercise 2.
- Ask a child to read the example sentence. Check answers.

#### Differentiation

##### Below level:

- Write a few scrambled sentences on the board, e.g. *once a week*, */ use a cell phone* / *I* / *every day*. / *but* / *uses cell phone* / *my friend*. Ask children to help you put it in order. Say the sentences together. You can leave them on the board for extra support.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, put them into pairs. Have them look at the grammar box in Exercise 1 and make as many sentences about frequency as they can. Make it a game by giving students a time limit and one point for each correct sentence.

#### 4 Listen and sing. 80

- Focus on the pictures and ask *What is the song about?*
- Ask questions, e.g. *What is the girl doing in the first picture? What game is she playing in the last picture?*
- Play the whole song twice. Children follow along.
- Read each line of the song aloud for children to repeat.
- Play the recording several times. Children sing along.

**NOTE:** Now go to Workbook page 132. Children practice the grammar structure before doing Workbook page 74.

#### Further practice

Grammar Time, Workbook page 132

Workbook page 74

Online Practice • Unit 9 • Grammar 2 and Song

**Lesson Four Phonics and Spelling**

**1 Listen, point, and repeat.** 81

**mother**   
**father**   
**September** 

**visitor**   
**doctor**   
**actor** 

**2 Listen and read.** 82

**1**   
**In September, I will have a new teacher at school. Her name is Mrs. Butler.**

**2**   
**When we have a visitor, my mother and father prepare a fantastic dinner.**

**3**   
**My older brother is an actor. He'll be in a play in October. He is a doctor in the play.**

**3 Read again. Circle the words ending with er and underline the words ending with or.**

**4 Match and write.**

		1 <u>visitor</u>
		2 _____
		3 _____
		4 _____
		5 _____
		6 _____

**er and or endings. Unit 9** 75

## Lesson Four SB page 75

### Phonics and Spelling

#### Learning outcomes

- To learn that the endings with -er and -or sound the same
- To identify this sound in three texts
- To match this sound to specific words

#### Language

Core: *mother, father, September, visitor, doctor, actor*

#### Materials

CD 81–82; Phonics cards 35–36 (mother, visitor); a photograph of your mother or father (optional)

#### Warmer

- Hold up a photo of your mother or father, or a woman or man with a baby.
- Ask children to guess who he / she is. Elicit *mother* or *father*. Write it on the board.
- Ask children to tell you more words ending in -er. Write them on the board.
- Ask *Who comes to visit you?* Elicit *visitor* and ask children to spell it. Write it on the board.
- Ask children to tell you more words ending in -or. Write them on the board.
- Hold up the phonics cards for *mother* and *visitor*. Explain that in certain words where the letters *er* and *or* appear at the end of a word, they have the same sound.
- Put the cards on different sides of the room and point to them at random. Children say the words.

#### 1 Listen, point, and repeat. 81

- Ask children to look at the words and pictures in their books. Tell them they are going to hear a recording of the sounds and words.
- Play the first part. Children listen and point.
- Play the second part for children to repeat chorally.
- Play the whole recording. Children point and repeat.

#### 2 Listen and read. 82

- Ask children to look at the pictures. Ask *What is the boy in picture 1 doing? Where are the mother and father in picture 2? What is the boy's job in picture 3?*

- Tell children they are going to hear three short stories.
- Play the whole recording.
- Play the recording again, pausing for children to repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*September, visitor, mother, dinner, actor*).

#### 3 Read again. Circle the words ending with er and underline the words ending with or.

- Focus attention on the words *mother* and *visitor* in Exercise 1. Ask children to find the words in the stories.
- Ask children to find and circle the words that end with *er* and underline the words that end with *or*.
- Look at the example together. Then children do the exercise individually.
- Go through the answers together.

#### ANSWERS

**er:** *September, teacher, Butler, mother, father, dinner, older, brother, October*  
**or:** *visitor, actor, doctor*

#### 4 Match and write.

- Look at the example with children. Point to the picture of the visitor and the example. Say *visitor* and check that children understand the exercise.
- Let children do the exercise, then check answers.

#### Differentiation

##### Below level:

- Write the six phonics words on the board with blanks for the last two letters. Ask children if *er* or *or* belong in the blanks. Elicit answers and say the words with the children. Children complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, make a chart with two columns on the board. Label them *er* and *or*. Give students 3–5 minutes to fill the chart with more words they know. Make it a game by putting students into teams and giving one point for each correct word. The team with the most points wins.

#### ANSWERS

**1.** *visitor* **2.** *doctor* **3.** *mother* **4.** *teacher* **5.** *actor*  
**6.** *December*

#### Further practice

Workbook page 74

Online Practice • Unit 9 • Phonics and Spelling

## Skills Time!

Lesson Five

**Reading**

1 Which TV show would you like to watch? Why? 2 Listen and read.

### Tonight's TV!

Channel 1	Channel 2	Channel 3	Channel 4
6:00 Movie Charlie and the Chocolate Factory	4:15 Cartoon Tom and Jerry	6:00 Sports Yankees vs Red Sox	6:00 Documentary The World Under the Ocean
Charlie is a clever monkey (about candy). But he can't buy the candy because he is poor. Then Willy Wonka gives him a ticket to the candy factory. Will Charlie buy a candy bar? And will he be happy? Find out in the movie.	Tom is a bad cat who likes playing tricks on Jerry. Jerry is smart but he is also naughty and clever. He tries to stop Tom from playing tricks on Tom and finds ways to run away.	Tom is a bad cat who likes playing tricks on Jerry. Jerry is smart but he is also naughty and clever. He tries to stop Tom from playing tricks on Tom and finds ways to run away.	Discover what life is like under the ocean. Jill Sommer explores the Pacific Ocean. Here she meets swimming fish, starfish, and sharks. How do these animals live in their underwater world?

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).  
**live poor ticket stadium plays tricks on explore**

4 Read again and complete the sentences.

1 Charlie doesn't buy candy because he is poor.  
 2 The mouse plays tricks on the \_\_\_\_\_.  
 3 The game starts at 6:20.  
 4 The show about the Pacific Ocean is a documentary.

76 Unit 9 Words in context: TV shows Reading: a TV guide

## Lesson Five SB page 76

### Skills Time!

#### Skills development

Reading: read and understand a TV guide; identify words and their meanings in a text; check the meanings of words in a dictionary; complete sentences with the correct words

#### Language

Core: *live, poor, ticket, stadium, plays tricks on, explore*

Recycled: vocabulary and structures seen previously

Extra: *competition, naughty, play offs*

#### Materials

CD 80, 83

#### Warmer

- Write four TV categories in a chart on the board: *Movie, Cartoon, Sports, Documentary*.
- Ask children what their favorite TV shows are. Write some in the chart.
- At the end take a class vote and find the most popular movie and TV show.

#### 1 Which TV show would you like to watch? Why?

- Point to the TV guide in Exercise 2. Encourage children to look at the pictures and the titles of the shows.
- Ask questions about the movie and the different shows. Find out who likes sports and who likes cartoons.
- Encourage children to choose what they would like to watch and then explain why.

#### 2 Listen and read. 83

- Play the recording. Children listen and follow along. Then play it again and answer any questions.
- Ask comprehension questions, e.g. *What type of animal is Jerry? Which teams are playing in the baseball game?*

#### 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Ask children to read the list and underline the words.
- Encourage children to guess the meanings of the words by looking at the surrounding text.
- Children look up the words in the Workbook 4 Dictionary to check whether they were correct or find meanings for any words they don't know.
- Go through the meanings of the words with the class.

#### 4 Read again and complete the sentences.

- Explain that children are going to complete the sentences with words from the text.
- Look at the example and ask the children to find the relevant part of the text. Check answers.

#### Differentiation

##### Below level:

- Ask children to find and underline these words in the text in Exercise 1: *buy, Tom, starts, ocean*. Then look at the example together. Remind children to look back at the text for clues to help them. Children complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them to write sentences with the words in Exercise 3. Monitor and help as needed.

#### ANSWERS

1. poor 2. cat 3. 6:20 4. documentary

#### Further practice

Workbook page 75

Unit 9 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 9 • Reading

**Listening**

1 Listen and write S (Stacy), J (James), E (Emily), or K (Kai).

2 Listen again and write T (true) or F (false).

3 Ask and answer.

4 Write the words. Add *un* to change the meaning.

**Lesson Six**

1. Kai sometimes watches cartoons.

2. He watches TV after school.

3. Stacy's favorite show was on last week.

4. She learned about different planets.

5. James only likes watching sports.

6. The Chicago team won.

7. The movie was on a Sunday.

8. Emily saw a movie about superheroes.

**Tell me about your favorite TV show.**

**What channel is it on?**

**When's it on?**

**It's on ...**

**I watch it at ...**

**It has ...**

**It's about ...**

**Complete the writing tasks on pages 76–77 of the Workbook.**

**76–77**

## Lesson Six SB page 77

### Skills Time!

#### Skills development

Listening: identify details about children's favorite TV shows

Speaking: ask and answer questions about favorite TV shows

Writing: add the prefix *un* to words to make them negative; write a TV guide (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

Extra: *solar system, winner, sofa, superhero*

#### Materials

CD 84

#### Warmer

- Write *Movie / Cartoon / Sport / Documentary* on the board to encourage children to talk about the Lesson 5 TV guide.
- Elicit words to write beneath each of the headers until you have written all the new vocabulary on the board.

#### Lead-in

- Ask children to look at the four pictures in Exercise 1.
- Children guess which TV programs the four pictures represent. Write their suggestions on the board.
- If necessary, give children clues to remind them of the different types of TV program.

#### 1 Listen and write S (Stacy), J (James), E (Emily), or K (Kai).

- Tell the class they are going to hear a recording of four children talking about their favorite TV programs.
- Play the recording, pausing for children to match the names with the pictures.
- Check answers before doing to Exercise 2.

#### ANSWERS

1. J 2. E 3. K 4. S

#### 2 Listen again and write T (true) or F (false).

- Children listen and decide whether the sentence is true or not. They write *T* (true) or *F* (false).
- Play the recording again, pausing after each dialogue for children to read the sentence and write *T* or *F*.

#### Differentiation

##### Below level:

- Ask children questions about the recording, e.g. *Who sometimes watches cartoons? Who watches TV after school? etc.* Play the recording again for children, if necessary. Children complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask children to rewrite the incorrect sentences correctly. Monitor their work and check answers together.

#### ANSWERS

1. F 2. T 3. T 4. T 5. F 6. F 7. F 8. T

#### 3 Ask and answer.

- Demonstrate the questions and answers in the speech bubbles with a confident child. Elicit different answers, helping where necessary.
- In pairs, children take turns to ask the questions about their favorite program.
- Ask one or two pairs to demonstrate for the class.

#### 4 Write the words. Add *un* to change the meaning.

- Read the rule and check that children understand.
- Ask them to tell you any words they know whose meaning changes when the prefix *un* is added. Write them on the board.
- Write *happy* on the board, then *unhappy*. Ask what *unhappy* means (*not happy*).
- Let children do the exercise, then check answers.

#### ANSWERS

1. *unhappy* 2. *unfriendly* 3. *unwell* 4. *unsafe*  
5. *unclean* 6. *uncomfortable* 7. *unkind*  
8. *unpopular*

#### Further practice

Workbook pages 76–77 (children write a TV guide)

Writing skills worksheet, Units 7–9, Teacher's Resource Center

Unit 9 test, Teacher's Resource Center

Online Practice • Unit 9 • Listening, Speaking, and Writing

# Review 3

**Review 3**

**1 Complete the crossword.**

Down: 1. bus, 4. suitcase, 5. newspaper, 6. astronaut.

Across: 2. stadium, 3. planets, 7. ticket, 8. passenger.

**2 Write.**

channel TV show camcorder the news cartoons documentary

I sometimes watch cartoons after school, before I do my homework. I love Bugs Bunny! But my favorite TV show is a game show on Saturdays. When it's finished, my sister changes the channel to watch her favorite show. It's a documentary about life in space. Sometimes on Saturday evenings, my family and I all watch a movie together. My dad took his camcorder on vacation, so last Saturday, we watched a DVD of us! It was really fun. Then my parents watched the news. They watch it every evening.

**3 Read and circle. Then ask and answer.**

1. How much / many time are you at school every day?  
2. How much / many pens are there in your pencil case?  
3. How much / many books do you have on your desk?  
4. How much / many money do you have in your pocket?

78 Review 3

## Review Lesson SB page 78

### Learning outcomes

To review vocabulary and structures taught in the previous three units

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 80; flashcards 72–107

### Warmer 80

- Sing *How often...?* from Student Book page 74.

### Lead-in

- Use a variety of flashcards 72–107 to recycle vocabulary from the previous three units.
- Play *Can you see?* (see page 8) to review the different words children have learned.

### 1 Complete the crossword.

- Ask children to complete the crossword individually.
- Put children into pairs and tell one child they are "A" and one they are "B." Have the children sit back-to-back with their partner. Tell the "A"s that they will say and spell the "across" words and the "B"s that they will say and spell the "down" words in order to check their answers.

- When pairs have finished checking their answers, ask a child to come to the board. He / She writes the words as other children in the class call out the answers.

### ANSWERS

- down – passenger
- across – stadium
- across – planets
- down – suitcase
- down – ticket
- down – passport
- across – newspaper
- across – astronaut

### 2 Write.

- Review the meaning and pronunciation of the words in the word box. Drill the words with the class.
- Put children into pairs and have them complete the activity together, but with both writing separately into their books.
- Put one pair with another pair to check their answers.
- Check the answers with the class.

### ANSWERS

- cartoons
- TV show
- channel
- documentary
- camcorder
- the news

### 3 Read and circle. Then ask and answer.

- Revise the language of *much* and *many*. Ask children *How many pens do you have? How much time do we have for English today?*
- Have children work individually to complete the exercise.
- Put children into pairs to check their answers.
- Check the answers with the whole class.

### Differentiation

#### Below level:

- For Exercise 1, write the crossword words on the board (not in the correct order) so that children are supported by having a small choice of words, with the correct spelling to help them.
- For Exercise 2, do two or three of the gaps as a class, eliciting the answers from the more confident students before having children complete the rest of the exercise individually.
- Before children complete Exercise 3, write *much* and *many* on the board. Have children tell you which ones are about something you can count, and which ones are about something you can't count.

#### At level:

- Put children into pairs and have them practice asking the questions and answering them after Exercise 3.

#### Above level:

- For Exercise 1, don't have children complete the crossword individually before they are put in pairs to do the back-to-back activity.
- After Exercise 2, put children in pairs to discuss their own favorite TV shows. Ask individual children to report back to the class about their partner.

### ANSWERS

- much
- many
- many
- much

Review 3

**4 Write.** many some any lots of

Pete Do you have <sup>1</sup> any tickets for the game next month?  
Assistant Yes, of course. You're very early. We still have <sup>2</sup> some tickets left. How <sup>3</sup> any do you want?  
Pete Four, please. Sue, do you have <sup>4</sup> any money you can give me until tomorrow? I want to buy all the tickets today.  
Sue Sorry, Pete. I don't have <sup>5</sup> any money today. But we have <sup>6</sup> lots of time. Let's come back tomorrow.  
Pete OK. Thanks.

**5 Write.** will won't

When I grow up, I <sup>1</sup> won't have to go to school every day, but I <sup>2</sup> will have to go to work. I want to be a pilot, so I <sup>3</sup> will have to wear a pilot's uniform. When I'm a pilot, I <sup>4</sup> will travel all around the world and I <sup>5</sup> will see lots of places. I <sup>6</sup> will work in an office, but I <sup>7</sup> will sometimes work at night. You have to be very smart to be a pilot, so I <sup>8</sup> will have to work hard at school.

**6 Complete the words.** au aw or er or

1 I like sauce on my noodles.  
2 When I grow up, I want to be a doctor.  
3 For my birthday, I got a jigs puzzle.  
4 I get up every morning at five past six.  
5 There are thirty days in September.  
6 My favorite sport is swimming.

Review 3 79

Play Play a game! ➔

## Review Lesson SB page 79

### 4 Write.

- Revise the language of *many, some, any, lots of* with the class.
- Have children work in pairs to complete the exercise, but writing individually into their Student Books.
- Check the answers with the whole class.

#### ANSWERS

1. any 2. lots of 3. many 4. some / any 5. any  
6. lots of

### 5 Write.

- Revise the language of *will* and *won't* with the class. Ask *What is the full form of won't? (Will not)*. Ask *Which one is negative? (Won't)*.
- Have children complete the exercise individually.
- Ask children to check their answers with a partner.
- Check answers with the class.

#### ANSWERS

1. won't 2. will 3. will 4. will 5. will  
6. won't 7. will 8. will

### 6 Complete the words.

- Revise the different sounds and spelling with the class. Ask children to say some words with the correct sound and spelling for each one.
- Have children complete the exercise.
- Check answers with the class.

## Differentiation

### Below level:

- Before children complete Exercise 4, write some example sentences on the board after revising the language. Write *I have some bananas. Do you have any oranges? I don't have many apples. I have lots of pears.* Leave the sentences on the board for children to refer to as they complete the exercise.
- For Exercise 5, write *will* and *won't* on the board and put a check mark next to *will* and a cross next to *won't*. Children can refer to this as they complete the exercise.
- Focus on the different sounds before beginning Exercise 6. Review the words in the word box. Use the appropriate flashcards to revise the words and focus on the pronunciation before children do the exercise.

### At level:

- After children have completed Exercise 4, put them into pairs and have them practice the conversation.

### Above level:

- After children have completed Exercise 4, put children into pairs and ask them to write two or three more sentences for the conversation using the target language.
- Ask two or three pairs to read out their extended dialogue for the class.
- After children have completed Exercise 5, tell them to write a similar paragraph about themselves and what they will and won't do when they grow up.
- Monitor as children are writing and write any incorrect sentences on the board.
- Have children swap their text with another child and check the correct use of *will* and *won't*. Correct the sentences on the board with the whole class.
- After Exercise 6, ask children to think of one more word for each vowel sound and spelling. They can look through the Student Book to help them find the correct words.
- Elicit the words and write the words on the board.
- Check the words with the class.

#### ANSWERS

1. au 2. or 3. aw 4. or 5. er 6. or

### Further practice

Workbook pages 78 & 79

Writing portfolio 3 worksheet, Teacher's Resource Center

Progress test 3, Teacher's Resource Center

Skills test 3, Teacher's Resource Center

Online Practice • Review 3

**10 I've printed my homework**

**Lesson One Words**

**1 Listen, point, and repeat.**  85



**2 Listen and read.**  86



80 Unit 10 - Computers

## Lesson One SB page 80

### Words

#### Learning outcomes

To identify words for talking about computers

To understand a short story

#### Language

Core: *printer, screen, mouse, log on, speakers, click on, save a document, memory stick, search the Internet*

Extra: *mess, alphabetical*

#### Materials

CD  85–86; Computers flashcards 108–116

### Warmer

- Write these letters on the board:  
**SAGIRDTLMVQHYNBCEOPUW**
- Review the words from the previous unit. Point to letters *a-d-v-e-r-t-i-s-e-m-e-n-t* one by one, and write *advertisement* on the board.
- Ask children to find more audio-visual entertainment words in the letters. If children find it difficult, mime words or give clues to help (possible words are: *radio, news, documentary, advertisement, TV, cellphone*).

### Lead-in

- Tell children they are going to learn new words for talking about computers. Use the *Computers* flashcards 108–116 to introduce the vocabulary. Hold up the cards and ask *What's this?* Try to elicit the words, but model any words children don't know.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.
- Ask comprehension questions, e.g. *Where can you hear the sound? What part of a computer do you look at?*

### 1 Listen, point, and repeat. 85

- Ask children to open their books and look at the pictures and words. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat chorally.
- Ask individual children to say the words for the class.

#### Differentiation

##### Below level:

- Review the vocabulary words again. Show the flashcards again, and ask children to call out the words. Then line the flashcards up on the chalk rail and write the words in random order above them. Ask a child to draw a line, matching one word to its flashcard. Repeat for the other words.

##### At level:

- Play *Teacher can't remember* (see page 8) using the new words.

##### Above level:

- Change the game to *Student can't remember*. Ask a student to come to the front and play the teacher's role. Monitor and help as needed.

### 2 Listen and read. 86

- Focus attention on the story. Ask questions about each frame, e.g. *What have Holly and Max finished doing? What does Mom ask them to do? Who has cleaned the cupboards? Do Max and Holly want to play now?*
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. *What have Holly and Max finished doing? What does Mom ask them to do? Who has cleaned the cupboards? Do Max and Holly want to play now?*
- Play the recording a second time for children to follow.
- Ask children to find the word from Exercise 1 that appears in the story (*printer*).

#### Further practice

Workbook page 80

Values 4 worksheets, Units 10–12, Teacher's Resource Center

Online Practice • Unit 10 • Words

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.  [Interactive Worksheet 9 page 135](#)

**Present perfect: affirmative**

We've **finished** our homework.  
He's **put** the books on the shelves.  
You've **made** a mess.

Use the **present perfect** for actions in the past that are still true now.  
*I've cleaned* my room.  
This means the room is clean now.

Present perfect = **have / has + past participle** (ppp)  
Regular past participles = **printed, saved, logged off**  
Irregular past participles = **make – made, put – put**



3 Underline **have / has** and circle the past participle.

1 We've **saved** our documents. 2 He's **made** a mess.  
3 I've **put** the speakers on the shelf. 4 She has **printed** her homework.

4 Write.

Tom Can we play with our friends outside now?  
Mom Have you finished everything?  
Tom Yes, I've **finished** (finish) my homework and I **printed** it.  
Mom What about Sophie?  
Tom She **saved** (save) hers on a memory stick.  
Sophie And we **logged off** (log off) and we **turned off** (turn off) the printer.  
Mom Very good. You can go outside and play now.



 [Complete Grammar Time Exercise 1 on page 132 of Workbook](#)  **Present perfect: affirmative** **Unit 10** **81**

## Lesson Two

SB page 81

### Grammar 1

#### Learning outcomes

To learn the present perfect (affirmative)

To complete sentences with the correct form of the present perfect (affirmative)

To act out a story

#### Language

Core: *We've finished our homework. He's put the books on the shelves. You've made a mess.*

#### Materials

CD  86; Computers flashcards 108–116

#### Warmer

- With books closed, ask children who was in the story in the previous lesson.
- Ask about the story. Ask *What has Holly finished? What does Mom ask them to do? Who cleaned the cupboards? Who put the books in alphabetical order?*
- Children can check their answers on page 80.

#### 1 Listen to the story again and repeat. Act. 86

- Play the recording, pausing for children to repeat.
- Divide the class into groups of three to play Mom, Max, and Holly.
- As a class, decide on the actions for the story.
- Play the recording again. Children say their lines and mime.
- Let children practice acting out the story. Then ask one or two groups to act for the class.

#### 2 Read and learn.

- Look at the picture and the examples in the grammar boxes. Ask children to identify the present perfect in each sentence.
- Read the rule aloud. Give children a minute to study the rule and the regular and irregular past participles.
- Ask them to say more examples of sentences in the present perfect. Write correct sentences on the board. Children repeat chorally.

#### 3 Underline **have / has** and circle the past participle.

- Look at the example together. Check that children know to underline *have* or *has* and circle the past participle. Then they do the exercise individually.

#### Differentiation

##### Below level:

- Bingo (see page 9) to review past participles. Write a list of known verbs on the board. Children write verbs in their grids. Say the past participles in random order. Children check against their grids.

##### At level:

- Play *Cross the river* (see page 8), but use verbs. Say a verb. Ask children to form the past participle.

##### Above level:

- In pairs, ask children to think of more verbs they know.
- Ask them to make a chart with two columns, for the root form of the verb and for the past participle.
- Make it a game by giving one point for each correct regular verb and two points for irregular verbs. Monitor and help as needed.

#### ANSWERS

1. ve **saved** 2. s **made** 3. ve **put** 4. has **printed**

#### 4 Write.

- Focus on the example and check that children understand the exercise.
- Let children complete the exercise, then check answers.
- Ask three children to read out the completed dialogue.

#### ANSWERS

1. **'ve finished** 2. **'ve printed** 3. **'s saved**  
4. **'ve logged off** 5. **'ve turned off**

**NOTE:** Now go to Workbook page 132. Children practice the grammar structure before doing Workbook page 81.

#### Further practice

Grammar Time, Workbook page 132

Workbook page 81

Online Practice • Unit 10 • Grammar 1

**Lesson Three Grammar 2 and Song**

**1 Read and learn.**

**Present perfect: questions, answers, and negatives**

Have you **seen** my new speakers?  
No, I **haven't**. Please show me.  
Has she **done** her homework?  
Yes, she **has**. But she **haven't** printed the document.

see - **seen** (pp)  
do - **done** (pp)

**2 Speaking** Ask and answer.

**3 Now write about what Ryan has and hasn't done.**  
He has cleaned his room and ...

**4 Listen and sing.**

**I've really tried!**

I've tried to print my work.  
I've turned the printer on.  
There's paper in the printer.  
But something's wrong.  
Have you saved your work  
On a memory stick?  
Have you moved the mouse  
And remembered to click?

You haven't checked the printer.  
It needs more ink.  
Look at the ink button.  
Can you see it blink?  
I tried to print my work.  
But something was wrong.  
There wasn't any ink.  
And that was what was wrong.

82 Unit 10 Present perfect: questions, answers, and negatives Complete Grammar Time Exercise 3 on page 132 of Workbook 4.

## Lesson Three SB page 82

### Grammar 2 and Song

#### Learning outcomes

To learn the present perfect: questions, answers, and negatives

To use the present perfect in the context of a song

#### Language

Core: *Have you seen my new speakers? No, I haven't. Please show me. Has she done her homework? Yes, she has. But she hasn't printed the document.*

Extra: *chore, wrong, click, check, ink, button, blink*

#### Materials

CD 87; Computers flashcards 108–116

#### Warmer

- Give flashcards *save a document* and *search the Internet* to two children.
- Each child shows his / her flashcard. Ask child 1 *Have you saved a document?* Nod your head and elicit *Yes, I have.*
- Ask child 2 *Have you searched the Internet?* Shake your head and elicit *No, I haven't.*
- Children give their flashcards to two more children and ask them the questions, eliciting *Yes* or *No* as before.
- Repeat with different children.

#### 1 Read and learn.

- Focus children's attention on the grammar box and ask them to identify examples of present perfect questions, answers, and negative forms.
- Read the examples of *do* and *see* to the class.
- Give children a minute to study the different forms silently.
- Write *print*, *put*, *finish*, and *make* on the board. Ask children to make questions using the correct forms of the verbs. Write correct questions on the board for the class to repeat.

#### 2 Ask and answer.

- Point to the list. Read the examples on the board together. Ask two children to read the speech bubbles aloud.
- Ask children to tell you how to complete the exercise.
- Children do the exercise in pairs. Monitor and help where necessary.

#### Differentiation

##### Below level:

- Look at the list of Ryan's chores together. Ask children to tell you the verbs. Elicit the past participle of each. Then practice the question and answer with children. When children are more confident, put them in pairs to ask and answer on their own. Monitor and help as needed.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, have them make a list of the chores they do at home. Switch partners. Ask and answer again.

#### 3 Now write about what Ryan has and hasn't done.

- Tell children to write sentences about Ryan, based on the questions and answers in Exercise 2.
- Look at the example together. Then children do the exercise individually.

#### ANSWERS

He has cleaned his room. He has done his homework. He hasn't washed the dishes. He has made lunch. He hasn't put his clothes away.

#### 4 Listen and sing. 87

- Focus children's attention on the picture. Ask *What is the song about?*
- Play the whole song twice as children follow along.
- Read each line aloud for children to repeat after you.
- Play the recording several times. Children sing along.

**NOTE:** Now go to Workbook page 132. Children practice the grammar structure before doing Workbook page 82.

#### Further practice

Grammar Time, Workbook page 132

Workbook page 82

Online Practice • Unit 10 • Grammar 2 and Song

**Lesson Four Phonics and Spelling**

**1 Listen, point, and repeat.** 88

**2 Listen and read.** 89

**3 Read again. Circle the words with *ur* and underline the words with *ir*.**

**4 Complete the words with *ur* or *ir*.**

**ANSWERS**

**ur:** Thursday, hurt, nurse, purple, curtains  
**ir:** girl, birthday, first, skirt, shirt, circles, birds

## Lesson Four SB page 83

### Phonics and Spelling

#### Learning outcomes

To learn that words spelled with *ur* and *ir* sound the same (3:1)

To identify this sound in three texts

To match this sound to specific words

#### Language

Core: *hurt, Thursday, nurse, curtains, circle, girl, shirt, bird*

#### Materials

CD 88–89; Phonics cards 37–38 (*hurt, circle*), paper and colored pencils (optional)

#### Warmer

- Hold up the phonics cards for *hurt* and *circle* one at a time and elicit the words. Repeat several times.
- Explain that in certain words where the letters *ur* and *ir* appear in the middle of a word they have the same sound.
- Put the phonics cards on different sides of the room and point to them at random. Children repeat the words.

#### 1 Listen, point, and repeat. 88

- Ask children to look at the words and pictures in their books. Play the first part of the recording. Children listen and point.
- Play the second part for children to repeat chorally.
- Play the whole recording for children to point and repeat again. Repeat as necessary.

#### 2 Listen and read. 89

- Point to the pictures. Ask children to look at the pictures. Ask *Where is the girl in picture 1? What is the girl in picture 2 wearing? What is the boy in picture 3 pointing to?*
- Tell children they are going to hear three short texts.
- Play the whole recording.
- Play the recording again, pausing after each line for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*Thursday, nurse, girl, hurt, shirt, circle, curtains, bird*).

#### 3 Read again. Circle the words with *ur* and underline the words with *ir*.

- Focus attention on the words *hurt* and *circle* in Exercise 1. Ask children to find the words in the stories.
- Ask children to find and circle the words that end with *er* and underline the words that end with *ir*.
- Look at the example together. Then children do the exercise individually.

#### ANSWERS

**ur:** Thursday, hurt, nurse, purple, curtains  
**ir:** girl, birthday, first, skirt, shirt, circles, birds

#### 4 Complete the words with *ur* or *ir*.

- Look at the example with children.
- Point to the picture of the curtains and the example. Say *curtains* and check that children know what to do.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Write *ur* and *ir* on the board. Use phonics flashcards 37–38 to review the words. Then give one card to each child. Ask him/her to put it underneath the correct letters. Then children complete the activity independently.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, put them into pairs or groups. Ask them to make a chart with two columns. Label them *ur* and *ir*. Give students 3–5 minutes to fill the chart with more words they know. Monitor and help as needed.

#### ANSWERS

1. curtains 2. Saturday 3. bird 4. skirt 5. nurse  
6. circles 7. first 8. shirt

#### Further practice

Workbook page 82

Online Practice • Unit 10 • Phonics and Spelling

**Skills Time!**

**Lesson Five**

1 Look at the email. What is it about?
2 Listen and read.

**What is an email?**

An email is a message sent from one computer to another.

How to send an email:

- 1 First, use your mouse and click on To. Type the person's email address.
- 2 Now click on Subject and write what the email is about.
- 3 Write your message.
- 4 You can also send photos with your email.
- 5 Finally, click on Send to send your message to your friend.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

type the email address subject attach a photo  
send a message click on

4 Read again and match.

1 You write the person's email address here.

2 You write what the email is about here.

3 You send your message by clicking on this.

4 You add pictures with this.

SB 84 Unit 10: Words in context: sending emails Reading: online instructions

## Lesson Five SB page 84

### Skills Time!

#### Skills development

Reading: read and understand online instructions on how to send an email; identify words and their meanings in a text; check the meanings of words in a dictionary; match sentences and pictures

#### Language

Core: *type the email address, subject, attach a photo, send a message, click on*

Recycled: vocabulary and structures seen previously

Extra: *message, bowling, look forward to, afterwards*

#### Materials

CD 87, 90; paper and colored pencils (optional)

#### Warmer 87

- Sing *I've really tried!* from Lesson 3 to energize the class.

#### Lead-in

- With books closed, write on the board: *email, Internet*. Ask children to guess what these words relate to (*computers*).
- Ask *Who likes sending emails?* Find out which children have an email address (if any).

#### 1 Look at the email. What is it about?

- Point to the email in Exercise 2. Establish that there are two emails. Ask who they are from (*Lucy and Kate*).
- Explain that the first email (the lower one) came from Kate. When Lucy replied, her email appeared above Kate's.

- Ask children to read silently. Answer any questions, then ask two children to read out the emails.
- Ask comprehension questions to find out what the emails are about.

#### 2 Listen and read. 90

- Tell children they are going to read and hear the description of an email followed by an email exchange between two friends.
- Play the whole recording. Children follow along.
- Play the recording again, pausing regularly. Ask children what the texts are about, and answer any questions they have.
- Ask comprehension questions, e.g. *What do you use a mouse for? How do you check your spelling?*

#### 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether they were correct or find meanings for words they don't know.
- Go through the meanings of the words together.

#### Differentiation

##### Below level:

- Ask children to read the instructions again. Give each child a piece of paper and colored pencils. Ask them to draw a simple picture for each instruction. Monitor and help as needed. Display children's work around the classroom.

##### At level:

- Write the following words on the board in this order: *click on Send (6) / spellchecker (4 / 5) / type the message (3) / attach a photo (4 / 5) / type the email address (1) / click on Subject (2)*. Establish that these stages of writing an email are in the wrong order. In pairs, children put them in order.

##### Above level:

- After children finish, ask children what they think Kate says next. Put children into pairs. Tell them to imagine they are Kate and write a reply to Lucy. Monitor and help as needed. If time permits, children can read their emails to the class.

#### 4 Read again and match.

- Ask children to read the sentences silently. Explain that they have to match the sentences with the pictures.
- Let children complete the exercise, then check answers.

#### ANSWERS

1. b 2. c 3. a 4. d

#### Further practice

Workbook page 83

Unit 10 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 10 • Reading

**Listening**

**1 Listen and number.** 

**2 Listen again and write D (Danny), K (Kate), or M (May).**

**3 Ask and answer about a party you went to.**

**4 Look at the sentences. Write S (subject), V (verb), and O (object).**

**Lesson Six**



**When was the party?**  
When was the party?  
It was last week.

**Complete the writing tasks on pages 84–85 of the Workbook.**

**84–85**

## Lesson Six SB page 85

### Skills Time!

#### Skills development

Listening: identify what children do at parties

Speaking: ask and answer questions about parties and celebrations

Writing: parts of speech: subject, object, verb

#### Language

Recycled: vocabulary and structures seen previously

Extra: *dining room, character, fast, drawings*

#### Materials

CD  91; Computers flashcards 108–116

### Warmer

- Play *Listen, point, and say* (see page 8) with the Lesson 5 words.

### Lead-in

- Ask children to tell you what they like to do at parties.
- Elicit as many examples as possible and write them on the board (*sing, dance, talk with friends, play games, give gifts, etc.*).

### 1 Listen and number. 91

- Tell the class they are going to hear three children talking about their birthday parties.
- Play the whole recording.

- Play the recording again, pausing after each dialogue for children to number the pictures as they hear them.

#### ANSWERS

**1 b 2 c 3 a**

### 2 Listen again and write D (Danny), K (Kate), or M (May).

- Ask children to look at the exercise and tell you what they have to do.
- Play the recording again, pausing after each dialogue for children to read the sentence and write D, K, or M.

#### Differentiation

##### Below level:

- Turn the statements into comprehension questions, e.g. *Who blew out the candles at her party?* Ask the children and elicit answers. Play the recording again, if necessary. Then students complete the activity independently.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them to be one of the three children in the recording. Ask them to write everything they know about that person. Then write three sentences for things they would like to ask. Use the sentences on page 85 as models. Monitor and help as needed. If time permits, children can share their work with the class.

#### ANSWERS

**1. K 2. D 3. M 4. M 5. K 6. D**

### 3 Ask and answer about a party you went to.

- Explain that children are going to ask each other questions about a party they recently went to. Ask two children to read the speech bubbles aloud.
- In pairs, children take turns to ask questions about what they did at the party.
- Ask a few pairs to demonstrate in front of the class.

### 4 Look at the sentences. Write S (subject), V (verb), and O (object).

- Read the rules and check understanding. Write the example on the board and go through it with the class.
- If necessary, do one or two examples with the class.
- Let children complete the exercise, then check answers.

#### ANSWERS

**1 Beth (S) types (V) her homework (O).  
2 Rita (S) makes (V) photo albums (O).  
3 Dan (S) is playing (V) computer games (O).**

#### Further practice

Workbook pages 84–85 (children write about how they use computers)

Unit 10 test, Teacher's Resource Center

Online Practice • Unit 10 • Listening, Speaking, and Writing

# Fluency Time!

4

**Fluency Time! 4**

**Everyday English**

**1 Watch and listen. Read and say.**  

**2 Watch and listen. Write T (true) or F (false).**  

**3 Speaking** Talk with your friend.

86 Fluency Time! 4 - Choosing TV shows

## Everyday English

SB page 86

### Learning outcomes

To learn some useful language for choosing TV shows

### Language

What's on TV?; I can't stand...; Let's change the channel;  
Pass me...; That's a great idea.

### Materials

CD  92–93;  Fluency DVD Fluency Time! 4; a few TV guides (optional)

### Warmer

- Tell children they are going to learn some useful language for choosing TV shows. Ask what words they know for TV shows. Write their answers on the board. Teach the phrase *can't stand* and ask the children which TV shows they love / like / don't like / can't stand.
- Teach the phrase *What's on TV?* If you have brought TV guides to class, hand them out and ask *What's on TV (at six o'clock on Monday)?* The children find the correct day and time in a TV guide and answer, e.g. *A (documentary). I (like documentaries).*
- Teach the phrases *Let's change the channel.* and *Pass me the (remote control / TV guide).*

### 1 Watch and listen. Read and say. 92

- Focus on the photos. Ask children to say where the children are (*in the living room*), what they are doing, and how they feel.
- Play the DVD. Children follow along.
- Play the DVD again, pausing if necessary. Children say the dialogue along with the DVD. Children practice the dialogue in pairs.
- Invite pairs of children to act for the class.

### 2 Watch and listen. Write T (true) or F (false). 93

- Focus on the sentences. Explain that children should listen and decide whether each sentence is true or false.
- Play the first part of the DVD. Focus on the example. Then play it all the way through for children to listen and complete the activity.
- Ask children to read and say if the sentence is true or false. If false, ask children to make the sentence negative and correct it, e.g. *Anna and Tom don't love advertisements. They can't stand advertisements.*

### ANSWERS

1. F 2. T 3. F 4. T

### 3 Talk with your friend.

- In pairs, children make some dialogues of their own.
- Ask two children to read the example dialogue.
- In pairs, children read the dialogue. Then choose shows from the word box to make new dialogues.

### Differentiation

#### Below level:

- Break the dialogue up into three shorter exchanges. Have children practice the first exchange a few times, then the second and third ones. Encourage children to use the types of TV shows in the word box. Make sure children switch roles for even practice.

#### At level:

- Children complete the activity.

#### Above level:

- Extend the activity by asking children to choose one of the kinds of TV shows. Include *Why do / don't you like (cycling)? / I think it's (boring).* Monitor and help as needed

### Further practice

Workbook page 86

Fluency Time! 4,  Fluency DVD

Online Practice • Fluency Time! 4



## Craft SB page 87

### Learning outcomes

To make a TV

To discuss and choose TV shows

### Language

*What's on TV?; I can't stand...; Let's change the channel;  
Pass me...; That's a great idea.; This is better; I love this show;  
Let's turn on the TV.*

### Materials

Fluency DVD Fluency Time! 4; Fluency Craft 4 (see Teacher's Resource Center) (one set of templates for each child, photocopied onto strong paper or thin cardboard if possible); completed TV; colored pencils and scissors for each group

### 1 Watch the story again. Act.

- Focus on the story in Exercise 1 page 86. Ask children what they remember.
- Play Fluency DVD Fluency Time! 4 Everyday English. If you don't have time, read the dialogue on page 86.
- Ask pairs of children to act out the dialogue. Encourage them to use different TV shows to make variations.

### 2 Make a TV.

- Focus on the pictures. Ask children what the child is doing (*making a TV and a remote control*).
- Ask *What do you need to make the TV?* to elicit *colored pencils, scissors*.

- Divide the class into groups. Give each child copies of the TV, remote control, and show templates (see Fluency Craft 4, Teacher's Resource Center).
- If you have not photocopied the templates onto thin cardboard, you could ask children to glue them onto it, to make sliding the shows easier and prevent tearing.
- Use the pictures and instructions to help children make their TVs. Demonstrate with your own completed TV and check understanding.
- Move around the class asking questions, e.g. *What show is this? Do you like (documentaries)?*

**NOTE:** If you do not have enough time, ask children to draw their TV outlines on a piece of strong paper or thin cardboard. Then draw screens to stick onto the TV. They can draw and cut out a remote control.

### 3 Ask and answer with your friend.

- Focus on the photo. Tell the children they are going to use their TVs and act out dialogues.
- Ask two children to read the example dialogue.
- In pairs, children discuss their preferences and choose a TV show to watch.
- Encourage children to add language, e.g. *Do you like (scary movies)? I always watch (the news).*

### Differentiation

#### Below level:

- Have children hold up their TVs. Review the TV shows with them. Say *cartoons*. Children slide in that show. Repeat with the other shows.

#### At level:

- Children complete the activity.

#### Above level:

- Tell children to draw their favorite TV show. Then children talk about it. Put these questions on the board as prompts: *What is the show's name? What kind of show is it? When is it on? What channel is it on?*

### Watch the DVD!

- Play Fluency DVD Fluency Time! 4 Everyday English again to review the language of the lessons.
- The children can now complete the DVD Practice page in the Workbook (WB page 87). Play each DVD scene again for the children to complete the activities.

### Further practice

#### Workbook page 87

#### Skills test 4 Fluency Time!, Teacher's Resource Center

#### Fluency Time! 4, Fluency DVD

#### Online Practice • Fluency Time! 4

**11 Have you ever been ... ?**

**Lesson One Words**

**1 Listen, point, and repeat.**  94

town ocean volcano village oasis  
rainforest capital city desert island cave

**2 Listen and read.**  94

1 Teacher: Today, we have a special guest. This is Mat Jones and he lives in our town, but he has been somewhere very exciting. Let's see if you can guess where. Who wants to ask the first question?  
2 Mat: Have you ever been to space?  
Amy: No, I've never been to space.  
Mat: Amy: Have you been to the bottom of the ocean?  
Mat: No, I haven't.  
3 Girl: What about mountains? Have you ever climbed a really high one?  
Mat: Yes, I have. But I usually climb a special type of mountain. The mountains I climb get taller as you go up!  
4 Mat: I know! Have you climbed a volcano?  
Mat: Yes, that's right! Here is a photo of the top of a volcano. It was dangerous, so I had to be very careful!

88 Unit 11 Places

## Lesson One SB page 88

### Words

#### Learning outcomes

To identify words for places

To understand a short story

#### Language

Core: town, ocean, volcano, village, oasis, rainforest, capital city, desert, island, cave

Extra: guest

#### Materials

CD  94–95; Computers flashcards 108–116; Places flashcards 117–126; Values 4 poster (Teacher's Resource Pack) (optional)

### Warmer

- Play *Where was it?* (see page 9) with the Computers flashcards to review the words from the previous unit.

### Lead-in

- Tell children they are going to learn new words for places. Introduce the vocabulary using *Places* flashcards 117–126. Hold up the cards and ask *What's this?* Try to elicit the words, but model unknown words.
- Say the words for children to repeat.

- Hold up the flashcards in a different order and repeat.
- If possible, ask children to give names for some of the places, e.g. *London* for a capital city, *the Atlantic* for an ocean, a local town or village, etc.

### 1 Listen, point, and repeat. 94

- Ask children to open their books and look at the pictures and words. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat chorally.
- Ask individual children to say the words for the class.

#### Differentiation

##### Below level:

- Play *Do it!* (see page 9) using the new vocabulary.

##### At level:

- Play *Whispers* (see page 8). Repeat with all of the new words.

##### Above level:

- Play the "at level" game, but the final child must say and spell the word.

### 2 Listen and read. 95

- Focus children's attention on the story. Ask questions about each frame. Ask *Where are the children? Who do you think the man is? Where has he been? What is he talking about?* Encourage predictions.
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. *Has the man been to space? What is he showing the children?*
- Play the recording again for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*town, ocean, volcano*).

#### Further practice

Workbook page 88

Online Practice • Unit 11 • Words

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

**Present perfect: ever**

Has he **ever** been to a desert?  
No, he hasn't.  
Has he **ever** climbed a volcano?  
Yes, he has.

Have you ever been to space?  
No, I haven't.

Use **Have you ever...?** to mean **in your life up to now**. **go = been (pp)**

3 Write. **some mountains a desert an oasis space**

1  Have you ever been to a desert?  
Yes, I have.  
2  Yes, I have.  
3  No, I haven't.  
4  No, I haven't.

Speaking Ask and answer with your friends.

a rainforest a desert the ocean an airport  
space a cave some mountains a volcano

Have you ever been to...?  
Yes, I have. / No, I haven't.

© Complete Grammar Time Exercise 1 on page 133 of Workbook 5. **Present perfect: ever** Unit 11 **84**

## Lesson Two SB page 89

### Grammar 1

#### Learning outcomes

To learn the present perfect with **ever**

To ask and answer present perfect questions with **ever**

To act out a story

#### Language

Core: Has he ever been to a desert? No, he hasn't. Has he ever climbed a volcano? Yes, he has.

#### Materials

CD 95; Places flashcards 117–126;

#### Warmer

- With books closed, ask children who was in the last story.
- Ask questions, e.g. *Who came to the class? Where has he been?*

#### 1 Listen to the story again and repeat. Act. 95

- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play Teacher, Mat, Max, Amy, and Girl.
- As a class, decide on the actions.
- Play the recording again. Children say their lines and mime.
- Let children practice acting out the story, then ask one or two groups to act for the class.

### 2 Read and learn.

- Focus children's attention on the picture and the examples in the grammar boxes. Ask children to identify the present perfect tense in each sentence.
- Ask two children to read the speech bubbles aloud.
- Read the rule to the class. Give children a minute to study it and the regular and irregular past participles.
- Ask children to make sentences using *Have you ever...?* Write them on the board. The class repeats chorally.

### 3 Write.

- Look at the example together. Check that they understand they have to write questions for each picture using the words in the word box.
- Let children do the exercise, then check answers.

#### ANSWERS

- 1 Have you ever been to a desert?
- 2 Have you ever been to space?
- 3 Have you ever been to an oasis?
- 4 Have you ever been to / climbed some mountains?

### 4 Ask and answer with your friends.

- Go through the words in the word box with the class.
- Ask two children to read the speech bubbles to the class with an example from the word box.
- Check understanding. In pairs, children do the exercise.
- Ask some pairs to ask and answer for the class.

#### Differentiation

##### Below level:

- Review the grammar box. Ask questions with *Have you ever been to...?* Elicit yes or no responses. Review the vocabulary. In pairs, children complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them to add more places to the box, e.g. *Paris, a hotel, an amusement park, a lake*, etc.

**NOTE:** Now go to Workbook page 133. Children practice the grammar structure before doing Workbook page 89.

#### Further practice

Grammar Time, Workbook page 133

Workbook page 89

Online Practice • Unit 11 • Grammar 1

**Lesson Three Grammar 2 and Song**

**1 Read and learn.**

**Present perfect: never**

I've **never** seen a volcano.  
She's **never** been to the bottom of the ocean.  
We've **never** fallen in the mountains.

Use **never** to talk about things you **have not done** in your life **up to now**.

see – **seen** (pp)  
go – **been** (pp)  
fall – **fallen** (pp)

**2 Speaking** Choose a person. Ask and answer.

	Dave	Alice	Dom	Libby
climbed a mountain	✓	✓	✗	✓
been to space	✓	✗	✓	✓
been to a desert	✓	✓	✓	✗
seen gorillas in a rainforest	✗	✗	✓	✓

This person has climbed a mountain and been to the desert, but has never been to space or seen gorillas in a rainforest. It's Alice!

**3 Now write sentences about what the people have and have never done.**

**4 Listen and sing.**

**One day soon**

I've never been to the moon,  
Or been in a balloon.  
But maybe, maybe,  
I will one day soon.

I've never played in the snow,  
Or seen a volcano.  
But maybe, maybe,  
One day I will go.



I've never been to France,  
Or seen a monkey dance.  
But maybe, maybe,  
I will get the chance.

90
Unit 11 Present perfect: never
SB page 90
CD Complete Grammar Time Exercise 2 on page 133 of Workbook 5.

## Lesson Three

SB page 90

### Grammar 2 and Song

#### Learning outcomes

To learn the present perfect with *never*

To use the present perfect with *never* in the context of a song

#### Language

Core: *I've never seen a volcano. She's never been to the bottom of the ocean. We've never fallen in the mountains.*

Extra: *gorilla, maybe, chance*

#### Materials

CD 96; Places flashcards 117–126

#### Warmer

- Play *Quick flash* (see page 8) to review the Lesson 1 words.

#### Lead-in

- Hand out the *Places* flashcards (except *oasis, town*, and *village*) to the class.
- Hold up the *oasis* flashcard. Say *I've never been to an oasis.*
- Ask a child to hold up his / her flashcard and say a sentence using *never*, e.g. *I've never been to a capital city.* It doesn't matter if the sentence is true or not.
- Repeat with different children around the class.

#### 1 Read and learn.

- Focus on the grammar box and ask children to identify examples of present perfect sentences with *never*.
- Read the rules and the examples to the class.
- Give children a minute to study the rule silently. Then ask children to say new sentences with the verbs *see, go, fall, do, make*, etc. Write correct sentences on the board for children to repeat chorally.

#### 2 Choose a person. Ask and answer.

- Point to the chart. Go through the phrases in the left column with the class.
- Ask two children to read the speech bubbles aloud.
- Let children do the exercise in pairs, then ask some of them to ask and answer for the class.

#### 3 Now write sentences about what the people have and have never done.

- Tell children to write sentences about the people based on the questions and answers in Exercise 2.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Look at the chart in Exercise 2 together. Ask children questions about the pictures, e.g. *Who has / has never climbed a mountain?* Elicit full sentences. Help as needed. In pairs, children work together to write some sentences.

##### At level:

- In pairs, children write two sentences about themselves using the present perfect. One must be true and the other false. Children take turns to read their sentences to their partner. If their partner thinks they are telling the truth, they call out *True!* If they don't, they call out *False!*

##### Above level:

- After children finish, have them write sentences about themselves using *never*. Use the phrases in the chart or their own ideas. If time permits, children can share with the class.

#### 4 Listen and sing.



96

- Focus children's attention on the picture. Ask *What is the song about?*

- Play the whole song twice as children follow along.
- Read each line of the song aloud for children to repeat.
- Play the recording several times. Children sing along.

**NOTE:** Now go to Workbook page 133. Children practice the grammar structure before doing Workbook page 90.

#### Further practice

Grammar Time, Workbook page 133

Workbook page 90

Online Practice • Unit 11 • Grammar 2 and Song

**Lesson Four Phonics and Spelling**

**1 Listen, point, and repeat.**  

**2 Listen and read.**  

**3 Read again. Circle the words with ea and underline the words with e.**

**4 Match and write.**

**Answers**  
ea: feathers, head, bread, heavy  
e: red, help, tent, spend, present, Fred

**4 Match and write.**

**Answers**  
1. bread 2. present 3. spend 4. heavy 5. feather 6. head

## Lesson Four SB page 91

### Phonics and Spelling

#### Learning outcomes

To learn that words spelled with ea and e sound the same (/e/)

To identify these spellings in three texts

To match this sound to specific words

#### Language

Core: feather, bread, head, heavy, spend, tent, present, help

#### Materials

CD  97–98; Phonics cards 37–38 (hurt, circle); Phonics cards 39–40 (feather, spend)

#### Warmer

- Hold up the phonics cards for feather and spend. Elicit the words. Repeat several times.
- Explain that sometimes when the letters ea and e appear in the middle of a word, they have the same sound.
- Put the cards on different sides of the room and point to them at random. Children repeat the words.

#### 1 Listen, point, and repeat. 97

- Ask children to look at the words and pictures in their books. Tell them they are going to hear different words.
- Play the first part of the recording. Children listen and point.
- Play the second part. Children repeat chorally.
- Play the whole recording. Children point and repeat again. Repeat as necessary.

#### 2 Listen and read. 98

- Point to the pictures. Ask *What is the boy wearing in picture 1? What are the girls carrying in picture 2? What is the boy buying in picture 3?*
- Tell children they are going to hear three short texts.
- Play the whole recording once. Play the recording again, pausing for children to repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (feather, head, bread, heavy, tent, present).

#### 3 Read again. Circle the words with ea and underline the words with e.

- Focus attention on the words feather and spend in Exercise 1. Ask children to find the words in the texts.
- Ask children to find and circle the words with ea and underline the words with e.

#### Answers

ea: feathers, head, bread, heavy  
e: red, help, tent, spend, present, Fred

#### 4 Match and write.

- Point to the picture of bread and the example. Say *bread* and check that children understand the exercise.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Use the phonics flashcards to review the words. Put the cards in random order along the chalk rail. Make three columns on the board and write ea and e on the top. Ask children to come to the front and sort out the words.

##### At level:

- Play *What do I have* (see page 9) using the phonics cards. Have confident students take turns running the game.

##### Above level:

- Do the “at level” activity. After each word, children spell it. If time permits, children can also make up a sentence for each word.

#### Answers

1. bread 2. present 3. spend 4. heavy 5. feather 6. head

#### Further practice

Workbook page 91

Online Practice • Unit 11 • Phonics and Spelling

## Skills Time!

### Lesson Five

#### Reading

1 Look at the photographs. What are the men doing?

2 Listen and read.  99

### Everest Expeditions

Mount Everest is the highest mountain in the world. It is named after George Everest, the first person to record its location and height.

The first people to climb to the top of Mount Everest were Sir Edmund Hillary and Tenzing Norgay.

Tenzing was a mountain climber from Nepal and Hillary was an explorer from New Zealand. They were part of a large expedition including 360 porters and 20 guides.

The expedition started in March 1953. It took the team many weeks to get close to the top of the mountain. Some of the climbers had to give up when their equipment didn't work and they couldn't get enough oxygen, but Hillary and Tenzing continued the expedition.

There was heavy snow and freezing winds, but by May 28th, Hillary and Tenzing were near the summit. They slept in a tent that night.

The next morning, Hillary's boots were frozen solid outside the tent. It took two hours to melt the ice and get the boots warm. Hillary and Tenzing climbed the last part of the mountain. They used ice axes to pull themselves up the icy rocks. On May 29th, they reached the summit. They stood on the highest point on Earth. Then Hillary took some photos and they buried some chocolates in the snow for future climbers. They only stayed at the top of Everest for about 15 minutes, because it was difficult to breathe. There isn't much oxygen at 29,028 feet!

Since then, many people have climbed Mount Everest. The oldest person to reach the summit was Yuichiro Miura, from Japan. He was 80 years old. The youngest person was Jordan Romero, from the USA. He was 13.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

location height oxygen expedition summit equipment frozen melt

4 Read again and put the sentences in the correct order.

- a Hillary and Tenzing slept in a tent near the summit.
- b A large expedition team started to climb Everest.
- c Hillary and Tenzing buried chocolates in the snow.
- d Hillary and Tenzing climbed the last part of the mountain.
- e Some of the climbers gave up.



Unit 11 Words in context: Everest Expeditions Reading: an account

## Lesson Five SB page 92

### Skills Time!

#### Skills development

Reading: read and understand an account about an expedition; identify words and their meanings in a text; check the meanings of words in a dictionary; number sentences in the correct order

#### Language

Core: location, height, oxygen, expedition, summit, equipment, frozen, melt

Recycled: vocabulary and structures seen previously

Extra: hidden, rocky, desert, capital city, explorer, wonder (n)

#### Materials

CD  99

#### Warmer

- Ask the class if they can name any famous people who have gone on difficult journeys. Explain that a difficult journey to a place which is hard to get to is called an *expedition*.
- If possible, bring in some photos of famous explorers that children might know (Christopher Columbus, Ferdinand Magellan, Marco Polo, etc.). Tell children these people were explorers.
- Elicit information about the explorers from the class and write notes on the board, e.g. *Marco Polo was from Italy. He was the first European man to visit China.*

#### 1 Look at the photographs. What are the men doing?

- Point to the photographs. Ask children who they think the people are and what they are doing.
- Ask children what the people are famous for. See if children can guess that all of these people have climbed Mount Everest.

#### 2 Listen and read. 99

- Play the recording. Children listen and follow along. Then play it a second time and answer any questions.
- Ask comprehension questions, e.g. *Who were the first people to climb Mount Everest? Why did some of the climbers give up?*

#### 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Children read the list and underline the words.
- Encourage children to guess the meanings of the words by looking at the surrounding text.
- Children look up the words in the Dictionary to check if they were correct or find meanings for any words they don't know.

#### 4 Read again and put the sentences in the correct order.

- Tell children the sentences are in the wrong order. Look at the example with the children.
- Tell children to look at the text and number the remaining sentences.
- Invite children to read the sentences in the correct order. As an extension, ask children to use their sentences to describe Hillary and Tenzing's expedition, adding more information from the text.

#### Differentiation

##### Below level:

- Play *Order the letters* with the words in Exercise 3. Write the scrambled letters on the board, and call individual children to the board to unscramble them. Make it a game by dividing the children into two teams. Give each team the same word. Award one point to the child who unscrambles it first.

##### At level:

- In pairs, children think of one question about the text. Move around the class as children work. Help if necessary. Write the questions on the board, but don't write the same question twice. When all of the questions are on the board, ask children to write the answers in their notebooks. Review answers together.

##### Above level:

- After children finish, ask them to imagine they are going to interview Sir Edmund Hillary and Tenzing Norgay. Ask children to write at least three questions for them. Encourage children to use the present perfect. Monitor and help as needed.

#### ANSWERS

1. b 2. e 3. a 4. d 5. c

#### Further practice

Workbook page 92

Unit 11 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 11 • Reading

**Listening**

1 Listen and number.  100



2 Listen again and circle.

1 Hillary and Tenzing's backpacks weighed **14** / 40 kilos.  
 2 Sometimes the men had to climb walls of **snow** / ice.  
 3 Tenzing didn't know how to use **an axe** / a camera.  
 4 Hillary's friend brought **snow** / soup up the mountain for Hillary and Tenzing.

**Speaking**

3 Interview Edmund Hillary or Tenzing Norgay.

1 How many men took part in the expedition?  
 2 What did you eat?  
 3 What was the weather like?  
 4 Where did you sleep?

How many men took part in the expedition? **382 men** ...

**Writing preparation**

The **first sentence** of each paragraph tells you what the rest of the paragraph is about. It is called a **topic sentence**.

**Mount Everest** is the **highest mountain in the world**. It is named after George Everest. He was the first person to record the location and height of the mountain.

4 Read the topic sentences and match them to the correct paragraph.

1 The expedition started in March 1953.  
 2 Since then, many people have climbed Mount Everest.

The oldest person to reach the summit of the mountain was Yuichiro Miura, from Japan. He was 80 years old. ....

It took the team many weeks to get close to the top of the mountain. ....

Complete the writing tasks on pages 92–93 of the Workbook.

**ANSWERS**  
**1. 14 2. ice 3. a camera 4. soup**

**Lesson Six**

Listening, speaking, writing Unit 11 13

## Lesson Six SB page 93

### Skills Time!

#### Skills development

Listening: identify details about Hillary and Tenzing's expedition

Speaking: interview Edmund Hillary or Norgay Tenzing

Writing: topic sentences and paragraphs; write a blog entry (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

Extra: *backpacks, equipment, ice axes*

#### Materials

CD  100

### Warmer

- Write the list of words from Exercise 3 in the previous lesson on the board.
- Ask children to make up sentences using the words, e.g. *There isn't much oxygen at the summit of Mount Everest.*
- Tell the class that the child who can use the most words from the list in one sentence is the winner.

### Lead-in

- Divide the class into two teams. Write *Everest Expeditions* on the board.
- Ask children what words they remember from the factual account in Lesson 5. Write their answers on the board.

### 1 Listen and number. 100

- Tell children they are going to hear a recording describing Hillary and Tenzing's expedition. They need to listen and number the pictures in the correct order.
- Point to each picture. Ask children to say what they see and what they think is happening in each one. Pre-teach the words *backpack* and *ice axe* using the pictures.
- Play the first item on the recording. The children listen and point to the correct picture. Point out example number 1.
- Play the whole recording, pausing for children to number.

#### ANSWERS

**3, 1, 4, 2**

### 2 Listen again and circle.

- Explain that children should listen to the recording and circle the correct options to complete the sentences.
- Play the recording again, pausing for children to circle.
- Ask children to read out the completed sentences.

#### ANSWERS

**1. 14 2. ice 3. a camera 4. soup**

### 3 Interview Edmund Hillary or Tenzing Norgay.

- Ask a pair of children to read out the example exchange, giving the correct answer.
- In pairs, children take turns to pretend to be Edmund Hillary or Tenzing Norgay and to interview each other.

#### Differentiation

##### Below level:

- Have children write down the answers to the questions before they begin the interview.
- Check answers with the class.

##### At level:

- Children complete the activity.

##### Above level:

- Play the listening text again and ask children to write down one more question to ask in the interview.
- Have children take turns being the interviewer and asking the extra question.
- Ask some children to role-play their interview in front of the class.

### 4 Read the topic sentences and match them to the correct paragraph.

- Read the description of topic sentences and check that children understand.
- Turn to *Everest Expeditions* on page 90 and ask children to identify the topic sentence in each paragraph.
- Ask children to read the topic sentences and choose which paragraph they belong to.

#### ANSWERS

**1. It took the team many weeks...  
 2. The oldest person to reach the summit...**

#### Further practice

Workbook pages 92–93 (children write a diary entry)

Unit 11 test, Teacher's Resource Center

Online Practice • Unit 11 • Listening, Speaking, and Writing

# Art Time!

## Art Time!

Topic: Australian Art

1 Listen, point, and repeat.  

2 Listen and read.  

3 Read again and circle the correct word.

1 For thousands of years Aboriginals told stories through **books / art / sticks**.  
2 They painted on their bodies and on **paper / canvas / cave walls**.  
3 Color / **Codes / Rocks** in dot paintings helped people understand the stories.  
4 Aboriginals used special **symbols / paints / sticks** to keep the stories secret.

4 **Think!** Why do you think the Aboriginal stories were **secret**? Why does painting on **canvas** make it easier to see their art?

94 CEU: Art Australian Art

## Topic: Australian Art SB page 94

### Learning outcomes

To learn some useful content and language about Australian art

### Language

Core: *stick, code, symbol, secret, canvas, pattern*

Extra: *Aboriginal, pass (something) down, cave, chosen, dots, admire*

### Materials

CD  101–102; *Art Time!* flashcards 127–132

### Warmer

#### Critical Thinking

- Ask children to name the types of art they know (e.g. painting, drawing, photography). Write ideas on the board.

### Lead-in

- Tell children that they are going to learn about Australian art. Ask children to say what they know about Australia (it's a country and a continent; koalas and kangaroos live there; it's a very hot country; etc.).

### 1 Listen, point, and repeat. 101

- Ask children to look at the photos. Play the first part of the recording for children to listen and point to the photos.

- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Hand three of the flashcards (127–132) to a child. Say three of the new words in any order. Tell the child to stick the flashcards on the board in the correct order. Repeat with other children and other flashcards.

### 2 Listen and read. 102

- Play the recording for children to listen and follow the text in their Student Books. Play the recording again. Ask comprehension questions, e.g. *How long have the Aboriginals lived in Australia? How did the Aboriginal people tell stories? Why did the Aboriginals use special symbols in their pictures?*
- Ask children to say how the Aboriginals made the art shown in the pictures.

### 3 Read again and circle the correct word.

- Explain that children need to find information in the text to complete the activity. Read out the first sentence. Allow children time to look at the text and find the answer.
- Children complete the rest of the activity individually.

### Differentiation

#### Below level:

- Do the activity as a class. Read out the sentences and ask children to look at the text to find the correct words. Help children by showing them which paragraph in the text contains the answer.

#### At level:

- Children complete the activity.

#### Above level:

- Have children work in teams of four or five to write a gapped sentence based on the text. Children from each team in turn write their sentence on the board for the other teams to guess. Children from the other team look at the text and call out the missing word.

### ANSWERS

1. art 2. cave walls 3. Codes 4. symbols

### 4 Think! Why do you think the Aboriginal stories were secret? Why does painting on canvas make it easier to see their art?

#### Critical Thinking

- Ask children to say what kind of stories they think the Aboriginals told. Ask them to say what the Aboriginals painted on in the past and what they paint on now.

#### Collaboration

- Focus on the questions on page 94. Put children in pairs to discuss their answers. Have pairs report back to the class.

### Further practice

Workbook page 94

Online Practice • Art Time!

**Project**

**1 Listen and write T (true) or F (false).**  103

1 Libby is painting dots.  
2 She makes the dots with a paintbrush.  
3 Libby made the symbol for a girl.  
4 Aboriginal paintings tell a story.  
5 There will be a girl in Joke's painting.

**2 Project. Make an Aboriginal dot painting.**

**1** 

Research about Australian animals. Think of a story. Use a pencil to draw symbols and patterns to tell your story.

**2** 

Use a stick to paint your picture with colored dots. Then write your story.

**3 Present your project.**

1 What is the story about?  
2 What symbols did you use?  
3 What is your favorite part?

**Project: dot painting**

**My Aboriginal painting is a story about a turtle. It is swimming in the ocean for a long, long time. This pattern is the symbol for water and...**

**Project: dot painting**

## Project

SB page 95

### Learning outcomes

To listen and mark sentences *T* (true) or *F* (false)

To make an Aboriginal dot painting

### Language

*My Aboriginal painting is a story about a turtle. It is swimming in the ocean for a long, long time. This pattern is the symbol for water, and...*

### Materials

CD 103; *Art Time!* flashcards 127–132; card or paper; paints; sticks

### Warmer

- Stick five of the flashcards on the board. Ask children to say which flashcard is missing. Repeat with other sets of flashcards.

### 1 Listen and write *T* (true) or *F* (false).

- Explain that you are going to play a recording of a boy and a girl talking about Aboriginal paintings. Children need to decide whether each sentence is true or false.
- Play the recording once through. Play again, pausing after each answer is mentioned so that children have time to think about their answers.
- Invite children to read out the true sentences and correct the false sentences.

### ANSWERS

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

## 2 Project. Make an Aboriginal dot painting.

### Creativity

- Explain that children are going to make an Aboriginal dot painting. Ask *What do you need to make this project?* Elicit *card or paper, paints, sticks*.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Hand out sheets of paper or card (one for each child). Children can work in pairs to research Australian animals in reference books or on the Internet and to decide on their stories. Show the children the example story in Exercise 3 to show them that their stories only need to be very simple.
- Show children how to sketch their picture in pencil before adding paint dots to complete it.
- Children write stories about their paintings.

**NOTE** You can print out information about Australian animals in advance to save time in the lesson.

### Differentiation

#### Below level:

- Divide the class into small groups. Hand out information about an Australian animal to each group.
- Ask questions to each group to help them think of a story, e.g. *Where do (kangaroos) live? What do they do? Is your (kangaroo) going somewhere? Why?* Write any useful vocabulary on the board.
- Children create paintings and write stories in their groups.

#### At level:

- Children complete the activity.

#### Above level:

- Encourage children to make their stories more complex by adding additional characters and descriptions.

## 3 Present your project.

### Communication

- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed painting, or using the example in the Student Book. Talk about the painting, as in the example. Point to the animals and symbols you mention.
- Invite individual children to stand up and present their projects to the class.

### Further practice

Workbook page 95

Online Practice • *Art Time!*

**12 What's the matter?**

**Lesson One Words**

1 Listen, point, and repeat.  



2 Listen and read.  



96 Unit 12 Illness

## Lesson One SB page 96

### Words

#### Learning outcomes

To identify words for illness

To understand a short story

#### Language

Core: *a headache, feel sick, feel dizzy, a cold, a cough, an earache, a stomachache, a sore throat, take medicine*

#### Materials

CD  104–105; *Illness* flashcards 133–141

### Warmer

- Play *Simon says* ... (see page 9) to review parts of the body. Use phrases like *Point to your knee, Tap your head*.

### Lead-in

- Tell children they are going to learn some new words for talking about illness. Use the *Illness* flashcards 133–141 to elicit the vocabulary. Hold up the cards and ask *What's this?* Try to elicit the words, but model any unknown ones.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

### 1 Listen, point, and repeat. 104

- Ask children to open their books and look at the pictures and words.
- Play the first part of the recording. Children listen and point.
- Play the second part. Children repeat the words chorally. Repeat as often as necessary.
- Ask individual children to say the words for the class.

#### Differentiation

##### Below level:

- Review the vocabulary words again. Show the flashcards again, and ask children to call out the words. Then line the flashcards up on the chalk rail and write the words in random order above them. Ask a child to draw a line, matching one word to its flashcard. Repeat for the other words.

##### At level:

- Play *Teacher can't remember* (see page 8) using the new words.

##### Above level:

- Change the game to *Student can't remember*. Ask a student to come to the front and play the teacher's role. Monitor and help as needed.

### 2 Listen and read. 105

- Focus attention on the story and ask questions about each frame, e.g. *What are they doing? Where are the cupcakes?* Encourage predictions.
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. *Why hasn't Max eaten his dinner? What has Mom made to eat later?*
- Play the recording again for children to follow.
- Ask children to find words from Exercise 1 in the story (*a stomachache, a headache*).

#### Further practice

Workbook page 96

Online Practice • Unit 12 • Words

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

**Should / shouldn't**



You should drink some water.

You shouldn't eat lots of cupcakes.

Use **should** and **shouldn't** to say what is good and not good for you.

3 Write. **should** **shouldn't**

Max is ill. He has a stomachache.

1 Max should drink water.

2 He shouldn't play outside.

3 He should stay in bed.

4 He shouldn't eat candy.



4 Speaking Ask and answer.

a stomachache a cold a sore throat an earache



I have an earache.

You should / shouldn't ...

should / shouldn't Unit 12 97

Complete Grammar Time Exercise 1 on page 133 of Workbook 5.

## Lesson Two

SB page 97

### Grammar 1

#### Learning outcomes

To learn **should** and **shouldn't**

To learn how to give advice when someone is ill

To act out a story

#### Language

Core: *You should drink some water. You shouldn't eat lots of cupcakes.*

#### Materials

CD 105; Illness flashcards 133–141

#### Warmer

- With books closed, ask children who was in the story in the previous lesson.
- Ask children what happened. Ask *Who had a stomachache? Could he / she eat dinner? What did he / she eat before dinner?*

#### 1 Listen to the story again and repeat. Act.

- Play the recording, pausing for children to repeat.
- Divide the class into pairs to play Mom and Max. You can include Dad and Holly, but they don't speak.
- As a class, decide on the story actions.
- Play the recording again. Children say their lines and mime.
- Let children practice acting out the story. Then ask one or two groups to act for the class.

#### 2 Read and learn.

- Focus attention on the pictures and the example sentences. Ask children to identify **should** and **shouldn't** in each sentence. Note that the form doesn't change.
- Read the rule to the class. Then children study it silently.
- Ask children to give you other pieces of advice using **should** and **shouldn't**. Write correct sentences on the board for children to repeat chorally.

#### 3 Write.

- Look at the picture and the example with children. Check that they know to complete the sentences with **should** or **shouldn't**. Let children complete the exercise. Check answers.

#### ANSWERS

- Max should drink water.
- He shouldn't play outside.
- He should stay in bed.
- He shouldn't eat candy.

#### 4 Ask and answer.

- Review the words in the word box together. Ask two children to read the speech bubbles to the class giving advice based on the pictures. Check that children know to identify the illness and the advice using the pictures.
- Let children do the exercise in pairs. Then ask some of them ask and answer for the class.

#### Differentiation

##### Below level:

- First, play *Mime the word* (see page 8) to review illnesses. Then look at Exercise 4. Ask children to identify the illnesses and the advice. Elicit as needed. You can write the advice on the board, e.g. *see a doctor*. Look at the example. Then children work in pairs.

##### At level:

- Children complete the activity.

##### Above level:

- Children pick two more illnesses. Give them paper and colored pencils to draw a picture like the ones in Exercise 4. Switch partners. Children ask and answer again using their pictures.

**NOTE:** Now go to Workbook page 133. Children practice the grammar structure before doing Workbook page 97.

#### Further practice

Grammar Time, Workbook page 133

Workbook page 97

Online Practice • Unit 12 • Grammar 1

**Lesson Three Grammar 2 and Song**

**1 Read and learn.**

**Could / couldn't**

Max **couldn't** eat his dinner. But he **could** eat lots of cupcakes.

**Could and couldn't are the past tense of can and can't.**

**2 Write.** **could** **couldn't** **can**

Sue This is me when I was four.

Mai **\* Could** you swim when you were four?

Sue No, I **couldn't** **\_\_\_\_\_**, but I **could** **\_\_\_\_\_** now. And you?

Mai Yes, I **could** **\_\_\_\_\_**. I learned to swim when I was two.

Sue **\* Could** you send emails when you were four?

Mai No, I **couldn't** **\_\_\_\_\_**. But my brother showed me how to send emails last year.

Sue And how many languages **can** you speak when you were four?

Mai Only one. But now I **can** speak two!

**3 Speaking** Ask and answer. You can use some of these verbs.

read ride a bike use a phone write in English count to 100

What could you do when you were five years old? What couldn't you do?

When I was five, I could play all day, but I couldn't read.

**4 Listen and sing.** 

**When I was a baby**

When I was a baby, I could sleep and dream.  
I could only drink milk and cry and scream.

When I was a baby, I couldn't talk.  
I couldn't go to school and I couldn't walk.

But now that I am older, I can go to school.  
I can read and play. Growing up is cool!

Unit 12 - could / couldn't

Complete Grammar Time Exercise 2 on page 122 of Workbook 5.

## Lesson Three

SB page 98

### Grammar 2 and Song

#### Learning outcomes

To learn *could* and *couldn't*

To use *could* and *couldn't* in the context of a song

#### Language

Core: Max *couldn't* eat his dinner. But he *could* eat lots of cupcakes.

#### Materials

CD  106; illness flashcards 133–141; paper and colored pencils (optional)

#### Warmer

- Say to the class *I can use a computer. I can swim.*
- Then say *When I was five, I couldn't use a computer.* Write it on the board with an X at the end.
- Then say *When I was five I could swim.* Write it on the board with a check at the end.
- Say more sentences with *can* or *can't* and elicit the past.
- Write the examples on the board in two columns.

#### 1 Read and learn.

- Focus attention on the grammar box. Ask children to identify examples of *could* and *couldn't*. Point out that the form doesn't change.
- Read the rule aloud. Let children study the rule silently.

- Ask them to give you more examples of things they could and couldn't do when they were five. Write sentences on the board for the class to repeat chorally.

#### 2 Write.

- Tell children to complete the sentences with *could*, *couldn't*, or *can*.
- Look at the example before children do the exercise.
- Ask two children to read the dialogue to the class. Check the answers together as they read.

#### ANSWERS

1. Could
2. couldn't
3. can
4. can
5. Could
6. couldn't
7. could
8. can

#### 3 Ask and answer. You can use some of these verbs.

- Go through the words in the word box together.
- Read the questions aloud to the class.
- Ask a child to read the speech bubble to the class. Elicit a second example.
- Check that children know to use the verbs in the word box as well as others to make sentences.
- Let children do the exercise in pairs, then ask some of the pairs to ask and answer their questions for the class.

#### Differentiation

##### Below level:

- Play *A long sentence* (see page 9). Focus on *could*, *couldn't*, and the activities. Monitor and help as needed.

##### At level:

- Assign the names Sue to half the class and Mai to the other half. Ask children to look at the dialogue in Exercise 2 again for one minute and remember who says what. Read some lines aloud and ask who says them, e.g. say, *Only one. But now I can speak two!* (Mai)

##### Above level:

- After children finish, put children into pairs. They ask their classmates about what they could do when they were four and now. Use the dialogue between Sue and Mai as a model. If time permits, children can share with the class.

#### 4 Listen and sing. 106

- Focus attention on the picture. Ask *What is the song about?*
- Play the whole song twice as children follow along.
- Read each line of the song aloud for children to repeat.
- Play the recording several times. Children sing along.

**NOTE:** Now go to Workbook page 133. Children practice the grammar structure before doing Workbook page 98.

#### Further practice

Grammar Time, Workbook page 133

Workbook page 98

Online Practice • Unit 12 • Grammar 2 and Song

**Lesson Four Phonics and Spelling**

**1 Listen, point, and repeat.**  **SB page 99**

**candle**   
**castle**  
**table**  
**people**

**sandal**   
**animal**  
**hospital**  
**cereal**

**2 Listen and read.**  **SB page 99**

**1** Many years ago, some **people** lived in **castles**. Look at the picture. Can you see a woman wearing a purple dress and **sandals**? On the table there is a bowl of apples and a basket full of cereals. There are lots of candles because there weren't any lights many years ago.

**2** This **hospital** is for **animals**. Vets work here and many sick **animals** stay here to get better. A man is taking his cat to the vet.

**3 Read again. Circle the words ending in *le* and *al*.**

**4 Now write the circled words in the correct boxes.**

**le**  
**people**

**al**

ir and al endings Unit 12 99

## Lesson Four SB page 99

### Phonics and Spelling

#### Learning outcomes

To learn that words ending in *le* and *al* sound the same (əl)

To identify these spellings in two texts

To match this sound to specific words

#### Language

Core: *candle, castle, table, people, sandal, animal, hospital, cereal*

Extra: *full of, vet, sick, get better*

#### Materials

CD  107–108; Phonics cards 39–40 (feather, spend); Phonics cards 41–42 (candle, sandal); paper and colored pencils (optional)

#### Warmer

- Hold up the phonics cards for *candle* and *sandal* one at a time and elicit the words. Repeat several times.
- Explain that sometimes when the letters *le* and *al* appear at the end of a word, they have the same sound.
- Put the cards on different sides of the room and point to them at random. Children repeat the words.

#### 1 Listen, point, and repeat. 107

- Ask children to look at the words and pictures in their books. Tell them they are going to hear a recording of different words.
- Play the first part of the recording. Children listen and point.
- Play the second part for children to repeat chorally.
- Play the whole recording. Children point and repeat again.

#### 2 Listen and read. 108

- Point to the pictures. Ask *What can you see in picture 1? Where is the man in picture 2 taking his cat?*
- Tell children they are going to hear two short texts.
- Play the whole recording. Play the recording again, pausing after each line. Children read and repeat.
- Ask children to look at the pictures and circle the objects from Exercise 1 (*people, castle, sandal, table, cereal, candle, hospital, animal*).

#### 3 Read again. Circle the words ending in *le* and *al*.

- Focus attention on the words *candle* and *sandal* in Exercise 1. Ask children to find the words in the stories.
- Ask children to find the words ending in *le* and *al*.
- Look at the example before the children do the exercise.

#### ANSWERS

**le:** *people, castles, purple, table, apples, candles*

**al:** *sandals, cereals, hospital, animals*

#### 4 Now write the circled words in the correct boxes.

- Point to the two boxes. Ask children in which box you should write *people*. Elicit the *le* box.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Use the phonics cards to review the words. Write *le* and *al* on the board. Show each phonics card. Children say the word and point to which sound it is. Then they complete the activity independently.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them to think of more words that end in *le* or *al*. Put children into pairs or groups and give them three minutes to write as many as they can. Make it a game by dividing the class into teams and awarding one point for each word. The team with the most points wins. Monitor and check answers.

#### ANSWERS

**1** **le:** *people, castles, purple, table, apples, candles*

**2** **al:** *sandals, cereals, hospital, animals*

#### Further practice

Workbook page 98

Online Practice • Unit 12 • Phonics and Spelling

**Skills Time!**

**Lesson Five**

**Reading**

1 Look at the text and pictures below. Say three ways to stay healthy.

2 Listen and read.

**How to stay healthy**

We all want to be fit and healthy, so here are some tips to help.

**Get lots of exercise**

Watching TV or playing computer games won't make you fit, but playing sports will. You can join a club or play with your friends in a park. If you don't like team sports, you can walk to school, go swimming, or try skating instead. Regular exercise makes you feel stronger and gives you more energy.

**Eat a healthy diet**

Candy, chocolate, and chips are fun to eat sometimes, but it is not good to eat them every day. These foods contain too much sugar, fat, or salt. Make sure you eat vegetables, such as cabbage, with every meal, and plenty of fruit, too. Fruit and vegetables help you stay healthy and grow strong.

**Drink lots of water and milk**

Water or juice are better for you than soda because soda contains lots of sugar. Eating a lot of sugar is bad for your teeth. One can of cola contains about nine teaspoons of sugar. Milk is good because it contains lots of calcium. You need calcium to help your 206 bones to grow and keep your teeth strong.

There is this much calcium in a serving of ...

- 1 a glass of milk
- 2 two sardines
- 3 cabbage
- 4 cheese
- 5 yogurt
- 6 beans

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

healthy fit energy chips sugar cabbage calcium sardine

4 Read again and complete the sentences.

1 Walking and skating are types of exercise. 2 You should eat    with your meal.

3 There is a lot of    in soda. 4    has a lot of calcium.

5 Vegetables help you to stay   . 6 Calcium keeps your    strong.

100 Unit 12 Words in context: How to stay healthy Reading: an information leaflet

## Lesson Five SB page 100

### Skills Time!

#### Skills development

Reading: read and understand an information leaflet on how to stay healthy; identify words and their meanings in a text; check the meanings of words in a dictionary; complete sentences with the correct word

#### Language

Core: *healthy, fit, energy, chips, sugar, cabbage, calcium, sardine*

Recycled: vocabulary and structures seen previously

Extra: *tip (n), club, join, regular, soda, fat (n), salt, vegetable, fruit, juice, contain, teaspoon*

#### Materials

CD 106, 109; paper and colored pencils (optional)

#### Warmer 106

- Sing *When I was a baby* from Lesson 3.

#### Lead-in

- Write *Healthy diet* and *Unhealthy diet* on the board in two columns. Under each heading write *Lots of ...*
- Ask the class to think of foods for each of these columns.
- Explain first the significance of *Lots of ...*, e.g. that chocolate isn't unhealthy, but *lots of chocolate* probably is.

### 1 Look at the text and pictures below. Say three ways to stay healthy.

- Point to the photographs and ask children if the photographs are of healthy or unhealthy food (*healthy*).
- Ask children to read the texts quickly and find out three ways of staying healthy. Make sure they know you want them to skim read, focusing especially on the headings, for general information and not to worry about words they don't know. Go through the answers together.

### 2 Listen and read. 109

- Tell children they are going to read a description of how to stay healthy. Play the recording. Children follow along.
- Play the recording again, pausing at regular intervals. Ask children what the text is about. Answer any questions they have.
- Ask comprehension questions, e.g. *What sports can you do to stay fit? What foods contain lots of sugar?*

### 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Ask children to read the list and find the new words in the text. Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary in the Workbook to check whether their guesses were correct or find meanings for any words they don't know.
- Go through the answers together.

### 4 Read again and complete the sentences.

- Ask children to read the sentences silently. Explain that they have to complete them with the correct word.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Ask children to look at the text again. Read these words and ask children to underline them: *walk, every meal, soda, calcium, stay, and keep*. Ask different children to read the sentences with these words aloud. Then children complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them about what they do to stay healthy. Have them make a poster about their exercise and eating habits. If time permits, children talk about their posters with a partner and/or present it to the class.

#### ANSWERS

- exercise
- vegetables / fruit
- sugar
- Milk
- healthy
- bones

#### Further practice

Workbook page 99

Unit 12 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 12 • Reading

**Listening**

1 Listen and number. 100

2 Listen again and write T (true) or F (false).

1 Joe feels tired when he gets to school. \_\_\_\_\_  
 2 Sarah is healthier now. \_\_\_\_\_  
 3 Ella doesn't like soda. \_\_\_\_\_  
 4 Pete never eats candy. \_\_\_\_\_

**Speaking**

3 What do you do to be healthy? Ask and answer.

1 What exercise do you do? 2 What healthy food do you eat?  
 3 What do you drink? 4 How can you be more healthy?

What exercise do you do? *I ride my bike and I go swimming ...*

**Writing preparation**

We can use a **conjunction** to join two sentences. **Because** shows the reason for something.  
 Milk is good **because** it contains lots of calcium.  
**So** shows the results of something.  
 We all want to be healthy, **so** here are some tips to help.  
 Use a **comma** before **so**.

4 Match the sentence halves.

1 I drink lots of milk.	<input type="checkbox"/>	a because it is good for you.
2 There is lots of sugar in candy.	<input type="checkbox"/>	b so you shouldn't eat it every day.
3 You should eat lots of fruit.	<input type="checkbox"/>	c so try doing some regularly.
4 Playing sports makes you feel strong.	<input type="checkbox"/>	d because I want strong bones.

Listening, speaking, writing Unit 12 101

## Lesson Six SB page 101

### Skills Time!

#### Skills development

Listening: identify details about children's healthy lifestyles

Speaking: describe what you do to be healthy

Writing: connect sentences using *because* and *so*

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 110; illness flashcards 133–141

### Warmer

- Divide the class into three teams. Write the headings of the paragraphs from the text on page 100 on the board and give each team a heading.
- Write the new words from the lesson on the board. Tell children they have to write sentences using the new words under each heading. They use each word once.
- Ask children to say their sentences out loud. Write correct sentences on the board.

### Lead-in

- Point to the pictures of the four children. Ask the class what they are doing in each picture.
- Find out which children in the class do the same things, e.g. *drink milk, eat salad, walk to school*.

### 1 Listen and number. 110

- Tell the class they are going to hear a recording of four children talking about their healthy lifestyles.
- Play the recording the whole way through.
- Play the recording again, pausing after each dialogue for children to number the pictures as they hear them.

#### ANSWERS

1. c 2. a 3. d 4. b

### 2 Listen again and write T (true) or F (false).

- Explain that the class have to listen and decide whether the sentence is true or not. They then have to write *T* (true) or *F* (false).
- Play the recording again, pausing after each dialogue for children to write *T* (true) or *F* (false).

#### ANSWERS

1. F 2. T 3. T 4. F

### 3 What do you do to be healthy? Ask and answer.

- Ask two children to read the speech bubbles aloud.
- In pairs, children take turns to ask questions about what they do to be healthy.

### 4 Match the sentence halves.

- Read the rules and check that children understand how to use *because* and *so*. Say *I'm tired because...* and ask children to suggest a reason. Say *I'm hungry, so...* for them to suggest what you should do.
- Repeat with different sentences until you are sure that children understand when to use *because* and *so*.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Write the sentences from Exercise 4 on the board. Replace *because* and *so* with blanks. Ask children to read the sentences and choose which word belongs in the blank. Review answers together.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them to make a few more sentences on their own. Use the ones in Exercise 4 as models.

#### ANSWERS

1. d 2. b 3. a 4. c

### Further practice

Workbook pages 100–101 (children write an information leaflet)

Writing skills worksheet, Units 10–12, Teacher's Resource Center

Unit 12 test, Teacher's Resource Center

Online Practice • Unit 12 • Listening, Speaking, and Writing

# Review 4

**Review 4**

**1 Complete the crossword.**

**Down**

- 1 
- 2 
- 4 
- 5 

**Across**

- 3 
- 6 
- 7 
- 8 

**2 Write.** **cough** **a sore throat** **take medicine** **felt sick** **an earache**

Today, four children in my class weren't at school because they were ill. Sandy didn't go to school because she had **an earache**. She had to stay in bed all day. Emma had a bad **cough** and had to **take medicine**. Billy ate some bad food and he **felt sick**. He had to drink lots of water. And Maria had **a sore throat** and she had to eat special candy. It was quieter than usual at school today!

**3 Read and circle.**

When I had a bad cold, I **could** / **couldn't** go to school and I **could** / **couldn't** see my friends. But I **could** / **couldn't** stay at home and watch TV. My mom said I **should** / **shouldn't** drink lots of water and I **should** / **shouldn't** take some medicine. She said I **should** / **shouldn't** play outside because this makes the cold worse.

102 Review 5

## Review Lesson

SB page 102

### Learning outcomes

To review vocabulary and structures taught in the previous three units

### Language

Recycled: vocabulary and structures seen previously

### Materials

CD 106; flashcards 109–141

### Warmer



- Sing *When I was a baby* from Student Book page 98.

### Lead-in

- Use a variety of flashcards 109–141 to recycle vocabulary from the previous three units.
- Play *Can you see?* (see page 8) to review the different words children have learned.

### 1 Complete the crossword.

- Ask children to complete the crossword individually.
- Put children into pairs and tell one child they are "A" and one they are "B".
- Have the children sit back-to-back with their partner. Tell the "A"s that they will say and spell the "across" words and the "B"s that they will say and spell the "down" words in order to check their answers.

- When pairs have finished checking their answers, ask a child to come to the board. He / She writes the words as other children in the class call out the answers.

### ANSWERS

1. down – desert 2. down – cabbage
3. across – mouse 4. down – printer
5. down – save 6. across – speakers
7. across – type 8. across – explorer

### 2 Write.

- Review the meaning and pronunciation of the words in the word box. Drill the words with the class.
- Put children into pairs and have them complete the activity together, but with both writing separately into their books.
- Put one pair with another pair to check their answers.

### ANSWERS

1. an earache 2. cough 3. take medicine
4. felt sick 5. a sore throat

### 3 Read and circle.

- Revise the language of *could* and *couldn't*, *should* and *shouldn't* with the class.
- Have children work individually to complete the exercise.
- Put children into pairs to check their answers.

### Differentiation

#### Below level:

- For Exercise 1, write the crossword words on the board (not in the correct order) so that children are supported by having a small choice of words, with the correct spelling to help them.
- For Exercise 2, do two or three of the gaps as a class, eliciting the answers from more confident students. Have children complete the rest of the exercise individually.
- For Exercise 3, write *could* and *couldn't* and *should* and *shouldn't* on the board. Put a check next to *could* and *should* and a cross next to *couldn't* and *shouldn't*. Children can refer to these as they complete the exercise.

#### At level:

- Children complete the activities.

#### Above level:

- For Exercise 1, don't have children complete the crossword individually before they are put in pairs to do the back-to-back activity.
- After Exercise 2, put children in pairs to discuss what they could and couldn't do, should and shouldn't do when they were ill.
- After Exercise 3, have children individually write two or three more sentences about what they should or shouldn't do when they have a cold.

### ANSWERS

1. couldn't 2. couldn't 3. could 4. should
5. should 6. shouldn't

**Review 4**

**4 Write.**

do have (x2) finish make have not put on find

Mom Are you ready for school?  
Girl I've <sup>1</sup> **finished** my breakfast and <sup>2</sup> **put on** my bed.  
Mom Have you <sup>3</sup> **put on** your school bag?  
Girl Yes, I <sup>4</sup> **have**. It was under my bed.  
Mom Has Jamie <sup>5</sup> **done** his homework?  
Girl Yes, he <sup>6</sup> **has**.  
Mom And has he <sup>7</sup> **put on** his shoes?  
Girl No, he <sup>8</sup> **hasn't**. He can't find them!  
Mom Oh no! Please hurry up!

**5 Complete the sentences.**

desert space the moon Spain rainforest Egypt

1 Has she ever been to a **rainforest**? Yes, she has. But she's **never** been to a **desert**.  
2 Has he **been to space**? Yes, he has. But he's **never** been to the **moon**.  
3 Have they **been to Spain**? No, they haven't. But they **haven't** been to **Egypt**.

**6 Complete the words.**

1 **h****e****avy** 2 **c****o****in****t** 3 **sh****o****t** 4 **h****u****t** 5 **f****u****ther** 6 **pres****en****t**

**Play Play a game! ▶**

Review 4 103

## Review Lesson SB page 103

### 4 Write.

- Revise the different verbs and elicit the past tense of the verbs from the class.
- Have children work in pairs to complete the exercise, but writing individually into their Student Books.
- Check the answers with the whole class.

### ANSWERS

1. finished 2. made 3. found 4. have 5. done  
6. has 7. put on 8. hasn't

### 5 Complete the sentences.

- Review the meaning and pronunciation of the words in the word box. Drill the words with the class.
- Revise the use of the present perfect with *ever* and *never*.
- Have children complete the exercise individually.
- Ask children to check their answers with a partner.
- Check answers with the class.

### ANSWERS

1. ever been to a rainforest, never been to a desert  
2. ever been to space, never been to the moon  
3. ever been to Spain, have been to Egypt

### 6 Complete the words.

- Revise the different sounds and spelling with the class. Ask children to say some words with the correct sound and spelling for each one.
- Have children complete the exercise.
- Check answers with the class.

### Differentiation

#### Below level:

- Before children complete Exercise 4, decide the correct verbs (without changing the forms) for each question or sentence as a class.
- For Exercise 5, do two or three of the gaps as a class, eliciting the answers from the more confident students before having children complete the rest of the exercise individually.
- Focus on the different sounds before beginning Exercise 6. Review the words in the pictures. Use the appropriate flashcards to revise the words and focus on the pronunciation before children do the exercise.

#### At level:

- After children have completed Exercise 4, put them into pairs and have them practice the conversation.

#### Above level:

- After children have completed Exercise 4, put them into pairs and ask them to write two or three more sentences for the conversation using the target language.
- Ask two or three pairs to read out their extended dialogue for the class.
- After children have completed the Exercise 5, put some different topics on the board, e.g. *Argentina, Brazil, desert, dance class, sports center*.
- Keep children in their pairs and ask them to use the prompts to ask each other *Have you ever...?* questions.
- Monitor as children are speaking and write any incorrect sentences on the board.
- Have a few children report back to the class about their partner, e.g. *Maria has been to a sports center. She's never been to a desert.* Correct the sentences on the board with the whole class.
- After Exercise 6, ask children to think of one more word for each vowel sound and spelling. They can look through the Student Book to help them find the correct words.
- Elicit the words and write the words on the board.
- Check the words with the class.

### ANSWERS

1. ea 2. ur 3. ir 4. ur 5. ea 6. e

### Further practice

Workbook pages 102 & 103

Writing portfolio 4 worksheet, Teacher's Resource Center

Progress test 4, Teacher's Resource Center

Skills test 4, Teacher's Resource Center

Online Practice • Review 4

**13 Can you help me?**

**Lesson One Words**

1 Listen, point, and repeat.  101



2 Listen and read.  102



Aunt: Can you help me make some fruit smoothies, please? Leo, please get some milk from the fridge and pour it in the blender.  
Aunt: Here are some strawberries. Chop them up please, Amy. Holly, I'll help her.  
Aunt: Leo...  
Leo: I know, Mom! Now I burn on the blender. Ahh...  
Aunt: Look at the boy who forgot the lid!  
Leo: Sorry, Mom. I'll clean it up.

104 Unit 13 Making smoothies

## Lesson One

SB page 104

### Words

#### Learning outcomes

To identify words for making smoothies

To understand a short story

#### Language

Core: smoothie, milk, fridge, pour, blender, strawberry, chop, lid, mango, peel

Extra: clean up

#### Materials

CD  111–112; *Making smoothies* flashcards 142–151; Values 5 poster (Teacher's Resource Pack) (optional); a piece of paper with a 2-inch hole

### Warmer

- Divide the class into eight groups. Assign each group an illness (don't include *take medicine*) from Unit 12.
- Play *Do it!* (see page 9) to review the illness words.

### Lead-in

- Draw a tall glass full of liquid on the board and elicit the word *smoothie* or model where necessary.

- Tell children they are going to learn some new words for talking about making smoothies. Elicit the *Making smoothies* vocabulary using flashcards 142–151. Hold up the cards one at a time and ask *What's this?* Try to elicit the words, but model unknown words.
- Say all the words for children to repeat.
- Hold up the flashcards in a different order and repeat.

#### 1 Listen, point, and repeat. 111

- Play the first part of the recording. Children listen and point to the pictures in the books.
- Play the second part for children to repeat chorally.
- Ask individual children to say the words for the class.

#### Differentiation

##### Below level:

- Put children in pairs. Write the vocabulary words on pieces of paper, and give one to each pair. Then give one flashcard to each pair. Children work together to decide if they have a match. If not, they should ask other children to switch papers or cards. Monitor and elicit as needed.

##### At level:

- Use a piece of paper with a 2-inch hole cut in it and the *Making smoothies* flashcards to play *Can you see?* (see page 8).

##### Above level:

- Play *Can you see?* but ask children to make a sentence using the word, e.g. *I like mangoes better than strawberries.*

#### 2 Listen and read. 112

- Focus attention on the story. Ask questions about each frame. Ask *What are they doing? What is Aunt giving Amy? What is Leo pointing to? Why are the children laughing?* Encourage predictions.
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. *What does Aunt ask the children to do? What does Leo forget to do?*
- Play the recording again for children to follow.
- Ask children to find the words from Exercise 1 that *don't* appear in the story (*mango, peel*).

#### Further practice

Workbook page 104

Values 5 worksheets, Units 13–15, Teacher's Resource Center

Online Practice • Unit 13 • Words

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

**Object pronouns**

1 Please help **me!**  
You I'll help **you.**  
He I can see **him.**  
She I'll help **her.**  
It Pour **it** in the blender.  
They Chop **them** up.  
We They saw **us.**

The **object** of a sentence can be replaced by a **pronoun**. Can you get **some milk** from the **fridge?** Then pour **it** in the **blender**.

3 Read and circle.

1 I can hear my brother, but I can't see **him / her / it.**  
2 I have a problem. Please help **her / you / me.**  
3 Are you lost? I live here. I can show **us / you / them** the way.  
4 Is that your coat? Please put **it / them / you** in the closet.  
5 Please can you get the tomatoes out of the **fridge** and wash **it / you / them?**  
6 We want to make smoothies, Mom. Can you help **us / you / them?**

4 Write. **me them her you**

Complete Grammar Time Exercise 1 on page 126 of Workbook 4.

Object pronouns Unit 13 105

## Lesson Two

SB page 105

### Grammar 1

#### Learning outcomes

To learn object pronouns

To learn how to use object pronouns in questions and sentences

To act out a story

#### Language

Core: *Please help me! I'll help you / him / her. Pour it into the blender. Chop them up. They saw us.*

#### Materials

CD 112; *Making smoothies* flashcards 142–151

### Warmer

- With books closed, show each *Making smoothies* flashcard. Ask the class to say when they see a word that isn't in the story (*mango, peel*).
- Ask questions about the story, e.g. *What did they make?*
- Have children turn to page 104 and look at the pictures.

### 1 Listen to the story again and repeat. Act. 112

- Play the recording, pausing for children to repeat.
- Divide the class into groups of three to play Aunt, Holly, and Leo.
- As a class, decide on actions.
- Play the recording again. Children mime the actions.
- Let children practice acting out the story. Then ask one or two groups to act out the story for the class.

### 2 Read and learn.

- Focus on the picture and the examples. Ask a child to read the speech bubble aloud. Write it on the board.
- Ask a child to circle the pronoun (*it*) in the sentence. Ask if this is the subject, the verb, or the object (*the object*).
- Ask another child to underline the subject in the sentence (*I*), and a third child to circle the verb (*I'll clean*).
- Tell the children the object (*it*) here is a pronoun – an object pronoun. Ask them what *it* refers to (*the mess*).
- Tell the class that an object pronoun can be used instead of the object itself to avoid repetition.
- Read the rule and the example aloud to the class.
- Review each of the object pronouns. Ask children to give you more examples of sentences with these words.

### 3 Read and circle.

- Look at the example with children. Check that they know to circle the correct object pronoun.

#### ANSWERS

1. **him** 2. **me** 3. **you** 4. **it** 5. **them** 6. **us**

### 4 Write.

- Look at the example with children. Explain that they should complete the sentences with the correct object pronoun from the word box.

#### Differentiation

##### Below level:

- Ask children to look at the grammar box again. Read the examples and have children repeat. Swap out the pronouns for extra practice. After looking at the example in Exercise 4 together, children complete the activity independently. Monitor and help as needed.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, put them into pairs. Ask them to write more sentences with object pronouns. Use the ones from the lesson as models. Encourage them to use their imaginations. If time permits, children can share with the class.

#### ANSWERS

1. **me** 2. **them** 3. **you** 4. **her**

**NOTE:** Now go to Workbook page 134. Children practice the grammar structure before doing Workbook page 105.

#### Further practice

Grammar Time, Workbook page 134

Workbook page 105

Online Practice • Unit 13 • Grammar

**Lesson Three Grammar 2 and Song**

**1 Read and learn.**

**Relative pronouns**

This is the boy. He didn't put the lid on.  
This is the boy **who** didn't put the lid on.  
This is the smoothie. It was in the blender.  
This is the smoothie **that** was in the blender.

**Relative pronouns** join two sentences together.  
Use **who** for people.  
Use **that** for things.

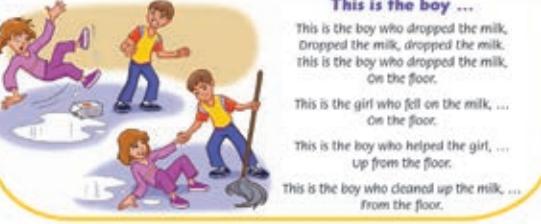
**2 Speaking** The story of a smoothie. Say what happens in the pictures. who / that

1 boy / make / the smoothie    2 mom / buy / bananas and milk  
3 supermarket / sell the bananas    4 ship / carry the bananas  
5 bananas / grow on the trees    6 farmer / look after the trees



**3 Now write your sentences.**

**4 Listen and sing.** 



**This is the boy ...**  
This is the boy who dropped the milk.  
Dropped the milk, dropped the milk.  
This is the boy who dropped the milk.  
On the floor.  
This is the girl who fell on the milk, ...  
On the floor.  
This is the boy who helped the girl, ...  
Up from the floor.  
This is the boy who cleaned up the milk, ...  
From the floor.

106 Unit 13 Relative pronouns

Complete Grammar Time Exercise 2 on page 134 of Workbook 4.

## Lesson Three

SB page 106

### Grammar 2 and Song

#### Learning outcomes

To learn how to use relative pronouns

To use relative pronouns in the context of a song

#### Language

Core: *This is the boy who didn't put the lid on. This is the smoothie that was in the blender.*

Extra: *drop, floor*

#### Materials

CD 113; Making smoothies flashcards 142–151

#### Warmer

- Hold up a book and put it on a child's desk. Pick it up and ask. *Where was it?* Elicit *It was on the desk.*
- Show the book again and write on the board *This is the book. It was on the desk.*
- Erase the period after *book* and *It*.
- Write *that* in the space and model the sentence.
- Ask a child to stand outside the class and then come back. Say *Where was she?* Elicit *She was outside.*
- Point to the child and write on the board. *This is the girl. She was outside.*
- Repeat, but write *who* in the space. Explain that *who* is used for people and *that* for things.

### 1 Read and learn.

- Focus children's attention on the grammar box. Ask them to identify examples of *who* and *that*.
- Read the rule to the class. Let children study it silently.

### 2 The story of a smoothie. Say what happens in the pictures.

- Point to the pictures and ask children what is happening in each one.
- Point to the first prompt and ask a child to read the speech bubble aloud.
- Point to the prompts. Review together. Look at the plural of *banana* in item 5, which will need *these* not *this*. Point out they need to use the simple past.
- Let children do the exercise in pairs. Then ask some of them to say their sentences for the class.

#### Differentiation

##### Below level:

- Look at the pictures in Exercise 2. Ask children to tell you what they see. Elicit as needed. Focus children's attention on the speech bubbles. Say the sentence and have children repeat. Make the second sentence together. Then children do the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, put them into pairs. Ask them to tell a new version of the story, e.g. *This is the girl who made the pizza.* Encourage children to write their stories down. If time permits, children present their stories to the class.

### 3 Now write your sentences.

- Children write the sentences from Exercise 2.
- Let children complete the exercise, then check answers.

#### ANSWERS

- 1. This is the boy who made the smoothie.**
- 2. This is the mom who bought the bananas and milk.**
- 3. This is the supermarket that sold the bananas.**
- 4. This is the ship that carried the bananas.**
- 5. These are the bananas that grew on the trees.**
- 6. This is the farmer who looked after the trees.**

### 4 Listen and sing.

- Ask questions about the picture, e.g. *Who has dropped the milk? What is the boy doing?*
- Play the whole song. Then play it again as children follow along. Read each line of the song aloud for children to repeat.
- Play the recording several times. Children sing along.

**NOTE:** Now go to Workbook page 134. Children practice the grammar structure before doing Workbook page 106.

#### Further practice

Grammar Time, Workbook page 134

Workbook page 106

Online Practice • Unit 13 • Grammar 2 and Song

**Lesson Four Phonics and Spelling**

**1 Listen, point, and repeat.**  **104**

**tunnel**   
**camel** **towel** **travel**

**lentils**   
**pencil** **April** **pupil**

**2 Listen and read.**  **105**

**1** I'm a pupil. Today, I have a sports lesson, so I have my sneakers and towel in my bag, as well as books and pencils. I go to school by bus. On the way to school, the bus goes through a long tunnel.

**2** My birthday was on April 19th. Mom made my favorite meal: lentils with chicken and rice. Then we went to the zoo and I rode on a camel.

**3** Read again. Circle the words ending in *el* and underline the words ending in *il*.

**4** Complete the words with *el* or *il*.

**1** cam*el* **2** penc*il* **3** pup*il* **4** tow*el*  
**5** trav*el* **6** tunn*el* **7** lent*il*s **8** Apr*il*

*el and il endings* **Unit 13** **107**

## Lesson Four SB page 107

### Phonics and Spelling

#### Learning outcomes

To learn that words ending with *el* and *il* sound the same (əl)

To identify these sounds in two texts

To match these sounds to specific words

#### Language

Core: *tunnel, camel, towel, travel, lentils, pencil, April, pupil*

Extra: *sports lesson, through*

#### Materials

CD  114–115; Phonics cards 41–42 (candle, sandal); Phonics cards 43–44 (tunnel, lentils)

#### Warmer

- Show the phonics cards for *tunnel* and *lentils* one at a time and elicit the words. Repeat several times.
- Put the cards on different sides of the room and point to them at random. Children repeat.

#### 1 Listen, point, and repeat. 114

- Ask children to look at the words and pictures in their books. Tell them they are going to hear a recording of different words.
- Play the first part. Children listen and point.
- Play the second part for children to repeat chorally.
- Play the whole recording. Children point and repeat again. Repeat as necessary.

#### 2 Listen and read. 115

- Look at the pictures. Ask *Where are the children in picture 1 going to? What is the girl in picture 2 thinking about? Is she happy?*
- Tell children they are going to hear two short texts. Play the whole recording.
- Play it again, pausing for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*tunnel, lentils, camel*).

#### 3 Read again. Circle the words ending in *el* and underline the words ending in *il*.

- Focus attention on the words *tunnel* and *lentils* in Exercise 1. Ask children to find the words in the stories.
- Ask children to find and circle all the words with *el* and underline the words with *il*.
- Look at the example together before children do the exercise individually.
- Go through the answers together.

#### ANSWERS

**el:** *towel, well, tunnel, camel*

**il:** *pupil, pencils, April, lentils*

#### 4 Complete the words with *el* or *il*.

- Point to the example and say *camel*.
- Check that children know to complete the words with the correct ending.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Use the phonics cards to review the words. Write *el* and *il* on the board. Show each phonics card. Children say the word and point to which sound it is. Then they complete the activity independently.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them to think of words with *el* or *il*. Put children into pairs or groups, and give them three minutes to write as many as they can. Monitor and check answers.

#### ANSWERS

1. camel 2. pencil 3. pupil 4. towel 5. travel  
6. tunnel 7. lentils 8. April

#### Further practice

Workbook page 106

Online Practice • Unit 13 • Phonics and Spelling

## Skills Time!

Lesson Five

Reading

1 Look at the text. Where do the two events happen? 2 Listen and read. 

### Child Heroes

#### Boy helps two friends

A very strong earthquake hit China on May 12th 2008. Lin Hao, a ten-year-old pupil, was very brave when his school collapsed in the earthquake. After climbing out of his school, he helped out two of his friends. Lin's arms hurt a lot, but he still carried his friends. Because Lin was a hero of the earthquake, he carried the Chinese flag at the opening of the Olympic Games in August 2008.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

hero earthquake collapse carry smoke asleep

4 Read again. Circle the wrong word and write the correct word.

1 In May 2008, there was a strong tsunami. earthquake.

2 Lin Hao carried three of his friends.

3 Lin carried the American flag at the Olympic Games.

4 Emilee saw smoke in the living room.

5 Emilee carried her sister out of the house.

#### Girl saves family

Early one morning, on December 26th 2004, a fire started at the home of Emilee Hartney in Maine, U.S.A. The fourteen-year-old girl was asleep, but the smoke alarm woke her up and she saw smoke in the kitchen.

Emilee ran upstairs to wake up her parents and three-year-old brother. She carried her brother downstairs while her parents called the firefighters. They couldn't get out of the door, so Emilee broke a window to carry her brother to safety.

The family home was destroyed, but because Emilee was so brave, no one was hurt.



108

Unit 13 Words in context: Child Heroes Reading: two factual accounts

## 1 Look at the text. Where did the two events happen?

- Focus attention on the text. Ask the children to scan for place names. Elicit where the events happened (China and the U.S.A.).

## 2 Listen and read.

- Play the recording for children to follow along. Then play it again and answer any questions.
- Ask comprehension questions, e.g. *What happened to Lin's school? Where was Emilee's family?*

## 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Children read the list and underline the words in the text.
- Encourage children to guess the meanings of the new words by looking at the surrounding text.
- Children look up the words in the Workbook 4 Dictionary to see if they were correct or to find meanings.

## 4 Read again. Circle the wrong word and write the correct word.

- Read the first sentence. Ask children to look at the text and find the sentence which tells them which word is wrong (*A very strong earthquake hit China on May 12th 2008*). Show how the wrong word has been circled and the correct word has been written next to the sentence.
- Invite children to read the sentences with the correct words.

## ANSWERS

1. tsunami ≠ earthquake 2. three ≠ two
3. American ≠ Chinese 4. living room ≠ kitchen
5. sister ≠ brother

## Differentiation

### Below level:

- Play *What do I have?* (see page 9) to review the vocabulary from Exercise 3. If you like, review the meanings as well.

### At level:

- Read the sentences below. The children call out *True* or *False*. Alternatively, you can play this as a game in two teams, awarding one point for each correct answer. *Lin is from Canada.* (F) / *Lin was seven years old when the earthquake happened.* (F) / *Lin helped two of his friends.* (T) / *Emilee saw smoke in the kitchen.* (T) / *Lin carried the Chinese flag at the Olympic Games in December 2008.* (F) / *Emilee ran upstairs.* (T) / *Emilee broke a door to carry her brother to safety.* (F) / *No one in Emilee's family was hurt.* (T).

### Above level:

- After children finish, ask them if they have ever been brave. If so, ask them to write a few sentences about it. If not, ask them to write about someone they know who did something brave. Monitor and help as needed. If time permits, children share with the class.

## Further practice

Workbook page 107

Unit 13 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 13 • Reading

**Listening**

1 Listen and number.  12



2 Listen again and match.

1 This person sometimes works in dangerous places.	<input type="checkbox"/>	a doctor
2 This person helps 25 people every day.	<input type="checkbox"/>	b teacher
3 This person helps to make our cities and roads safe.	<input type="checkbox"/>	c firefighter
4 This person likes making children smile.	<input type="checkbox"/>	d policeman

**Speaking**

3 Think of a job. Ask and answer.

Does he work with ... (a computer / people)?	Does he wear a ... (uniform / hat)?
nurse mailman actor	teacher pilot singer
firefighter farmer server	

**Writing preparation**

We can use a **subordinate clause** in a sentence to give more information. Again, we use **that** for things and **who** for people. We put two **commas** around the new information. Lin Hao, **who** is a ten-year-old student, was very brave ...

4 Underline the subordinate clauses in these sentences. Then say each sentence without the subordinate clause.

1 This doctor, who works in a hospital, helps children.  
2 The earthquake, which was very strong, happened in China.  
3 This teacher, who teaches English, has 25 students in her class.  
4 The firefighter, who has a dangerous job, rescues people after storms.

**Lesson Six**

104

Listening, speaking, writing Unit 13

## Lesson Six SB page 109

### Skills Time!

#### Skills development

Listening: match people with the ways they help others

Speaking: ask and answer questions about people's jobs

Writing: identify and use sub clauses

#### Language

Recycled: vocabulary and structures seen previously

Extra: *proud, safe, accident, serious, smile (v)*

#### Materials

CD  117

#### Warmer

- With books closed, ask questions to elicit jobs vocabulary, e.g. *Who do you see when you are ill?* (doctor). *Who teaches in a school?* (teacher). *Who comes to your house if there is a fire?* (firefighter). *Who works in a police station?* (policeman).
- Write the four jobs on the board.
- Children open their books to page 109. Ask them to match the jobs with the pictures.

#### 1 Listen and number. 117

- Tell children they are going to hear a firefighter, policeman, doctor, and teacher talking about their jobs.
- Play the recording, pausing for children to number the pictures in the order they hear them.

#### ANSWERS

1. -2 2. -3 3. -4 4. -1

### 2 Listen again and match.

- Check that children understand they have to match each sentence with a job.
- Play the recording again, pausing after each dialogue for children to match the sentences with the jobs.

#### ANSWERS

1. c 2. b 3. d 4. a

### 3 Think of a job. Ask and answer.

- Go through the words in the word box together. Make sure children understand what all the jobs are.
- Ask three children to read the speech bubbles to the class, choosing one option from the choice of two, e.g. *Does he work with people?* In pairs, children take turns thinking of jobs and asking questions.

#### Differentiation

##### Below level:

- Play *Mime the word* (see page 8) to review the jobs in the box. Ask children to pick a job. Then ask the questions in the speech bubble. Elicit answers. Repeat with other jobs until children are more confident. Then children complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- Ask children what they want to be when they grow up. Elicit what people do and wear for that job. Switch pairs. Children ask and answer again using information about themselves. Monitor and help.

### 4 Underline the subordinate clauses in these sentences. Then say each sentence without subordinate clause.

- Read the rules and check that children understand what a subordinate clause is. Write the first sentence on the board. Ask a child to circle the two commas. Explain that the subordinate clause is between the commas.
- Ask children to make more sentences containing subordinate clauses. Write them on the board.
- Let children complete the exercise, then check answers.

#### ANSWERS

1 *who works in a hospital* 2 *which was very strong*  
3 *who teaches English* 4 *who has a dangerous job*

#### Further practice

Workbook pages 108–109 (children write an interview)

Unit 13 test, Teacher's Resource Center

Online Practice • Unit 13 • Listening, Speaking, and Writing

# Fluency Time!

5

**Fluency Time! 5**

**Everyday English**

1 Watch and listen. Read and say.

2 Watch and listen. Complete the sentences with the words below.

There are two extra words.

head nurse hand bag tennis wash

1 Anna's hurt her hand. 2 She fell down on the tennis court.

3 She tripped over a bag. 4 Tom will take her to the school wash.

3 Speaking Talk with your friend.

leg arm hand playground classroom sports field  
finger foot art room computer room

What's the matter? Lily has hurt her finger.  
Where did it happen? She fell down in the art room.  
Take Lily to the school nurse, please. OK. Come on, Lily.

110 Fluency Time! 5 Describing accidents

## Everyday English

SB page 110

### Learning outcomes

To learn some useful language for describing accidents

### Language

What's the matter?; hurt; Where did it happen?; I fell down on the playground.

### Materials

CD 118–119; Fluency DVD Fluency Time! 5

### Warmer

- Tell the class they are going to learn some useful language for describing accidents. Ask children to say parts of the body / injuries / accidents they know. Write their answers on the board under the headings *Parts of the body* / *Injuries / Accidents*.
- Teach the phrases *What's the matter?*; *I hurt (my leg)*; *Where did it happen?*; *I fell down on the playground*. Describe an accident using *I hurt ...* and *I fell down ...*. Ask children to tell you about an accident they've had / seen.

### 1 Watch and listen. Read and say. 118

- Focus on the pictures. Ask children to say where the people are (*in the school playground*) and who Tom and Anna are talking to (*their teacher*). Ask *What's the matter with Tom?* Elicit that he has hurt his leg.

- Play the DVD. Children listen and follow along.
- Play the DVD again, pausing if necessary. Children say the dialogue along with the DVD.
- Children practice the dialogue in groups of three. Invite groups of children to act out the dialogue for the class.

### 2 Watch and listen. Complete the sentences with the words below. There are two extra words. 119

- Show children the sentences. Explain that they need to listen and complete the sentences with the words in the word box. Make sure they know there are two words they will not use.
- Play the first part of the DVD and focus on the example. Play the DVD again, pausing after each item for children to write their answers.
- Ask children to read the completed sentences and say which words were not used.

### ANSWERS

1. hand 2. tennis 3. bag 4. nurse

### 3 Talk with your friend.

- Children work in pairs to make dialogues of their own.
- Ask two children to read the example dialogue.
- In pairs, children read the example dialogue. Then choose words from the word boxes to make their own dialogue.
- Monitor children's performance and help if necessary. Invite some pairs to act out their dialogues.

### Differentiation

#### Below level:

- Break the dialogue up into three shorter exchanges. Have children practice the first exchange a few times, then the second and third ones. Encourage children to use the children's names. Make sure children switch roles for even practice.

#### At level:

- Children complete the activity.

#### Above level:

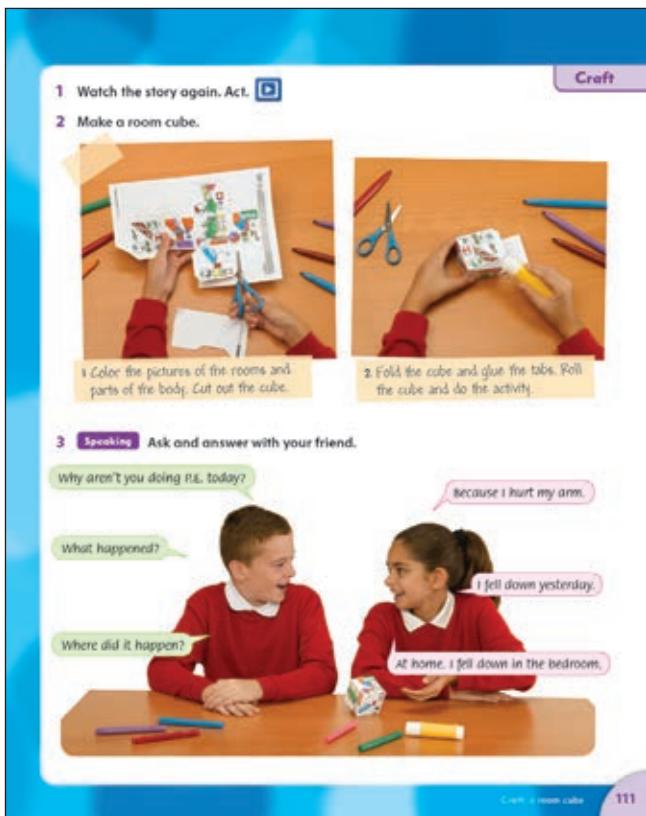
- Extend the dialogue with these lines. S1: *Oh, no! I'm sorry to hear that. How are you feeling now?* S2: *I'm feeling (better), thanks.* S1: *Do you need any help?* S2: *Yes, please. / No, thank you.*
- Monitor their dialogues.

### Further practice

Workbook page 110

Fluency Time! 5, Fluency DVD

Online Practice • Fluency Time! 5



- Hand out copies of the room cube template (see Fluency Craft 5, Teacher's Resource Center).
- If you like, the children can work in pairs or small groups and make one cube.
- Use the pictures and instructions to help children make the cube. Demonstrate with your own completed room cube and make sure children understand what to do.
- Move around the class as children work, asking questions, e.g. *What room is this? What's in the (bedroom)? What color is the (sofa)? What happened in the (living room)?*

**NOTE:** If you do not have enough time, ask children to draw six small room scenes (with a small picture of the part of the body which they injured in each room in the corner of each picture) on a piece of paper. They can then throw a coin or small object (eraser, pencil sharpener, etc.) onto the piece of paper and talk about the room it lands on in Exercise 3.

### 3 Ask and answer with your friend.

- Focus on the photo. Tell children they are going to use their room cubes to act out dialogues in pairs.
- Ask two children to read the dialogue. Children act out in pairs, taking turns to roll their cubes and talk about the accident that happened in that room.
- Children swap pairs to act with new partners.
- Invite some pairs to act out their dialogues for the class.

## Craft SB page 111

### Learning outcomes

To make a room cube  
To talk about accidents

### Language

*What's the matter?; hurt; Where did it happen?; I fell down in the (bedroom).; Why?; Because ...*

### Materials

Fluency DVD Fluency Time! 5; Fluency Craft 5 (Teacher's Resource Center) (one template for each child); completed room cube; colored pencils, scissors, and glue for each group

#### 1 Watch the story again. Act. 118

- Focus on the story in Exercise 1 on page 110. Ask children what they remember.
- Play the Fluency DVD Fluency Time! 5 Everyday English. If you don't have time for the DVD, read the dialogue on page 110.
- Invite groups of children to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

#### 2 Make a room cube.

- Focus on the photos. Ask children to say what they think the child in the photos is doing (*making a cube with different rooms and different injuries on each side*).
- Ask *What do you need to make the room cube?* to elicit *colored pencils, scissors, glue*.

### Differentiation

#### Below level:

- In pairs, children roll the cube. Have them practice saying the room and the body part shown. Elicit sentences from the dialogue when children feel more comfortable. Monitor and help as needed.

#### At level:

- Use the room cubes to play a game in pairs. Children act out dialogues as in the example in Exercise 3, with the second child choosing a room in which their "accident" happened. The first child then has three tries to roll the room cube and try to get the room mentioned in the dialogue. If they get the room, they score a point. If they don't get it, they don't get a point. Children swap roles and act out more dialogues.

#### Above level:

- Switch the pairs. One child rolls the cube and mimes the injury. The other watches the mime and guesses the injury. They act out a dialogue like the one in Exercise 3.

### Watch the DVD!

- Play Fluency DVD Fluency Time! 5 Everyday English again to review the language of the lessons.
- The children can complete the DVD Practice page in the Workbook (WB page 111). Play each scene again for the children to complete the activities.

### Further practice

Workbook page 111

Skills test 5 Fluency Time!, Teacher's Resource Center

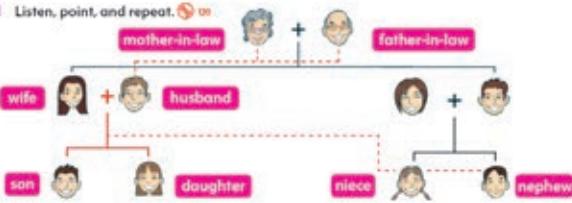
Fluency Time! 5, Fluency DVD

Online Practice • Fluency Time! 5

**14 We were fishing**

**Lesson One Words**

1 Listen, point, and repeat.  



2 Listen and read.  



112 Unit 14 Family

- Show the flashcards in a different order and repeat. Point to family members in a different order and repeat.

### 1 Listen, point, and repeat. 120

- Ask children to open their books and look at the pictures and words. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat chorally.
- Ask individual children to say the words for the class.

#### Differentiation

##### Below level:

- Review the vocabulary words again. Show the flashcards again, and ask children to call out the words. Then line the flashcards up on the chalk rail and write the words in random order above them. Ask a child to draw a line, matching one word to its flashcard. Repeat for the other words.

##### At level:

- Play *Teacher can't remember* (see page 8) using the new words.

##### Above level:

- Change the game to *Student can't remember*. Ask a student to come to the front and play the teacher's role. Monitor and help as needed.

## Lesson One

SB page 112

### Words

#### Learning outcomes

To identify words for family members

To understand a short story

#### Language

Core: *mother-in-law, father-in-law, wife, husband, son, daughter, niece, nephew*

Extra: *memories*

#### Materials

CD  120–121; *Making smoothies* flashcards 142–151

### Warmer

- Play *I spy* (see page 8) with the *Making smoothies* flashcards to review the words from the previous unit.

### Lead-in

- Tell children they are going to learn new words for talking about families. Use the family tree picture in Exercise 1 to elicit the vocabulary. Point to the different family members one at a time and try to elicit the words, but model any unknown words.
- Say all the words for children to repeat.

### 2 Listen and read. 121

- Focus attention on the story and ask questions about each frame, e.g. *Who is crying? What is Aunt showing Holly? How many photos can you see? Is everyone happy or sad now?* Encourage predictions.
- Play the recording for children to listen to and follow the story in their books.
- Ask comprehension questions, e.g. *Why is Holly sad? What were they doing in two of the photos?*
- Play the recording again for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*son, niece, nephew*).

#### Further practice

Workbook page 112

Online Practice • Unit 14 • Words

- 1 Listen to the story again and repeat. Act.
- 2 Read and learn.

**Past progressive**

What **were** you **doing**?  
I **was** **looking** at photos.  
He **wasn't** **making** a smoothie.  
He **was** **making** a mess.

Were they **going** to the train station?  
No, they **weren't**. They **were** **going** to the theater.



Use the **past progressive** to describe an action happening at a **certain time in the past**.

- 3 Write. **ride** **visit** **look** **make** **read**

What were the family doing at three o'clock yesterday afternoon?

1 Holly and her aunt **were looking** at the photo album.

2 Holly's parents **were** **visiting** a friend in hospital.

3 Amy **was** **looking** at a photo album on the computer.

4 Leo **was** **making** a skateboard outside.

5 Max **was** **reading** a new book.



- 4 Speaking Look at the pictures again. Ask and answer.

1 Were Holly's parents going to the movies?

2 Was Max reading a new book?

3 Were Holly and her aunt taking photographs?

4 Was Amy making a photo album?

5 Was Leo riding his skateboard inside?

5 What were you doing at three o'clock yesterday afternoon?

Complete Grammar Time Exercise 1 on page 126 of Workbook 4.

Past progressive Unit 14 113

## Lesson Two

SB page 113

### Grammar 1

#### Learning outcomes

To learn the past progressive

To learn how to use the past progressive in questions, sentences, and short answers

To act out a story

#### Language

Core: *What were you doing? I was looking at photos. He wasn't making a smoothie. He was making a mess. Were they going to the train station? No, they weren't. They were going to the theater.*

#### Materials

CD 121

#### Warmer

- Ask questions about the story, e.g. *Who's in the room?*
- Children check their answers on page 112.

#### 1 Listen to the story again and repeat. Act. 121

- Play the recording, pausing for children to repeat.
- Divide the class into pairs to play Aunt and Holly. (Max doesn't speak.)
- As a class, decide on the actions.
- Play the recording. Children say their lines and mime.
- Let children practice acting out the story in their groups. Then ask one or two groups to act for the class.

### 2 Read and learn.

- Look at the picture and the examples sentences in the grammar boxes. Copy the sentences onto the board.
- Ask children to identify the past progressive questions, affirmative sentences, negative sentences, and short answers. Ask them how the past progressive is formed.
- Read the rule aloud. Give children a minute to study it silently. Ask them to make sentences with past progressive verbs. Write correct sentences on the board for the class to repeat chorally.

### 3 Write.

- Look at the pictures and the example with children.
- Children complete the sentences with the past progressive form of the verbs in the word box.

#### Differentiation

##### Below level:

- Read the examples in the grammar box and have children repeat. Swap out the verbs and actions for extra practice. Ask questions about Holly's family, e.g. *What were Holly and her aunt doing at three o'clock yesterday afternoon?* Elicit answers.

##### At level:

- Write some times on the board, e.g. 7:00, 9:30, 2:15. Point to 7:00 and say *Yesterday, I was having breakfast at seven o'clock.* Ask a child *What were you doing?* Elicit an answer. In pairs, children ask and answer with the past progressive and the times.

##### Above level:

- Put children into pairs. Ask them to write some times in their notebook, e.g. 1:15, 6:45. Children write what they were doing yesterday at those times. They ask and answer. Monitor to make sure children play both roles.

#### ANSWERS

1. **were looking**
2. **were visiting**
3. **was making**
4. **was riding**
5. **was reading**

#### 4 Look at the pictures again. Ask and answer.

- Ask children to look at the pictures again.
- Ask two children to read the speech bubbles aloud.
- Let children do the exercise in pairs. Then ask some of them to ask and answer for the class.

#### ANSWERS

1. **No, they weren't. They were visiting a friend in hospital.**
2. **Yes, he was.**
3. **No, they weren't. They were looking at the photo album.**
4. **Yes, she was.**
5. **No, he wasn't. He was riding his skateboard outside.**

#### 5 What were you doing at three o'clock yesterday afternoon?

- Ask some children *What were you doing at three o'clock yesterday afternoon?* Children give answers. If you wish, children can say something true or false. Make it a game. Ask the class to guess if the child is telling the truth or not.

#### Further practice

Grammar Time, Workbook page 134

Workbook page 113

Online Practice • Unit 14 • Grammar 1

**Lesson Three Grammar 2 and Song**

**1 Read and learn.**

**Dates**

We **say** and **write** dates differently.

June 22nd 1997 → June twenty-second nineteen ninety-seven  
 October 4th 2009 → October fourth two thousand and nine

**I was born ...**

My dad **was born** in 1971.

Use the correct **preposition** with years and months:  
 He was born **in** 1971.  
 He was born **on** July 4th 1971.

**2 Speaking** Read the dates. Ask and answer.

Paul: March 3rd 1999  
 Liz: 1950  
 Simon and Mat: January 4th 2010  
 Alf: 1932

When was Paul born? → He was born on March 3rd, nineteen ninety-nine.

**3 Write about when you and your family were born.**

**4 Listen and sing.**  

**When Sally was born**

What was Jim doing when Sally was born?  
 When Sally was born? When Sally was born?  
 What was Jim doing when Sally was born?  
 He was playing.

What was Kate doing when Sally was born? ... ? She was reading.  
 What was Mike doing when Sally was born? ... ? He was working.

114 Unit 14 Dates and I was born ...  Complete Grammar Time Exercise 2 on page 126 of Workbook 5.

## Lesson Three

SB page 114

### Grammar 2 and Song

#### Learning outcomes

To learn how to say and write dates

To learn how to use *was born* ...

To use *was born* in the context of a song

#### Language

Core: June 22nd 1997 (June twenty-second nineteen ninety-seven), October 4th 2009 (October fourth two thousand and nine). *My dad was born in 1971.*

#### Materials

CD  122

#### Warmer

- Play *What do I have?* (see page 9).

#### Lead-in

- Bring in a photo of a family member when they were a baby. Write his / her date of birth on the board, e.g. 10/6/1982. Mime holding a baby to show children this is the date he / she was born.
- Point to 10 and write 10th. Then point to 6 and ask *What month is this?* Write June. Point to 1982. Elicit or model nineteen eighty-two.
- Practice saying the date until children are familiar with it.
- Write similar dates on the board and practice them.

#### 1 Read and learn.

- Focus on the grammar box. Point to the first example and write 6/22/1997.
- Write some dates on the board for children to say.
- Now read the example aloud (*My dad was born in 1971*). Then read the rule. Write some dates on the board e.g. 1997, August 12th 2004, May 6th. Elicit the correct prepositions (*in* or *on*).
- Give children a minute to study the rule silently.
- With books closed, ask questions to check understanding.

#### 2 Read the dates. Ask and answer.

- Point to the first picture and the date. Ask two children to read the speech bubbles aloud.
- Let children do the exercise in pairs. Then ask some of them to ask and answer for the class.

#### ANSWERS

- When was Paul born? He was born on March third nineteen ninety-nine.
- When was Liz born? She was born in nineteen fifty.
- When were Simon and Mat born? They were born on January fourth, two thousand ten.
- When was Alf born? He was born in nineteen thirty-two.

#### 3 Write about when you and your family were born.

- Tell children to write sentences about when they and their family were born. Children do the exercise individually.
- Go through the answers together.

#### Differentiation

##### Below level:

- Simplify the “at level” activity. Children bring in photos, but write the dates without full sentences. Ask children to say who is on their poster and what their birthdate is.

##### At level:

- Tell children to do a project about their family. Children should find photos of family members when they were babies. Underneath each photo, they write when they were born in full sentences. Children do this at home and bring it into class for the next lesson.

##### Above level:

- Expand the “at level” activity, but have children write more information about their family members. Encourage them to include dates and years whenever possible.

#### 4 Listen and sing. 122

- Focus attention on the pictures. Ask *What game is the boy playing? Where's the mother with her child? What's the boy doing at his desk? What's the girl doing?*
- Play the whole song twice as children follow along.
- Read each line aloud for children to repeat.
- Play the recording several times. Children sing along.

**NOTE:** Now go to Workbook page 134. Children practice the grammar structure before doing Workbook page 114.

#### Further practice

Grammar Time, Workbook page 134

Workbook page 114

Online Practice • Unit 14 • Grammar 2 and Song

**Lesson Four Phonics and Spelling**

**1 Listen, point, and repeat.**  123

**addition**  **subtraction**  **invitation** 

**fashion**  **cushion** 

**2 Listen and read.**  124

**1 MATH COMPETITION**  **2 FASHION SHOW** 

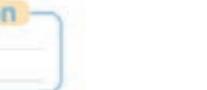
At school, we had a math competition. We had to do addition and subtraction. Carl won.

Leila got an invitation to a fashion show. There were lots of people there, so she sat on the floor on a cushion.

**3 Read again. Circle the words with *tion* and underline the words with *shion*.**

**4 Look at the pictures below. Write the words in the correct box.**

**tion**  **shion** 

**addition**

**115**

## 2 Listen and read. 124

- Point to the pictures. Ask *Is the boy in picture 1 proud or sad? Where's the girl in picture 2 sitting?*
- Tell children they are going to hear two short texts. Play the whole recording.
- Play it again, pausing for children to read and repeat.
- Ask children to look at the pictures and point to the objects from Exercise 1 (*addition, fashion*).

## 3 Read again. Circle the words with *tion* and underline the words with *shion*.

- Focus attention on the words *addition* and *fashion* in Exercise 1. Ask children to find the words in the texts.
- Ask children to find and circle all the words with *tion* and underline the words with *shion*.

### ANSWERS

**tion:** competition, addition, subtraction, invitation

**shion:** fashion, cushion

## 4 Look at the pictures below. Write the words in the correct box.

- Point to the pictures and the two boxes. Ask children where you should write *addition*. Elicit the "tion" box.
- Let children complete the exercise, then check answers.

### Differentiation

#### Below level:

- Use the phonics cards to review the words. Write *tion* and *shion* on the board. Show each phonics card. Children say the word and point to which sound it is. Then they complete the activity.

#### At level:

- Children complete the activity.

#### Above level:

- After children finish, ask them to think of more words spelled like the ones on the page. Put children into pairs or groups. Give them three minutes to write as many as they can. Monitor and check answers.

### ANSWERS

**tion:** addition, subtraction, invitation

**shion:** fashion, cushion

### Further practice

Workbook page 114

Online Practice • Unit 14 • Phonics and Spelling

## Lesson Four

### Phonics and Spelling

#### Learning outcomes

To learn that words with *tion* and *shion* endings sound the same

To identify this sound in two texts

To match this sound to specific words

#### Language

Core: *addition, subtraction, invitation, fashion, cushion*

#### Materials

CD  123–124; Phonics cards 43–44 (tunnel, lentils); Phonics cards 45–46 (addition, fashion), sheets of paper and colored pencils (optional)

### Warmer

- Hold up the phonics cards for *addition* and *fashion* one at a time and elicit the words. Repeat several times.
- Put the cards on different sides of the room and point to them at random. Children repeat.

### 1 Listen, point, and repeat. 123

- Ask children to look at the words and pictures in their books. Play the first part of the recording. Children listen and point.
- Play the second part for children to repeat chorally.
- Play the whole recording. Children point and repeat again. Repeat as necessary.

## Skills Time!

### Lesson Five

#### Reading

- 1 Describe what is happening in the picture.
- 2 Listen and read. 

### My relatives are coming!

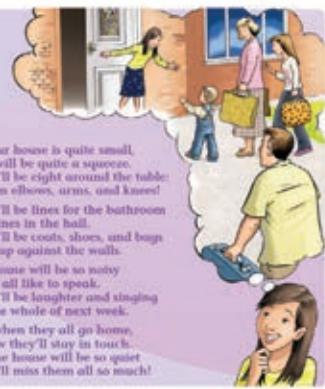
We're getting ready  
For a really special day.  
My relatives are arriving  
And this is where they'll stay.

My aunt and my uncle  
And my cousins Bill and Kate  
Will be here for a week,  
And I just can't wait.

My cousin Bill's a toddler  
Who has just turned two.  
He likes to scream and shout,  
Just like normal toddlers do.

But he's really fun and cute,  
And he's learning to be good.  
And I'm going to help him  
Do all the things he should.

Kate will sleep in my room  
On some cushions on the floor.  
Aunt and Uncle in the lounge,  
On a camp bed by the door.



but our house is quite small,  
So it will be quite a squeeze.  
There'll be eight around the table:  
Sixteen elbows, arms, and knees!  
  
There'll be lines for the bathroom  
And lines in the hall.  
There'll be coats, shoes, and bags  
Piled up against the walls.  
  
The house will be so noisy  
As we all like to speak.  
There'll be laughter and singing  
For the whole of next week.  
  
And when they all go home,  
I know they'll stay in touch.  
But the house will be so quiet  
And I'll miss them all so much!

- 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

relatives toddler normal cute squeeze  
line stay in touch miss someone

- 4 Read again and write short answers.

- 1 How long will the relatives stay? A week
- 2 Is it a big house? \_\_\_\_\_
- 3 What does everyone like doing? \_\_\_\_\_
- 4 Is Bill always good? \_\_\_\_\_
- 5 How will the house be after the visit? \_\_\_\_\_

116

Unit 14 Words in context. My relatives are coming! Reading a poem

### 1 Describe what is happening in the picture.

- Ask children to look at the picture. Ask questions, e.g. Who lives in the house? Who is visiting?
- Elicit and model new vocabulary. Gradually build up a description and write notes on the board.

### 2 Listen and read. 125

- Explain the meaning of relatives. Ask children which ones are in the picture (an aunt, an uncle, and two cousins).
- Tell children they are going to read a poem. Play the whole recording as children follow along.
- Play the recording, pausing regularly. Ask children to tell you what the poem is about. Answer any questions.
- Ask comprehension questions, e.g. Which relatives are coming to visit? Is Bill young or old?

### 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children find the words in the dictionary to check if they were correct or find meanings of unknown words.
- Go through the meanings of the words with the class.

### 4 Read again and write short answers.

- Point to the example question. Explain that they have to read the questions and write the short answers.
- Ask children to read the questions silently and refer back to the poem to find the answers.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Play Order the letters with the words in Exercise 3. Write the scrambled letters on the board, and call individual children to the board to unscramble them. Then children complete the activity.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them to change the short answers into full answers. Call on children to say the sentences aloud. Help and correct as needed.

#### ANSWERS

1. A week. 2. No, it isn't. 3. To speak. 4. No, he isn't. 5. Quiet.

#### Further practice

Workbook page 115

Unit 14 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 14 • Reading

## Lesson Five

(SB page 116)

### Skills Time!

#### Skills development

Reading: read and understand a narrative poem: "My relatives are coming"; identify words and meanings in a text; check the meanings of words in a dictionary; read questions and write short answers

#### Language

Core: relatives, toddler, normal, cute, squeeze, line, stay in touch, miss someone

Recycled: vocabulary and structures seen previously

Extra: get ready, shout, lounge, camp bed, elbow, piled up, laughter, singing

#### Materials

CD  125

#### Warmer

- Ask questions to review the family words in the poem. Write on the board *My mom has a sister named Sally*. Ask Who is Sally? Elicit your aunt.
- Write *Sally has got a husband named Harry*. Ask Who is Harry? Elicit your uncle.
- Write *Sally and Harry have two children called Bill and Kate*. Ask Who are Bill and Kate? Elicit your cousins.
- Tell children to open their books to page 116 and find an uncle, aunt, and cousin in the picture.

**Lesson Six**

**Listening**

1 Listen and number.  126

2 Listen again. Write S (Stuart), E (Emily), or A (Anna).

1 Who helped look after animals?  2 Who helped look after a child?   
 3 Who went to a new country?  4 Who usually has a party at home?   
 5 Who had a brother three years ago?  6 Who went surfing?

**Speaking**

3 Ask and answer. Talk about your happy memories.

1 What is your happiest memory? 2 When was it?  
 3 Describe what happened? 4 How did you feel?  
 what is your happiest memory? It's when I got my new bike ...

**Writing preparation**

What can you find in a poem?  
 Look at the poem again. The lines are in different parts, or **verses**. Some poems **rhyme**. This means there are words which sound the same.

4 Look at the poem again and answer the questions.

1 How many verses are there in the poem? \_\_\_\_\_  
 2 How many lines are there in each verse? \_\_\_\_\_  
 3 Circle all the words that rhyme in the poem.  
 What pattern can you see? \_\_\_\_\_

Complete the writing tasks on pages 116–117 of the Workbook.

 116–117

Listening, speaking, writing Unit 14 117

## Lesson Six SB page 117

### Skills Time!

#### Skills development

Listening: identify children's memories

Speaking: talk about memories

Writing: identify structure and rhyme in a poem

#### Language

Recycled: vocabulary and structures seen previously

Extra: kangaroo, koala bear, go surfing

#### Materials

CD  126

#### Warmer

- Write the new vocabulary from Lesson 5 on the board. Ask children to make up a sentence for each word.

#### Lead-in

- Ask children to open their books and look at the pictures in Exercise 1. Ask questions, e.g. *How old is the baby? What is that animal called? Which country is it from?*

#### 1 Listen and number. 126

- Tell children they are going to hear a recording of three children talking about their memories.
- Play the recording, pausing for children to number the pictures in the order they hear them.

#### ANSWERS

1. – 2 2. – 1 3. – 3

#### 2 Listen again. Write S (Stuart), E (Emily), or A (Anna).

- Ask children to read the questions silently.
- Play the recording again, pausing after each dialogue for children to write S (Stuart), E (Emily), or A (Anna).

#### ANSWERS

1. A 2. E 3. S 4. A 5. E 6. S

#### 3 Ask and answer. Talk about your happy memories.

- Ask individuals to read the questions to the class.
- Ask two children to read the speech bubbles aloud.
- Ask children to work in pairs, taking turns to ask and answer questions about their happy memories.

#### 4 Look at the poem again and answer the questions.

- Ask children to look at the poem on page 116 again. Read the rules and check that children understand the meaning of *verses* and *rhyme*.
- Write the first verse on the board. Explain that this is one verse. Ask children to tell you which words at the ends of the lines rhyme, i.e. sound the same (*day* and *stay*). If necessary, repeat with the second verse.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Remind children what *rhyme* means. Give a few examples. Then put them in groups and ask them to think of a few more rhyming words.

##### At level:

- Play a game to reinforce an understanding of rhyming words. Put some phonics cards from any of the previous lessons around the room, saying the words for children to repeat. Ask children to stand at their desks. Call out words which rhyme with these words. Children point to the phonics cards. With a strong class, children can repeat both words.

##### Above level:

- After children finish, write the lines of the poem on the board. Erase some of the words. Have children read it, saying the missing words.

#### ANSWERS

1. nine 2. four 3. day / stay, Kate / wait, two / do, good / should, floor / door, squeeze / knees, hall / walls, speak / week, touch / much 4. the second and fourth line of every verse rhyme

#### Further practice

Workbook pages 116–117 (children complete a poem)

Unit 14 test, Teacher's Resource Center

Online Practice • Unit 14 • Listening, Speaking, and Writing

# History Time!

## History Time!

Topic: The Gold Rush

1 Listen, point, and repeat.       

2 Listen and read.  

### THE GOLD RUSH

San Francisco is a big city in California, U.S.A. In the past, it was a tiny village. Then people found gold there! Between 1848 and 1855 over 300,000 people traveled to California to look for gold. This was the Gold Rush. It started when James Marshall, who worked in a mill in California, saw little bits of shiny yellow metal in the river. He was very excited to find it was gold. Soon people started to arrive in California. They used special pans to look for the gold in the rivers. This was called panning for gold. These people came from all around the world. Some were Americans, but many were Mexican, English, and Australian. The people looking for gold were called prospectors. Many traveled by ships and some traveled overland on horses and wagons. After a few years, most of the gold from the rivers was gone. Although some prospectors got rich, most found very little gold and were very poor.

3 Read again and answer T (true) or F (false).

- 1 During the Gold Rush prospectors traveled to San Francisco to buy gold.
- 2 Some of them traveled by sea and some came on horses and wagons.
- 3 San Francisco became a big city during this time.
- 4 Most prospectors were rich after the Gold Rush.

4 Think! Why do you think towns get bigger or smaller? Is it always good for a town to get bigger? Why?

118 CEL: History The Gold Rush

## Topic: The Gold Rush SB page 118

### Learning outcomes

To learn some useful content and language about the gold rush

### Language

Core: *gold, metal, mill, wagon, ship, pan*

Extra: *shiny, overland, rich, poor*

### Materials

CD  127–128; *History Time!* flashcards 152–157

### Warmer

#### Critical Thinking

- Ask children to say what events in history they find interesting. Write their suggestions on the board. Ask why they are interested in each event.

### Lead-in

- Tell children that they are going to learn about the Gold Rush in this lesson. Explain briefly that the Gold Rush was when lots of people went to America to look for gold.
- Hold up flashcards 152–157 and say the words for children to repeat. Ask children why they think so many people wanted to look for gold.

### 1 Listen, point, and repeat. 127

- Ask children to look at the photos. Play the first part of the recording for children to listen and point to the photos.
- Play the second part for children to repeat.
- Play the recording all the way through again for children to listen and point and then repeat the words.
- Hold up two flashcards (152–157) and say a sentence about one of them (e.g. *Gold is very expensive.*). Children point to the correct flashcard.

### 2 Listen and read. 128

- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions, e.g. *Where did James Marshall work? How did people look for gold in the rivers? How did people travel to America?*
- Ask children to say what the man in the picture is doing.

### 3 Read again and answer T (true) or F (false).

- Explain that children need to find information in the text to complete the activity. Read out the first sentence and have children look at the text and decide whether the sentence is true or false. Check the answers.

### Differentiation

#### Below level:

- Do the activity as a class. Read out the sentences and ask children to look at the text to decide whether each sentence is true or false. Have children stand up if they think the answer is true or stay sitting if they think it is false. Ask questions to help children to correct the false sentences (e.g. *How did prospectors travel to America? What happened to most prospectors?*).

#### At level:

- Children complete the activity.

#### Above level:

- Have children write three more true or false sentences based on the text. Children swap sentences with a partner and mark each other's sentences *T* or *F*.

### ANSWERS

1. F 2. T 3. T 4. F

### 4 Think! Why do you think towns get bigger or smaller? Is it always good for a town to get bigger? Why?

#### Critical Thinking

- Ask children to say whether they live in a big town or a small town. Ask them to say what is good / bad about living in a big / small town.

#### Collaboration

- Read out the questions in the Student Book. Put children in pairs to discuss their answers.

### Further practice

Workbook page 118

Online Practice • History Time!

**Project**

**1 Listen and circle the correct word.**  1 Jake's project is about what happened in **1850 / 1950 / 1750**.  
2 Jake will do his project about **Mexican / American / Canadian** history.  
3 People panned for gold in **lakes / rivers / oceans**.  
4 Gold is **heavier / lighter** than sand and stones.  
5 Life was very **difficult / easy** for the prospectors.

**2 Project. Make an information poster.**

1 

What was happening in another country in the 19<sup>th</sup> century? Work in pairs. Decide what you want to research. Look at books and search the Internet.

2 

Make a poster about what you find out. Glue or draw pictures.

3 Present your project.

1 What or who is your poster about?  
2 Why did you choose this?  
3 What happened, where, and when?

**Project a poster**  119

## Project

SB page 119

### Learning outcomes

To listen and circle the correct words

To make an information poster

### Language

*This is our poster. It's about Benito Juarez. We chose this because he is very famous and important in Mexico...*

### Materials

CD  129; *History time!* flashcards 152–157; paper / card; colored pens or pencils; scissors; glue

### Warmer

- Stick flashcards 152–157 on the board. Ask children to say the words. Describe one of the items on the flashcards without saying the word, e.g. (*You can travel across the ocean in this.*). Children call out the correct word.

### 1 Listen and circle the correct word. 129

- Explain that you are going to play a recording of a boy and a girl talking about the Gold Rush. Children need to listen and circle the correct words.
- Play the recording once through. Play again, pausing after each answer is mentioned so that children have time to think about their answers. Check the answers.

### ANSWERS

1. 1850
2. American
3. rivers
4. heavier
5. difficult

## 2 Project. Make an information poster.

### Creativity

- Explain that children are going to make an information poster. Ask *What do you need to make this project?* Elicit paper / card, scissors, glue.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Divide the class into pairs. Children decide which country and event / person they want their poster to be about, then look for information in reference books or in the Internet. Children draw pictures or print and glue photos from the Internet onto their piece of paper or card, then write about the event or person they have chosen.

### Differentiation

#### Below level:

- As a class, decide on a topic (e.g. the invention of the car). Divide the class into four groups. Assign one question to each group, e.g. (*Who invented the car? When was the car invented? What did the first car look like? Who made the first long journey by car?*). Provide reference books and useful website addresses for children to find the information.
- The children then find or draw pictures related to their question and work together in their groups to write about their pictures. Help the children to glue their pictures and pieces of writing on a large piece of card to make an information poster.

#### At level:

- Children complete the activity.

#### Above level:

- Have children work individually to make their posters. Then tell them to write three questions about their poster.
- Children swap posters with another pair, then ask and answer questions about their posters.

## 3 Present your project.

### Communication

- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other. Demonstrate by either holding up a completed poster, or using the example in the Student Book. Talk about the poster as in the example.
- Encourage children to include language from previous units as they talk about their projects, e.g. (*Benito Juarez lived in the mountains. He moved to the city when he was twelve years old. He was very clever and he studied hard. He became the president of Mexico and he helped lots of people.*).

### Further practice

Workbook page 119

Online Practice • *History Time!*

**15 Good news, bad news**

**Lesson One Words**

**1 Listen, point, and repeat.**  130



**2 Listen and read.**  130



**120 Unit 15 Jobs**

## Lesson One SB page 120

### Words

#### Learning outcomes

To identify words for talking about jobs

To understand a short story

#### Language

Core: *boss, office, builder, vet, journalist, secretary, dentist, receptionist, mechanic, author*

#### Materials

CD  130–131; Jobs flashcards 158–167; paper and colored pencils

### Warmer

- Divide the class into eight groups and give each group a family member word from Unit 14.
- Play *Do it!* (see page 9) to review family members.

### Lead-in

- Tell children they are going to learn some new words for talking about jobs. Introduce the vocabulary using the *Jobs* flashcards 158–167. Hold up the cards one at a time and elicit the words, but model unknown ones.
- Say all the words for children to repeat.

- Hold up the flashcards in a different order and repeat.
- Ask *Whose mother/father is a vet?* encouraging children to raise their hands if one of their parents is a vet. Repeat with the other jobs.

#### 1 Listen, point, and repeat. 130

- Ask children to look at the pictures and words.
- Play the first part. Children listen and point.
- Play the second part for children to repeat chorally.
- Ask individual children to say the words aloud.

#### Differentiation

##### Below level:

- Play *Listen, point, and say* (see page 8). If you wish, write the words on the board with space between them. Play again using words instead.

##### At level:

- Ask children to close their books to play a memory game. Show each *Jobs* flashcards. Place each one in order face down where children can see them. Pick one up and hold it so that the children can't see it. Ask children to say the picture. Once children have called out the word, show them the card and place it face up. Continue until all the cards have been found.

##### Above level:

- Do the "at level" activity, but have students also write the words in their notebooks. Check their answers and spellings at the end.

#### 2 Listen and read. 131

- Focus children's attention on the story and ask questions about each frame, e.g. *Is everyone worried or happy? Who is Dad talking to?* Encourage predictions.
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. *Why is Dad worried? What's the bad/good news?*
- Play the recording again for children to follow.
- Ask children to find words from Exercise 1 in the story (*boss, office*).

#### Further practice

Workbook page 120

Online Practice • Unit 15 • Words

Lesson Two Grammar 1

1 Listen to the story again and repeat. Act.

2 Read and learn.

**Simple past and past progressive**

When I **was working**, the phone **rang**. They **were smiling** when I **went in**.

When can go at the beginning or the middle of a sentence. Use a comma after the first verb if a sentence starts with When. I was eating when he arrived. When I was eating, he arrived.

3 Match and number the pictures.

1 I was waiting at the library. 2 He was walking to work. 3 The secretary was typing. 4 The soccer player was running. 5 The mechanic was repairing the car.

when

a he fell over. b the author came in. c it started to rain. d the customer arrived. e her boss phoned.

4 **Speaking** Point to the pictures and say.

I was waiting at the library when the author came in.

5 Now write the sentences with When at the beginning.

When I was waiting in the library, ...

© Complete Grammar Time Exercise 1 on page 135 of Workbook 5. Simple past and past progressive Unit 15 121

## Lesson Two

SB page 121

### Grammar 1

#### Learning outcomes

To contrast the use of the simple past and the past progressive

To learn how to use when with the simple past and past progressive

To act out a story

#### Language

Core: When I was working, the phone rang. They were smiling when I went in.

#### Materials

CD 131; Jobs flashcards 158–167

#### Warmer

- Ask children what they remember about the story.
- Write notes on the board to build up an outline.
- Children can check their answers on page 120.

#### 1 Listen to the story again and repeat. Act. 131

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play Mom, Dad, Max, and Holly.
- As a class, decide on the actions for the story.
- Play the recording. Children say their lines and mime.
- Let children practice acting out the story in their groups. Then ask one or two groups to act for the class.

### 2 Read and learn.

- Children identify the simple past and past progressive.
- Look at the example. Ask what happened first (working). Look at the second one and ask what the people were doing when Dad went into the office (smiling).
- Explain that the past progressive is used for a longer action which starts before it is interrupted by another action. The interrupting action is in the simple past.
- Ask two children to read the two examples with when, then let them study the rule silently.
- Write some verbs on the board, e.g. reading, sleeping. Ask children to make sentences in the past progressive. They also think of verbs in the simple past to interrupt.

### 3 Match and number the pictures.

- Look at the pictures and the example with children.
- Children match the two parts of the sentences and write the number, then match them with the pictures.

#### ANSWERS

- I was waiting at the library when the author came in.
- He was walking to work when it started to rain.
- The secretary was typing when her boss phoned.
- The soccer player was running when he fell over.
- The mechanic was repairing the car when the customer arrived.

a. 2 b. 4 c. 1 d. 5 e. 3

### 4 Point to the pictures and say.

- Ask children to look at the pictures again. Ask a child to read the speech bubble aloud.
- Let children do the exercise in pairs.

#### Differentiation

##### Below level:

- Write the sentences from the grammar box on the board. Replace the red words with blanks. Ask children to fill them in. Then children complete the activity in pairs.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, ask them to think of what they were doing at different times, e.g. when it started to rain, when his / her phone rang. In pairs, children make sentences. Monitor and help as needed.

### 5 Now write the sentences with When at the beginning.

- Write the speech bubble from Exercise 4 on the board. Erase when from the middle and write it at the beginning. Ask What is missing? Elicit the comma. Check answers.

#### ANSWERS

- When I was waiting in the library, the author came in.
- When he was walking to work, it started to rain.
- When the secretary was typing, her boss phoned.
- When the soccer player was running, he fell over.
- When the mechanic was repairing the car, the customer arrived.

#### Further practice

Grammar Time, Workbook page 134

Workbook page 121

Online Practice • Unit 15 • Grammar 1

**Lesson Three Grammar 2 and Song**

**1 Read and learn.**

**Grammar homophones: there, they're, their**

**There** is some good news and some bad news.  
**They're** very happy.  
**Their** will be with **their** cousins.

These three words sound the same but are spelled differently.  
**There** – a place, or to say what is present  
**They're** – short form of **they are**  
**Their** – shows possession by more than one person



**2 Write.** **there** **they're** **their**

The family is going to Australia. Look, **there** are six suitcases. Max and Holly have a suitcase each for **their** clothes and special toys. **They're** a bit nervous about living in Australia because everything will be so new and different. But **they're** very happy too, because **their** cousins will help them. Together, they'll have lots of fun!



**3 Speaking** Now talk about the picture.

**4 Listen and sing.** 

**They're almost there!**

There's a boy and there's a girl.  
They're going to see their cousins.  
They've packed their bags. They're almost there.  
They're going to see their cousins.  
They have their passports in their bags.  
They're going to see their cousins.  
They're as happy as can be.  
They're going to see their cousins.



122 Unit 15 Grammar homophones

Complete Grammar Time Exercise 2 on page 135 of Workbook N.

## Lesson Three SB page 122

### Grammar 2 and Song

#### Learning outcomes

To learn grammar homophones: *there, they're, their*

To use *there, they're, their* in the context of a song

#### Language

Core: *There is some good news and some bad news. They're very happy. They will be with their cousins.*

Extra: *nervous, pack (v)*

#### Materials

CD  132; Jobs flashcards 158–167

#### Warmer

- Play *Whispers* (see page 8) with the Lesson 1 words.

#### Lead-in

- Write these three fill-in-the-blank sentences on the board:
   
\_\_\_\_\_ my cousins.  
 \_\_\_\_\_ are some books on the table.  
 That's \_\_\_\_\_ house.
- Write *there, they're, and their* in a group to the side of the sentences. Ask children to choose the correct word (*there, they're, or their*) for each sentence.

#### 1 Read and learn.

- Focus attention on the grammar box and ask them to identify *there, they're, and their*. Read the explanation.

- Give children a minute to read the explanation silently. Remind children that these words all sound the same.

#### 2 Write.

- Tell children to complete the sentences with *there, they're, or their*. Ask three children to each read two sentences from the text to the class. Check answers together as they read.

#### Differentiation

##### Below level:

- Write the sentences from the grammar box on the board. Erase *there, they're, and their*. Write those three words to the left in their own column. Call children to the front. Ask them to write in the correct answer. Put children in pairs and have them write about a boy or girl together. Monitor and help as needed.

##### At level:

- Tell the class you are going to dictate some sentences. Read the following sentences slowly: *They're my friends. / There is some good news. / Their names are Holly and Max. / There are four chairs. / They're a bit worried. / Their bags are on the floor.* Review answers with the class, checking the correct spelling of *there, they're, and their*.

##### Above level:

- After children finish, ask them to write three sentences, one for each homophone in the lesson.

#### ANSWERS

1. **there** 2. **their** 3. **They're** 4. **they're** 5. **their**

#### 3 Now talk about the picture.

- Tell children to talk about the picture in Exercise 2.
- Tell them to use sentences with *there, their, and they're*. Demonstrate by saying *Their cousins live in Australia.*
- Let children do the exercise in pairs, then ask some of the pairs to say their sentences for the class.

#### 4 Listen and sing. 132

- Focus on the picture. Ask *Where are the boy and the girl? Are they happy or sad? Where are they going?*
- Play the whole song twice as children follow along.
- Read each line of the song aloud for children to repeat.
- Play the recording several times.

**NOTE:** Now go to Workbook page 135. Children practice the grammar structure before doing Workbook page 122.

#### Further practice

Grammar Time, Workbook page 135

Workbook page 122

Online Practice • Unit 15 • Grammar 2 and Song

**Lesson Four Phonics and Spelling**

**1 Listen and read.** **133**

**vocabulary homophones**

<b>see</b>	<b>sea</b>	<b>hear</b>	<b>here</b>
<b>wear</b>	<b>where</b>	<b>write</b>	<b>right</b>

**2 Listen and read.** **134**

<b>What can you see?</b> I can see a boat on the sea.	<b>Can you hear some birds?</b> Yes. They are here in this tree.	<b>Where do you wear these clothes?</b> I wear them at school.	<b>Which hand do you write with?</b> I write with my right hand.
--	---	---	---

**3 Read again and circle the words from Exercise 1.**

**4 Write.**

<b>1 Excuse me. <u>Where</u> is the bus station?</b>	<b>2 We went to the beach and swam in the _____.</b>
<b>3 I can <u>_____</u> some great music.</b>	<b>4 <u>_____</u> is your passport.</b>

Vocabulary homophones • Unit 15      123

## Lesson Four SB page 123

### Phonics and Spelling

#### Learning outcomes

To learn some homophones

To identify these words in dialogues

To complete sentences with specific words

#### Language

Core: *see, sea, hear, here, wear, where, write, right*

#### Materials

CD 133–134; Phonics cards homophones 47–52 (see, sea, hear, here, wear, where, write, right)

#### Warmer

- Show the phonics homophone cards and elicit the words.
- Repeat several times until children are used to saying the words. Make sure they understand that these words sound the same but have different meanings.
- Put the cards on different sides of the room and point to them at random. Children repeat the words.

#### 1 Listen and read. 133

- Ask children to look at the words and pictures in their Student Books. Give children a minute to read silently and learn the different meanings and spellings.
- Hand out the phonics cards to the class. Play the whole recording.
- Play the recording again, pausing for children to repeat.

#### 2 Listen and read. 134

- Point to the pictures. Tell children they are going to hear four short dialogues.
- Hand out the phonics cards among the class. Play the whole recording.
- Play the recording again, pausing for children to read and repeat. The child with the appropriate phonics card holds it up while speaking.

#### 3 Read again and circle the words from Exercise 1.

- Focus attention on the homophones in Exercise 1. Ask children to find and circle the words in the dialogues.

#### Differentiation

##### Below level:

- Simplify the “at level” activity. Make a 3x3 grid and play *Bingo* (see page 9) to reinforce the homophones. Use simple sentences, e.g. *I hear music. Turn right.* etc.

##### At level:

- Draw a 4x2 grid on the board so there are eight squares. In each square, write one of the homophones in random order. Divide the class into two teams. Children from each team take turns standing and saying a sentence using one of the words. When they have said it, they must spell the word. Each time a child says a correct sentence, cross out the word. Award a point for each correct sentence. Deduct a point for each mistake. Continue until all of the words have been crossed out.

##### Above level:

- Expand the “at level” activity. After children play the game, ask them to write their own sentences. Review together. Then in pairs, one child reads his / her sentence and the other spells the homophone. Make sure children switch roles for even practice.

#### ANSWERS

*see, sea, hear, here, where, wear, wear, write, write, right*

#### 4 Write.

- Point to the pictures and the fill-in-the-blank sentences.
- Children complete the sentences with the correct words.

#### ANSWERS

**1. Where 2. sea 3. hear 4. Here**

#### Further practice

Workbook page 122

Online Practice • Unit 15 • Phonics and Spelling

## Skills Time!

### Lesson Five

#### Reading

1 Describe what is happening in the pictures.

2 Listen and read. 135

### Three Wishes

Once upon a time, there was a poor fisherman. The fisherman's wife was usually angry because he didn't catch many fish.

One day, the man was fishing when suddenly, a little fish jumped into his net.

"My wife will be happy now," said the man, "we will eat this fish for dinner."

But then the fish spoke. "Please throw me back in the sea," it said, "and I will give you three wishes."



The fisherman was very surprised. "Great!" he thought. "I can make my wife very happy with three wishes."

Later, he told his wife about the fish. She wasn't happy.

"Fish don't speak, you silly man!" she said. "And now there isn't any fish for dinner."

The fisherman was hungry, and he looked at his dinner of bread and water.

"I wish we had sausages instead of bread and water," he said.

Suddenly, a plate of delicious sausages appeared on the table. He was very happy and started to eat.



But his wife shouted angrily. "Why didn't you wish for something better, like money or gold? You silly man! I wish those sausages were on the end of your nose!"

The man looked down at his nose and screamed. All the sausages were on the end of his nose.

The wife pulled and pulled, but she couldn't get the sausages off the man's nose. They had to use their last wish.

"I wish," said the fisherman sadly, "for the sausages to go away." Suddenly, the sausages disappeared.

Now they had no sausages and no wishes. And the fisherman never saw the fish again.



3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

fisherman speak (spoke) silly surprised sausage delicious wish for pull

124

Unit 15 Words in context: Three Wishes Reading: a traditional story

## Lesson Five

SB page 124

### Skills Time!

#### Skills development

Reading: read and understand a traditional story: "Three Wishes" (an extended text); identify words and their meanings in a text; check the meanings of words in a dictionary

#### Language

Core: fisherman, speak (spoke), silly, surprised, sausage, delicious, wish for, pull

Recycled: vocabulary and structures seen previously

Extra: net, angry, catch, dinner, go away

#### Materials

CD 132, 135; colored pencils

### Warmer

132

- Sing *They're almost there!* from Lesson 3.

### Lead-in

- Draw a stick man with a fishing rod. Try to elicit the word *fisherman*, or model it if necessary.
- Ask questions to prepare the class for the story, e.g. *What does a fisherman do? Where does he usually fish?*
- Tell children to turn to page 124 and find the fisherman in the pictures. Ask who the woman is (*his wife*).

### 1 Describe what is happening in the pictures.

- Ask questions about what is happening in the pictures. *Where is the man? What's his job? What is in his net? What's he eating? What's his wife doing?*
- Elicit and model new vocabulary. Write notes on the board.

### 2 Listen and read.

135

- Ask children to guess what a wish is (*something you want to happen*). Tell them they are going to read a traditional story about some people who ask for three wishes.
- Play the recording. Children follow along. Play the recording again, pausing regularly. Answer any questions.
- Ask comprehension questions, e.g. *Did the fisherman usually catch a lot of fish? Who gave the fisherman a wish?*

### 3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 136).

- Ask children to read the list and find and underline the new words in the text.
- Encourage children to guess their meanings by looking at the surrounding text.
- Children look up the words in the Dictionary to check if they were correct or find meanings for any words they don't know.
- Go through the meanings of the words together.

#### Differentiation

##### Below level:

- Play *What do I have?* (see page 9) to review the vocabulary from Exercise 3. Elicit as needed.

##### At level:

- After children finish, ask them to draw small illustrations next to the definitions to help them remember the words. Give children colored pencils.

##### Above level:

- Ask children to write sentences with the words in the text. If you wish, children can try writing a similar story with the words, using the text in Exercise 2 as a model.

#### Further practice

Workbook page 123

Unit 15 extra writing worksheet, Teacher's Resource Center

Online Practice • Unit 15 • Reading

**Listening**

1 What do they wish for? Listen and write L (Lucas), R (Rosy), or A (Akram).

	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

2 Imagine the fish is giving you three wishes. What are they? And why?

My first wish is for ... a computer because ...  
 My second wish is to ... visit a rainforest because ...  
 My third wish is for / to ... because ...

**Speaking**

3 Circle the commas and question marks before the speech marks. Then underline the different verbs used.

1 "I wish these were sausages," he said.  
 2 "Why didn't you wish for something better?" asked the woman.  
 3 "You silly man," the fisherman's wife said.  
 4 "I wish," said the man sadly, "for the sausages to go away."  
 5 "My wife will be happy now," said the man, "we will eat this fish for dinner."

**Writing preparation**

We use **speech marks** to show that someone is speaking. A **comma** or a **question mark** is placed inside the speech marks.  
 "Fish don't speak," said the fisherman's wife.  
 We can also cut the sentence into two parts. Look at the punctuation!  
 "Please throw me back in the sea," the fish said. "and I will give you three wishes."

**Complete the writing tasks on pages 124–125 of the Workbook.**

125

## Lesson Six SB page 125

### Skills Time!

#### Skills development

Listening: identify children's wishes

Speaking: talk about your wishes

Writing: use speech marks

#### Language

Recycled: vocabulary and structures seen previously

Extra: *penpal, come true*

#### Materials

CD 136; Jobs flashcards 158–167; paper and colored pencils (optional)

#### Warmer

- Tell children you are going to make a wish. Say *My wish is for ...* Ask children to guess what your wish might be.
- Children call out suggestions, e.g. *a new car, more money, a bike*. Write the suggestions on the board.

#### 1 What do they wish for? Listen and write L (Lucas), R (Rosy), or A (Akram).

- Tell the class they are going to hear three children talking about their wishes.
- Play the recording, pausing after each dialogue for the class to write the child's initial in the check boxes.

#### ANSWERS

1. A 2. A 3. R 4. A 5. L 6. R 7. L 8. L 9. R

#### 2 Imagine the fish is giving you three wishes. What are they? And why?

- Ask a child to read the speech bubbles to the class, and if possible complete the third wish.
- Check that children understand the exercise. Then ask them to work in pairs.
- Children take turns to tell each other their three wishes and explain the reason why they have chosen them. Explain that they will have to use the word *because* to explain why they want something.

#### 3 Circle the commas and question marks before the speech marks. Then underline the different verbs used.

- Read the rules and examples and ask children to give you examples of when to use them.
- Ask questions, e.g. *When do we use speech marks? Is a comma placed inside the speech marks?*
- Check that children understand the exercise. Write the first sentence on the board. Ask children to come and circle the punctuation and underline the verb.
- Let children complete the exercise, then check answers.

#### Differentiation

##### Below level:

- Put the example sentences on the board. Call children to the front to show you what to circle and underline. Review the answers together. Then children complete the activity independently.

##### At level:

- Children complete the activity.

##### Above level:

- After children finish, play the recording from Exercise 1 again. Ask children to write one quote from each child. Remind them to use speech marks and to underline the verbs. Monitor and review together.

#### ANSWERS

- "I wish these were sausages," he said.
- "Why didn't you wish for something better?" asked the woman.
- "You silly man," the fisherman's wife said.
- "I wish," said the man sadly, "for the sausages to go away."
- "My wife will be happy now," said the man, "we will eat this fish for dinner."

#### Further practice

Workbook pages 124–125 (children write the end of a story)

Writing skills worksheet, Units 13–15, Teacher's Resource Center

Unit 15 test, Teacher's Resource Center

Online Practice • Unit 15 • Listening, Speaking, and Writing

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Unit 15 149

# Review 5

**Review 5**

**1 Complete the crossword.**

**Down**

- 1
- 3
- 4
- 5

**Across**

- 2
- 6
- 7
- 8

**2 Write.** *niece mother-in-law husband father-in-law wife nephew*

Look! This is me with my **1** *husband*, Len. These are Len's parents. Look! She is my **2** *and he is my* **3**. The man with black hair is my brother, Henry. He is standing with his **4** *Jane*. Henry and Jane have two children. This girl is my **5** *and the boy is my* **6**. His name's Patrick.

**3 Read and circle.**

Grandma and Grandpa are visiting. Lucy and Peter ask their mom, "Can you help **1** *us* / **2** *it* make some smoothies for Grandma and Grandpa?" Peter chops up a banana and puts **3** *them* / **4** *it* into the blender. Mom says, "Now you need to get the milk, Lucy." So Lucy pours **5** *they* / **6** *it* into the blender. To help **7** *she* / **8** *her*, Mom puts the lid on. When the smoothies are ready, Lucy and Peter take **9** *they* / **10** *them* into the living room. "Are these for **11** *us* / **12** *we*?" ask Grandma and Grandpa. "Thank you so much!"

126 Review 5

- When pairs have finished checking their answers, ask a child to come to the board. He / She writes the words as other children in the class call out the answers.

## ANSWERS

1. **down** – earthquake 2. **across** – author
3. **down** – office 4. **down** – sausage 5. **down** – dentist
6. **across** – vet 7. **across** – secretary 8. **across** – boss

## 2 Write.

- Review the meaning and pronunciation of the words in the word box. Drill the words with the class.
- Put children into pairs and have them complete the activity together, but with both writing separately into their books.
- Put one pair with another pair to check their answers.
- Check the answers with the class.

## ANSWERS

1. **husband** 2. **mother-in-law** 3. **father-in-law**
4. **wife** 5. **niece** 6. **nephew**

## 3 Read and circle.

- Revise the object pronouns before children complete the exercise.
- Have children work individually to complete the exercise.
- Put children into pairs to check their answers.

## Review Lesson (SB page 126)

### Learning outcomes

To review vocabulary and structures taught in the previous three units

### Language

Recycled: *vocabulary and structures seen previously*

### Materials

CD 132; flashcards 142–167

### Warmer 132

- Sing *They're almost there!* from Student Book page 122.

### Lead-in

- Use a variety of flashcards 142–167 to recycle vocabulary from the previous three units.
- Play *Flashcard circle* (see page 8) to review the different words children have learned.

### 1 Complete the crossword.

- Ask children to complete the crossword individually.
- Put children into pairs and tell one child they are "A" and one they are "B".
- Have the children sit back-to-back with their partner. Tell the "A"s that they will say and spell the "across" words and the "B"s that they will say and spell the "down" words in order to check their answers.

### Differentiation

#### Below level:

- For Exercise 1, write the crossword words on the board (not in the correct order) so that children are supported by having a small choice of words, with the correct spelling to help them.
- For Exercise 2, do two or three of the gaps as a class, eliciting the answers from the more confident students before having children complete the rest of the exercise individually.
- Before children complete Exercise 3, write the object pronouns on the board. Elicit which ones refer to the singular, and which ones plural. Put one check next to the singular and two next to the plural. Ask children to identify which object pronouns refer to people, and which to objects.

#### At level:

- Children complete the activities.

#### Above level:

- For Exercise 1, have children complete the crossword individually before they are put in pairs to do the back-to-back activity.
- After Exercise 2, ask children to draw a quick picture of their family (it could be the family they live with, or extended family).
- Put children into pairs to point to the picture and name the family members.

## ANSWERS

1. **us** 2. **it** 3. **it** 4. **her** 5. **them** 6. **us**

**Review 5**

**4 Complete the sentences with who or that.**

forty feet deep the race the volcano yesterday

1 This is the man who climbed the volcano.  
 2 This is the lake that is big.  
 3 This is the girl who won the race.  
 4 This is the new library that opened yesterday.

**5 Write.**

1 I was watching TV when my aunt arrived. (watch TV / arrive)  
 2 She was laying the table when the phone rang. (lay the table / ring)  
 3 When he was fishing, a fish jumped out of the water. (fish / jump)  
 4 When I was printing my homework, the printer stopped. (print / stop)  
 5 They were eating lunch when Lucy dropped her glass. (eat / drop)

**6 Complete the words.**

1 Can you pass me my toy ?  
 2 I am a pup at  Wood View Primary School.  
 3 This dress is the latest fad .  
 4 My math homework is to practice subtraction .

**Play Play a game! **

Review 5 127

## Review Lesson SB page 127

### 4 Complete the sentences with who or that.

- Revise the use of who and that with the class.
- Have children work in pairs to complete the exercise, but writing individually into their Student Books.
- Check the answers with the whole class.

#### ANSWERS

1. who, the volcano
2. that, forty feet deep
3. who, the race
4. that, yesterday

### 5 Write.

- Review use of the past progressive and simple past for interrupted actions with the class.
- Have children complete the exercise individually.
- Ask children to check their answers with a partner.
- Check answers with the class.

#### ANSWERS

1. was watching TV, arrived
2. was laying, rang
3. was fishing, jumped
4. was printing, stopped
5. were eating, dropped

### 6 Complete the words.

- Revise the different final sounds with the class. Ask children to say some words with the correct sound and spelling for each one.
- Have children complete the exercise.
- Check answers with the class.

## Differentiation

### Below level:

- Before children complete Exercise 4, revise the words in the word box with the class. Elicit the names for different things in the pictures. Draw a person on the board and write who next to the picture. Draw an object on the board, such as an apple and write that. Children can refer to these prompts as they complete the exercise.
- For Exercise 2, do two or three of the gaps as a class, eliciting the answers from the more confident students before having children complete the rest of the exercise individually.
- Focus on the different sounds before beginning Exercise 6. Review the words in the pictures. Use the appropriate flashcards to revise the words and focus on the pronunciation before children do the exercise.

### At level:

- Children complete the activities.

### Above level:

- After children have completed Exercise 4, put children into pairs and ask them to write two or three more sentences using who and that.
- Have children swap their sentences with a partner and check to see if they are correct.
- After children have completed Exercise 5, put some different prompts on the board, e.g. *homework, asleep, bike, fall, shopping, lose*.
- Keep children in their pairs and ask them to write new past progressive and simple past sentences using the prompts, e.g. *I was doing my homework when I fell asleep*.
- Monitor as children are writing and write any incorrect sentences on the board. Correct the sentences on the board with the whole class.
- After Exercise 6, ask children to think of one more word for each final sound and spelling. They can look through the Student Book to help them find the correct words.
- Elicit the words and write the words on the board.
- Check the words with the class.

#### ANSWERS

1. el 2. il 3. shion 4. ur 5. tion

### Further practice

Workbook pages 126 & 127

Writing portfolio 5 worksheet, Teacher's Resource Center

Progress test 5, Teacher's Resource Center

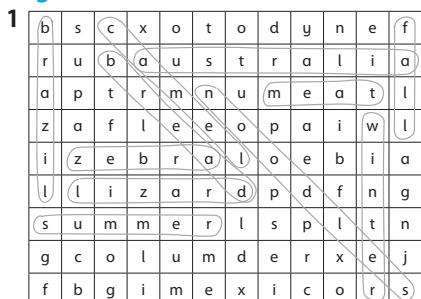
Skills test 5, Teacher's Resource Center

Online Practice • Review 5

# Workbook answer key

## Starter Unit

### Page 4



1 Brazil 2 Australia 3 Spain  
 4 camel 5 zebra 6 lizard  
 7 noodles 8 bread 9 meat  
 10 fall 11 winter 12 summer  
 Countries: Brazil, Australia, Spain  
 Animals: camel, zebra, lizard  
 Food: noodles, bread, meat  
 Seasons: fall, winter, summer  
 2 1 camera (Children's own answers)  
 2 concert (Children's own answers)  
 3 museum (Children's own answers)  
 4 actor (Children's own answers)  
 5 bridge (Children's own answers)  
 6 shout (Children's own answers)

### Page 5

1 long, friendly, shy, pretty, tall, handsome, kind, generous, funny, old, cheerful, smart, beautiful  
 2 Children's own answers  
 3 1 some 2 some 3 a 4 an  
 5 some 6 a 7 some 8 a  
 9 an

### Page 6

1 1 She's going to visit her aunt.  
 2 She's going to go to the movies.  
 3 They're going to make a cake.  
 4 They're going to go to a party.  
 5 He's going to do his homework.  
 6 He's going to play volleyball.  
 2 1 tune 2 sound 3 toy 4 oil  
 5 down 6 light 7 tall 8 shark

### Page 7

1 1 e 2 d 3 f 4 c 5 b 6 a  
 2 1 It's six forty.  
 2 It's quarter past four.



4 It's eight fifty.



6 It's three o'clock.



8 It's two fifty-five.



## Unit 1

### Page 8

1 1 waiter 2 customers  
 3 uniform 4 menu 5 cup  
 6 bowl 7 bottle 8 glass  
 2 1 uniforms 2 waitress 3 waiter  
 4 customers 5 menu 6 bowl  
 7 plate 8 bottle 9 glass  
 10 cup

### Page 9

1 1 eat 2 are eating 3 drink  
 4 are drinking 5 wear 6 are  
 wearing 7 sit 8 are sitting  
 2 Today: She is eating sandwiches  
 and cake. She is drinking orange  
 juice. She is wearing pretty dress.  
 She is sitting at the biggest table in  
 the restaurant.  
 Usually: She eats pasta and salad.  
 She drinks water. She wears pants  
 and a T-shirt. She sits at the small  
 table by the window.

3 1 He usually plays soccer. But today  
 he's reading.  
 2 He usually eats a sandwich. But  
 today he's eating a bowl of soup.  
 3 He usually does his homework.  
 But today he's staying in bed.  
 4 He usually drinks a glass of milk.  
 But today he's taking medicine.

### Page 10

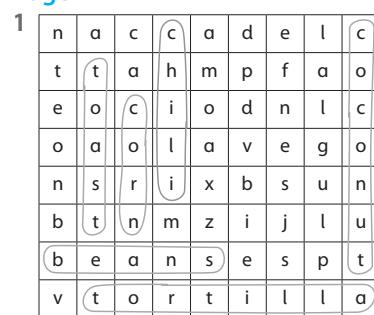
## Lesson Three

1 1 sometimes (SP) 2 right now  
 (PP) 3 Today (PP) 4 never (SP)  
 5 right now (PP) 6 always (SP)  
 2 1 Sally is playing volleyball right  
 now.  
 2 We always visit my grandma on  
 Fridays.  
 3 I'm reading a new book today.  
 4 He is walking to school now.  
 5 Peter and Sue rarely listen to the  
 radio in the morning.

## Lesson Four

1 Long a: Monday, train, Spain, tray,  
 cake, race  
 Long e: happy, feet, leaves, tree,  
 please, key  
 2 Children's own answers

### Page 11



1 chili 2 corn 3 toast  
 4 coconut 5 beans 6 tortilla

2 1 chili 2 toast 3 tortilla  
 4 beans 5 coconut 6 corn  
 3 1 bread beans 2 Mexico Vietnam  
 3 home school 4 small big  
 5 rice beans 6 eggs beans

### Page 12

1 one syllable: soup, toast, plate, corn  
 two syllables: coffee, noodles,  
 server, breakfast  
 three syllables: umbrella, customer,  
 volleyball, cereal  
 four syllables: motorcycle,  
 supermarket, vegetable, helicopter  
 2 My name's Sasha. My favourite  
 foods are noodles, pizza, and  
 chicken. I love pizzas.  
 I always eat lunch at school.  
 I usually have cheese and  
 tomato sandwiches, fruit, and  
 a yogurt. During the week my  
 grandma usually cooks dinner  
 at home. I always help. I like  
 cooking. Do you like cooking?  
 On weekends we often go to a  
 restaurant for lunch. The restaurant  
 is called The Food Garden.  
 What food do you like?

### Page 13

3 Children's own answers  
 4 Children's own answers

## Fluency Time! 1

### Page 14

1 1 b 2 f 3 g 4 d 5 a  
 6 e 7 h 8 c  
 2 1 Where 2 Who 3 Where  
 4 What 5 best

## Page 15

1 1 parents 2 great 3 had  
4 sightseeing and shopping  
2 I went to Mexico with my mom and dad.  
2 What was the best part?  
3 We bought lots of souvenirs (pictures 2, 3, 1)  
4 Did you have a good vacation?  
5 Where did you go?  
6 It was exciting. There was a river and a big lake. (pictures 5, 6, 4)  
3 Children's own answers

## Unit 2

### Page 16

1 a concert b program c stage  
d audience e instruments  
f drums g recorder h violin  
i trumpet j cheer  
1 a 2 f 3 h 4 e 5 j 6 g  
7 d 8 c 9 b 10 i  
2 1 concert 2 audience  
3 program 4 stage  
5 instrument 6 violin  
7 trumpet  
8 recorder 9 drums 10 cheered

### Page 17

1 1 c (stayed) 2 d (cooked)  
3 b (walked) 4 e (was)  
5 a (stayed) 6 f (played)  
2 1 played 2 were 3 had  
4 was 5 finished 6 walked  
7 had 8 washed 9 watched  
10 cleaned

### Page 18

#### Lesson Three

1 It was Sonia's birthday  
last Saturday. Four days ago, she had her party and it was really fun. Two days ago, she played in a basketball game at school. Yesterday, she was at school and last night, she had dinner in a restaurant with her family. Today, she's tired but happy.

Friday	
Saturday	My birthday!
Sunday	
Monday	party
Tuesday	
Wednesday	basketball
Thursday	school, dinner in a restaurant
Friday	today

2 Children's own answers

#### Lesson Four

1 1 i\_e 2 oa 3 u\_e 4 igh  
5 o\_e 6 oo  
2 Children's own answers

## Page 19

1 1 burst 2 cymbals 3 pack up  
4 shine 5 orchestra 6 treat  
7 piece  
2 1 orchestra 2 treat 3 piece  
4 burst 5 cymbals 6 shine  
7 pack up  
3 1 T 2 T 3 F 4 F 5 F 6 T

## Page 20

1 1 walking 2 sitting 3 reading  
4 getting 5 drawing  
6 swimming 7 shouting  
8 shopping 9 listening  
2 1 at the top 2 on the left  
3 on the right 4 at the bottom  
3 1 at the top 2 on the left 3 on  
the right 4 at the bottom

## Page 21

4 clap B, orchestra L, blanket R,  
picnic R, violin L, flashlights T,  
trumpet L, fireworks T, drums L,  
crowd B, flute L, sandwiches R  
5 Children's own answers

## Social Studies Time!

### Page 22

1 1 hunting 2 seaweed 3 berries  
4 snowmobile 5 raw 6 skiing  
2 1 village 2 Arctic 3 raw  
4 snowmobile 5 skiing  
6 hunting 7 seaweed / berries  
8 berries / seaweed

### Page 23

1 1 b 2 c 3 e 4 a 5 d  
2 1 Arctic 2 ours, different,  
northern 3 email, dangerous  
4 reindeer, races, father  
3 Children's own answers

## Unit 3

### Page 24

1 1 museum 2 skeleton  
3 dinosaurs 4 robot 5 alive  
6 dead 7 roar 8 scary  
9 model 10 scream  
2 1 museum 2 dinosaurs 3 dead  
4 model 5 skeletons 6 roar  
7 scary 8 scream 9 alive  
10 robot

### Page 25

1 1 b 2 d 3 a 4 e 5 c 6 f  
2 1 Class 4L went to a museum.  
2 They didn't buy postcards.  
3 They heard Roman songs.  
4 They didn't make theater programs.  
5 They didn't eat ice cream.  
6 Class 4P didn't go to a museum.  
7 They didn't hear Roman songs.  
8 They made theater programs.  
9 They bought postcards.  
10 They ate ice cream.

## Page 26

#### Lesson Three

1 1 a 2 d 3 e 4 c 5 f 6 b  
2 1 Who, saw 2 Where, park  
3 Which, was 4 What, played  
5 Did, I 6 Can, you

#### Lesson Four

1 1 f 2 ph 3 ph 4 f 5 f 6 ph  
2 Children's own answers

## Page 27

1 1 c 2 a 3 f 4 e 5 d  
6 g 7 b  
2 asteroid, disappear, Earth, fall / fell,  
pattern, scientist, skin  
3 1 scientists 2 patterns  
3 asteroids 4 fell 5 Earth  
6 disappeared 7 skin  
4 1 Meat or plants.  
2 65 million years ago  
3 It was bigger than a house.  
4 more than 700  
5 Because there is no dinosaur skin  
left to study.

## Page 28

1 1 ! 2 . 3 ! 4 . 5 ! 6 !  
2 1 I 3 I 5 F 6 I  
3 sit, sat be, was / were  
wash, washed sing, sang  
find, found go, went talk, talked  
walk, walked learn, learned  
see, saw sleep, slept eat, ate  
4 1 went 2 sat 3 sang 4 talked  
5 saw 6 found 7 ate  
8 walked 9 slept

## Page 29

5 sheep F, audience C, history M,  
field F, stage C, skeleton M, model M,  
farmer F, music C, cows F, drums C,  
pictures M, instruments C,  
vegetables F, paintings M  
6 Children's own answers  
7 Children's own answers

## Review 1

### Page 30

1 Verbs: moved, cheered, find, shine,  
bought, wear  
Nouns: dinosaur, audience, skin,  
cymbals, model, servers  
2 1 ate, 's eating 2 go, 'm going  
3 bought, are playing 4 make,  
's helping  
3 1 fall 2 concert 3 salad  
4 burst 5 raw 6 trumpet

### Page 31

4 1 He always helps his mom.  
2 Today she's eating noodles.  
3 Yesterday they went to the theater.  
4 Last year she bought a coat.  
5 They sometimes play volleyball.  
6 She's playing the piano right now.  
5 Children's own answers



## Page 47

1 1 desert 2 Chile 3 2011  
4 million 5 bus  
2 1 whale, ocean 2 fossils, desert,  
impossible 3 true, years 4 bus,  
Why  
3 Children's own answers

## Unit 6

### Page 48

1 1 metal 2 wooden 3 hard  
4 soft 5 cheap 6 expensive  
7 comfortable 8 modern  
9 repair 10 break  
2 1 broke 2 repair 3 wooden  
4 metal 5 hard 6 comfortable  
7 modern 8 expensive 9 cheap  
10 soft

### Page 49

1 comfortable, popular, modern,  
expensive, generous, relaxed,  
pretty, difficult  
2 1 most 2 less 3 smaller  
4 more 5 least 6 biggest  
3 1 older 2 more generous  
3 younger 4 friendlier  
5 more relaxed 6 quieter  
4 1 My easiest subject is ...  
2 My most difficult subject is ...  
3 The tallest person is ...  
4 The shortest person is ...  
5 My oldest friend is ...  
6 My kindest friend is ...  
7 My most expensive toy is ...  
8 My newest toy is ...

### Page 50

#### Lesson Three

1 1 The green team  
2 The red team  
3 The blue team  
4 The orange team  
5 The purple team  
6 The yellow team  
2 1 ... is good.  
2 ... is better.  
3 ... is the best.  
4 ... is bad.  
5 ... is worse.  
6 ... is the worst.

#### Lesson Four

1 1 c 2 g 3 c 4 g 5 g 6 c  
2 Children's own answers

### Page 51

1 1 e 2 b 3 g 4 d 5 c 6 h  
7 a 8 f  
2 1 enormous 2 lazy 3 share  
4 dig 5 thick 6 generous  
7 worry 8 prepare  
3 1 rainy sunny 2 cold hot  
3 summer winter 4 snow food  
5 thin thick 6 spring winter

## Page 52

1 1 feet 2 teeth 3 fish  
4 people 5 sheep 6 women  
3 1 Once there was a boy.  
2 They didn't laugh at his joke.  
3 The wolf ate all the sheep.

### Page 53

4 1 b 2 a 3 c 4 f 5 d 6 e  
5 Children's own answers

## Review 2

### Page 54

1 Verbs: won, bounce, broke, turn  
Adjectives: hard, new, comfortable,  
cheap  
Nouns: trophy, bed, chair, traffic  
circle  
2 1 ladder 2 early 3 repair  
4 prepare 5 whale 6 late  
3 1 had to 2 have to 3 had to  
4 have to

### Page 55

4 1 I run fast / slowly.  
2 I swim well / badly.  
3 I sing loudly / quietly.  
4 I do my homework carefully. /  
I don't do my homework carefully.  
5 1 b 2 w 3 p 4 v

## Unit 7

### Page 56

1 1 travel 2 astronauts  
3 the future 4 rocket 5 planet  
6 spaceship 7 satellites  
8 the moon 9 the sun 10 stars  
Left to right: 3, 2, 9, 10, 7, 5, 1, 4, 6, 8  
2 1 future 2 astronaut 3 travel  
4 rockets 5 spaceships  
6 planets 7 stars 8 sun  
9 moon 10 satellites

### Page 57

1 1 Yes, she will. 2 No, she won't.  
3 Yes, she will. 4 No, she won't.  
5 No, she won't. 6 Yes, she will.  
2 1 won't 2 will 3 will 4 will  
5 won't 6 will 7 will

### Page 58

#### Lesson Three

1 We are planning our vacation to the  
beach. Tonight, Dad will show us  
photos of the hotel where we will  
stay. We'll go to the mall to buy new  
swimsuits tomorrow. On Tuesday, I'll  
choose what to pack. I'll start  
packing in three days. Then,  
next week, we'll be at the beach!  
We'll come home from the holiday  
in two weeks. I can't wait!  
1 c 2 a 3 b 4 e 5 f 6 d  
2 Children's own answers

#### Lesson Four

1 1 aw 2 or 3 aw 4 au 5 aw

## 2 Children's own answers

### Page 59

1

r	v	i	r	t	u	a	l	*	q	l	b
p	j	l	h	r	n	b	d	r	m	s	d
o	f	r	w	c	d	s	i	e	w	u	u
w	l	p	y	k	e	c	f	a	a	b	c
e	c	o	n	t	r	o	l	l	x	m	m
r	z	f	l	n	g	h	q	i	v	a	d
q	u	n	d	e	r	w	a	t	e	r	f
p	r	c	z	v	o	k	i	y	v	i	o
u	i	q	t	d	u	p	v	a	b	n	s
w	j	l	q	e	n	e	r	g	y	e	h
l	g	u	l	n	d	j	p	w	o	s	b
c	d	a	i	s	r	x	a	y	m	t	e

2 1 power 2 underwater  
3 energy 4 underground  
5 control 6 Submarines 7 pills  
8 virtual reality  
3 1 Rob 2 Jasmine 3 Lara  
4 Jim 5 Rob 6 Jasmine 7 Jim

### Page 60

1 1 f motorboat 2 d bedroom  
3 a supermarket 4 e playground  
5 b seafood 6 c housework  
2 bedrooms, playgrounds,  
supermarkets, motorboats, seafood  
3 1 b 2 f 3 c 4 a 5 e 6 d

### Page 61

4 Children's own answers  
5 Children's own answers

## Fluency Time! 3

### Page 62

1 1 Hello.  
2 Hi. Can I speak to Gaby, please?  
3 Yes, of course. Who's calling,  
please?  
4 It's Sandra.  
5 Hold on a minute please.  
6 Gaby. It's Sandra on the phone  
for you.  
7 I'm coming, Grandma.  
2 1 Hello, speak, please  
2 calling, it's  
3 Hold on  
4 you

### Page 63

1 1 It's Anna. a  
2 Who's calling, please? d  
3 Sara! It's for you! b  
4 Can I speak to Tom, please? c  
2 1 Hello.  
2 Can I speak to Sara, please?  
3 Yes. Who's calling, please?  
4 It's Anna.  
5 Hold on a minute, please.  
6 Sara. It's for you!  
3 Children's own answers

## Unit 8

### Page 64

1 a Luggage, 6 b passport, 5 c money, 1 d newspaper, 8 e departures, 4 f arrivals, 3 g magazine, 7 h passenger, 2 2 1 luggage 2 passport 3 newspaper 4 money 5 magazine 6 departures 7 passengers 8 arrivals

### Page 65

1 1 C 2 U 3 U 4 C 5 C 6 U 7 C 8 U

2 1 How many suitcases do you have?  
2 How much money do you have?  
3 How much luggage do you have?  
4 How many passports do you have?  
5 How much food do you have?  
6 How many magazines do you have?  
3 1 much 2 lots of 3 much  
4 lots of 5 many

### Page 66

#### Lesson Three

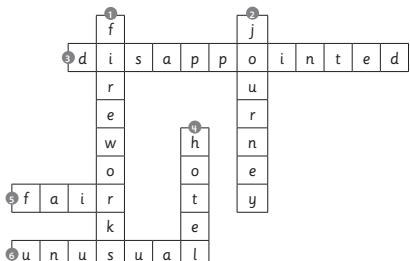
1 1 any 2 any 3 some 4 any 5 any 6 any 7 some 8 some 9 any 10 any 11 some 12 any 13 any 14 some 15 some 16 any 17 some

#### Lesson Four

1 1 id 2 d 3 d 4 d 5 t 6 t  
2 Children's own answers

### Page 67

1



1 fair 2 whistle 3 fireworks  
4 journey 5 unusual  
6 disappointed 7 hotel 8 asleep  
2 1 d 2 e 3 a 4 b 5 c 6 f

### Page 68

1 Martha Lewis  
472 Lincoln Street  
Boston  
07842

The stamp goes in the top right corner.

2 1 beach 2 plane 3 hotel  
4 pool 5 vacation 6 head  
7 hospital

### Page 69

3 1 Dear Alisa,  
2 I hope you are well.  
3 Tell me your news.  
4 Best wishes, Susie.

4 Children's own answers

## Science Time!

### Page 70

1 1 b 2 d 3 e 4 f 5 a 6 c  
2 1 toys 2 humans 3 Japan  
4 kick 5 plays 6 words  
7 gestures 8 children

### Page 71

1 1 F 2 T 3 F 4 T 5 T  
2 1 Japan, world 2 human, faster  
3 understand, languages 4 want, Me  
3 Children's own answers

## Unit 9

### Page 72

1 1 shows 2 cartoon  
3 advertisement 4 news  
5 documentary 6 cell 7 control  
10 channel  
2 1 programmes 2 cartoon  
3 control 4 channel  
5 documentary 6 cell 7 news  
8 advertisements

### Page 73

1 1 to watch 2 to eat 3 to help  
4 to clean 5 to say 6 to record  
2 (Suggested answers)  
1 to watch TV. 2 to learn about space. 3 to ride their bikes. 4 to do her homework. 5 to prepare dinner. 6 to buy food.

### Page 74

#### Lesson Three

1 1 How often does she go swimming?  
2 How often does he visit his cousins?  
3 How often do they study English?  
4 How often does he use a camcorder?  
5 How often do you play volleyball?  
6 How often does she go on vacation?  
2 Children's own answers

#### Lesson Four

1 1 mother 2 sister 3 mirror  
4 winter 5 visitor 6 actor  
2 Children's own answers

### Page 75

1 1 ticket 2 poor 3 factory  
4 explore 5 stadium  
2 1 poor 2 ticket 3 factory  
4 Stadium 5 explores  
3 1 The movie. 2 At the Yankee Stadium. 3 The New York Yankees and Boston Red Sox. 4 Fish, starfish, and sharks. 5 The movie. 6 The baseball game.

### Page 76

1 1 unlucky 2 unwell  
3 uncomfortable 4 unhappy  
5 unusual 6 unfriendly  
7 unknown 8 unpopular  
2 unfriendly, unhappy, unusual, unknown, unlucky, unwell, uncomfortable, unhappier  
3 Children's own answers

### Page 77

4 1 Documentary 2 Movie  
3 Cartoon  
5 Children's own answers

## Review 3

### Page 78

1 Verbs: travel, played, fell asleep  
Adjectives: dangerous, disappointed, popular  
Nouns: rocket, cartoon, stadium  
2 (Suggested answers)  
1 Four years ago, Bill was on the beach.  
2 Last year, he watched the animals at the zoo.  
3 One month ago, he rode his bike in the park.  
4 Yesterday, he had a birthday party.  
3 1 magazine 2 arrivals 3 coin  
4 giant 5 radio 6 hotel

### Page 79

4 1 She has music once a week.  
2 She has English every day.  
3 She has math three times a week.  
4 She has science twice a week.  
5 She never has Spanish.  
5 1 to make 2 to buy 3 to play  
4 to read 5 to watch  
6 Words ending in 't': finished, walked, liked  
Words ending in 'id': painted, waited  
Words ending in 'd': played, rained, showed

## Unit 10

### Page 80

1 1 b 2 g 3 d 4 c 5 e 6 i  
7 h 8 a 9 f  
2 1 log on 2 search the Internet  
3 screen 4 speakers 5 mouse  
6 save 7 memory stick  
8 printer 9 click on

### Page 81

1 1 turned off 2 put 3 made  
4 finished 5 put on 6 cleaned  
2 1 she's finished 2 he's made  
3 they've put 4 he's printed  
5 we've cleaned 6 I've saved

## Page 82

### Lesson Three

1 1 b 2 d 3 a 4 f 5 c 6 e

2 1 Has he seen the new game?  
2 Has she turned off the printer?  
3 Have they finished their homework?  
4 Have you saved the document?

### Lesson Four

1 ur: Thursday, nurse, hurt, curtain  
ir: shirt, circle, girl, bird  
2 Children's own answers

## Page 83

1	s	u	b	j	e	c	t	a
a	l	f	c	d	l	c	i	
d	m	e	s	s	a	g	e	
d	b	y	l	h	f	m	b	
r	c	l	i	c	k	o	n	
e	n	o	d	s	a	u	i	
s	e	a	g	k	c	s	u	
s	b	b	l	j	i	e	e	
a	g	d	i	o	w	p	z	

1 mouse 2 address 3 subject  
4 click on 5 message  
2 1 click on 2 address 3 message  
4 subject 5 mouse  
3 1 TV / computer 2 printer /  
mouse 3 mouse / address  
4 swimming pool / Bowlplex  
5 five / three 6 can't / can

## Page 84

1 1 S V O  
I often use my dad's new computer.  
2 S V O  
Sometimes we attach photos too.  
3 S V O  
I like searching the Internet.  
4 S V O  
I've found a great website.  
2 Children's own answers  
3 1 new 2 fast 3 difficult  
4 easily 5 great 6 funny  
7 quietly

## Page 85

4 Children's own answers  
5 Children's own answers

## Fluency Time! 4

### Page 86

1 1 tired 2 on 3 stand  
4 change 5 Pass 6 Channel  
7 documentary 8 dinosaurs  
2 1 I can't stand documentaries.  
2 I love this movie.  
3 There are usually cartoons on  
Channel 9.  
4 Pass me the cell phone, please.  
5 I can't stand this show.

### Page 87

1 1 T 2 T 3 F 4 F a 2 b 1  
c 3 d 4

2 on, stand, change, Pass, Let's, that's  
3 Children's own answers

## Unit 11

### Page 88

1 a ocean, 1 b cave, 10  
c rainforest, 6 d village, 4  
e volcano, 3 f island, 9  
g desert, 8 h capital, 7  
i town, 2 j oasis, 5  
2 1 village 2 rainforest 3 capital  
city 4 desert 5 oasis 6 islands  
7 ocean 8 town 9 volcano  
10 caves

### Page 89

1 1 Yes, she has.  
2 No, she hasn't.  
3 Yes, she has.  
4 Yes, she has.  
5 No, she hasn't.  
2 1 Have people ever been to the  
moon? Yes, they have.  
2 Have you ever seen a rainforest?  
(Children's own answers)  
3 Have astronauts ever been to  
other planets? No, they haven't.  
4 Have you ever been in a cave?  
(Children's own answers)  
5 Has Mat Jones ever been to  
space? No, he hasn't.  
6 Has Mat Jones ever climbed a  
volcano? Yes, he has.

### Page 90

Lesson Three  
1 1 Claire has been to a desert, but  
she has never seen a  
volcano or been skiing.  
2 Mark has been skiing, but he has  
never seen a volcano or been to a  
desert.  
3 Ruby has seen a volcano, but she  
has never been to a desert or been  
skiing.  
2 Children's own answers

### Lesson Four

1 1 ea 2 e 3 e 4 ea 5 ea  
6 e  
2 Children's own answers

### Page 91

1 1 oxygen 2 melt 3 expedition  
4 summit 5 frozen 6 height  
7 location 8 equipment  
2 1 expedition 2 summit  
3 frozen 4 equipment 5 melt  
6 oxygen 7 location  
3 1 F 2 T 3 F 4 F 5 T

### Page 92

1 Mat Jones is a 32-year-old  
photographer who has a very  
exciting life.  
Mat has been to lots of different  
countries, but he has spent most of  
his time in South America.

He has just climbed some very  
different kinds of mountains:  
volcanoes!

Mat is very happy in his job.

2 1 d 2 c 3 b 4 a

### Page 93

3 Wednesday: Went down the  
mountain, fell over, tried to get  
warm  
Thursday: Stayed in a tent, made  
hot soup, checked equipment  
Friday: Reached the top, buried  
chocolates in the snow, took  
photos  
4 Children's own answers

## Art Time!

### Page 94

1 1 stick 2 symbol 3 code  
4 secret 5 canvas 6 pattern  
2 1 Australian 2 people 3 codes  
4 symbols 5 Earth 6 shells  
7 sing 8 painting

### Page 95

1 1 c 2 d 3 e 4 a 5 b  
2 1 How, stick, paper  
2 colors, symbols, meanings  
3 shape 4 secret 5 picture  
3 Children's own answers

## Unit 12

### Page 96

1 1 c 2 a 3 i 4 d 5 f 6 e  
7 g 8 b 9 h  
2 1 headache 2 sore throat  
3 sick 4 dizzy 5 cold 6 cough  
7 stomachache 8 earache  
9 medicine

### Page 97

1 1 should 2 should  
3 shouldn't 4 shouldn't  
5 should 6 shouldn't 7 should  
2 1 Julia has a cold. She should drink  
orange juice.  
2 Alex has a stomachache. He  
shouldn't eat.  
3 Lizzy has a headache. She should  
stay in bed.  
4 James feels dizzy. He should sit  
down.  
5 Emily has a sore throat. She  
should take medicine.  
6 Ben has an earache. He shouldn't  
listen to music.

### Page 98

### Lesson Three

1 1 couldn't 2 could 3 can't  
4 can  
2 1 People could write with a feather  
and go to school by horse and cart.  
2 They couldn't use a computer or  
watch TV.

## Lesson Four

1 1 le 2 al 3 al 4 al 5 le 6 le

2 Children's own answers

### Page 99

1 1 b 2 g 3 a 4 f 5 d 6 e  
7 h 8 c

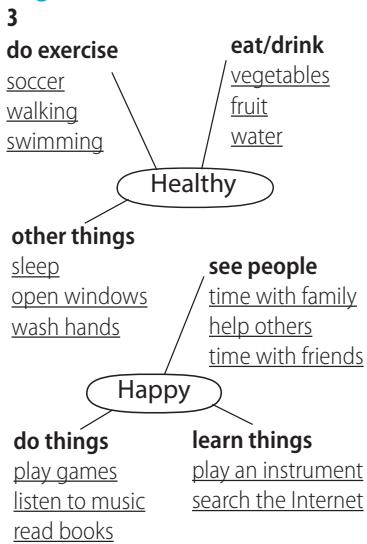
2 1 fit 2 Sardines 3 healthy  
4 Chips 5 energy 6 sugar  
7 cabbage 8 calcium

3 1 You can walk to school, go swimming or go skating.  
2 Candy, chocolate, chips and soda.  
3 Water, juices and milk.  
4 Cola.  
5 Yogurt.

### Page 100

1 1 always go to bed early because I don't want to be tired at school.  
2 I was sick yesterday so I didn't go to school.  
3 I drink milk with my breakfast because it has a lot of calcium.  
4 I go to my dance class because I want to be fit.  
5 I woke up late yesterday so I missed the school bus.  
6 I only eat chocolate once a week because I don't want to eat too much sugar.

### Page 101



4 Children's own answers

## Review 4

### Page 102

1 1 e 2 f 3 a 4 c 5 b 6 d

2 1 had 2 felt 3 had 4 blow  
5 had 6 took 7 be 8 be

3 1 cave 2 frozen 3 sugar  
4 canvas 5 sore throat  
6 summit

4 1 b 2 d 3 a 4 c

### Page 103

5 1 has been 2 have washed  
3 have eaten 4 has arrived  
5 have finished 6 have put

6 1 couldn't 2 could 3 shouldn't  
4 should

## Unit 13

### Page 104

1 1 strawberry 2 fridge  
3 blender 4 smoothie  
5 mango 6 pour 7 milk 8 lid  
9 peel 10 chop  
Clockwise from top left: 7, 2, 8, 3, 1,  
4, 6, 5, 9, 10  
2 1 smoothies 2 blender  
3 strawberries 4 chops  
5 mangoes 6 peel 7 milk  
8 fridge 9 pour 10 lid

### Page 105

1 1 c 2 e 3 f 4 a 5 b 6 g  
7 d  
2 a it b me c her d you  
e them f him g us  
3 1 it 2 us 3 me 4 them  
5 him 6 her 7 you

### Page 106

#### Lesson Three

1 1 who 2 that 3 that 4 who  
5 that 6 who  
2 1 Jo is the girl who won the competition.  
2 This is the pen that was lost.  
3 This is the T-shirt that is too small.  
4 This is the boy who bought the biscuits.  
5 This is my uncle who lives in the U.S.A.

#### Lesson Four

1 1 pencil 2 towel 3 travel  
4 pupil 5 lentil 6 camel  
2 Children's own answers

### Page 107

e	a	r	t	h	q	u	a	k	e
s	r	e	p	e	m	l	n	s	x
m	h	t	b	a	s	l	e	e	p
o	e	(c	a	r	r	y	x	m	g
k	r	(c	o	l	l	a	p	s	e
e	o	b	m	z	q	l	v	k	n
c	i	a	z	s	m	a	v	g	g

1 1 earthquake 2 collapse  
3 smoke 4 carry 5 sleep  
6 hero  
2 1 smoke 2 collapse 3 hero  
4 sleep 5 carry 6 earthquake  
3 1 c 2 e 3 b 4 f 5 a 6 d

### Page 108

1 1 My friend, who lives next door, has a new baby sister.  
2 This umbrella, that is very old, broke last night.  
3 This book, that I've just read, is very interesting.

4 My dad, who is good at math, helped me do my math homework.  
5 Mandy's mom, who works in a hospital, is a nurse.

2 Sub clauses: who is a firefighter / that is near my house / that happens every day / that we carry on the fire engine / that can be dangerous / that is bright yellow

### Page 109

3 Teacher: teach, learn, subjects, school, students, lessons  
Doctor: hospital, accidents, medicine, ill, white coat, sick  
4 Children's own answers

## Fluency Time! 5

### Page 110

1 1 matter 2 hurt 3 happen  
4 in 5 Take 6 arm 7 What  
8 fell 9 yard  
2 1 Jack has hurt his leg.  
2 She has hurt her finger.  
3 I fell down in the computer room.  
4 Take Simon to the nurse, please.  
5 He has hurt his arm.

### Page 111

1 1 teacher 2 hurt 3 nurse  
2 1 What's the matter?  
2 Tom fell down.  
3 He's hurt his leg.  
4 I fell down in the playground.  
5 Take Tom to the school nurse, please.  
6 OK, Miss Taylor. Come on, Tom.  
3 Children's own answers

## Unit 14

### Page 112

1 1 son 2 husband 3 nephew  
4 wife 5 mother-in-law  
6 daughter 7 niece 8 father-in-law  
2 1 husband 2 wife  
3 father-in-law 4 mother-in-law  
5 son 6 nephew 7 daughter  
8 niece

### Page 113

1 1 visiting 2 eating 3 playing  
4 shopping 5 buying 6 taking  
2 1 were watching 2 was reading  
3 were riding 4 was buying  
5 were eating 6 was making

### Page 114

#### Lesson Three

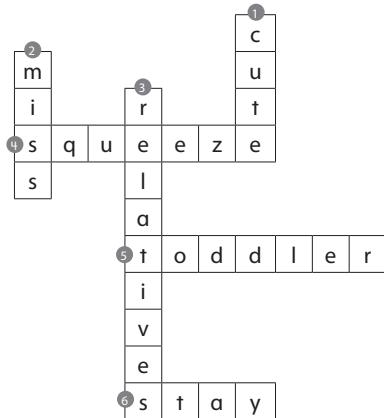
1 1 It's on June third.  
2 It's on August twenty-seventh.  
3 It's on May twenty-second.  
4 It's on November first.  
5 It's on March twenty-third.  
2 1 in 2 on 3 on 4 in 5 on

## Lesson Four

1 1 tion 2 shion 3 tion 4 tion  
5 shion 6 tion  
2 Children's own answers

## Page 115

1



2 1 F 2 T 3 F 4 T 5 F  
6 T 7 F

3 Children's own answers

## Page 116

1 1 door 2 day 3 do 4 should  
5 knees 6 wait  
2 1 day 2 stay 3 Kate 4 wait  
5 two 6 do 7 good 8 should  
9 floor 10 door 11 squeeze  
12 knees

## Page 117

3 fun, everyone, run  
they, day, play  
sing, ring, bring  
fast, last, past

4 Children's own answers

## History Time!

### Page 118

1 1 c 2 d 3 f 4 e 5 a 6 b  
2 1 prospectors 2 ship 3 wagons  
4 tents 5 gold 6 cold 7 sick  
8 families

### Page 119

2 1 T 2 F 3 F 4 T 5 F  
3 1 history, 1850, U.S.A., 2 panned,  
pan, gold 3 heavier, tents, fires

## Unit 15

### Page 120

1 1 author 2 boss 3 secretary  
4 office 5 journalist 6 builder  
7 receptionist 8 dentist 9 vet  
10 mechanic  
2 1 office 2 boss 3 receptionist  
4 author 5 dentist 6 journalist  
7 vet 8 mechanic 9 secretary  
10 builder

### Page 121

1 a Mum was cooking when the  
children arrived home from school. (2)

b The children were doing their  
homework when the phone  
rang. (4)

c When everyone was eating,  
Grandma rang the doorbell. (1)

d Grandma was talking to Mom  
when she dropped her glasses. (5)

e Mom was picking up the glasses  
when she saw a spider on the floor.  
(3)

f When the spider was walking  
towards her, Mom screamed. (6)

2 1 He was doing his homework  
when the phone rang.  
2 She was walking to school when  
she fell down.  
3 They were playing soccer when it  
started to rain.  
4 They were watching TV when  
Grandma came in.

## Page 122

### Lesson Three

1 1 their, they're 2 there, They're  
3 There, their

2 Children's own answers

### Lesson Four

1 a 2 b 6 c 3 d 7 e 1 f 5  
g 8 h 4

2 Children's own answers

## Page 123

1 1 f 2 c 3 d 4 e 5 a 6 g  
7 b 8 h

2 1 fisherman 2 spoke 3 wishes  
4 surprised 5 sausages  
6 delicious 7 silly 8 pulled

3 1 happy angry 2 house sea  
3 milk water 4 thirsty hungry  
5 sandwiches sausages

6 ears nose

## Page 124

1 1 "I like writing stories," said Andy.  
2 "What time is it?" asked Jimmy.

3 "I'm really happy," said Susie,  
"because I'm doing well at school."

4 "Have you finished your  
homework?" asked Mom.

5 "My schoolbag is very heavy,"  
said Jack, "and my shoulders hurt."

2 1 wife 2 lazy 3 shoes  
4 invitation 5 women  
6 expensive 7 sad 8 light

## Page 125

3 a 4 b 5 c 6 d 2 e 1 f 3  
4 Children's own answers

## Review 5

### Page 126

1 Verbs: poured, chopped, fell, miss  
Adjectives: delicious, cute, difficult,  
long  
Nouns: blender, camel, knee, words

2 1 in 2 on 3 in 4 on

3 1 toddler 2 mechanic  
3 surprise 4 sausages 5 hero  
6 smoothie

## Page 127

4 1 was feeding 2 were eating  
3 was riding 4 were walking  
5 was pulling 6 were making  
5 1 the alarm rang 2 the bus came  
3 were eating dinner 4 was  
watching TV 5 she fell down  
6 ate a bag of sweets  
6 1 sea 2 here 3 wear 4 write  
5 their / they're

## Grammar Time

### Unit 1

#### Simple present and present progressive

1 1 play, are playing 2 drink  
3 's raining

2 1 She always plays tennis on  
Sundays.  
2 They're cooking dinner right now.  
3 We rarely go to restaurants.

### Unit 2

#### Simple past: *have*, *be* and regular verbs

1 1 had 2 worked 3 played  
4 was 5 had 6 started

2 1 last week 2 yesterday  
3 last night 4 two weeks ago

### Unit 3

#### Simple past: irregular verbs with negatives

1 1 I didn't hear the music.  
2 We didn't see a robot.  
3 She didn't buy a model.

#### Simple past: irregular verbs with questions

2 1 What did they think about the  
concert?  
2 What did she wear at the party?

### Unit 4

#### Possessive pronouns

1 1 his 2 their 3 mine 4 ours

#### Adverbs

2 1 Adam did his homework  
carefully.  
2 Charlie works well in school.  
3 Laura and Mona play happily  
together / together happily.

### Unit 5

#### *have to / had to*

1 1 have to 2 had to

#### *why / because*

2 1 b 2 a 3 c

## Unit 6

**Comparatives and superlatives with long adjectives**

1 1 more modern, the most modern  
2 more beautiful, the most beautiful

**Irregular comparatives and superlatives**

2 1 better than, the best  
2 worse, the worst

## Unit 7

**The future with *will***

1 1 Will 2 will 3 won't

**Time markers: the future**

2 1 tomorrow 2 on Monday  
3 in a month 4 next year

## Unit 8

**Expressing quantity**

1 1 many 2 much 3 much  
4 lots of

**some / any**

2 1 He has some magazines.  
2 Is there any sunscreen?  
3 Do you have any pastries?

## Unit 9

**Infinitive of purpose**

1 1 to take 2 to understand  
3 to check

**How often?**

2 Children's own answers

## Unit 10

**Present perfect affirmative**

1 1 's cleaned 2 've finished  
3 've logged on

**Present perfect negatives, questions, and short answers**

2 1 Have, finished 2 have,  
3 've put 4 Have, turned  
5 haven't 6 hasn't done

## Unit 11

**Present perfect: ever**

1 1 Have you ever climbed a mountain? (Yes, I have. / No, I haven't.)  
2 Have you ever been to a rainforest? (Yes, I have. / No, I haven't.)  
3 Have you ever seen a bear? (Yes, I have. / No, I haven't.)

**Present perfect: never**

2 1 's never seen 2 've never been  
3 've never been 4 've never visited

## Unit 12

**should / shouldn't**

1 1 shouldn't 2 should 3 should  
4 shouldn't

**could / couldn't**

2 Children's own answers

## Unit 13

**Object pronouns**

1 1 you 2 him 3 them 4 it

**Relative pronouns: *who* and *that***

2 1 This is the boy who I met yesterday.  
2 This is the model that I wanted to buy.

## Unit 14

**Past progressive**

1 1 was doing 2 Were, visiting

**Dates and *I was born* ...**

2 1 in 2 on 3 was born  
4 were born 5 was born

## Unit 15

**Simple past simple and past progressive**

1 1 were playing, stopped  
2 were waiting, walked

**Grammar homophones: *there*, *they're*, and *their***

2 1 their 2 there 3 their  
4 They're

# Wordlist

Words in **bold** are core words that children will be able to use actively by the end of each unit. The remaining words are those they will have come across in songs and stories, and in reading and listening passages.

## Starter Unit

adult /'ædʌlt/  
Australian /'ɔ:s'treɪliən/  
back /ba:k/  
belt /belt/  
camel /'kæməl/  
faster (than) /'fa:stə(r) ðən/  
(the) fastest /ðə 'fa:stɪst/  
grow /grəu/  
o'clock /'ə'klək/  
oh five /ou faiv/  
over /'əvə(r)/  
some more /səm 'mɔ:/  
taller (than) /'tɔ:lə(r) ðən/  
(the) tallest /ðə 'tɔ:lis/  
younger (than) /'jʌŋə(r) ðən/  
(the) youngest /ðə 'jʌŋgɪst/

## Unit 1

always /'ɔ:lweiz/  
**at the moment** /ət ðə 'məʊmənt/  
**beans** /bi:nz/  
before /br'fɔ:/  
big /big/  
**bottle of water** /bɒtl əv 'wɔ:tə(r)/  
**bowl of soup** /bɔ:l əv 'su:p/  
breakfast /'brekfəst/  
**cake** /keɪk/  
**carrot** /'kærət/  
**chili** /'tʃili/  
**coconut** /'kəʊkənət/  
**corn** /cɔ:n/  
cornflakes /'cɔ:nflæks/  
**cup of coffee** /'cup əv 'co:fi/  
**customer** /'kʌstəmə(r)/  
delicious /dr'li:ʃəs/  
find /fa:nd/  
**glass of milk** /glɑ:s əv 'mɪlk/  
**key** /ki:/  
**leaves** /li:vz/  
lovely /'lʌvli/  
mashed /mæʃt/  
meal /mi:l/  
mean (v) /mi:n/  
**menu** /'menju:/  
Mexico /'meksi:kəʊ/  
mountains /'maʊntnz/  
**never** /'nevə(r)/  
**noodles** /'nu:dəlz/

**now** /nau/  
**olive oil** /'əliv ɔ:l/  
**pancake** /'pænkeɪk/  
part /pa:t/  
party /'pa:ti/  
**plate of salad** /pleɪt əv 'sæləd/  
**rarely** /'reəli/  
really /'ri:əli/  
**right now** /raɪt 'nau/  
sauce /sɔ:s/  
Scotland /'skɒtlənd/  
selection /sɪ'lekʃən/  
server /'sɜ:rvər/  
share (v) /ʃeə(r)/  
sightseeing /'saɪtsi:n/  
**sometimes** /'sʌmtaɪmz/  
soup /su:p/  
souvenirs /'saɪtsi:n/  
strange /streɪndʒ/  
**toast** /təʊst/  
**today** /tə'deɪ/  
tortilla /tɔ:tɪ:tə/  
**train** /treɪn/  
**tray** /treɪ/  
**tree** /tri:/  
turkey /'tɜ:ki/  
**uniform** /'ju:nɪfɔ:m/  
**usually** /'ju:ʒəli/  
vacation /və'keiʃn/  
Vietnam /viet'næm/  
wear /weə(r)/  
wonderful /'wʌndəfəl/  
wrap /ræp/  
yummy /'jʌmi/

## Unit 2

**audience** /'ɔ:diəns/  
band /bænd/  
bang (v) /bæŋ/  
**berries**  
**bike** /baɪk/  
**blow** /bləʊ/  
**blue** /blu:/  
**boat** /bəʊt/  
**bone** /bəʊn/  
**burst** /bɜ:st/  
busy /'bɪzi/  
calendar /'kæləndə(r)/  
Canada /'kænədə/  
**cheer (v)** /tʃi:r/

clang (v) /klæŋ/  
clap (v) /klæp/  
**concert** /'kɒnsət/  
**cry (n)** /kraɪ/  
**cymbals** /'sɪmbəlz/  
distant /'dɪstənt/  
**drums** /drʌmz/  
**flute** /flu:t/  
grow up /grəu 'ʌp/  
guitar /gɪ'ta:(r)/  
hear /hɪə(r)/  
high /hai/  
**hunting** /'hʌntɪŋ/  
idea /ai'dɪə/  
**instruments** /'instrəmənts/  
join in /dʒɔ:in 'in/  
**light** /laɪt/  
often /'ɔ:fən/  
**orchestra** /'ɔ:kistrə/  
**pack up** /pæk 'ʌp/  
**piece** /pi:s/  
piece /pi:s/  
raw /rə:  
**recorder** /rɪ'kɔ:rdə(r)/  
**room** /ru:m/  
**seaweed** /'si:wi:d/  
**shining** /'ʃaɪnɪŋ/  
shoulder /'ʃəuldə(r)/  
**skiing** /'ski:ɪŋ/  
sky /skai/  
**snowmobile**  
special /'speʃəl/  
**stage** /steɪdʒ/  
**treat** /tri:t/  
**trumpet** /'trʌmpɪt/  
up /ʌp/  
**violin** /vaiə'lɪn/  
why /wai/  
wind /wɪnd/

## Unit 3

**alive** /ə'ləiv/  
**alphabet** /'ælfəbet/  
animal /'ænɪməl/  
anything /'enɪθɪŋ/  
**asteroid** /'æstərɔɪd/  
at last /ət 'la:st/  
beach /bi:tʃ/  
**dead** /ded/  
**dinosaur** /'dai:nəsɔ:(r)/

**disappear** /dɪsə'pɪə/  
**Earth** /θɜːθ/  
 elephant /'eləfənt/  
 exciting /'ɪk'saɪtɪŋ/  
**fall (fell)** /fə:l/  
**feet** /fi:t/  
 fish /fiʃ/  
**flamingo** /flə'mɪŋgəʊ/  
 happen /'hæpən/  
 how /hau/  
 inside /'ɪn'saɪd/  
 look like /'lʊk laɪk/  
 lost /lɒst/  
 loudly /'laʊdli/  
 millions /'mɪljənz/  
**model** /'mɒdəl/  
**museum** /mju:zɪəm/  
**nephew** /'nefju:/  
 news /njʊz/  
 no one /'nəʊ wʌn/  
 outside /aʊt'saɪd/  
 painting /'peɪntɪŋ/  
**pattern** /'pætən/  
**phone (n)** /fəʊn/  
 pin /pɪn/  
**roar** /rɔ:(r)/  
**robot** /'rəʊbɒt/  
 rock (n) /rɒk/  
**scarf** /skɑ:f/  
**scary** /'skeəri/  
**scientist** /'saɪəntɪst/  
**scream (v)** /skri:m/  
**skeleton** /'skelətən/  
**skin** /skɪn/  
 something /'sʌmθɪŋ/  
 space /speɪs/  
 suddenly /'sʌdənlɪ/  
 tail /teɪl/  
 tooth /tu:θ/  
 trip /trɪp/  
 tunic /'tju:nɪk/  
 type /taɪp/  
 walk (n) /wɔ:k/  
 wooden /'wudən/  
 write /raɪt/

#### Unit 4

against /ə'geɪnst/  
**backpack** /'bækpæk/  
**basket** /'bæskɪt/  
 basketball /'ba:skɪtbɔ:l/  
**best** /best/  
**big** /bɪg/  
 bill /bɪl/  
**bounce**  
 break (n) /breɪk/

build /bɪld/  
 carefully /'keəfəlɪ/  
 continue /kən'tɪnju:/  
**court** /kɔ:t/  
 dessert /dɪzɜ:t/  
 glove /glʌv/  
 gymnastics /dʒɪm'næstɪks/  
 hers /hɜ:z/  
 his /hɪz/  
**hoop** /hu:p/  
 I'd like /aɪd 'laɪk/  
 inside /'ɪn'saɪd/  
**invent** /'ɪn'vent/  
**jacket** /'dʒækɪt/  
**kick** /kɪk/  
 may /meɪ/  
 mine /maɪn/  
 ours /aʊəz/  
 outdoors /aʊt'dɔ:z/  
**pig** /pɪg/  
**player** /'pleɪə(r)/  
 point /pɔɪnt/  
 quickly /'kwɪkli/  
**racket** /'rækɪt/  
 rain (v) /reɪn/  
**score a goal** /sko:(r) ə 'gɔ:l/  
**shell** /'sel/  
 skateboarding /'skatebɔ:dɪŋ/  
 skating /'skateɪŋ/  
 slowly /'sləʊli:/  
**smell (v)** /smel/  
**sneakers** /  
 softly /'softli/  
 Sure. /ʃʊə(r)/  
**team** /ti:m/  
**tennis** /'tenɪs/  
 theirs /ðeəz/  
**throw (v)** /θrəʊ/  
**trophy** /'trəʊfi/  
**vest** /vest/  
**vet** /vet/  
 volleyball /'vɒlibɔ:l/  
 way /wei/  
**wet** /wet/  
 whole /həʊl/  
 whose /hu:z/  
 with /wið/  
 without /wi'ðaut/  
**win (won)** /wɪn, wən/  
 world /wɜ:ld/  
 yours /jɔ:z/

#### Unit 5

a little /ə 'lɪtl/  
 art room /'ɑ:t ru:m/  
 box /bɒks/

bus station /'bʌs steɪʃən/  
 camel /'kæməl/  
 China /tʃaɪnə/  
 corner (n) /'co:nə(r)/  
 dark /da:k/  
**event** /ɪ'vent/  
 food /fu:d/  
**footprint** /'fʊtprint/  
**fossil** /'fɔ:sl/  
**gas station** /gas steɪʃən/  
**get lost** /get 'lɒst/  
**go back** /gəʊ 'bæk/  
**go straight** /gəʊ streɪt/  
**ground** /graʊnd/  
**hurry** /'hʌri/  
 important /ɪm'pɔ:tənt/  
 Indonesia /ɪndə'nɪ:ʒə/  
 in front of /ɪn 'frənt əv/  
 late /leɪt/  
**lift up** /'lɪft ʌp/  
 many /'meni/  
**music** /'mju:zɪk/  
**neck** /nek/  
 next to /'neks tu/  
 nowadays /'naʊədeɪz/  
**picnic** /'pɪknɪk/  
**plastic** /'plæstɪk/  
**popular** /'pɔ:pjələ(r)/  
**puppet** /'pʌpɪt/  
 puppeteer /'pʌpɪtiə(r)/  
 quick /kwik/  
**read a map** /ri:d ə 'mæp/  
**rock (n)** /rɒk/  
 sandwiches /'sænwɪtʃəz/  
**screen (n)** /skri:n/  
**shadow** /'ʃædəʊ/  
 shape (n) /ʃeɪp/  
 show /ʃəʊ/  
 square /skweə(r)/  
 stand (v) /stænd/  
**stick (n)** /stɪk/  
 story (ies) /'stɔ:ri:z/  
 theater /'θɪətə/  
 third /θɜ:d/  
 town /taʊn/  
 traditional /trə'dɪʃənəl/  
**traffic circle** /'træfɪk 'sɜ:rkɪl/  
**traffic light** /'træfɪk laɪt/  
 train station /'treɪn steɪʃən/  
**turn left** /tɜ:n 'left/  
**turn right** /tɜ:n 'raɪt/  
 umbrella /ʌm'brelə/  
 upside down /ʌpsaɪ'daʊn/  
**voice** /vɔɪs/  
 wet /wet/  
**whale** /weɪl/

## Unit 6

ant /ænt/  
bad /bæd/  
bat /bæt/  
believe /bɪ'li:v/  
better (than) /'betə ðən/  
(the) best /ðə 'best/  
bored /bɔ:d/  
**break (v)** /breɪk/  
bump (v) /bʌmp/  
**cage** /keɪdʒ/  
camera /'kæmrə/  
**cheap** /tʃi:p/  
**city** /'sɪti/  
**comfortable** /'kʌmftəbl/  
crayon /'kreɪən/  
cucumber /kju:kʌmbə(r)/  
**dance (v)** /da:ns/  
**dig** /dɪg/  
dinner /'dɪnə(r)/  
ðon't worry. /'dəʊnt wʌri/  
**enormous** /ɪ'nɔ:məs/  
**expensive** /ɪk'spensiv/  
fable /'feɪbl/  
foot /fʊt/  
**giraffe** /dʒɪ'rɑ:f/  
goal /gəʊl/  
grasshopper /'gra:shɒpə(r)/  
**hard** /ha:d/  
heavy /'hevi/  
hot /hɒt/  
**ice** /aɪs/  
ice rink /'aɪs rɪŋk/  
instead /ɪn'sted/  
joke /dʒəʊk/  
**lazy** /'leɪzi/  
less /les/  
like (v) /laɪk/  
**metal** /'metəl/  
**modern** /'mɒdnən/  
moral (n) /'mɔ:rəl/  
**page** /peɪdʒ/  
person /'pɜ:sən/  
pile /pail/  
plenty of /'plenti əv/  
prefer /pri'fɜ:/  
**prepare** /pri'peə(r)/  
**repair (v)** /ri'peə(r)/  
**rice** /raɪs/  
**share (v)** /ʃeə(r)/  
skate /sket/  
**soft** /sɒft/  
spaceship /'speɪsʃɪp/  
**stage** /steɪdʒ/  
summer /'sʌmə(r)/  
sun /sʌn/

## thick /θɪk/

tonight /tə'nait/  
vegetables /'vedʒtəblz/  
weather /'weðə(r)/  
winter /'wɪntə(r)/  
wolf /wʊlf/  
**wooden** /'wʊdən/  
**worry (v)** /'wʌri/  
worse (than) /'wɜ:s ðən/  
(the) worst /ðə 'wɜ:st/

## Unit 7

a few /ə 'fju:/  
another /ə'nʌðə(r)/  
anymore /enɪ:'mɔ:(r)/  
**astronaut** /'æstrənəʊt/  
**August** /'ɔ:gəst/  
birthday /'bɜ:θdeɪ/  
calling /'kɔ:liŋ/  
**caught** /kɔ:t/  
chocolate /'tʃɒklət/  
classroom /'kla:sru:m/  
**control** /kən'trəol/  
dangerous /'deɪndʒərəs/  
decorate /'dekəreɪt/  
**energy** /'enədʒi/  
especially /ɪ'spe:sli/  
fork /fɔ:k/  
fossil fuels /'fɒsl 'fju:əl/  
get out of /get 'aut əv/  
great grandparents /'greɪt  
grænpɛərənts/  
grow /grəʊ/  
hold on /'həuld ən/  
holiday /'hɒlɪdeɪ/  
**horse** /hɔ:s/  
horse riding /'hɔ:s rɪdɪŋ/  
**jigsaw** /'dʒɪgɔ:s/  
job /dʒɒb/  
journey /'dʒɜ:ni:  
land (n) /lænd/  
later /'leɪtə(r)/  
machine /mə'ʃi:n/  
magazine /mægə'zi:n/  
minute /'mɪnɪt/  
**morning** /'mɔ:nɪŋ/  
normal /'nɔ:məl/  
**paw** /pɔ:/  
perhaps /pə'hæps/  
petrol /'petrəl/  
**pill** /pɪl/  
plane /pleɪn/  
**planets** /'plænɪts/  
play sport /pleɪ 'spɔ:t/  
polar bear /pəʊlə(r) 'beə(r)/  
**power** /'paʊə(r)/  
present /'prezənt/

## problem /'prɒbləm/

puzzle /'pʌzl/  
**rocket** /'rɒkɪt/  
**satellite** /'sætələɪt/  
**sauce** /sɔ:s/  
**spaceship** /'speɪsʃɪp/  
space station /'speɪs steɪʃən/  
speak /spi:k/  
**sport** /spɔ:t/  
**star** /stɑ:(r)/  
**straw** /strɔ:/  
**submarine** /'sʌbmaɪn/  
sunflower /'sʌnflaʊə(r)/  
telephone /'telɪfəʊn/  
**(the) future** /ðə 'fju:tʃə(r)/  
**(the) moon** /ðə 'mu:n/  
**(the) sun** /ðə 'sʌn/  
**travel (v)** /'trævəl/  
**underground**  
/ʌndəgraʊnd/  
**underwater**  
/ʌndə'wɔ:tə(r)/  
**virtual reality** /'vɜ:tʃuəl ri'æləti://

## weekend /'wi:kend/ yet /jet/

## Unit 8

**arrivals** /ə'raɪvəlz/  
book into /buk 'ɪntu:/  
check in /'tʃek ɪn/  
**coin** /cɔ:n/  
**dangerous**  
**departures** /dɪ'pɑ:tʃəz/  
desk /desk/  
**disappointed**  
/dɪsə'pɔɪntɪd/  
**factory** /'fæktri/  
**fair** /feə(r)/  
**fall asleep** /fa:l ə'sli:p/  
festival /'festɪvəl/  
**finished** /'fɪnɪʃt/  
**fireworks** /'faɪəwɜ:ks/  
**gesture** /'dʒestʃər/  
get off /get 'ɒf/  
homework /'həʊmwɔ:k/  
**hotel** /həʊ'tel/  
how much /hau 'mʌtʃ/  
**human** /'hju:mən/  
hundreds /'hʌndrədz/  
**Japan** /dʒə'pæn/  
**journey** /'jɜ:ni/  
kayak /'kaijæk/  
lake /leɪk/  
left /left/  
**luggage** /'lægɪdʒ/  
**magazine** /mægə'zi:n/  
miss /mɪs/

**money** /'mʌni/  
**newspaper** /'nju:speɪpə(r)/  
**nice** /naɪs/  
**operation** /,ɔ:pə'reɪʃn/  
**painted** /'peɪntɪd/  
**passenger** /'pæsɪndʒə(r)/  
**passport** /'pa:sɒp:t/  
**pastry** /'peɪstri/  
**picture** /'pɪktʃə(r)/  
**played** /pleɪd/  
**pound** /paʊnd/  
**put together** /put tə'geðə(r)/  
**rained** /reɪnd/  
**seem** /si:m/  
**showed** /ʃəʊd/  
**soccer player** //  
**stamp (n)** /stæmp/  
**start (n)** /stɑ:t/  
**started** /stɑ:tɪd/  
**suitcase** /'su:tkeɪs/  
**ticket seller** /'tɪkɪt selə(r)/  
**unexciting** /ʌn'ɪk'saɪtɪŋ/  
**unusual** /ʌn'ju:ʒuəl/  
**waited** /'weɪtɪd/  
**wake up** /weɪk 'ʌp/  
**walked** /wɔ:kɪd/  
**warm** /wɔ:m/  
**washed** /wɔʃd/  
**waterski** /'wɔ:təski/  
**whistle (n)** /'wɪsl/  
**zipcode** /'zɪpkəʊd/  
**Unit 9**

action /'ækʃən/  
**actor** /'ækτə(r)/  
**adopt** /'ə'dɔpt/  
**advertisement** /'ædvərtɪsɪt/  
**argue** /'ɑ:gju:/  
**bar (n)** /ba:/  
**basketball match** /'ba:skɪtbɔ:l mætʃ/  
**brave** /brɛɪv/  
**camcorder** /'kæmkɔ:də(r)/  
**cartoon** /ka:'tu:n/  
**cell phone** /sel 'fəʊn/  
**channel** /'tʃænəl/  
**clever** /'klevə(r)/  
**discover** /dɪs'kʌvə(r)/  
**doctor** /'dɒktə(r)/  
**documentary**  
/ドクju'mentri/  
**dolphin** /'dɒlfɪn/  
**doughnut** /'dəʊnʌt/  
**dream (n)** /dri:m/  
**escape** /'ɪs'keɪp/  
**explore** /'ɪk'splɔ:(r)/  
**father** /'fa:ðə(r)/

find out /faɪnd 'aut/  
**friendly** /'frendli/  
**funny** /'fʌni/  
**get into trouble** /,get 'ɪnto 'trʌbl/  
**golden** /'gəldən/  
**kick-off** /'kɪk ɒf/  
**live (adj)** /laɪv/  
**match (n)** /maṭʃ/  
**mother** /'mʌðə(r)/  
**(the) news** /ðə 'nju:z/  
**once** /wʌns/  
**Pacific Ocean** /pə'sɪfɪk əʊʃən/  
**plan (n)** /plæn/  
**play (n)** /pleɪ/  
**play a trick on** /pleɪ ə 'trɪk ɒn/  
**play offs** //  
**poor**  
**put on** /put 'ɒn/  
**radio** /'reɪdiəʊ/  
**remote control** /rɪməut kən'trəʊl/  
**September** /sep'tembə(r)/  
**skilful** /'skɪlfəl/  
**sofa** /'səʊfə/  
**Spanish** /'spæniʃ/  
**steal** /sti:l/  
**stadium** /'steɪdiəm/  
**super hero** /'su:pə hɪərəʊ/  
**teacher** /tɪ:tʃə(r)/  
**three times** /'θri: taimz/  
**ticket**  
**turn off** /'tɜ:n ɒf/  
**turn on** /'tɜ:n ɒn/  
**TV show** /ti: 'vi: ʃəʊ/  
**twice** /twais/  
**underwater** /'ʌndəwɔ:tə(r)/  
**unhappy** /ʌn'hæpi/  
**video game** /'vɪdiəʊ geim/  
**visitor** /'vɪzɪtə(r)/  
**winner** /'wɪnə(r)/  
**Unit 10**

**a website** /ə 'websaɪt/  
**add** /æd/  
**afterwards** /'a:ftəwədz/  
**album** /'ælbəm/  
**alphabetical** /ælfə'bɛtɪkəl/  
**attach a photo** /ətætʃ ə 'fəʊtəʊ/  
**bird** /bɜ:d/  
**blink (v)** /blɪnk/  
**bowling** /'bəʊliŋ/  
**button** /'bʌtn/  
**cabinet** /'kæbɪnət/  
**can't stand** /kən't stænd/  
**character** /'kærəktə(r)/  
**check** /tʃek/

**circle (n)** /'sɜ:kl/  
**click on** /'klik ɒn/  
**correct (v)** /kə'rekt/  
**curtains** /'kɜ:tənz/  
**dining room** /dɪnɪŋ ru:m/  
**document** /'dɒkjumənt/  
**dotted** /'dɒtɪd/  
**drawings** /'drɔ:ɪŋz/  
**drink (n)** /drɪŋk/  
**email** /'i:meɪl/  
**fast** /fa:st/  
**girl** /gɜ:l/  
**hurt** /hɜ:t/  
**ink** /ɪŋk/  
**Internet** /'ɪntənet/  
**invitation** /ɪnvɪ'teɪʃn/  
**keyboard** /'ki:bɔ:d/  
**log off** /lɒg 'ɒf/  
**log on** /lɒg 'ɒn/  
**look forward to** /lʊk 'fɔ:wəd tə/  
**memory stick** /'meməri stɪk/  
**mess** /mes/  
**message** /'mesɪdʒ/  
**mistake** /mɪ'steɪk/  
**mouse** /maʊs/  
**nurse** /nɜ:s/  
**order** /'o:də(r)/  
**pass me ...** /pɑ:s mi: /  
**print (v)** /prɪnt/  
**printer** /'prɪntə(r)/  
**put away** /put 'əweɪ/  
**remember** /rɪ'membə(r)/  
**save a document** /'seɪv ə dɒkjumənt/  
**screen (n)** /skrɪ:n/  
**search the Internet** /sɜ:tʃ ðə 'ɪntənet/  
**send a message** /send ə 'mesɪdʒ/  
**shirt** /ʃɜ:t/  
**speakers** /'spi:kəz/  
**spellchecker**  
/'spɛltʃekə(r)/  
**spelling** /'spelɪŋ/  
**subject** /'sʌbdʒekt/  
**Thursday** /'θɜ:zdeɪ/  
**type the email address** /taɪp ði 'i:meɪl ə'dres/  
**work (n)** /wɜ:k/  
**wrong** /rɒŋ/  
**your own** /ju(r) 'əʊn/

**Unit 11**

**almost** /ɔ:lmoʊst/  
**ask** /a:sk/  
**balloon** /bə'lʊ:n/  
**bread** /bred/  
**camp (v)** /kæmp/

**canvas** /'kænvəs/  
**capital city** /'kæpɪtəl sɪtɪ/  
**cave** /keɪv/  
**chance** /tʃɑ:ns/  
**code** /kood/  
**crew** /kru:/  
**desert** /'dezət/  
**destination** /destɪ'neɪʃən/  
**equipment** /ɪ'kwɪpɪmənt/  
**exercise (n)** /'eksəsaɪz/  
**expedition** /,ekspə'dɪʃn/  
**explorer** /ɪk'splɔ:rə(r)/  
**feather** /'feðə(r)/  
**France** /fʁa:ns/  
**freezing** /'fri:zɪŋ/  
**frozen** /'frəʊzən/  
**further** /'fɜ:ðə(r)/  
**go up** /gəu 'ʌp/  
**gorilla** /gə'rɪlə/  
**guest** /gest/  
**guide (n)** /gaɪd/  
**head** /hed/  
**heavy** /'hevi/  
**height** /haɪt/  
**help (v)** /help/  
**island** /'aɪlənd/  
**land (v)** /lænd/  
**location** /ləu'keɪʃn/  
**maybe** /'meɪbi/  
**melt** /melt/  
**mountain** /'maʊntɪn/  
**oasis (oases)** /əu'eɪsɪs, əu'eɪsɪ:z/  
**ocean** /'əʊʃən/  
**oxygen** /'ɒksɪdʒən/  
**pattern** /'pætərn/  
**penguin** /'peŋgwin/  
**porter** /'pɔ:tə(r)/  
**present** /'prezənt/  
**record (v)** /rɪ'kɔ:d/  
**return** /rɪ'tɜ:n/  
**seal (n)** /sɪ:l/  
**secret** /'sɪ:kret/  
**sink (sank)** /sɪŋk, sæŋk/  
**solid** /'sɒlid/  
**somewhere** /'sʌmweə(r)/  
**spend** /spend/  
**stay** /steɪ/  
**stick** /stɪk/  
**summit** /'sʌmɪt/  
**symbol** /'sɪmbəl/  
**tent** /tent/  
**towards** /tə'wɔ:dz/  
**town** /taʊn/  
**turn over** /tɜ:n 'əvə(r)/  
**village** /'vɪlɪdʒ/  
**volcano** /vɒl'keɪnəʊ/  
**wait** /weɪt/  
**Unit 12**

**a cold** /ə 'kəuld/  
**a cough** /ə 'kɒf/  
**a headache** /ə 'hedeɪk/  
**a sore throat** /ə sɔ:(r) 'θrəut/  
**a stomachache** /ə 'stʌməkeɪk/  
**an earache** /ən 'ɪəreɪk/  
**animal** /'ænɪməl/  
**baby** /beɪbi/  
**cabbage** /'kæbɪdʒ/  
**calcium** /'kælsɪəm/  
**can (n)** /kæn/  
**candle** /'kændl/  
**castle** /'kɑ:sl/  
**cereal** /'sɪərɪəl/  
**club** /klʌb/  
**cola** /'kəʊlə/  
**contain** /kən'teɪn/  
**could** /kud/  
**couldn't** /'kudnt/  
**chips** /tʃɪps/  
**dream (v)** /dri:m/  
**dress (n)** /dres/  
**energy** /'enəgi/  
**fat (n)** /fæt/  
**feel dizzy** /fi:l 'dɪzi/  
**feel sick** /fi:l 'sɪk/  
**fit** /fit/  
**fruit** /fru:t/  
**full of** /'fʊl əv/  
**get better** /get 'betə(r)/  
**healthy** /'helθi/  
**hospital** /'hɒspɪtl/  
**ill** /ɪl/  
**in fact** /ɪn 'fækt/  
**join** /dʒɔɪn/  
**juice** /dʒu:s/  
**Oh dear.** /əu 'dɪə(r)/  
**olive** /'ɒliv/  
**people** /'pi:pl/  
**quite** /kwart/  
**regularly** /'regjuləli/  
**salt** /sɔ:lt/  
**sandal** /'sændl/  
**sardine** /sa:'di:n/  
**should** /ʃud/  
**shouldn't** /'ʃudnt/  
**sick** /sɪk/  
**soda** /'səʊdə/  
**sugar** /'ʃʊgə(r)/  
**sweet (n)** /swi:t/  
**table** /'teɪbl/  
**take medicine** /teɪk 'medsn/

**teaspoon** /'ti:spu:n/  
**tip (n)** /tɪp/  
**tomato** /tə'mætəʊ/  
**vet** /vet/  
**what's the matter?** /wɒts ðə 'mætə(r)/  
**Unit 13**

**accident** /'ækstɪdənt/  
**April** /'eɪprəl/  
**asleep** /ə'sli:p/  
**bike ride** /'baɪk raɪd/  
**blender** /'blendə(r)/  
**bravery** /'breɪvəri/  
**camel** /'kæml/  
**carry** /'kæri/  
**chop** /tʃɒp/  
**clean up (v)** /kli:n 'ʌp/  
**collapse** /kə'læps/  
**crash (v)** /kræʃ/  
**destroy** /dɪ'strɔɪ/  
**drop (v)** /drɒp/  
**earthquake** /'ɜ:θkweɪk/  
**floor** /flʊə(r)/  
**follow** /'fɒləʊ/  
**fridge** /frɪdʒ/  
**giant** /'dʒaɪənt/  
**happen** /'hæpən/  
**hero** /'hɪərəʊ/  
**hit** /hit/  
**kit** /kɪt/  
**lentils** /'lentlɪz/  
**lid** /lid/  
**look after** /lʊk 'a:ftə(r)/  
**mango** /'mængəʊ/  
**matter** /'mætə(r)/  
**milk** /mɪlk/  
**opening** /'əʊpənɪŋ/  
**peel (v)** /pi:l/  
**pencil** /'pensəl/  
**playground** /'pleɪgraʊnd/  
**pour** /pɔ:(r)/  
**pupil** /'pju:pl/  
**proud** /prəud/  
**quick thinking** /kwɪk 'θɪŋkɪŋ/  
**safe** /sef/  
**safety** /'seɪfti/  
**sell** /sel/  
**serious** /'sɪerɪəs/  
**shore** /ʃɔ:(r)/  
**smile (v)** /smail/  
**smoke** /smouk/  
**smoothie** /'smu:ði/  
**sports** /'spɔ:ts/  
**strawberry** /'strə:bəri/  
**student** /'stu:dnt/

**towel** /'taʊl/  
Thailand /'taɪlænd/  
thinking /'θɪŋkɪŋ/  
through /θru:/  
towel /'taʊəl/  
**travel (v)** /'trævəl/  
**tunnel** /'tʌnl/

### Unit 14

**addition** /ə'dɪʃən/  
all around /'ɔ:l ə'raʊnd/  
all over /'ɔ:l 'əʊvə(r)/  
answer (v) /'a:nsə(r)/  
arm /a:m/  
arrive /ə'raɪv/  
bag /bæg/  
camp bed /'kæmp bed/  
coat /kəut/  
competition /kɒmpə'tɪʃən/  
**cushion** /'ku:ʃən/  
**cute** /kju:t/  
**daughter** /'dɔ:tə(r)/  
during /'djuərɪŋ/  
elbow /elbəʊ/  
**fashion** /'fæʃən/  
fashion show /'fæʃən ʃəʊ/  
**father-in-law** /'fɑ:təðə(r) ɪn lɔ:/  
fishing /'fɪʃɪŋ/  
get ready /get 'redi/  
**gold** /gəuld/  
go surfing /gəʊ 'sɜ:fɪŋ/  
hall /hɔ:l/  
hope /həʊp/  
**husband** /'hʌzbənd/  
**invitation** /ɪn'veitʃən/  
kangaroo /kæŋgə'ru:/  
knee /ni:/  
koala bear /kəʊ'ə:lə beə(r)/  
laughter /'la:ftə(r)/  
**line** /laɪn/  
lounge /laʊndʒ/  
memories /'meməri:z/  
**metal** /'metl/  
**mill** /mɪl/  
**miss someone** /'mɪs sʌmweɪn/  
**mother-in-law** /'mʌðə(r) ɪn lɔ:/  
**nephew** /'nefju:/  
**niece** /ni:s/  
**normal** /'nɔ:ml/  
**pan** /pæn/  
pile up /paɪl 'ʌp/  
poem /'pəʊɪm/  
**question** /'kwestʃən/  
quiet /'kwaɪət/  
**relatives** /'relətɪvz/

rhyme (v) /raɪm/  
ship /ʃɪp/  
shoe /ʃu:/  
shout /ʃaut/  
singing /'sɪŋɪŋ/  
**son** /sʌn/  
**squeeze (n)** /skwi:z/  
**stay in touch** /steɪ ɪn  
'tʌtʃ/ **subtraction** /səb'trækʃn/  
**toddler** /'tədlə(r)/  
turn /tɜ:n/  
verse /vɜ:s/  
**wagon** /'wægən/  
was born /wəz 'bɔ:n/  
week /wi:k/  
**wife** /waɪf/

### Unit 15

angry /'æŋgri/  
appear /ə'priə(r)/  
**author** /'ɔ:θə(r)/  
away /ə'weɪ/  
**boss** /bɒs/  
**builder** /'bɪldə(r)/  
catch /kætʃ/  
clothes /kləʊðz/  
come true /kʌm 'tru:/  
**dentist** /'dentɪst/  
dinner /'dɪnə(r)/  
fall down /fɔ:l 'əʊvə(r)/  
**fisherman** /'fiʃəmən/  
go away /gəʊ ə'weɪ/  
**hear** /hɪə(r)/  
**here** /hɪə(r)/  
**journalist** /'jɜ:nəlist/  
**jump** /dʒʌmp/  
**mechanic** /mɪ'kænɪk/  
net /net/  
**office** /'ɒfɪs/  
once upon a time  
/'wʌns əpən ə taɪm/  
pack (v) /pæk/  
pen pal /'pen pæl/  
**pull (v)** /pol/  
**receptionist** /rɪ'sepʃənist/  
**right** /raɪt/  
sadly /'sædli/  
**sausage** /'sɔ:sɪdʒ/  
**sea** /si:/  
**secretary** /'sekretəri/  
**see** /si:/  
**silly** /'sili/  
**speak (spoke)** /spi:k,  
spəuk/  
**surprised** /sə'praɪzd/  
**vet** /vet/  
**wear** /weə(r)/

**where** /weə(r)/  
**wish for** /'wɪʃ fɔ:/  
worried /wʌrɪd/  
**write** /raɪt/



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