# Family and Edifficial Friends Friends

# Teacher's Book Plus

## Teacher's Book

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

# Assessment and Resource CD-ROM & Audio CD

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

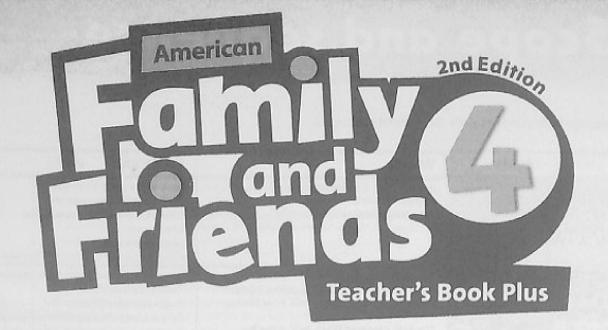
## Fluency DVD

- 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.

Review 2

p78

			Words	Grammar
Star Bod	ter: k together!	p28	Revision: free-time activities, food words, alphabetical order Core: telling the time	like + verb + ing can for permission / requests Countable and uncountable nouns a / an / some be going to + verb Comparative and superlative adjectives
1	The food here is great!	p32	The restaurant Core: server, uniform, menu, customer, bottle of water, cup of coffee, glass of milk, bowl of soup, plate of salad Words in context: "What do you like for breakfast?" beans, olive oil, toast, noodles, coconut, chill, corn, pancake	Simple present and present progressive They usually wear blue uniforms. They're wearing white today. Time markers: simple present and progressive always / usually / sometimes / rarely / never now / right now / today / at the moment
Elmer	nsy Timel 1	р38	Talking about vacations Where did you go? Luck What was the best parts	y you! What was it like? I had a great time.
2	We had a concert	p40	The concert  Core: concert, drums, instruments, violin, audience, recorder, cheer, stage, program, trumpet  Words in context: "The Concert" orchestra, treat, cymbals, piece, shining, burst, pack up	Simple past: have and be We had a concert at our house. All our friends were there. Simple past: regular verbs The audience clapped and cheered. Time markers: simple past yesterday/last week/last year/two days ago
Socile	1 Studies Timel	p46	Life in the Arctic	
3	The dinosaur museum	p48	The dinosaur museum  Core: dinosaur, museum, model, skeleton, scary, scream, roar, alive, dead, robot  Words in context: "Dinosaur data"  Earth, scientist, pattern, skin, disappear, asteroid, fall (fell)	Simple past: irregular verbs with negatives We didn't go to school. Simple past: irregular verbs with questions Did they go to a museum? What did you see?
Revie	ew 1	p54	Revision of vocabulary and structures from Uni	ts 1-3
4	Whose jacket is this?	p56	Sports time Core: team, jacket, sneakers, trophy, player, kick, score a goal, racket, backpack, win (won) Words in context: basketball bounce, invent, basket, court, point, hoop	Possessive pronouns Whose jacket is It? It's mine/yours/his/hers/theirs/ours Adverbs: + Iy and irregular He ran slowly; They played well,
Elmer	nsy Timel 2	p62	Eating out I'd like Can I have Can I have sor	ne mare with / without No problem. Sure.
5	Go back to the traffic lights	р64	Directions  Core: read a map, turn left, go back, traffic lights, hurry, traffic circle, get lost, turn right, go straight, gas station  Words in context: "Shadow puppet theater" shadow, puppet, popular, event, stick, screen, voice, lift up	have to / had to  We have to go back to the traffic lights.  Giving directions  At the traffic lights, go straight.  why / because  Why are we at this gas station?  Because we're lost.
Georgia	graphy Timel	p70	Fossils	
3	The best bed!	p72	Describing words  Core: break, repair, comfortable, hard, soft, expensive, cheap, wooden, metal, modern  Words in context: a fable, "The Ant and the Grasshopper"  enormous, prepare, worry, deep, share, lazy	Comparatives and superlatives: long adjectives My bed is more comfortable than this one. Irregular comparatives and superlatives better than/worse than the best/the worst

Revision of vocabulary and structures from Units 1-6

Phonics	Skills	Values	
	Reading: introducing the use of dictionaries Listening: identifying times Speaking: 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 Writing: writing words into alphabetical order	Appreciating similarities and differences between people Asking for permission	
Long a and e sounds: a: train, tray, cake e: tree, leaves, key	Reading: a magazine article: "What do you like for breakfast?" (reading and understanding a magazine article; matching specific information to the appropriate text)  Listening: identifying details about family meals  Speaking: asking and answering questions about eating habits  Writing: recognizing syllables in words; Workbook – writing about my eating habits	Values 1: Values in town (Helpful and respectful behavior in a restaurar Being polite to the people around you Not playing with toys while you are eating Helping restaurant staff and treating them with respect	
Long i, o, and u sounds: : light, cry, bike o: boat, blow, bone u: room, blue, flute	Reading: a poem: "The Concert" (reading and understanding a poem; matching questions and answers)  Listening: identifying different musical activities  Speaking: asking and answering questions about musical preferences and abilities  Writing: the double consonant rule; Workbook – writing a description of a picture	Having good table manners  Not creating hazards while people carrying food and drink	
roject: a booklet			
fand ph spellings: f: flamingo, scarf, feet ph: phone, nephew, alphabet	THE PROPERTY OF THE PROPERTY O		
DE LEGIS			
b and v: best, vest v and w: vet, wet p and b: pig, big	Reading: magazine article: basketball (reading and understanding an article about basketball from a children's magazine; completing sentences with the correct word.)  Listening: identifying children's favorite sports.  Speaking: asking and answering questions about favorite sports.  Writing: It's or Its; Workbook – writing instructions for a sport.	Values 2: Values at school (Co-operating an playing safely on the sports field) Playing together in teams Taking care of sports equipment Being aware of other people's need Making sure you drink water when playing sports	
Craft: a café menu		Helping people who are in trouble Being kind to other players	
s endings: s bikes, laughs, it's z zebras, he's plays iz sandwiches, watches	Reading: an informative webpage: "Shadow puppet theater" (reading a children's website about having fun with hand shadows; identifying true or false sentences)  Listening: understanding directions  Speaking: giving directions  Writing: instructions; Workbook – writing an invitation		
Project: a fossil			
Soft clanding sounds: Clans the dence rice of the page grade.	Reading: a fable: "The Ant and the Grasshopper" (reading a modern version of a fable: completing sentences with the correct word) Listening: identifying chronology in a fable Speaking: telling a story from pictures Writing: identifying irregular plurals; Workbook – writing a fable		

7	Will it really happen?	p80	In space Core: the future, travel, satellite, the moon, the sun, planets, rocket, astronaut, star, spaceship Words in context: The Future underwater, submarines, underground, control, energy, virtual reality, pills, power	The future with will People will/worst travel in super fast planes. Time markers: the future on Monday/next week/in a month's time/ this evening/soon/later
Fluenc	y Tilmel B	p86	Making phone calls  Can I speak to Who's calling, p Hold on a minute, please. It's for	
8	How much time do we have?	p88	At the airport Core: money, passenger, arrivals, departures, luggage, passport, suitcase, magazine, newspaper, coin Words in context: my vacation unusual, journey, hotel, disappointed, fireworks, fair	Expressing quantity 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.
Selene	e Tilmel	p94	Robots	
9	Something new to watch!	p96	Audio-visual entertainment  Core: cartoon, radio, camcorder, the news, documentary, channel, advertisment, remote control, TV show, cell phone  Words in context: "Tonight's TV?"  live, poor, ticket, stadium, plays tricks on, explore	Infinitive of purpose Iturned 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.
Review	3	p102	Revision of vocabulary and structures from Units 1	-9
10	l've printed my homework	p104	Computers Core: printer, screen, mouse, log on, speakers, click on, save a document, memory stick, search the Internet Words in context: sending emails type the email address, subject, attach a photo, send a message, click on	Present perfect: affirmative  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.
Fluens	y Timel 4	p110	Choosing TV shows What's on TV? I can't stand Le	t's change the channel.
77	Have you ever been?	p112	Places Core: town, ocean, volcano, village, oasis, rainforest, capital city, desert, island, cave Words in context: "Everest Expeditions" location, height, oxygen, expedition, summit, equipment, frozen, melt	Present perfect: ever 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.
AG TU	ne!	p118	Australian Art	
12	What's the matter?	p120	Illness Core: a headache, feel sick, feel dizzy, a cold, a cough, an earache, a stornach ache, a sore throat, take medicine Words in context: "How to stay healthy" healthy, fit, energy, chips, sugar, cabbage, calcium, sardine	should / shouldn't You should drink same 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.
Review	14	p126	Revision of vocabulary and structures from Units 1	-12
13	Can you help me?	p128	Making smoothles  Core: smoothle, milk, fridge, pour, blender, strawberry, chop, lid, mango, peel  Words in context: "Child Heroes" hero, earthquake, collapse, carry, smoke, asleep	Object pronouns  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.
Fluence	y Tilmel 5	p134	Describing accidents What's the matter? Where did it	t happen? I fell down on the playground.
14	We were fishing	p136	Family Core: mother-in-law, father-in-law, wife, husband, son, daughter, niece, nephew Words in context: "My relatives are coming!" relatives, toddler, normal, cute, squeeze, line, stay in touch, miss someone	Past progressive 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.
Life Cora	Timel	p142	The Gold Rush	
15	Good news, bad news	p144	Jobs Core: boss, office, builder, vet, journalist, secretary, dentist, receptionist, mechanic, author Words in context: "Three Wishes" fisherman, speak (spoke), silly, surprised, sausage, delicious, wish for, pull	Simple past and past progressive 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.
Revier	v 5	p150	Revision of vocabulary and structures from Units 1	

au, aw, and or: au. sauce, August, caught aw: jigsaw, straw, paw or: horse, sport, morning Craft: a telephone Simple past -ed endings:

Reading: posts on a website forum about the future (reading website forum posts and identifing true and false sentences) Listening: identifying children's predictions

Speaking: offering opinions about the future Writing: compound words; Workbook - expanding notes into a text

walked, waited, showed

Reading: a letter (reading a letter describing a vacation; identifying true or false sentences) Listening: identifying details about vacations

Speaking: asking and answering questions about your vacation

Writing: addressing envelopes; Workbook - writing a letter about my vacation

Project: a robot

er and or endings: er: mother, father, September or: visitor, doctor, actor

Reading: a TV guide (completing sentences)

Listening: identifying details about children's favorite TV shows

Speaking: talking about favorite TV shows

Writing: the prefix un: Workbook - writing a TV guide

ur and ir spellings:

ur: hurt, Thursday, nurse, curtains in circle, girl, shirt, bird

Reading: online instructions: how to send an email (matching sentences and pictures)

Listening: identifying children's computer use Speaking: talking about computer use

Writing: parts of speech; Workbook - writing about how I use a computer

Craft: a TV

ea and e spellings: ea: feather, bread, head, heavy e: spend, tent, present, help Reading: an account: "Everest Expeditions" (putting sentences in the correct order) Listening: identifying details about a mountain expedition

Speaking: interviewing an explorer

Writing: topic sentences; Workbook - writing a blog entry

Project: a dot painting

leand al endings: le: candle, castle, table, people

al sandal, animal, hospital, cereal

Reading: an information leaflet: "How to stay healthy" (completing sentences with the correct

Listening: identifying details about children's healthy lifestyles

Speaking: describing what you do to be healthy

Writing: because and so; Workbook - writing an information leaflet

el and it endings:

et tunnel carnel towel.

il: lentilis, pencil, April, pupil

Reading: two factual accounts: "Child Heroes" (identifying the wrong words in sentences and writing the correct ones)

Listening: matching people with how they help others

Speaking: asking questions about jobs

Writing: identifying and using sub clauses; Workbook - writing an interview

Craft: a room cube

tion and shion endings:

tion addison, subtraction, invitation

shion fashion, cushion

Reading: a poem "My relatives are coming!" (writing short answers to questions)

Listening: identifying details about family memories

Speaking: talking about happy memories

Writing: identifying features of poems; Workbook - completing a poem about family photos

Project: a poster

Vocabulary homophones:

1800 | 5002 wear / where inmite/regite

Reading: a traditional story: "Three Wishes" (reading an extended text)

Listening: identifying children's wishes Speaking: talking about your wishes

Writing: using speech marks; Workbook – writing the end of a story

Values 4:

Values 3:

Valuing people

(Thinking of others)

Being generous and

sharing with others

Being helpful when people need it

Being considerate towards older people

Values in the country (Safe behavior outside) 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

Values 5:

Values at school (Learning together safely)

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 sale by wearing an apron for activities like art and cooking

Using school equipment

# Introduction

American Family and Friends 2nd Edition is a complete sixlevel 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 (kinasthetic 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:
  - Assessment and Resource CD-ROM
  - Assessment Audio CD
  - Fluency DVD
  - Online Practice
- iTools (Digital Class Resources)
- Class Audio CDs
- · Alphabet Book
- Readers
- Teacher's Resource Pack containing:
- Flashcards
- Phonics cards
- Story 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 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 (/u/ and /o: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

#### Games

# 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, as 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.

#### 1 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 mirne 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 Freezel 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 Timel 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 Timel lessons in American Family and Friends 2nd Edition consists of an Everyday English page followed by a craft page. The Everyday English pages teach obrases 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 ransition 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 shrases through a communicative game or speaking task, which involves acting out dialogues and using the craft bject. In this way, learners can personalize and build on the ey phrases, extending the language to incorporate recycled ocabulary and structures from the units they have covered to far.

he Workbook provides further written practice of the veryday English language, including activities based on the uency Time! DVD.

#### the Fluency DVD

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

#### 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 Assessment and Resource CD-ROM 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 Assessment and Resource CD-ROM 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 Assessment and Resource CD-ROM 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 Assessment and Resource CD-ROM.

# **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

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# 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 Timel 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.



worthe Student

#### 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.



#### 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

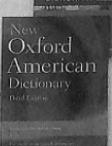
Family and Friends readers draw upon themes and language found in the Student Book. They provide extra exposure to the language in a new context.



#### 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 Tin



It contains the Fluency Time! DVD, the Assessment and Resource CD-ROM and Assessment Audio CD, and the Online Practice Teacher Access Card.

#### Audio CD

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



#### iTools

The American Family and Friends 2nd Edition iTools is a CD-ROM which contains digital class resources. All the iTools resources can be used either on an Interactive Whiteboard or on a projector.



#### Teacher's Resource Pack

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





#### 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.



# 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.



#### Assessment and Resource CD-ROM and Assessment Audio CD

The American Family and Friends 2nd Edition Assessment and Resource CD-ROM contains a wide range of editable and printable tests, as well as a variety of photocopiable resources to support and supplement the course. All of the audio for these tests is available both on the CD-ROM and the Assessment Audio CD, giving teachers a choice of how to access it, depending on classroom requirements. The CD-ROM contains:

#### **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 Assessment and Resource CD-ROM, and other components to meet their students' individual needs.

#### Teacher's Website

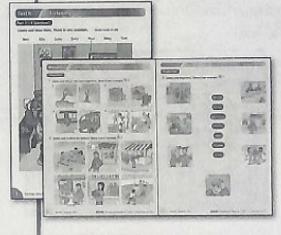
The Teacher's Website provides additional materials for students and teachers to supplement all the other components available.

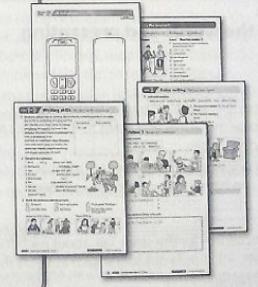
#### Parent Website

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.





# 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).





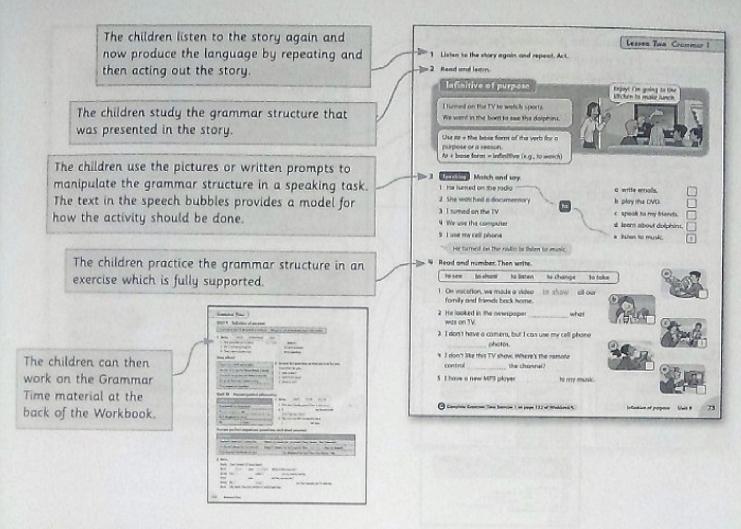




Online Practice allows children to practice the vocabulary further.

#### 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.



#### Acting out the stories and teaching the grammar

#### Story

- Ask children what they can remember about the story from the previous lesson.
- · Flay 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.

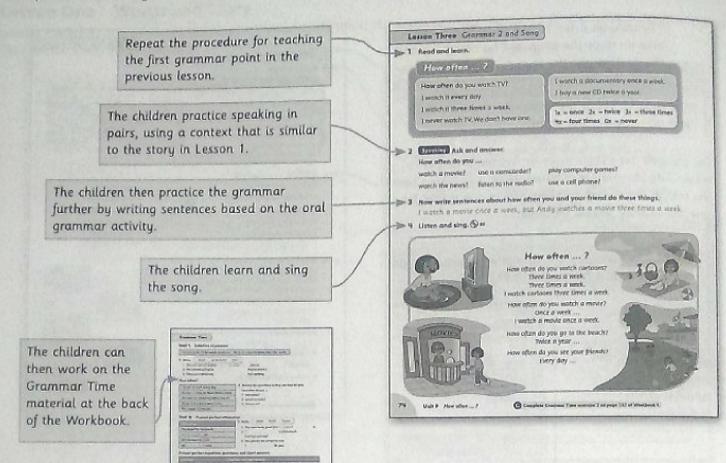




Online Practice allows children to practice the grammar further,

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

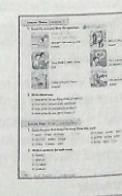
- The second grammar point is taught in the same way as the first.
- As the grammar at this level is becoming more complex, it is often broken down into two separate lessons, so sometimes the grammar point in Lesson 3 extends what was taught in Lesson 2. At other times the grammar point is completely 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 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 w the recording.

#### Workbook

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

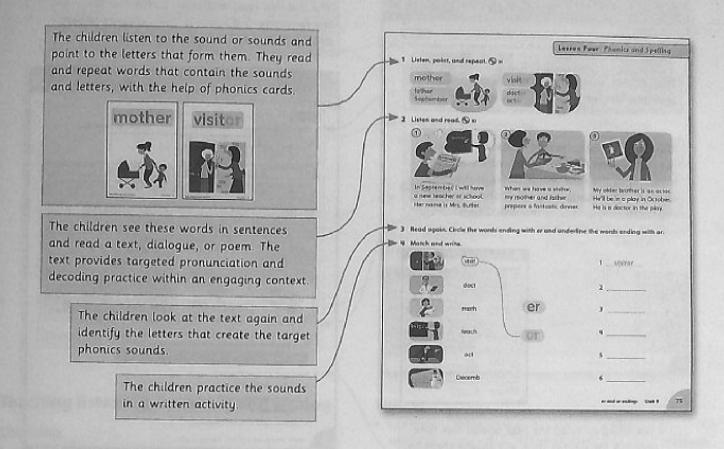




Online practice allows children to practice the grammar further.

# 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.

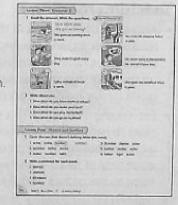


# Teaching phonics and spelling

- 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 a.
  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.

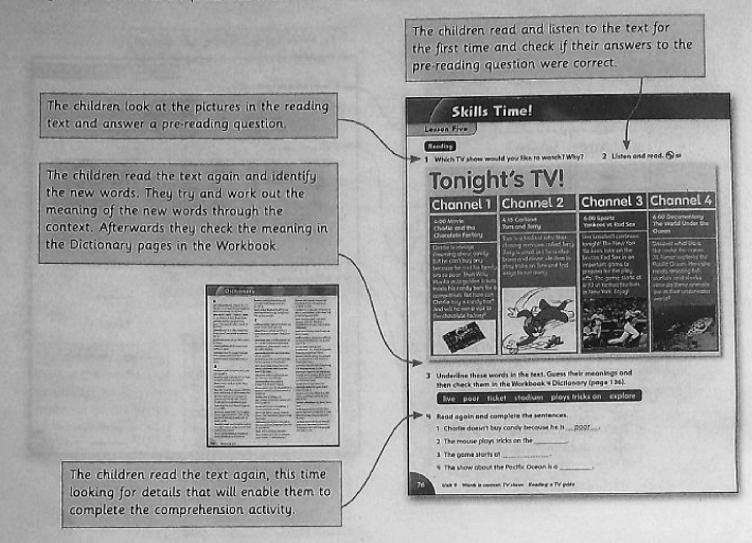




Online Practice allows children to practice the phonics further.

# 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.



# Teaching reading

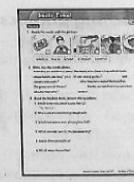
- Approach the new text in three stages: pre-reading, reading for gist, and reading for detail. Explain that the class do not have to understand every word. By focusing on the language they do understand, it is possible to guess or use logic to work out the meaning of the rest.
- Pre-reading (Exercise 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).

## Assessment and Resource CD-ROM

There is extra written practice of the vocabulary and structures from the unit on the Assessment and Resource CD-ROM.



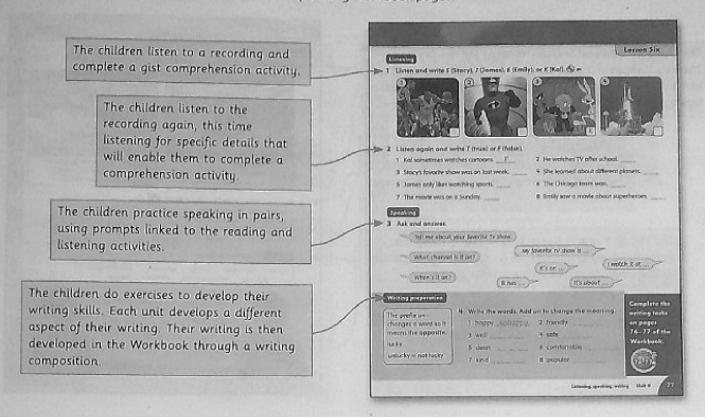




Online Practice allows children to practice the vocabulary further.

# 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.



#### 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 skil 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.



## Assessment and Resource CD-ROM

At the end of every third unit there is a Writing skills workshe on the Assessment and Resource CD-ROM, which gives extra writing practice using the language and structures covered 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.

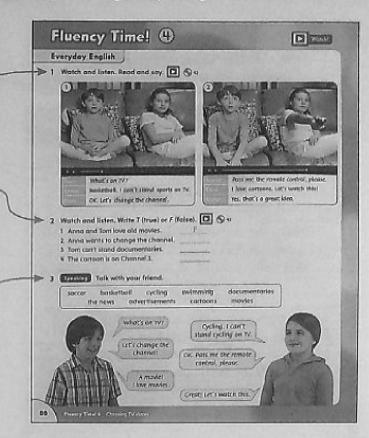
#### riuency Time! Everyday English

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.

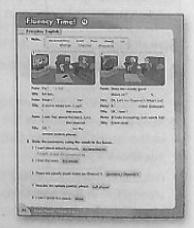
#### Speaking

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 Assessment and Resource CD-ROM.

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.

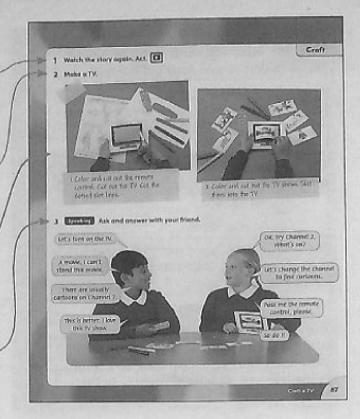
# **Teaching crafts**

#### 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, Assessment and Resource CD-ROM), 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 . . .?

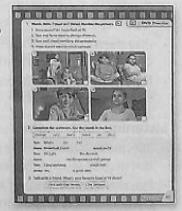


#### Speaking

- 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

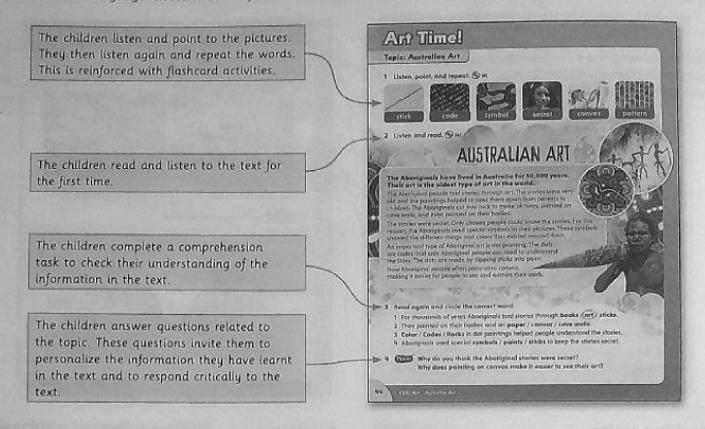
The children watch the Fluency DVD again and complete the comprehension activities on the DVD practice page.





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.



#### 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.

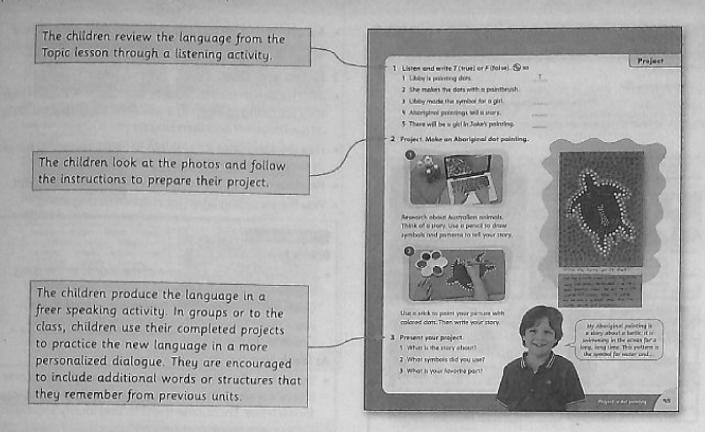




Children do exercises to practice the vocabulary and explore the topic further in Online Practice.

#### 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.



#### 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 Assessment and Resource CD-ROM. 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.

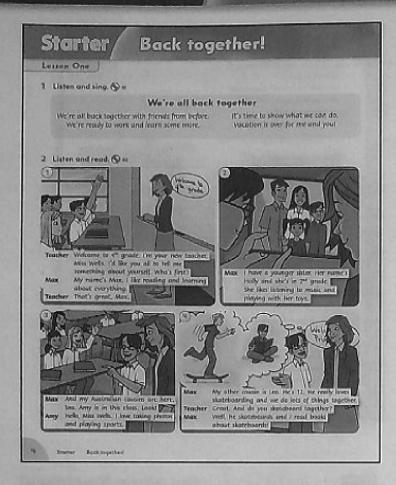




Children write about their project in Online Practice.

# Starter

# Back together!



# Lesson One SBpage 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 901-02

Oxford **iTools** Digital classroom • Starter • Song and Story

#### 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. 1 01

- 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.

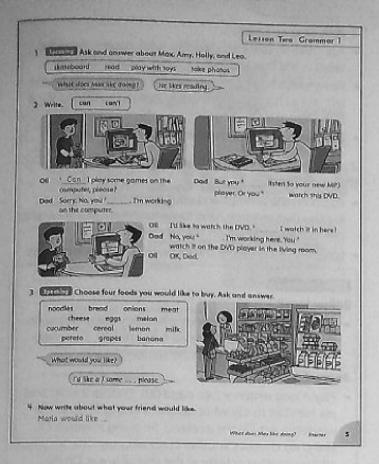
#### Above level:

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

#### 2 Listen and read. @ 02

- 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 Shpages

#### 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)

Oxford troots Digital classroom • Starter • Grammar

# Warmer 🚱 01

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

- 1. Can 2. can't 3. can 4. can 5. Can
- 6. can't 7. 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

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)

Oxford iTools Digital classroom • Starter • Grammar and phonics

#### 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.

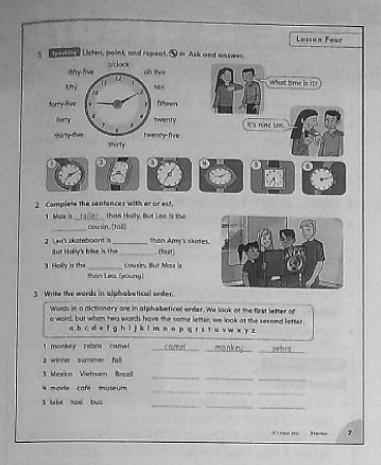
- Ask children to look at the pictures and the groups of letters in the word box.
- If your class has done Level 3, hold up the phonics cards in turn to elicit the sounds,
- If you don't have cards, point to the pictures and explain that the missing sounds are the letter groups in the word box.
- Establish 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

lamp, tent
 fields, sand
 plant, pond
 belt
 quilt
 children, adults

#### **Further practice**

Workbook page 6 Online Practice • Starter Unit • Lesson 3



#### Lesson Four (SB page ?)

#### 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 (4) 03; A model clock (optional); Level 3 Adjectives flashcards (184~197) (optional); sheets of paper (optional)

#### Oxford iTools Digital classroom • Starter • Grammar

#### 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

- It's eight fifteen.
   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.

#### 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.

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

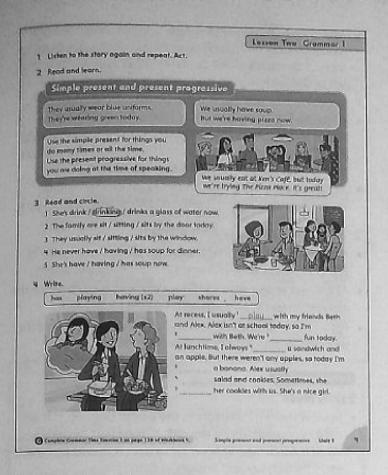
- 1. camel, monkey, zebra 2. fall, summer, winter
- 3. Brazil, Mexico, Vietnam 4. café, movie, museum
- 5. bike, bus, taxi

#### Further practice

Workbook page 7

Starter test, ( Assessment and Resource CD-ROM

Online Practice · Starter Unit · Lesson 4



#### 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 �� Assessment and Resource CD-ROM) (optional)

Oxford tTools Digital classroom • Unit 1 • Grammar 1

#### 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 nonspeaking 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 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.

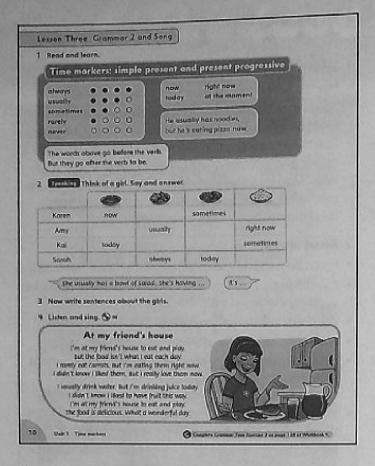
#### ANSWERS

play
 playing
 having
 have
 having
 have
 having

#### **Further practice**

Grammar Time! Workbook page 128, Exercise 1 Workbook page 9

Online Practice • Unit 1 • Grammar 1



#### Lesson Three 58 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 9 06; The restaurant flashcards 1-9

Oxford tTools Digital classroom • Unit 1 • Grammar 2 and Song

#### 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 Truel 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

- 1. Karen is having a bowl of soup now.
- 2. Karen sometimes has a bowl of noodles.
- 3. Amy usually has a bowl of salad.
- 4. Amy is having a bowl of rice right now.
- 5. Kai is having a bowl of soup today.
- 6. Kai sometimes has a bowl of rice.
- 7. Sarah always has a bowl of salad.
- 8. Sarah is having a bowl of noodles today.

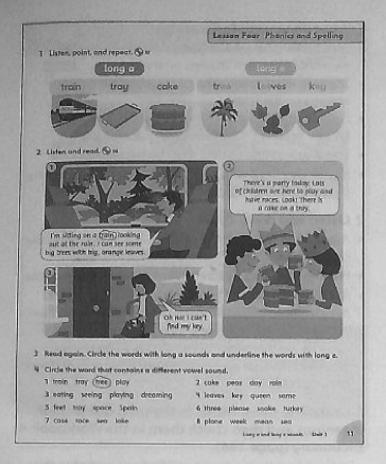
# 4 Listen and sing. **6**06

- 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 St 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 306-08: Phonics cards 1-6 (train, tray, cake, tree, leaves, key)

Oxford iTools Digital classroom • Unit 1 • Phonics and Spelling

# 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 (train, (10) (6) and long e (tree leaves, 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.

#### 

- 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.

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.

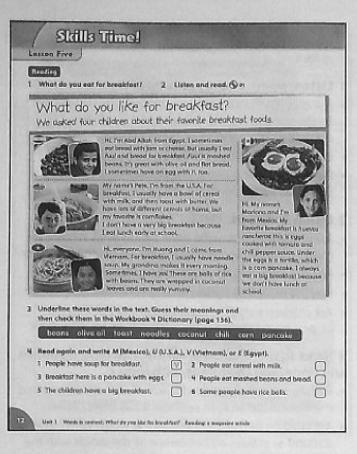
#### ANSWERS

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



#### 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 (9) 06, 09

Oxford tTools Digital classroom • Unit 1 • Skills Time!

#### 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, ® 09

- 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

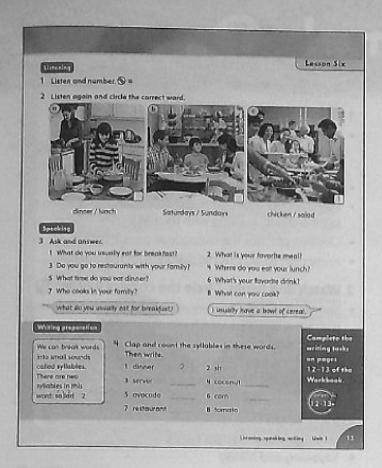
1. V 2. U 3. M 4, E 5, M 6. V

#### Further practice

Workbook page 11

Unit 1 extra writing worksheet, 
Assessment and Resource
CD-ROM

Online Practice - Unit 1 - Reading



# Lesson Six S8 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

Oxford iTools Digital classroom • Unit 1 • Skills Time!

#### 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 guestions.
- · 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.

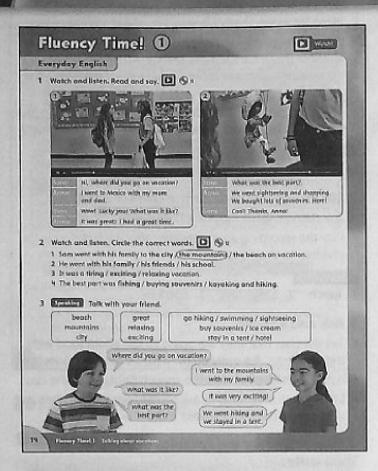
#### ANSWERS

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, ⊕ Assessment and Resource CD-ROM
Online Practice • Unit 1 • Listening, Speaking and Writing

# Fluency Time!



# Everyday English 58 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

Oxford iTools Digital classroom • Fluency Time! 1 • Everyday English

#### 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. 🦠 🛚

- 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.

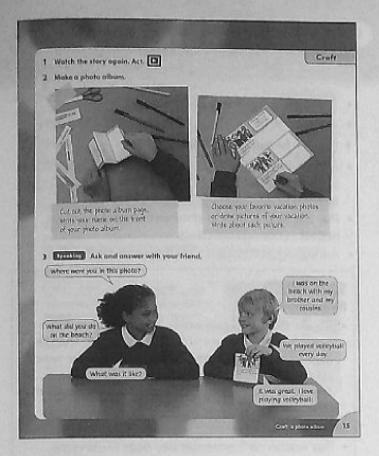
#### At level:

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

S Fluency DVD Fluency Time! 1; Fluency Craft 1 (S) Assessment and Resource CD-ROM) (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)

Oxford tTools Digital classroom • Fluency Time! 1 • Craft

#### 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,

- Assessment and Resource CD-ROM). 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!, Assessment and Resource CD-ROM Fluency Time! 1, Fluency DVD
Online Practice • Fluency Time! 1

# We had a concert



### Lesson One S8 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

Oxford iTools Digital classroom • Unit 2 • Words/Story

#### 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.

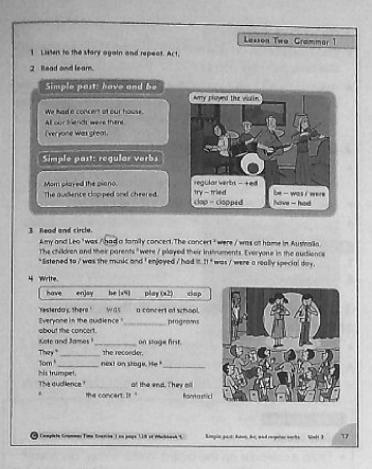
#### 2 Listen and read. 🗞 14

- · 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 Army 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 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 14; The concert flashcards 10–19; sheets of paper (optional)

## Oxford trools Digital classroom • Unit 2 • Grammar 1

#### 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.

- 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:

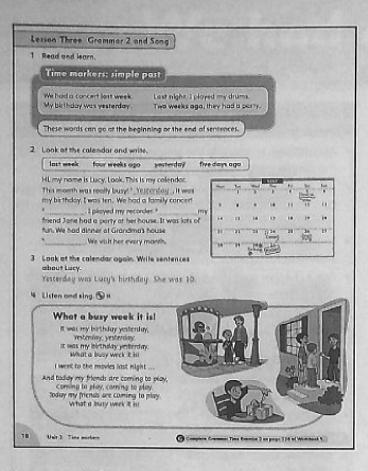
 After children finish, put them into groups. Give each group paper. Tell them they have three minutes to think of regular verbs. When time is up, children switch papers and write the simple past too. Make it a game by giving children one point for each correct answer. The team with the most points wins.

#### (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 S8 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)

Oxford iTools Digital classroom • Unit 2 • Grammar 2 and Song

#### 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. Icooked 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

- 1. Yesterday 2. last week 3. Five days ago
- 4. 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:

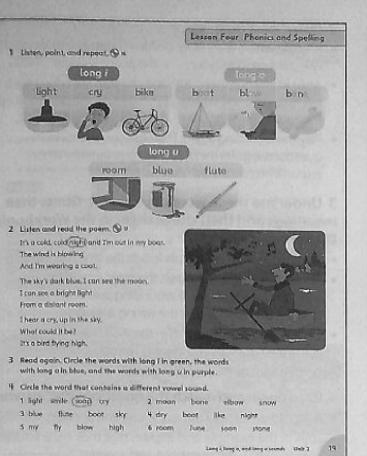
 After children finish, put children into pairs. Give children paper, and ask them to draw their own calendars. They should write four events and write "today" on one of the days. Children make sentences about their partner using the calendar. If time permits, children can share with the class.

## 4 Listen and sing. 🚱 15

- 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



## esson Four 58 page 19

## honics 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 \$\int 16-17; Phonics cards 7-15 (light, cry, blke, boat, blow, bone, room, blue, flute); green, blue, and purple colored pencils (optional)

Oxford iTools Digital classroom • Unit 2 • Phonics and Spelling

## Varmer

- 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.

#### 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.

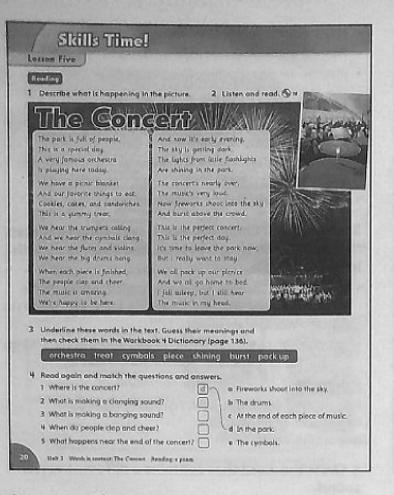
#### ANSWERS

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

#### **Further practice**

Workbook page 18

Online Practice • Unit 2 • Phonics and Spelling



## 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

Oxford iTools Digital classroom · Unit 2 · Reading

#### 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

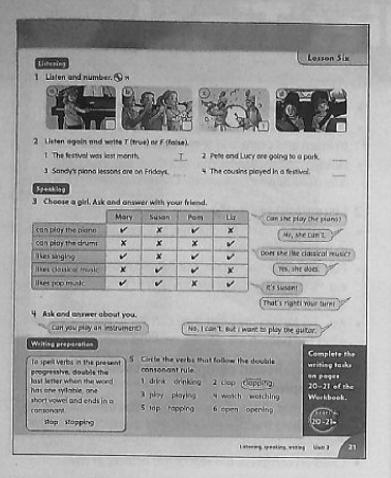
1. d 2. e 3. b 4. c 5. a

## **Further practice**

Workbook page 19

Unit 2 extra writing worksheet, 
Assessment and Resource
CD-ROM

Online Practice • Unit 2 • Reading



## 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 ( 19

Oxford iTools Digital classroom • Unit 2 • Listening

#### 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 T (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!

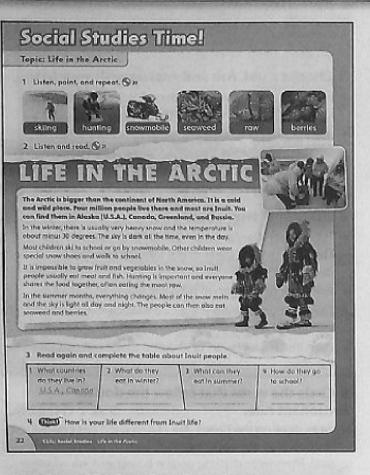
#### ANSWERS

clapping, tapping

#### Further practice

Workbook pages 20–21 (children write a description of a picture)
Unit 2 test, 
Assessment and Resource CD-ROM
Online Practice • Unit 2 • Listening, Speaking, and Writing

# Social Studies Time!



## Topic: Life in the Arctic 58 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 S 20-21; Social Studies Time! flashcards 20-25

Oxford **ITools** Digital classroom • Social Studies Time! • Life in the Arctic

#### 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.

### 

- 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.

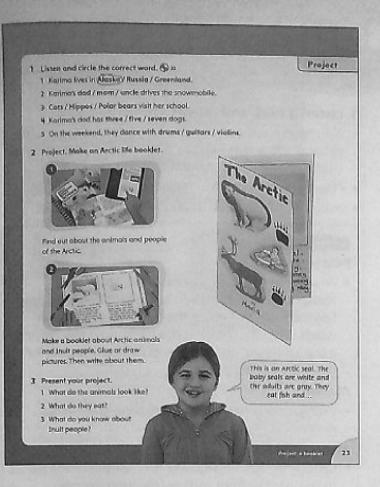
#### Collaboration

 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 58 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 **\$** Assessment and Resource CD-ROM); paper, colored pencils, scissors, glue

Oxford tTools Digital classroom • Social Studies Time! • Project

## 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.

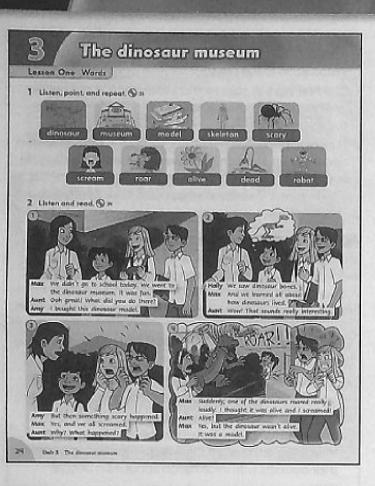
## Further practice

Workbook page 23

Online Practice · Social Studies Time!

# 3

# The dinosaur museum



## Lesson One 58 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 **⑤** 23-24; The dinosaur museum flashcards 26-35; The concert flashcards 10-19

Oxford tTools Digital classroom • Unit 3 • Words/Story

#### 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.

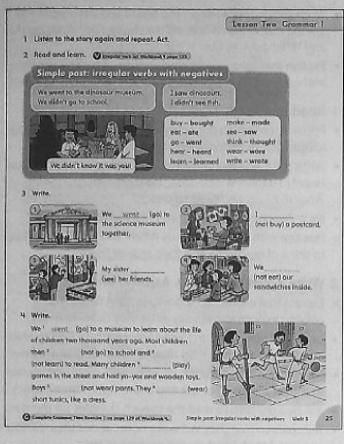
## 2 Listen and read. 🗞 24

- 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 S8 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 3 24; The dinosaur museum flashcards 26-35.

Oxford iTools Digital classroom • Unit 3 • Grammar 1

#### Warmer

Play Snap! (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 youl).
- 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.

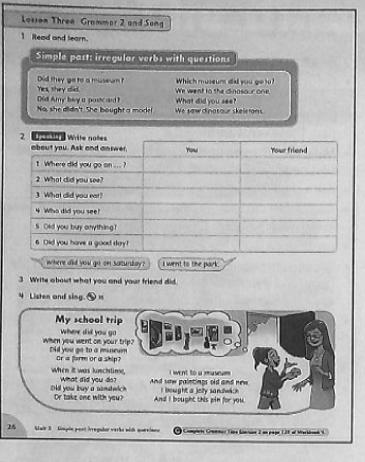
#### ANSWERS

- 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 58 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 325; The dinosaur museum flashcards 26-35

Oxford iTools Digital classroom • Unit 3 • Grammar 2 and Song

#### Warmer

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

- 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 \_ 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.

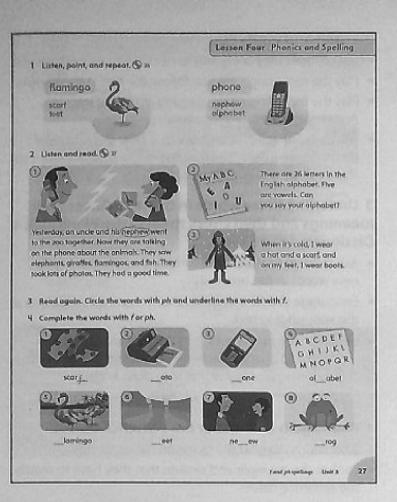
## 4 Listen and sing. 🚱 25

- 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 S8 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 (4) 25, 26–27; Phonics cards 16–17 (phone, flamingo)

Oxford iTools Digital classroom • Unit 3 • Phonics and Spelling

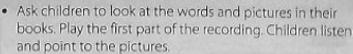
## Warmer @ 25

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. @ 26



- · Play the second part for children to repeat chorally.
- · Play the whole recording. Children point and repeat again.

## 2 Listen and read. @ 27

- · 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.

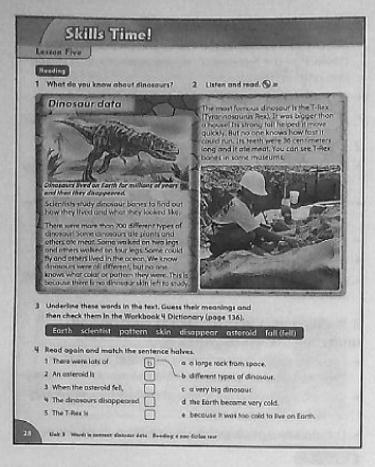
#### ANSWERS

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



## Lesson Five S8 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 S 25, 28; The dinosaur museum flashcards 26–35

Oxford iTools Digital classroom • Unit 3 • Skills Time!

#### 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

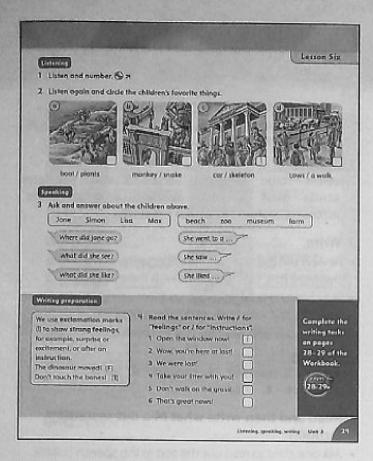
1. b 2. a 3. d 4. e 5. c

## Further practice

Workbook page 27

Unit 3 extra writing worksheet, 🗞 Assessment and Resource

Online Practice • Unit 3 • Reading



## Lesson Six S8page 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 (4) 29: The dinosaur museum flashcards 26-35

Oxford iTools Digital classroom • Unit 3 • Skills Time!

#### 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, 200, museum, farm).

## 1 Listen and number. 1 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

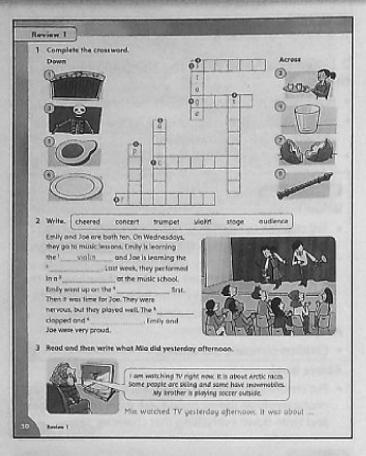
1. 1 2. F 3. F 4. I 5. I 6. F

#### **Further practice**

Workbook pages 28–29 (children write a webpage about a school trip)
Writing skills worksheet, Units 1−3, ♠ Assessment and Resource
CD-ROM

Unit 3 test, Assessment and Resource CD-ROM
Online Practice - Unit 3 - Listening, Speaking, and Writing

# Review 1



## Review Lesson 58 040630

#### 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

#### Oxford iTools Digital classroom • Review 1

#### Warmer @ 25

Sing Myschool trip from Student Book page 26.

- 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.

- 1. down stage 2. across server 3. down skeleton
- 4. across glass 5. down avocado 6. down plate
- 7. across coconut 8. 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

- 1, violin 2, trumpet 3, concert 4, stage
- 5. audience 6. 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:

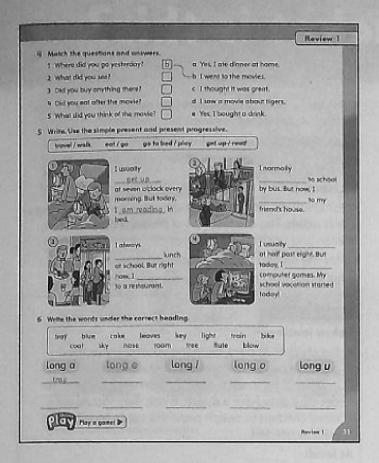
Children complete the activities.

#### 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 Lesson S8page31



#### 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 guestions 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, 🚱 Assessment and Resource CD-ROM Progress test 1, Assessment and Resource CD-ROM Skills test 1, ( Assessment and Resource CD-ROM Online Practice - Review 1



# Whose jacket is this?



## Lesson One 58 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 4 30-31; The dinosaur museum flashcards 26-35: Sports time flashcards 36-45; sheets of paper (optional)

Oxford iTools Digital classroom • Unit 4 • Words/Story

#### 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.

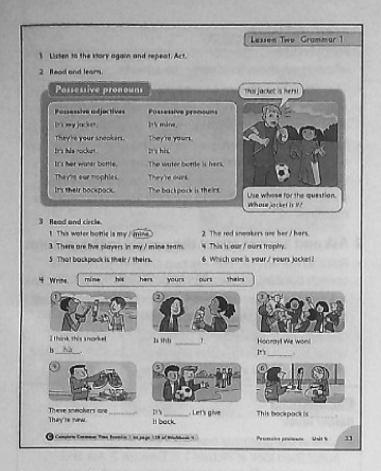
### 2 Listen and read. @ 31

- 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, 🚱 Assessment and Resource CD-ROM Online Practice • Unit 4 • Words



## Lesson Two S8 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 (S) 31; Sports time flashcards 36-45; an empty box or bag

Oxford iTools Digital classroom • Unit 4 • Grammar 1

#### 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.

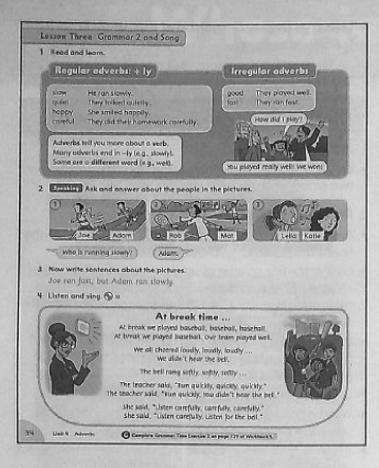
#### ANSWERS

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 S8 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 S 32; Sports time flashcards 36–45; a piece of paper with a 2-inch hole

Oxford **iTools** Digital classroom • Unit 4 • Grammar 2 and Song

#### 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

- 1. Joe ran fast, but Adam ran slowly.
- 2. Mat played well, but Rob played badly.
- 3. Leila sang loudly, but Katie sang quietly.

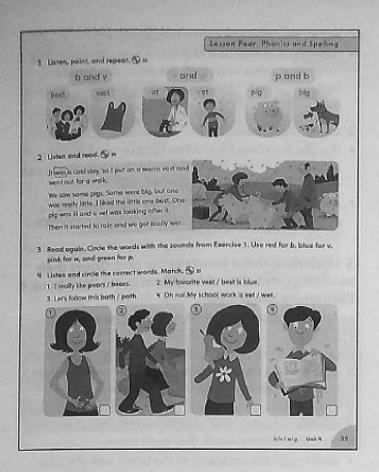
## 4 Listen and sing. @ 32

- 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 SBpage 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 (9) 32-34; Phonics cards 18-23.

Oxford iTools Digital classroom • Unit 4 • Phonics and Spelling

#### 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 ver 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.

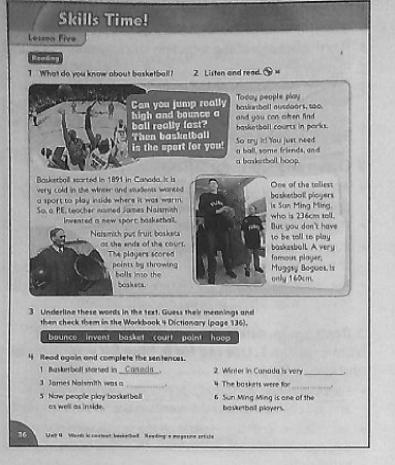
#### Above level:

 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



## 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 S 32, 36; Sports time flashcard 40 (player)

Oxford iTools Digital classroom • Unit 4 • Reading

## 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 crisscrossed 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. 🚱 36

- 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.

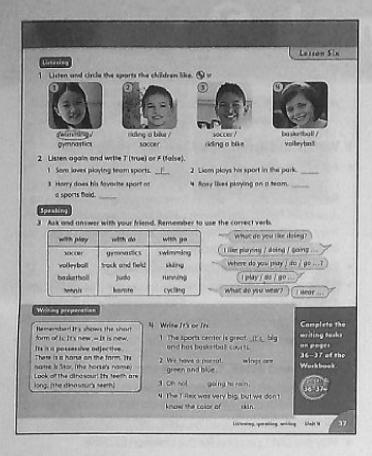
#### ANSWERS

- 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, Assessment and Resource CD-ROM Online Practice - Unit 4 - Reading



### Lesson Six S8 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



Oxford iTools Digital classroom • Unit 4 • Writing

#### 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. 🕦 37



- 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.

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 /
- 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.

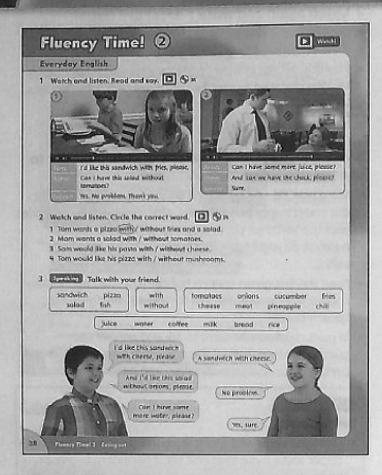
#### ANSWERS

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, ( Assessment and Resource CD-ROM Online Practice • Unit 4 • Listening, Speaking, and Writing

# Fluency Time!



## Everyday English 58 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

Oxford iTools Digital classroom • Fluency Time! 2 • Everyday English

#### 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/ cafe) 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
- Children practice the dialogue in pairs.
- Invite pairs of children to act for the class.

#### 



- 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.

Children complete the activity.

#### Above level:

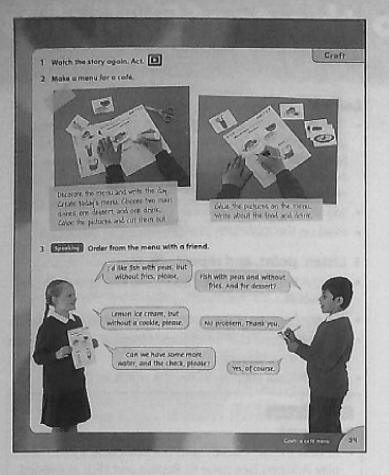
 Extend the activity by asking children to think about other foods and restaurant requests, e.g. I'm sorry. We're all out of (cupcakes).

## 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

Assessment and Resource CD-ROM) (one set of
templates for each child); completed menu; colored
pencils / markers / crayons, glue, and scissors for
each group

Oxford tTools Digital classroom • Fluency Time! 2 • Craft

#### 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.

## <sup>2</sup> 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.

- 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 menuwith 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**

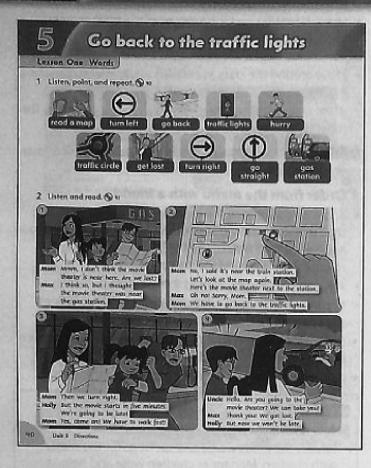
Workbook page 39

Skills test 2 Fluency Time!, 
Assessment and Resource CD-ROM Fluency Time! 2, 
Fluency DVD

Online Practice · Fluency Time! 2



# Go back to the traffic lights



## Lesson One (S8 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

Oxford iTools Digital classroom • Unit 5 • Words/Story

#### 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.

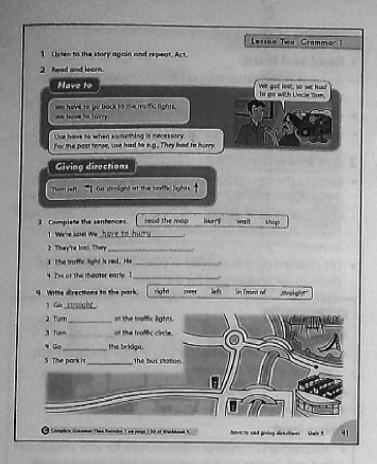
#### Above level:

 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 \$8 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

Oxford iTools Digital classroom • Unit 5 • Grammar 1

#### 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

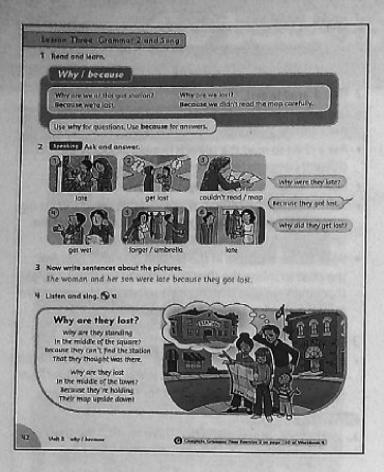
1. straight 2. left 3. right 4. over 5. in front of

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 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)

Oxford iTools Digital classroom • Unit 5 • Grammar 2 and Song

#### 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.

- 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.

#### 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

- 1. Why were they late? Because they got lost.
- 2. Why did they get lost? Because they couldn't read the map.
- 3. Why couldn't they read the map? Because it got wet.
- 4. 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. 🗞 42

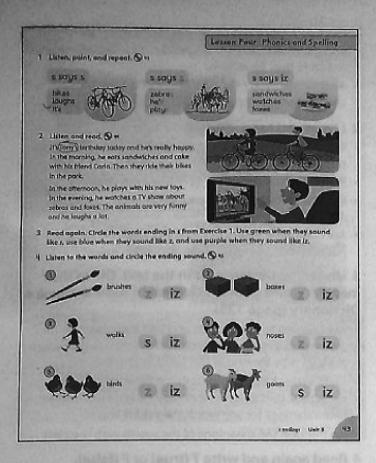
- Focus children's attention on the picture. Ask Where are they? What is the girl holding? Are they lost?
- Play the whole song twice. Children follow along.
- Play the recording several times. Children sing along.

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

Unit 5



## Lesson Four (58 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 \$\sum 43 - 45; Phonics cards 24 - 26; paper and colored pencils (optional)

Oxford \Tools Digital classroom • Unit 5 • Phonics and Spelling

#### 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

#### 

- 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.

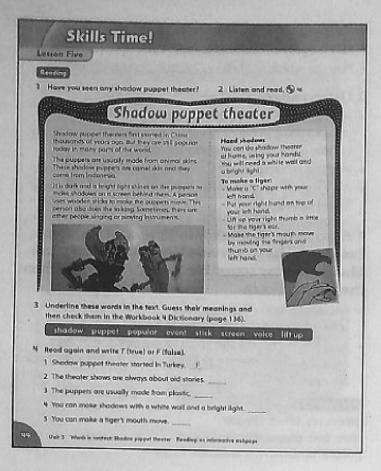
#### Above level:

 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. 5 4. iz 5. z 6. s

Further practice
Workbook page 42
Online Practice - Unit 5 - Phonics



## Lesson Five S8 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 ( 46

Oxford iTools Digital classroom • Unit 5 • Skills Time!

#### 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. 6 46

- 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.

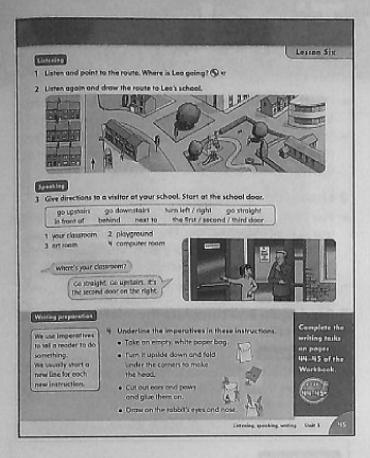
#### ANSWERS

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

#### Further practice

Workbook page 43

Unit 5 extra writing worksheet, Assessment and Resource CD-ROM Online Practice - Unit 5 - Reading



### Lesson Six S8 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 S 47; Directions flashcards 46–55; Values 2 poster Assessment and Resource CD-ROM (optional)

Oxford **1Tools** Digital classroom • Unit 5 • Skills Time!

#### 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.

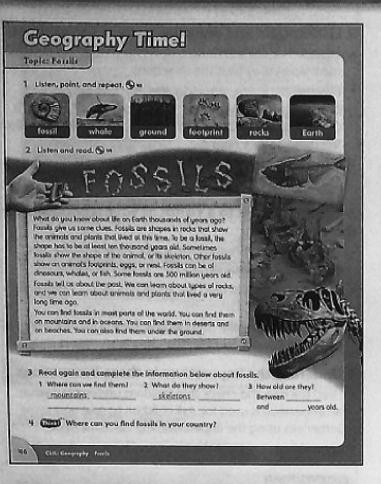
#### ANSWERS

1. Take 2. Turn, fold 3. Cut out, glue 4. Draw

#### Further practice

Workbook pages 44-45 (children write an invitation) Unit 5 test, Assessment and Resource CD-ROM Online Practice - Unit 5 - Listening, Speaking, and Writing

# ography Time!



## Topic: Fossils S8 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

Oxford tTools Digital classroom · Geography Time! · Fossils

#### 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.

· 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

- 1. on mountains, in oceans, in deserts, on beaches, under the ground
- skeletons, footprints, eggs, nests
- 3. 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.

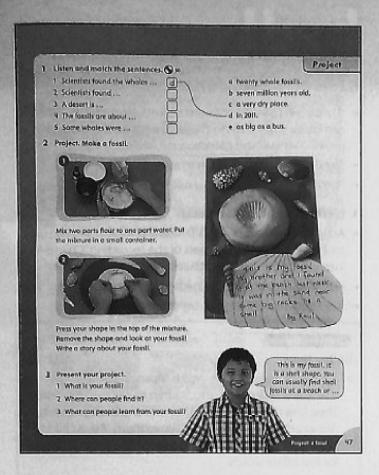
#### Collaboration

 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 S8 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)

Oxford tTools Digital classroom • Geography Time! • Project

#### 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 in 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!

# The best bed!



## Lesson One \$8 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

Oxford iTools Digital classroom • Unit 6 • Words/Story

#### 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. 4 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.

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

#### Above level:

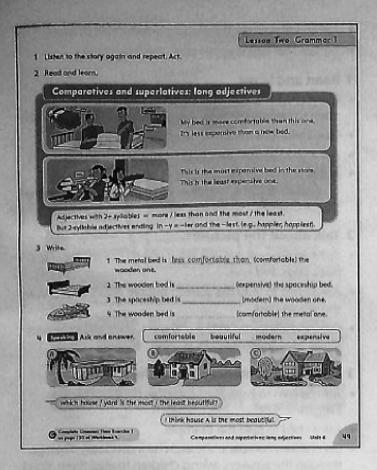
· Change the game to Student can't remember, Ask a student to come to the front and play the teacher's role. Monitor and help as needed.

#### 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 58 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 S2: Describing words flashcards 62-71

Oxford trools Digital classroom • Unit 6 • Grammar 1

#### 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. 4 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

- 1. less comfortable than 2. less expensive than
- 3. more modern than 4. 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:

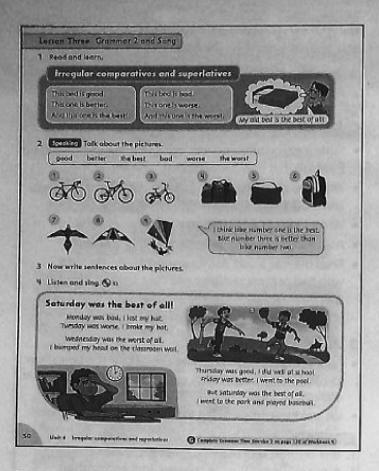
Children complete the activity.

#### 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 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 69 53; Describing words flashcards 62-71

Oxford iTools Digital classroom • Unit 6 • Grammar 2 and Song

#### 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
- Ask questions using the superlative form, e.g. Which bed is the softest / most expensive?
- Then ask Which is the best bed? Elicit Mox'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:

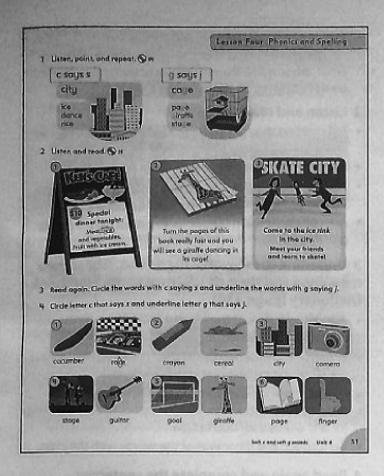
 Ask children to pick a topic, e.g. dessert, sports, music, subject. Then ask children to say which thing they like the best and why. If time permits, they could also draw the item and write about it.

## 4 Listen and sing. 🚱 53

- 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 SBpage 51

## Phonics and Spelling

#### Learning outcomes

To learn that letters q and c can be pronounced "softly" (/ds/ 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 (\$\infty\$ 54-55; Phonics cards 27-28 (city, cage).

Oxford tTools Digital classroom • Unit 6 • Phonics and Spelling

#### 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  $(\sqrt{s})$ . Ask them how the g in cage sounds  $(\sqrt{c})$ . Does it sound like giraffe or gate? (giraffe).

## 1 Listen, point, and repeat. 6 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. 6 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 q saying j.

- Ask children to find and circle all the words with c saying s and underline the words with q saying j.
- Look at the example together before the children do the exercise individually. Go through the answers together.

csays 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.

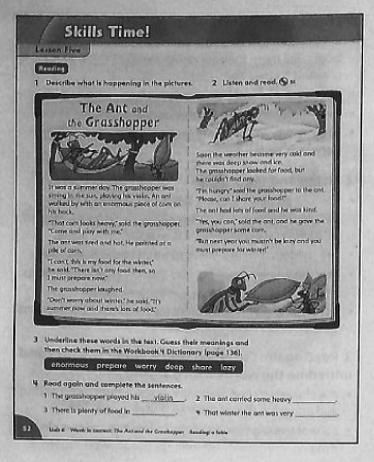
#### Above level:

 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



## Lesson Five S8 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 **(S)** 53, 56

Oxford iTools Digital classroom • Unit 6 • Skills Time!

## 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. S 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

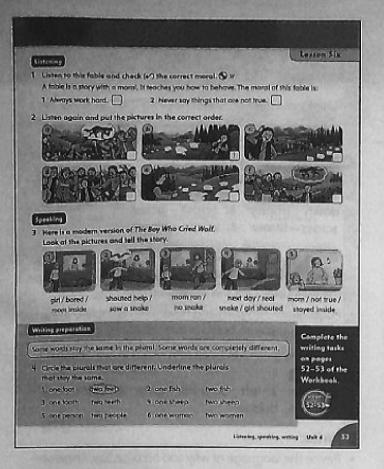
1. violin 2. corn 3. summer 4. kind/generous

## Further practice

Workbook page 45

Unit 6 extra writing worksheet, 
Assessment and Resource CD-ROM

Online Practice • Unit 6 • Reading



## Lesson Six 58 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 Extia: bored, market, wolf, joke, believe, moral (n)

## Materials

CD 57; sheets of paper (optional)

Oxford iTools Digital classroom - Unit 6 - Skills Time!

## 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.

# <sup>1</sup> Listen to this fable and check (✓) the correct moral. \$\infty\$ 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.

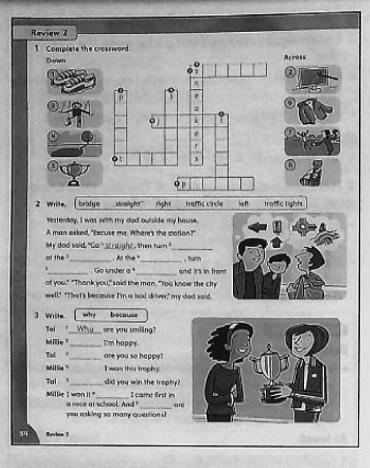
- Ask children how we normally make plurals (add "s" to the word). Explain that some words have irregular plurals. Read the rule. Check that children understand.
- Write one foot / two feet, and one fish / two fish on the board. Children tell you which word stays the same in the plural, and which word 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 → Assessment and Resource
CD-ROM

Unit 6 test, 
Assessment and Resource CD-ROM
Online Practice - Unit 6 - Listening, Speaking, and Writing

# 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 S3; Flashcards 36-71

#### Oxford iTools Digital classroom • Review 2

## Warmer @ 53

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 Ispy (see page 8) to review the different words children have learned.

## 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 sneakers 2. across screen
- 3. down puppet 4. down shadow
- down trophy 6. across jacket
- 7. across throw 8. 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

- 1. straight 2. left 3. traffic lights 4. traffic circle
- 5. right 6. 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

- 1. Why 2. Because 3. Why 4. Because 5. Why
- 6. because 7. why



## Review Lesson (S8 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 or 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

csays "c": picnic, cucumber csays "s": pencil, police g says "g": yogurt, gloves g says "j": orange, giraffe

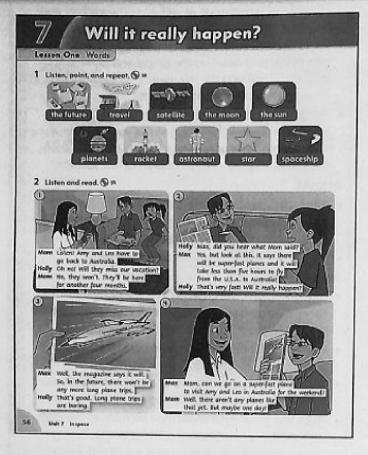
## Further practice

Workbook pages 54 & 55

Writing portfolio 2 worksheet, Assessment and Resource CD-ROM Progress test 2, Assessment and Resource CD-ROM Skills test 2, Assessment and Resource CD-ROM Online Practice • Review 2

# 7/

# Will it really happen?



## Lesson One S8 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;

## Oxford tTools Digital classroom • Unit 7 • Words/Story

## 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.

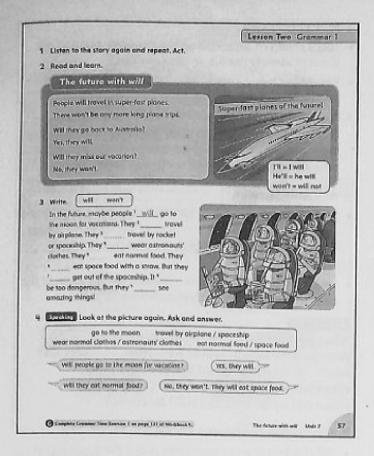
## 2 Listen and read. 6 59

- 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, 
Assessment and Resource CD-ROM Online Practice - Unit 7 - Words



## 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

Oxford iTools Digital classroom • Unit 7 • Grammar 1

#### 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.

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

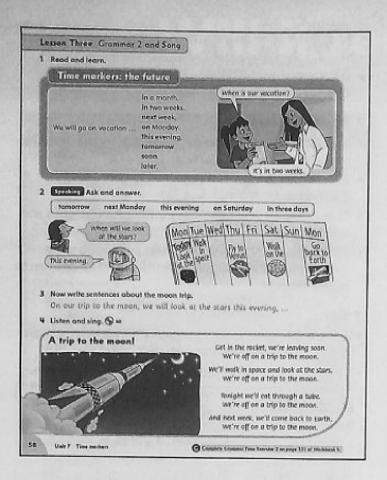
## 4 Look at the picture again. Ask and answer.

- 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 S8page 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

Oxford tTools Digital classroom • Unit 7 • Grammar 2 and Song

## 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:

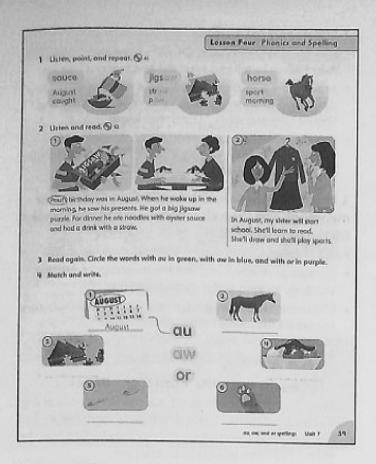
- Put students into pairs to write one more verse for the song.
- Have students share their new verse with the class.

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 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

Oxford iTools Digital classroom • Unit 7 • Phonics and Spelling

## 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. 661

- 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 /o:/.
- 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

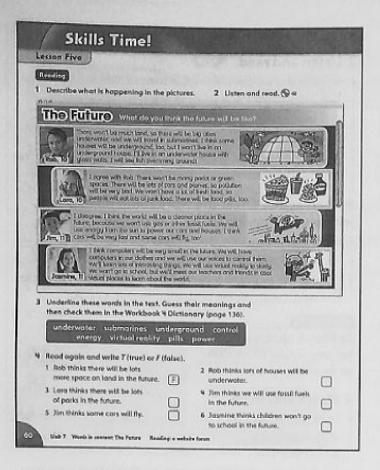
1. August 2. horse 3. jigsaw 4. sauce

5. fork 6. paw

## **Further practice**

Workbook page 58

Online Practice - Unit 7 - Phonics and Spelling



## 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)

Oxford iTools Digital classroom • Unit 7 • Skills Time!

## 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

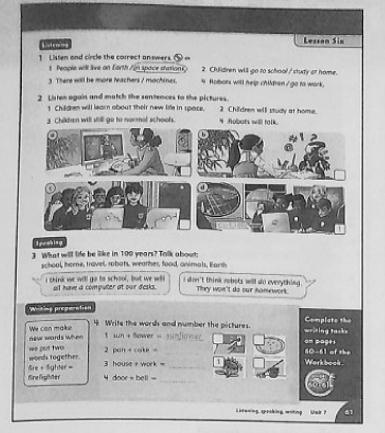
1. F 2. T. 3. F 4. F 5. T 6. T

## **Further practice**

Workbook page 59

Unit 7 extra writing worksheet, 
Assessment and Resource CD-ROM

Online Practice - Unit 7 - Reading



## Lesson Six 58 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)

Oxford Tools Digital classroom • Unit 7 • Skills Time!

## 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.

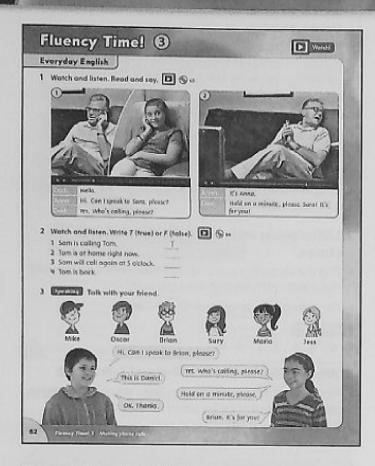
## ANSWERS

Clockwise from top left: 4, 2, 1, 3

## Further practice

Workbook pages 60–61 (children expand notes into a text)
Unit 7 test, → Assessment and Resource CD-ROM
Online Practice • Unit 7 • Listening, Speaking, and Writing

# Fluency Time! 8



## Everyday English 58 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

Oxford tTools Digital classroom • Fluency Time! 3 • Everyday English

#### 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:

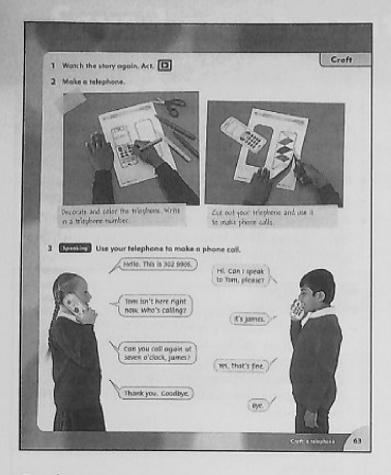
 Do the "at level" activity, but after children are "on the phone", encourage them to have a conversation about the future, using language from Lesson Six. Monitor and help as needed.

#### 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 SBpage 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
Shassessment and Resource CD-ROM) (one template
for each child); completed telephone; colored pencils /
markers / crayons for each group of children; scissors

Oxford iTools Digital classroom • Fluency Time! 3 • Craft

## 1 Watch the story again. Act. 🚳 65

- Draw children's aftention 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, 
   Assessment

- and Resource CD-ROM). 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!, 
Assessment and Resource CD-ROM Fluency Time! 3, 
Fluency DVD
Online Practice • Fluency Time! 3

## How much time do we have:



## Lesson One SBpage 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 **6** 67–68; In space flashcards 72–81, At the airport flashcards 82–91; Values 3 poster **6** Assessment and Resource CD-ROM (optional)

Oxford iTools Digital classroom • Unit 8 • Words/Story

#### 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. § 67

- 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.

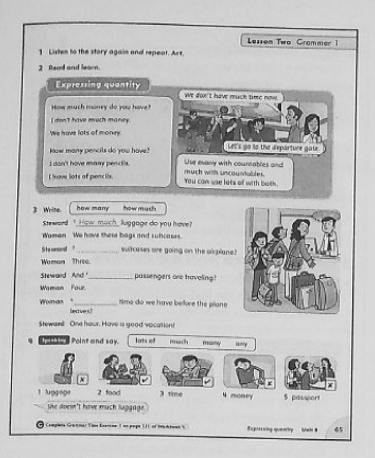
## 2 Listen and read. 🕙 68

- 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



## Lesson Two S8 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 **6**8; At the airport flashcards 82–91; two "money tokens" (see Exercise 2) (optional)

Oxford iTools Digital classroom • Unit 8 • Grammar 1

## 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. **6**8

- 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.

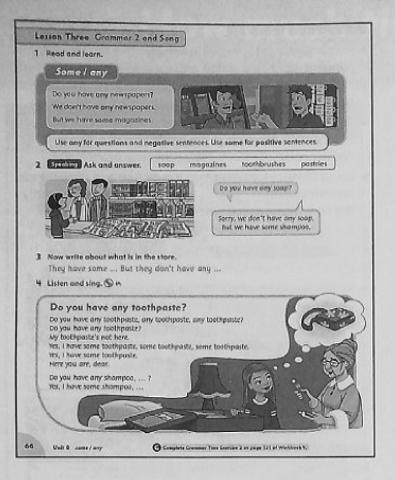
#### ANSWERS

- 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 S8 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

Oxford **tTools** Digital classroom • Unit 8 • Grammar 2 and Song

## 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. Theydon't have any pastries.

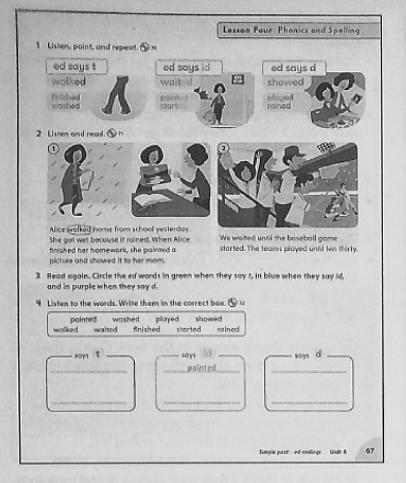
## 4 Listen and sing. 69

- 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 SBpage 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

Oxford iTools Digital classroom • Unit 8 • Phonics and Spelling

#### 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.
- 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. 6 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 word 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:

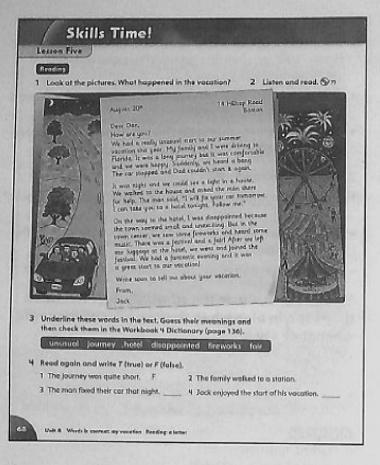
 Ask different children to read the words aloud. Put children into groups and ask them to think of other verbs which end in -ed. Ask them to add them to the boxes. Monitor and help as needed. Check answers together.

## ANSWERS

t: washed, walked, finishedid: painted, waited, startedd: played, showed, rained

## Further practice

Workbook page 66 Online Practice - Unit 8 - Phonics and Spelling



## Lesson Five S8 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)

Oxford iTools Digital classroom • Unit 8 • Skills Time!

#### 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. ® 73

- · 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

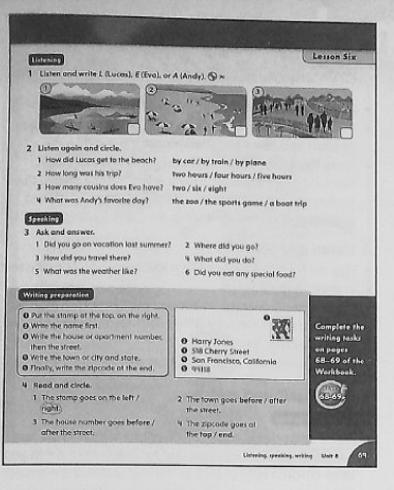
1. F 2. F 3. F 4. T

## Further practice

Workbook page 67

Unit 8 extra writing worksheet, 🕞 Assessment and Resource (D-ROM)

Online Practice - Unit 8 - Reading



## 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



Oxford Tools Digital classroom • Unit 8 • Skills Time!

## 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). $\bigcirc$ 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 their the class.

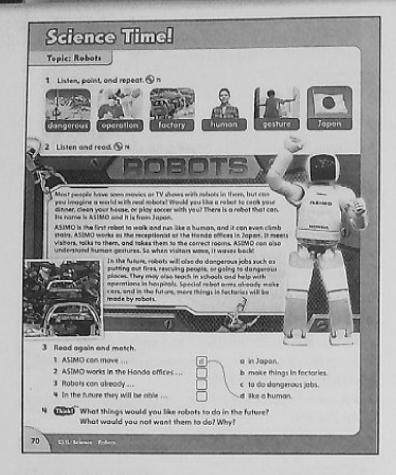
## ANSWERS

1. right 2. after 3. before 4. end

## **Further practice**

Workbook pages 68–69 (children write a letter about a vacation)
Unit 8 test, ⊚ Assessment and Resource CD-ROM
Online Practice • Unit 8 • Listening, Speaking, and Writing

# Science Time!



## Topic: Robots S8 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

Oxford iTools Digital classroom • Science Time! • Robots

## 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. @ 76

- 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?

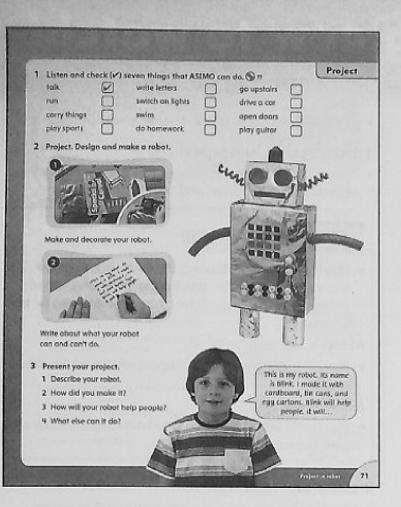
#### Critical Thinking

 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

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

Oxford iTools Digital classroom • Science Time! • Project

## Warmer

 Hold up the flashcards, one at a time. Ask children to say the words, then make a sentence about robots using each word.

## 

- 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.

## 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.

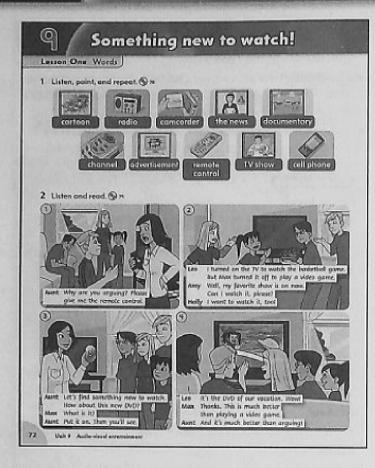
## Communication

- 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!



# Something new to watch!



## Lesson One \$8 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

Oxford tTools Digital classroom • Unit 9 • Words/Story

#### 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.

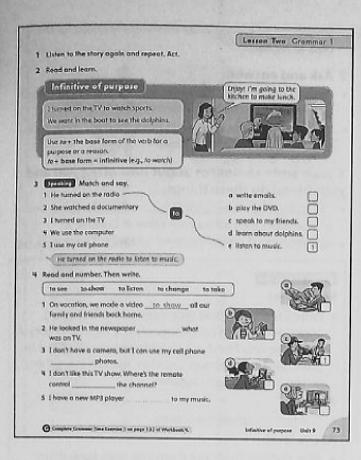
#### Above level:

 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 (58 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

Oxford (Tools Digital classroom • Unit 9 • Grammar 1

## 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 / Army 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

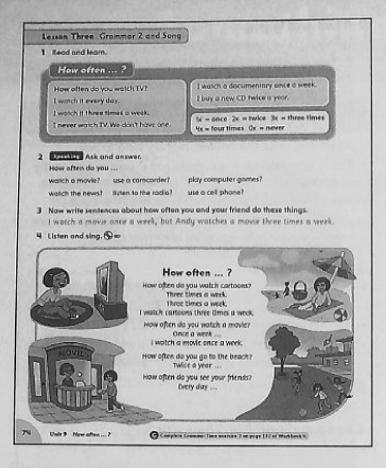
1. c to show 2. a to see 3. d to take 4. e to change

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 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)

Oxford **1Tools** Digital classroom • Unit 9 • Grammar 2 and Song

## 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 a 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.

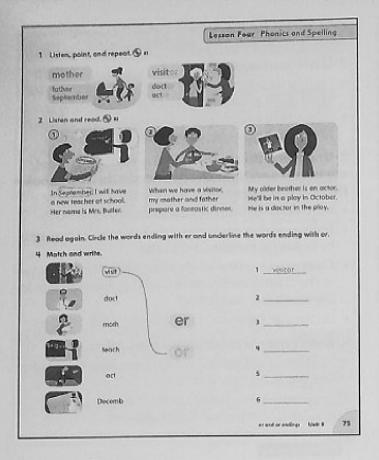
## 4 Listen and sing. 🚱 80

- 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 t 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 S8 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)

Oxford iTools Digital classroom • Unit 9 • Phonics and Spelling

### 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.

## 

- 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.

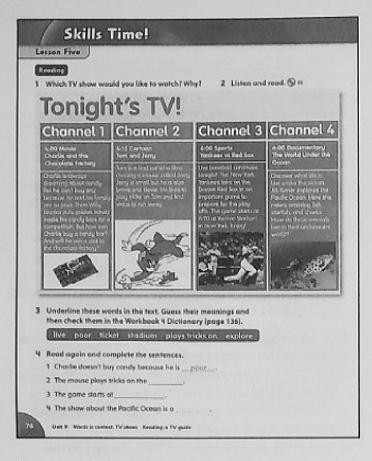
## ANSWERS

- 1. visitor 2. doctor 3. mother 4. teacher 5. actor
- 6. December

## Further practice

Workbook page 74

Online Practice - Unit 9 - Phonics and Spelling



## 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 (9) 80, 83

Oxford tTools Digital classroom • Unit 9 • Skills Time!

#### 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

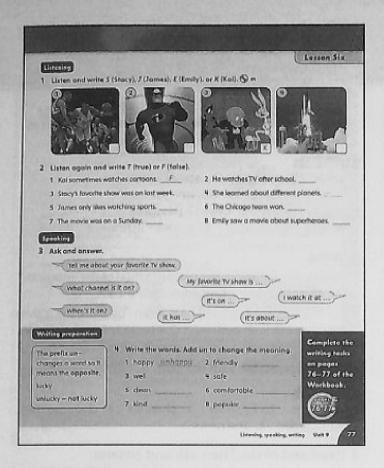
1. poor 2. cat 3. 6:20 4. documentary

## **Further practice**

Workbook page 75

Unit 9 extra writing worksheet 
Assessment and Resource CD-ROM

Online Practice - Unit 9 - Reading



## Lesson Six 58 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, sola, superhero

## Materials

CD (%) 84

Oxford iTools Digital classroom • Unit 9 • Skills Time!

### 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). § 84

- 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

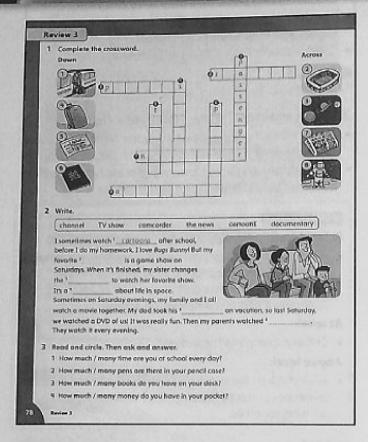
- 1. unhappy 2. unfriendly 3. unwell 4. unsafe
- 5. unclean 6. uncomfortable 7. unkind
- 8. unpopular

## Further practice

Workbook pages 76—77 (children write a TV guide)
Writing skills worksheet, Units 7—9, 
Assessment and Resource
CD-ROM

Unit 9 test, ( Assessment and Resource CD-ROM Online Practice • Unit 9 • Listening, Speaking, and Writing

# Review 3



## Review Lesson SBpage 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

## Oxford iTools Digital classroom • Review 3

## Warmer 980

Sing How often...? from Student Book page 74.

- 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.

## 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 passenger 2. across stadium
- 3. across planets 4. down suitcase
- 5. down ticket 6. down passport
- 7. across newspaper 8. 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

- 1. cartoons 2. TV show 3. channel 4. documentary
- 5. camcorder 6. 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:

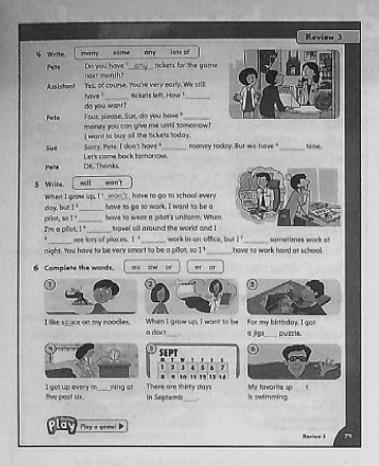
 Put children into pairs and have them practice asking the questions and answering them after Exercise 3.

#### 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

1. much 2. many 3. many 4. much



## Review Lesson (SBpage79)

#### 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

any
 lots of
 many
 some / any
 any

#### 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

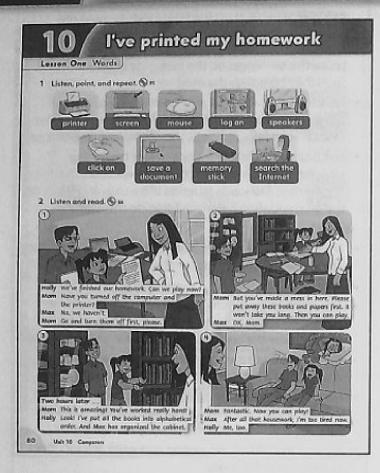
1. au 2. or 3. aw 4. or 5. er 6. or

## **Further practice**

Workbook pages 78 & 79

Writing portfolio 3 worksheet, Assessment and Resource CD-ROM Progress test 3, Assessment and Resource CD-ROM Skills test 3, Assessment and Resource CD-ROM Online Practice • Review 3

# I've printed my homework



## 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 985-86; Computers flashcards 108-116

Oxford iTools Digital classroom • Unit 10 • Words/Story

#### 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. 1 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

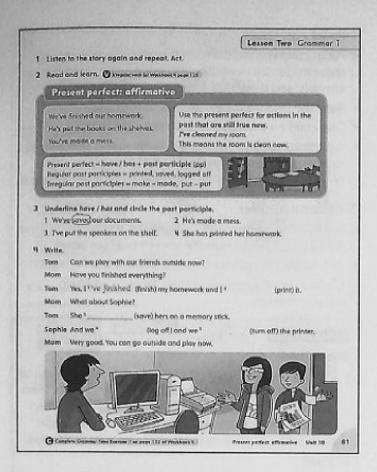
- Focus attention on the story. Ask questions about each frame, e.g. What are Holly and Max showing Mom? Is the room neat? Encourage predictions.
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. What have Holly and Max finished doing? What does Mom ask them to do? Who ha 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, 🚳 Assessment and Resource CD-ROM

Online Practice • Unit 10 • Words



## 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

Oxford 17001s Digital classroom • Unit 10 • Grammar 1

## 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.

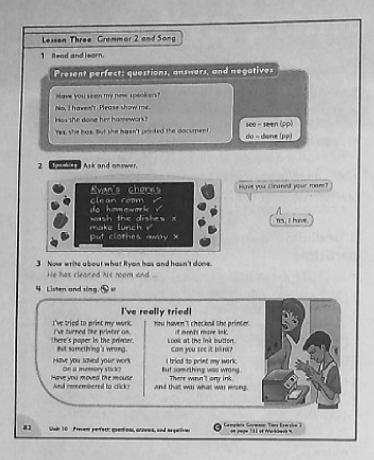
## ANSWERS

- 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 S8 DIOC 82



## Grammar 2 and Song

## Learning outcomes

To learn the present perfect: questions, answers, and

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 37; Computers flashcards 108-116

Oxford tTools Digital classroom • Unit 10 • Grammar 2 and Song

#### 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.

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.

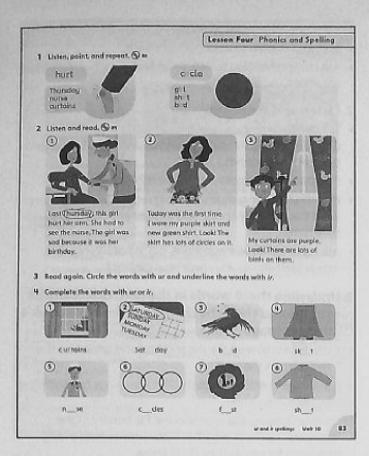
## 4 Listen and sing. 🚱 87

- 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 58 page 83

## Phonics and Spelling

## Learning outcomes

To learn that words spelled with ur and ir sound the same (3:)

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)

Oxford tTools Digital classroom • Unit 10 • Phonics and Spelling

- 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
- Play the second part for children to repeat chorally.

· Play the whole recording for children to point and repeat again. Repeat as necessary.

## 

- · 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.

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.

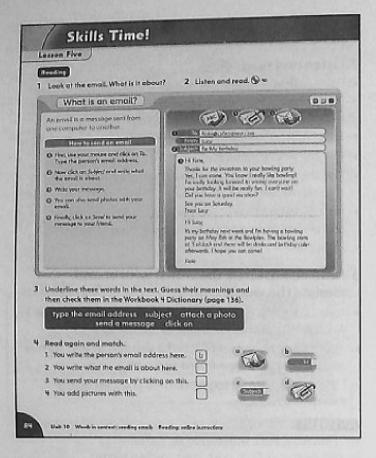
#### ANSWERS

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



## Lesson Five S8 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)

Oxford iTools Digital classroom • Unit 10 • Skills Time!

## 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

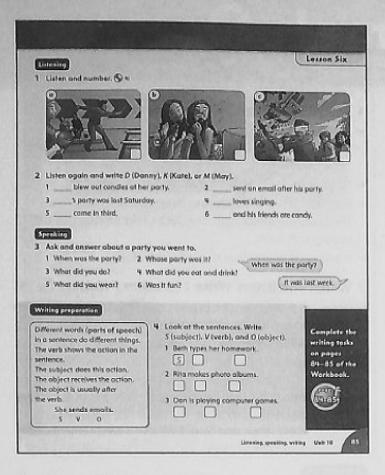
1. b 2. c 3. a 4. d

## **Further practice**

Workbook page 83

Unit 10 extra writing worksheet, 🚱 Assessment and Resource CD-ROM

Online Practice - Unit 10 - Reading



## Lesson Six 58 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

Oxford tTools Digital classroom • Unit 10 • Skills Time!

## 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. 1 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.

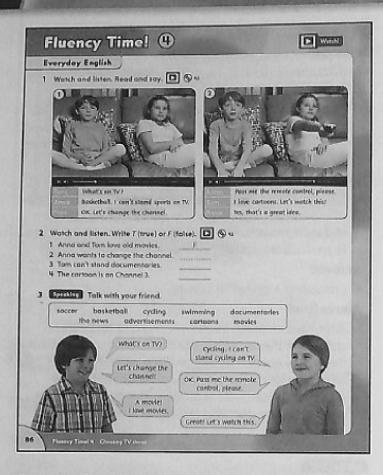
## ANSWERS

- 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, Assessment and Resource CD-ROM
Online Practice • Unit 10 • Listening, Speaking, and Writing

# Fluency Time! @



## Everyday English S8 page 86

## Learning outcomes

To learn some useful language for choosing TV shows

## Language

What's on TV2; 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)

Oxford iTools Digital classroom • Fluency Time! 4 • Everyday English

### 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. 692

- 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). 693

- Focus on the sentences. Explain that children should liste 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. The
  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:

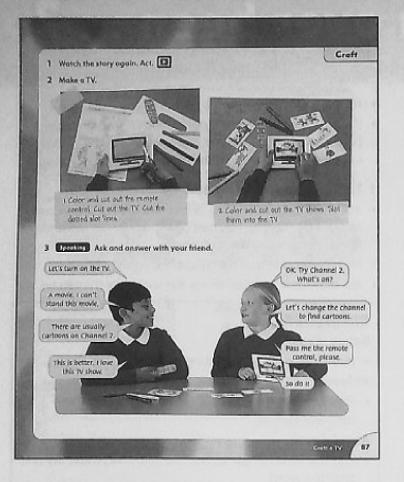
Children complete the activity.

## 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 S8 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
Assessment and Resource CD-ROM) (one set of

Assessment and Resource CD-ROM) (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

Oxford iTools Digital classroom • Fluency Time! 4 • Craft

## 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.

- 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.

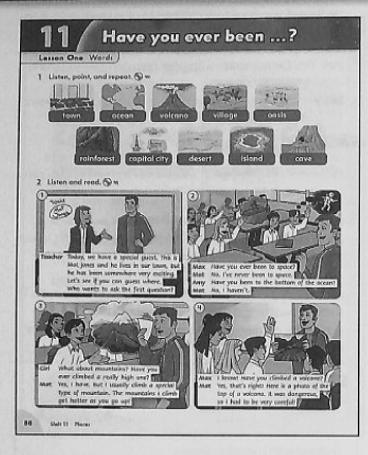
## Further practice

Workbook page 87

Skills test 4 Fluency Time!, 
Assessment and Resource CD-ROM Fluency Time! 4, 
Fluency DVD

Online Practice - Fluency Time! 4

# Have you ever been ....?



#### Lesson One S8 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 ( Assessment and Resource CD-ROM (optional)

Oxford iTools Digital classroom • Unit 11 • Words/Story

#### 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.

· 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.

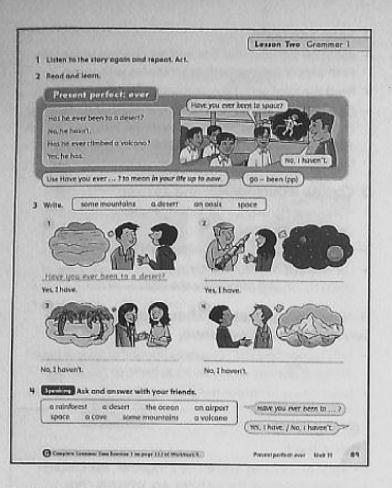
#### 2 Listen and read. 95

- 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 S8 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;

Oxford iTools Digital classroom • Unit 11 • Grammar 1

#### 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.

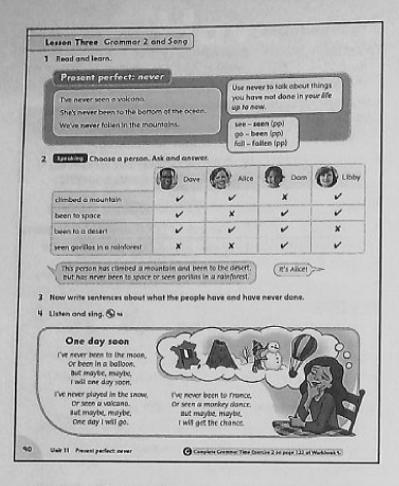
#### Above level:

 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 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

Oxford **iTools** Digital classroom • Unit 11 • Grammar 2 and Song

#### 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.

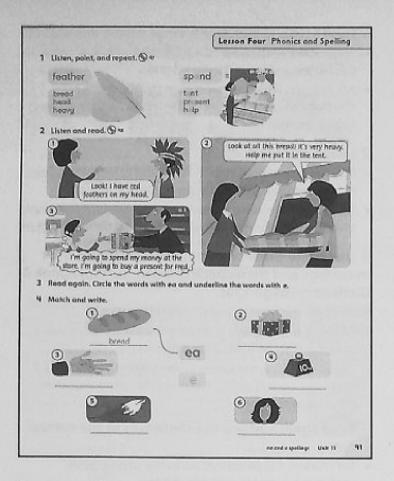
#### 4 Listen and sing. 696

- 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 S8 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 **⑤** 97–98; Phonics cards 37–38 (hurt, circle); Phonics cards 39–40 (feather, spend)

Oxford 17001s Digital classroom • Unit 11 • Phonics and Spelling

#### 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. 1 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. 6 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.

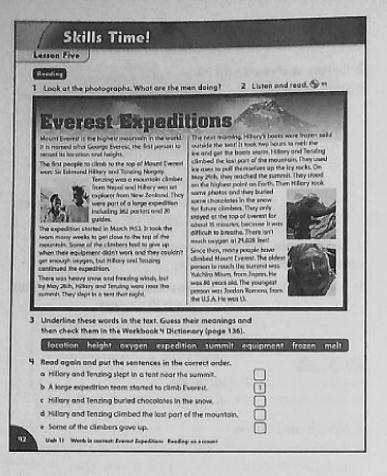
#### ANSWERS

- 1. bread 2. present 3. spend 4. heavy 5. feather
- 6. head

#### **Further practice**

Workbook page 91

Online Practice • Unit 11 • Phonics and Spelling



#### Lesson Five S8 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



Oxford tTools Digital classroom • Unit 11 • Skills Time!

#### 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.

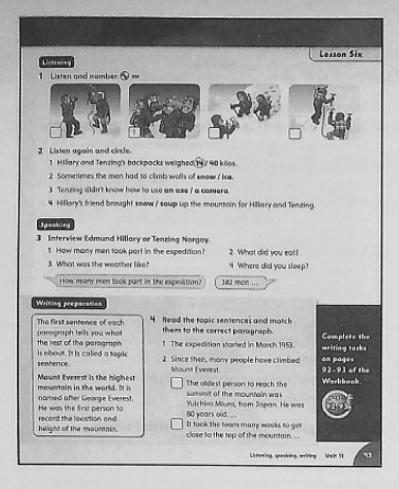
#### ANSWERS

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

#### Further practice

Workbook page 92

Unit 11 extra writing worksheet, 
Assessment and Resource CD-ROM
Online Practice • Unit 11 • Reading



#### 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

Oxford tTools Digital classroom • Unit 11 • Skills Time!

#### 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.

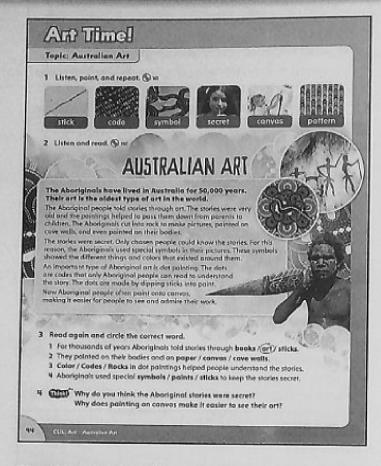
#### ANSWERS

- 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, 
→ Assessment and Resource CD-ROM
Online Practice - Unit 11 - Listening, Speaking, and Writing

# **Art Time!**



## Topic: Australian Art S8 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 S 101-102; Art Time! flashcards 127-132

Oxford Tools Digital classroom • Art Time! • Australian Art

#### 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

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

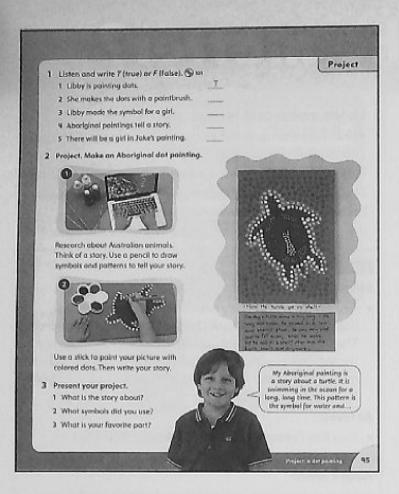
 Ask children to say what kind of stories they think the Aboriginals told. Ask them to say what the Aboriginals painted on in the past and what they paint on now.

#### 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 S8 page 95

#### Learning outcomes

To listen and mark sentences T (true) or F (false) To make an Aboriginal dot painting

#### to make an Abongmar 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 (6) 103; Art Time! flashcards 127–132; card or paper; paints; sticks

#### Oxford iTools Digital classroom • Art Time! • Project

#### 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). 103

- 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.

#### 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

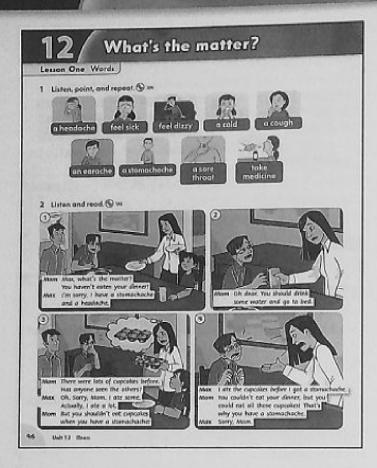
- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed painting, or using the example in the Student Book. Talk about the painting, as in the example. Point to the animals and symbols you mention.
- Invite individual children to stand up and present their projects to the class.

Further practice Workbook page 95 Online Practice • Art Time!

#### ANSWERS

# 12

# What's the matter?



#### Lesson One 58 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

Oxford 1700ls Digital classroom • Unit 12 • Words/Story

#### 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.

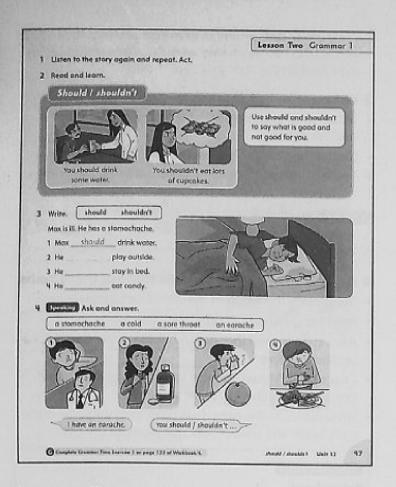
#### 2 Listen and read. 6 105

- 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 S8 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

Oxford iTools Digital classroom • Unit 12 • Grammar 1

#### 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. 🚯 105

- 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

- 1. Max should drink water.
- He shouldn't play outside.
- 3. He should stay in bed.
- 4. 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.

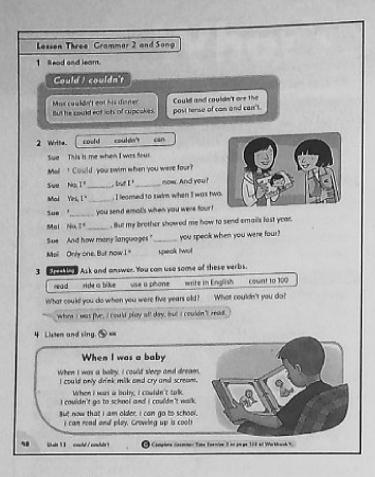
#### Above level:

 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 S8 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)

Oxford iTools Digital classroom • Unit 12 • Grammar 2 and Song

#### 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 co and couldn't do when they were five. Write sentences of 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. Chec 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 ver

- . 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 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.

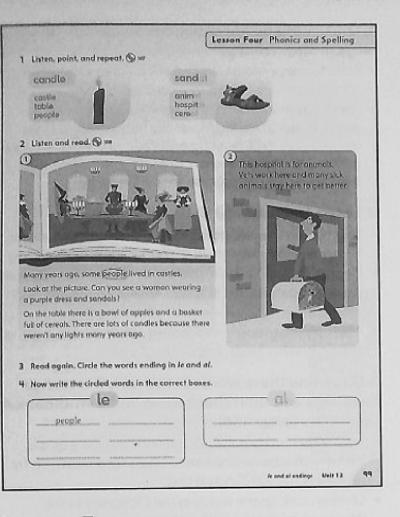
#### 4 Listen and sing. 🚳 106

- 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 58 page 99

#### Phonics and Spelling

#### Learning outcomes

To learn that words ending in le and al sound the same (al)

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)

Oxford **iTools** Digital classroom • Unit 12 • Phonics and Spelling

#### 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.

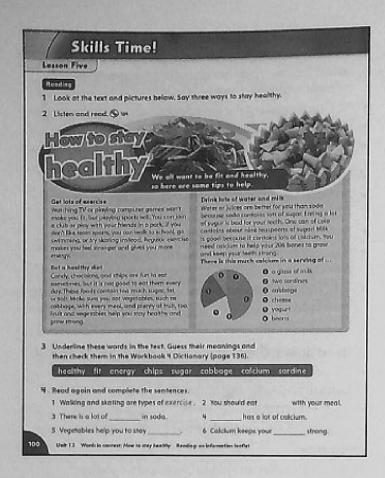
#### ANSWERS

- 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



#### Lesson Five SB page 100

#### Skills Time!

#### Skills development

Reading: read and understand an information leaflet or 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,

#### Materials

CD 106, 109; paper and colored pencils (optional)

Oxford iTools Digital classroom • Unit 12 • Skills Time!

#### Warmer 106

Sing When I was a baby from Lesson 3.

fruit, juice, contain, teaspoon

#### 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 quesses 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

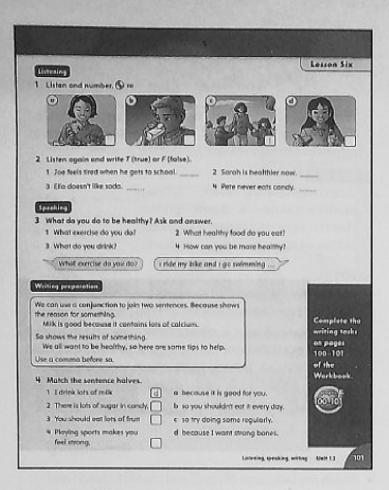
- 2. vegetables / fruit 3. sugar 4. Milk exercise
- 5. healthy 6. bones

#### Further practice

Workbook page 99

Unit 12 extra writing worksheet, 🚱 Assessment and Resource CD-ROM

Online Practice - Unit 12 - Reading



#### 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

Oxford tTools Digital classroom • Unit 12 • Skills Time!

#### 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

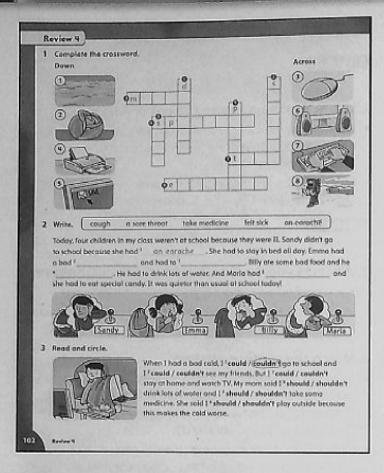
1. d 2. b 3. a 4. c

#### **Further practice**

Workbook pages 100−101 (children write an information leaflet)
Writing skills worksheet, Units 10−12, ⑤ Assessment and Resource
CD-ROM

Unit 12 test, Assessment and Resource CD-ROM
Online Practice • Unit 12 • Listening, Speaking, and Writing

# Review 4



#### Review Lesson 58 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

#### Oxford iTools Digital classroom • Review 4

#### Warmer ( 106

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.

#### 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
- 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.

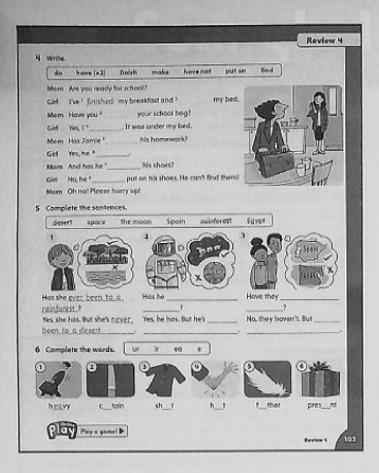
Children complete the activities.

#### 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 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

finished 2. made 3. found 4. have 5. done
 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
- 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, 
Assessment and Resource CD-ROM Progress test 4, 
Assessment and Resource CD-ROM

Skills test 4, Nassessment and Resource CD-ROM

Online Practice - Review 4

# 13

# Can you help me?



#### Lesson One 58 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, Assessment and Resource CD-ROM (optional); a piece of paper with a 2-inch hole

Oxford iTools Digital classroom • Unit 13 • Words/Story

#### 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

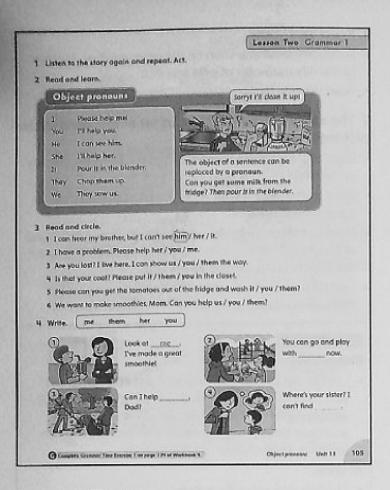
- Focus attention on the story. Ask questions about each frame. Ask What are they doing? What is Aunt giving Amy? What is Leo pointing to? Why are the children laughing? Encourage predictions.
- · Play the recording. Children follow along.
- Ask comprehension questions, e.g. What does Aunt ask the children 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, 
Assessment and Resource

Online Practice - Unit 13 - Words



#### Lesson Two S8 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

Oxford iTools Digital classroom • Unit 13 • Grammar 1

#### 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 and a third child to circle the verb ("I 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.

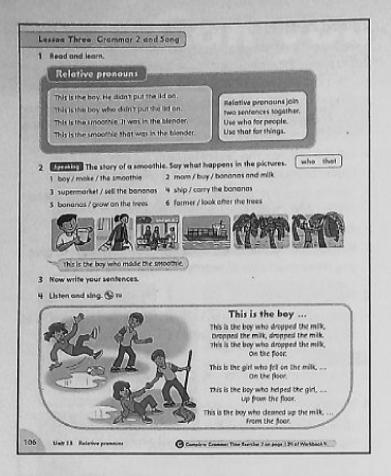
#### ANSWERS

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 S8 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

Oxford tTools Digital classroom • Unit 13 • Grammar 2 and Song

#### 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

- 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. (§) 113

- 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.

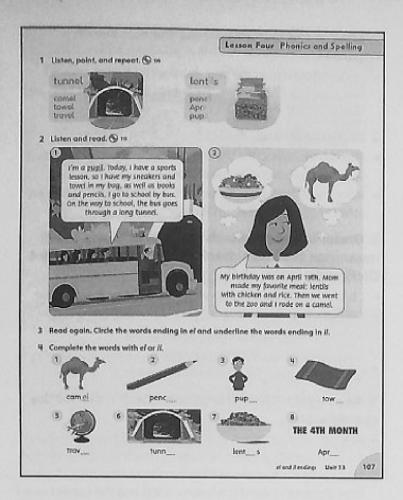
NOTE: Now go to Workbook page 134. Children practice the grammar structure before doing Workbook page 106.

#### **Further practice**

Grammar Time, Workbook page 134

Workbook page 106

Online Practice • Unit 13 • Grammar 2 and Song



#### Lesson Four SB page 107

#### **Phonics and Spelling**

#### Learning outcomes

To learn that words ending with *el* and *il* sound the same (a)

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)

Oxford iTools Digital classroom • Unit 13 • Phonics and Spelling

#### 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

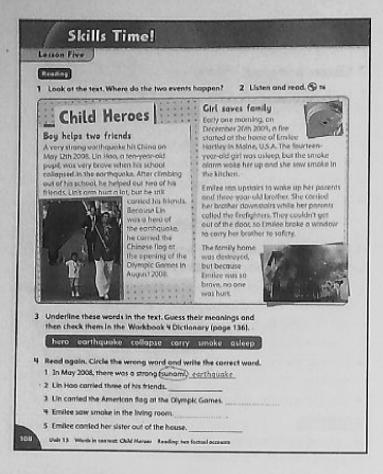
1. camel 2. pencil 3. pupil 4. towel 5. travel

6. tunnel 7. lentils 8. April

#### Further practice

Workbook page 106

Online Practice • Unit 13 • Phonics and Spelling



#### **Lesson Five**

58 page 108

#### Skills Time!

#### Skills development

Reading: read and understand two factual accounts about young heroes; identify words and their meanings in a text; check the meanings of words in a dictionary; correct the sentences

#### Language

Core: hero, earthquake, collapse, carry, smoke, asleep Recycled: vocabulary and structures seen previously Extra: brave, safety, destroy

#### Materials

CD 113, 116

Oxford iTools Digital classroom • Unit 13 • Reading

#### Warmer 🚱 113

113

· Sing This is the boy... from Lesson 3 to energize the class.

#### Lead-in

Ask the class what disasters they know. Pre-teach the words
earthquake, flood, hurricane, drought, tsunami with mime,
drawing simple pictures, or giving simple explanations:
When there is an earthquake, the ground moves and
sometimes houses fall down. / When there is a flood, there is
lots of rain and water. / When there is a hurricane, there are
strong winds and storms. / When there is a drought, there isn't
any rain and food can't grow. / When there is a tsunami, there is
an earthquake under the sea and lots of water comes onto the
land. Ask the children how these disasters affect people. Ask
how we can help people who have been in these disasters.

## 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. 116

- 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
- American ≠ Chinese 4. living room ≠ kitchen
- 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).

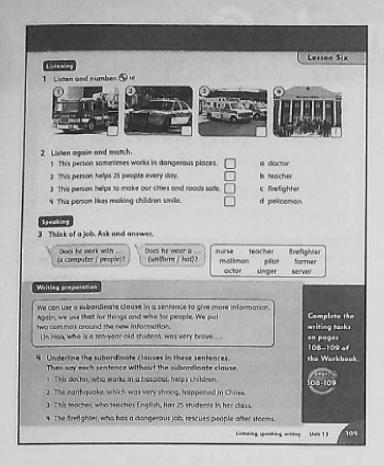
#### Above level:

 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, 
Assessment and Resource
CD-ROM

Online Practice - Unit 13 - Reading



#### Lesson Six S8 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

Oxford iTools Digital classroom • Unit 13 • Skills Time!

#### 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

#### 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

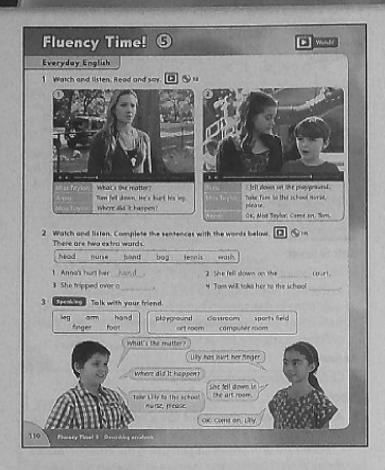
1 who works in a hospital 2 which was very strong

3 who teaches English 4 who has a dangerous job

#### **Further practice**

Workbook pages 108–109 (children write an interview)
Unit 13 test, 
Assessment and Resource CD-ROM
Online Practice • Unit 13 • Listening, Speaking, and Writing

# Fluency Time! 6



#### Everyday English S8 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

Oxford **iTools** Digital classroom • Fluency Time! 5 • Everyday English

#### 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:

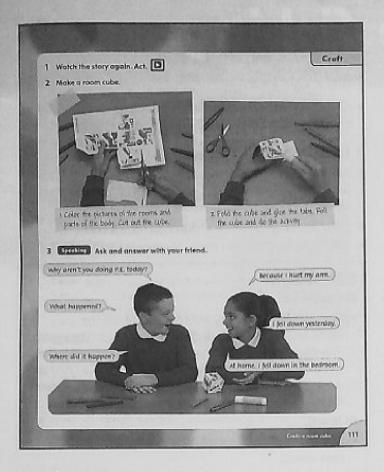
· Children complete the activity.

#### 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



#### Craft SBpage 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

( Assessment and Resource CD-ROM) (one template for each child); completed room cube; colored pencils, scissors, and glue for each group

Oxford tTools Digital classroom • Fluency Time! 5 • Craft

#### 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.

- Hand out copies of the room cube template (see Fluency Craft 5, 

   Assessment and Resource CD-ROM).
- 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.

#### 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!

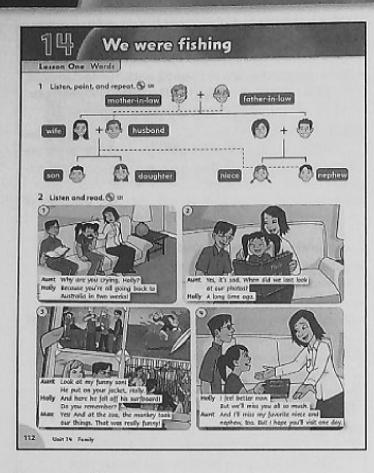
- Play Fluency DVD Fluency Time! 5 Everyday English again to review the language of the lessons.
- The children can complete the DVD Practice page in the Workbook (WB page 111). Play each scene again for the children to complete the activities.

#### **Further practice**

Workbook page 111

Skills test 5 Fluency Time!, 
Assessment and Resource CD-ROM Fluency Time! 5, 
Fluency DVD Online Practice - Fluency Time! 5

# We were fishing



#### 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

Oxford iTools Digital classroom • Unit 14 • Words/Story

#### 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.

 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.

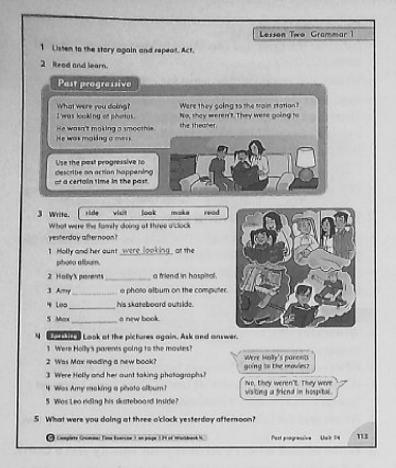
#### 2 Listen and read. 121

- · 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



#### 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

Oxford iTools Digital classroom • Unit 14 • Grammar 1

#### 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

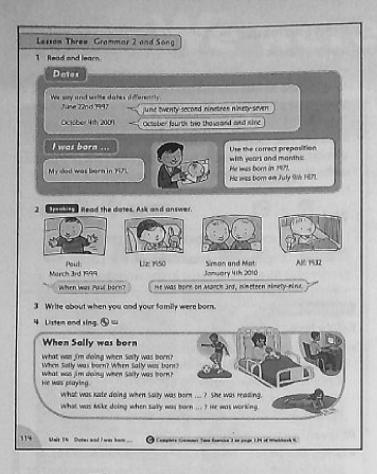
- No, they weren't. They were visiting a friend in hospital.
- 2. Yes, he was.
- 3. No, they weren't. They were looking at the photo album.
- 4. Yes, she was.
- No, he wasn't. He was riding his skateboard outside.

# 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 58 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 ninetyseven), October 4th 2009 (October fourth two thousand and nine). My dad was born in 1971.

#### Materials

CD ( 122

Oxford (Tools Digital classroom • Unit 14 • Grammar 2 and Song

#### 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

- 1. When was Paul born? He was born on March third nineteen ninety-nine.
- When was Liz born? She was born in nineteen fifty.
- 3. When were Simon and Mat born? They were born on January fourth, two thousand ten.
- 4. 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.

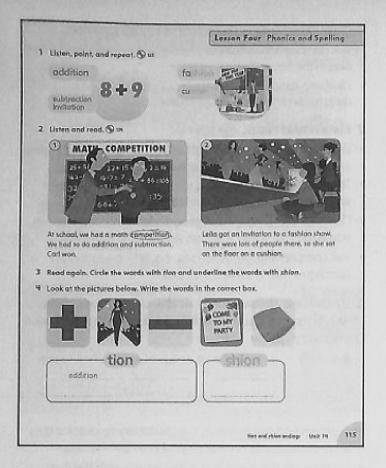
#### 4 Listen and sing. 🚳 122

- 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 S8 page 115

#### 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)

Oxford iTools Digital classroom • Unit 14 • Phonics and Spelling

#### 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.

#### 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

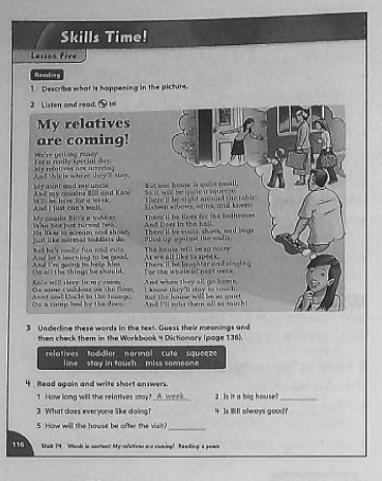
tion: addition, subtraction, invitation

shion: fashion, cushion

#### Further practice

Workbook page 114

Online Practice · Unit 14 · Phonics and Spelling



#### Lesson Five S8 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

Oxford iTools Digital classroom • Unit 14 • Skills Time!

#### 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.

#### 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

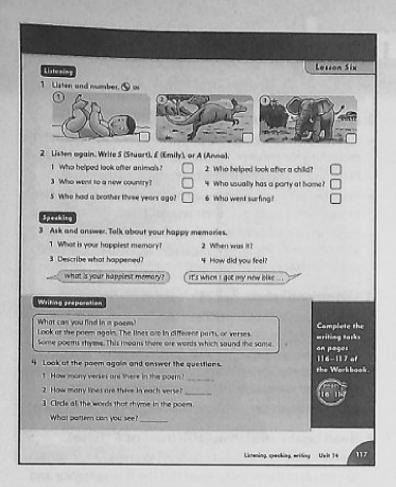
- A week. 2. No, it isn't. 3. To speak. 4. No, he isn't.
- 5. Quiet.

#### Further practice

Workbook page 115

Unit 14 extra writing worksheet, 
Assessment and Resource
CD-ROM

Online Practice - Unit 14 - Reading



#### Lesson Six S8 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

Oxford iTools Digital classroom • Unit 14 • Skills Time!

#### 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 guestions to the class.
- · Ask two children to read the speech bubbles aloud.
- Ask children to work in pairs, taking turns to ask and answers 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.

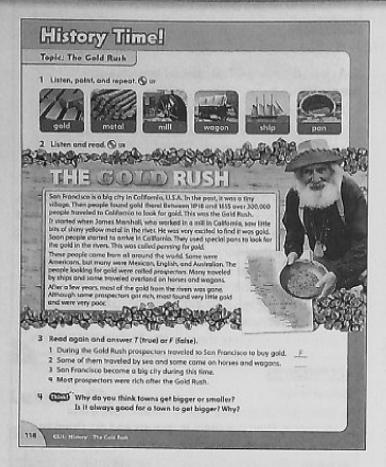
#### ANSWERS

nine
 four
 day / stay, Kate / wait, two / do, good / should, floor / door, squeeze / knees, hall / walls, speak / week, touch / much
 the second and fourth line of every verse rhyme

#### **Further practice**

Workbook pages 116—117 (children complete a poem)
Unit 14 test, Assessment and Resource CD-ROM
Online Practice - Unit 14 - Listening, Speaking, and Writing

# History Time!



#### Topic: The Gold Rush S8 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

Oxford iTools Digital classroom • History Time! • The Gold Rush

#### 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

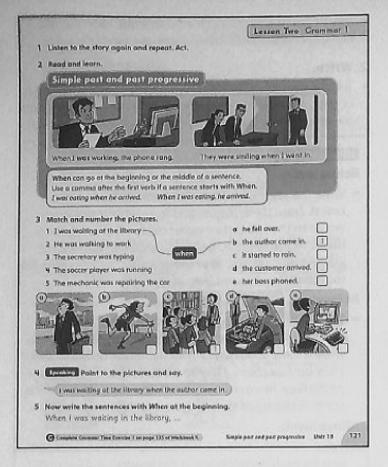
 Ask children to say whether they live in a big town or a small town. Ask them to say what is good / bad about living in a big / small town.

#### 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!** 



## 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 (9) 131; Jobs flashcards 158-167

Oxford iTools Digital classroom • Unit 15 • Grammar 1

#### 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

- 1. 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.
- 4. 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.

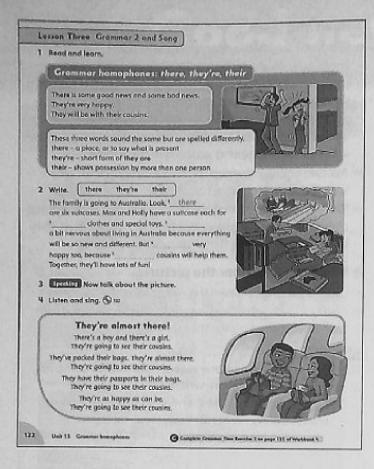
 Write the speech bubble from Exercise 4 on the board. Erase when from the middle and write it at the beginning. Ask What is missing? Elicit the comma. Check answers.

#### ANSWERS

- 1. 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 T



#### Lesson Three S8 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

Oxford iTools Digital classroom • Unit 15 • Grammar 2 and Song

#### 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. \_\_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.

#### 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

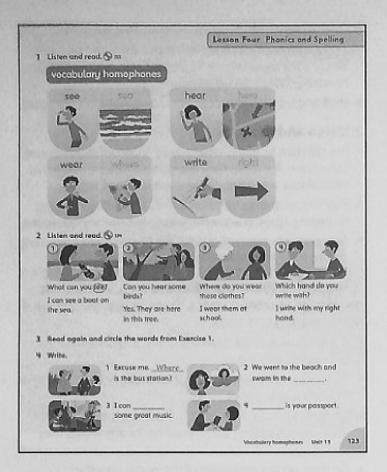
- Focus on the picture. Ask Where are the boy and the girl? Are they happy or sad? Where are they going?
- Play the whole song twice as children follow along.
- Read each line of the song aloud for children to repeat.
- Play the recording several times.

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 S8 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)

Oxford tTools Digital classroom • Unit 15 • Phonics and Spelling

#### 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.

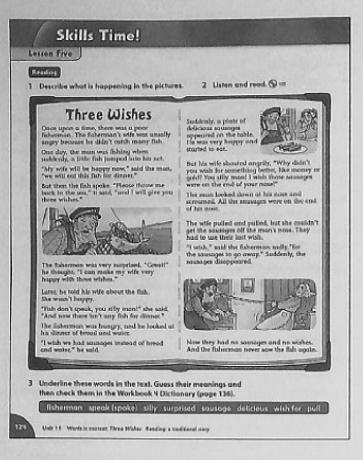
#### ANSWERS

1. Where 2. sea 3. hear 4. Here

#### Further practice

Workbook page 122

Online Practice - Unit 15 - Phonics and Spelling



#### Lesson Five S8page 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

Oxford 17001s Digital classroom • Unit 15 • Skills Time!

#### 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:

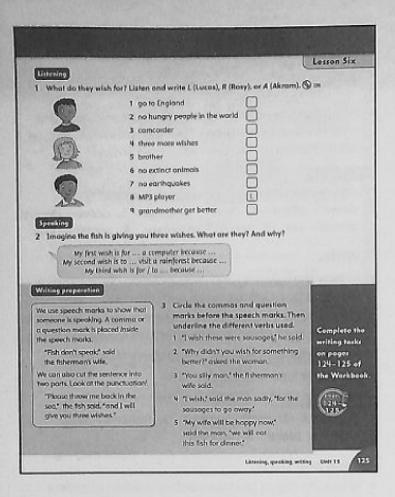
· Ask children to write sentences with the words in the text. If you wish, children can try writing a similar story with the words, using the text in Exercise 2 as a model.

#### Further practice

Workbook page 123

Unit 15 extra writing worksheet, 🕒 Assessment and Resource

Online Practice - Unit 15 - Reading



#### Lesson Six 58 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)

Oxford iTools Digital classroom • Unit 15 • Skills Time!

#### 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). 9 136

- 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

# 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

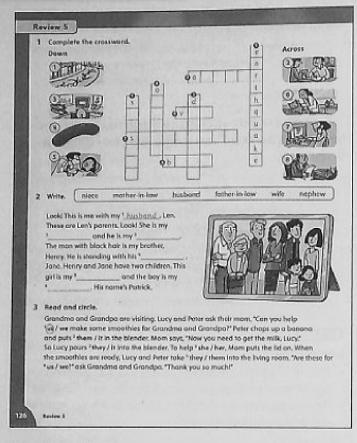
- 1 "I wish these were sausages;" he said.
- 2 "Why didn't you wish for something better?" asked the woman.
- 3 "You silly man," the fisherman's wife said.
- 4 "I wish;" said the man sadly; "for the sausages to go away."
- 5 "My wife will be happy now;" said the man; "we will eat this fish for dinner."

#### **Further practice**

Workbook pages 124–125 (children write the end of a story)
Writing skills worksheet, Units 13−15, ⊕ Assessment and Resource
CD-ROM

Unit 15 test, 
Assessment and Resource CD-ROM
Online Practice • Unit 15 • Listening, Speaking, and Writing

## Review 5



## Review Lesson 58 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

Oxford iTools Digital classroom • Review 5

#### 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.

#### 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 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.

#### 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:

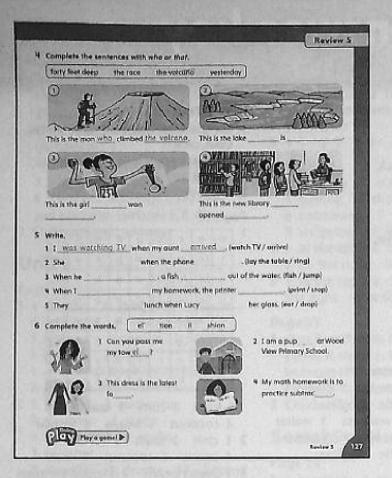
Children complete the activities.

#### Above level:

- For Exercise 1, have children complete the crossword individually before they are put in pairs to do the backto-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 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, 
Assessment and Resource CD-ROM Progress test 5, 
Assessment and Resource CD-ROM Skills test 5, 
Assessment and Resource CD-ROM

Online Practice - Review 5

# Workbook answer key

## Starter Unit

Page 4

1	(D)	Ι.	To	V	10	Ti	0	d	V	n	e	1
	H	-	1	1	u	,	1	t	a	ī	1	0)
	H	P	1		1	Time the	u	6	e	a	0	t
	H	a	r	1	10	1	2	P	a	1	W	
38	Hi	6	e	ь	1	3	10	10	e	ь	1	a
N	H	6		z	o	1	di	7	3	1	n	9
1	C	U	m	m	e	1	1	5	P	N		n
	9	c	ó	1	u	m	d	e	r	X	6	J
1		ь	0	1	m	e	×	1	c	0	0	3

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

 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

#### 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

11e 2d 3f 4c 5b 6a

2 1 It's six forty.

2 It's quarter past four.



4 It's eight fifty.

## 5

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)

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** 

 Long a: Monday, train, Spain, tray, cake, race
 Long e: happy, feet, leaves, tree, please, key

2 Children's own answers

Page 11

n	0	c	0	а	d	e	1	6
t	(1)	а	h	m	р	f	o	0
е	0	(0)	1	0	d	n	1	c
0	o	0	1	a	٧	e	9	0
n	5		U	×	ь	5	U	n
b	0	6	m	z	1	j	1	u
(b	e	a	n	5)	e	s	р	t
٧	(t	0	r	t	i	1	T	0

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 Bashag My favourite foods are noodlesg pizzag and chickeng love pizzag and chickeng love pizzag and chickeng love pizzag always eat lunch at school lough usually have cheese and tomato sandwichesg fruit and a yogurt During the week my grandma usually cooks dinner at home lalways help like cooking Do you like cooking On weekends we often go to a restaurant for lunch The restaurant is called the flood Gardeng What food do you like?

Page 13

3 Children's own answers

4 Children's own answers

## Fluency Time! 1

Page 14

11b 2f 3g 4d 5a

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 1 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
- 7 riad 6 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 packup 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 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 2

- 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

- 11b 2c 3e 4a 5d
- 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

- 11b 2d 3a 4e 5c 6f
- 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

- 11a 2d 3e 4c 5f 6b
- 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

- 11 c 2 a 3 f 4 e 5 d 6 q 7 b
- 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

- 11! 2. 3! 4. 5! 6!
- 2 1 1 3 1 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 talkéd
  - 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

- 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,

4 burst 5 raw 6 trumpet

's helping
3 1 fall 2 concert 3 salad

#### 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 plano right now.
- 5 Children's own answers

#### Unit 4

Page 32

- 1 1 sneakers 2 trophy 3 player 4 team 5 kick 6 score a goal 7 racket 8 backpack 9 jacket 10 won
- 2 1 teams 2 players 3 backpack 4 sneakers 5 jackets 6 won 7 scored a goal 8 kicked

9 racket 10 trophy

Page 33

- 1 1 my 2 hers 3 yours 4 Her 5 mine 6 ours
- 2 1 It's yours. 2 It's mine. 3 It's his. 4 It's hers. 5 They're ours. 6 They're theirs.
- 3 1 mine 2 yours 3 his 4 hers 5 theirs 6 ours

#### Page 34

#### **Lesson Three**

- 1 1 walked, quietly 2 cheered, loudly 3 hit, carefully 4 played, badly 5 ran, slowly 6 played, well
- 2 1 They walked quietly.
  - 2 They cheered loudly.
  - 3 He hit it carefully.
  - 4 They played well.
  - 5 They played badly.
  - 6 They ran slowly.

#### **Lesson Four**

1 1 v 2 v 3 p 4 b 5 w 6 b 2 Children's own answers

Page 35

	199905		1400-140				
(1)	1	а	i	h	О	r	r
b	(0)	d	0	P	f	g	k
a	t	N	Ь	0	1	g	5
s	h	m	e	1	3	e	d
k	О	z	×	2	1,	12/	0
e	o	j	i	t	(1)	x	0
0	٧	b	р	5	1	t	5
y	u	(b	0	u	n	c	e)

- 1 1 invent 2 court 3 points
  - 4 basket 5 bounce
- 2 1 court 2 points 3 basket
  - 4 bounce 5 invent
- 3 1 Soccer Basketball

2 (boxes) baskets 3 (meters) centimeters 4 (short)tall 5 (Basketball hoops were invented) Basketball was started

#### Page 36

- 1 1 This player's bag is green.
  - 2 (no apostrophe)
  - 3 Jane's team won at basketball.

- 4 The school's new soccer team is playing tonight.
- 5 The boy's jacket is red and yellow.
- 6 Do you like my new bike? It's a racing bike.
- James Naismith's new sport was named basketball.
- 2 1 sneakers 2 court 3 five 4 circle 5 points 6 basket
  - 7 outside

#### Page 37

- 3 Soccer: field, 1:1 players, can't touch the ball with hands, 90 minutes Basketball: court, 5 players, bounce the ball, throw the ball into the hoop, 48 minutes or more,
- 4 Children's own answers

## Fluency Time! 2

#### Page 38

- 1 1 like, with 2 have, without 3 some more 4 can, check
- 2 1 Can I have this pizza with onions, please?
  - 2 Can I have this salad without cucumber, please?
  - 3 Can I have a bowl of soup with some bread, please?
  - 4 Can I have some more juice, please?
  - 5 Can I have the check, please?

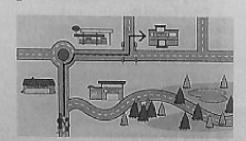
#### Page 39

- Tom wants a sandwich with fries.
   Anna wants a salad without tomatoes.
  - 3 Anna wants some more juice.
  - 4 Tom's mom asks for the check.
- 2 1 Can I have pasta without cheese, please. (third picture)
  - 2 Yes. No problem. Thank you. (fourth picture)
  - 3 Can I have some more juice, please? (first picture)
  - 4 And can we have the check, please? (second picture)
  - 3 Children's own answers

#### Unit 5

#### Page 40

1 1 map 2 go back 3 go straight 4 traffic circle 5 turn right 6 traffic lights 7 turn left 8 gas station 9 hurry 10 get lost



#### Page 41

- 1 1 have to 2 had to 3 has to
  - 4 have to 5 have to 6 had to
- 2 1 Go straight.
  - 2 Turn left at the traffic lights.
  - 3 Turn right at the traffic circle.
  - 4 Go past the gas station.
  - 5 The station is on your right.

#### Page 42

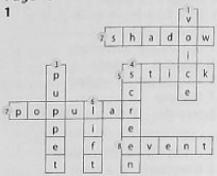
#### Lesson Three

- 11b 2d 3a 4c 5e
- 2 1 Why are you tired? Because I was reading all night.
  - 2 Why are you happy? Because I won the race.

#### Lesson Four

- 1 1 5 2 iz 3 z 4 iz 5 5 6 iz
- 2 Children's own answers

#### Page 43

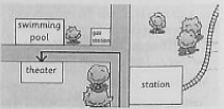


- 2 1 screen 2 lift(ed) 3 stick
  - 4 voice 5 shadow 6 puppets
  - 7 event 8 popular
- 3 1 stick 2 back 3 dark
  - 4 screen 5 ear

#### Page 44

- 1 1 Turn on (b) 2 Stand (a)
  - 3 Don't put (e) 4 Put, make (c)
  - 5 Move (d)
- 2 Come to Jamie's party. / Come to the Central Theatre at 2 o'clock. / Go to the station. / Go straight. / Turn left at the gas station. / Bring this invitation to the party. / Please phone my mom.

3



#### Page 45

- 4 Children's own answers
- 5 Children's own answers

## **Geography Time!**

#### Page 46

- 11b 2e 3d 4f 5c 6a
- 2 1 beach 2 ground 3 fossil
  - 4 Earth 5 Scientists 6 dinosaur
  - 7 old 8 friends

#### 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

- 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**

11c2g3c4g5g6c 2 Children's own answers

#### Page 51

- 11e 2b 3g 4d 5c 6h 7a 8f
- 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

- 41b 2a 3c 4f 5d 6e
- 5 Children's own answers

#### **Review 2**

#### Page 54

- 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) 'Ill 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
  - -

f	٧	1.	f	t	(u)	a	1		q	1	b
P	J.	1	h	. r	n	ь	d	1	m	(5)	d
0	f	f	w	C	d	s	1	e	w	U	u
w	1	р	y	k	e	c	f	a	0	b	c
e	(c	0	n	t	r	0	D	1	х	m	m
1	z	f	1	n	9	h	q	i	٧	a	d
q	(U	n	d	e	r	W	0	t	e	0	f
P	1	c	z	٧	0	k	1	y	V	1	0
n	N	q	t	d	u	р	v	a	ь	n	5
w	1	1	Q	e	n	e	r	g	9)	e	h
1	9	n	1	n	d	1	р	w	0	S	b
c	d	a	1	(3)	r	×	0	u	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

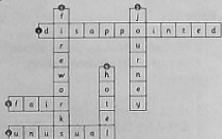
**Lesson Four** 

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

21d 2e 3a 4b 5c 6f

#### 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

11b 2d 3e 4f 5a 6c

2 1 toys 2 humans 3 Japan

4 kick 5 plays 6 words 7 gestures 8 children

#### Page 71

11F 2T 3F 4T 5T

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

 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

- 11b 2d 3a 4f 5c 6e
- 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

(5	u	ь	j	e	C	t)	a
(a)	1	f	c	d	1	С	1
d	m	e	5	5	а	g	e
d	ь	y	1	h	·f	m	ь
r	(c	I	ī	C	k	О	n
e	n	0	d	5	а	u	i
s	e	o	9	k	с	5	u
5	ь	ь	1	j	i	(c)	e
a	9	d	i	0	w	р	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 Toften use my dad's new computer.
  - 2 Sometimes we attach photos too.
  - 3 I like searching the Internet.
- 4 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

11T 2T 3F 4F 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
  - 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

- 11ea 2e 3e 4ea 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.
- 21d 2c 3b 4a

#### Page 93

- 3 Wednesday: Went down the mountain, fell over, tried to get
  - 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

- 11c 2d 3e 4a 5b
- 2 1 How, stick, paper
- 2 colors, symbols, meanings
- 3 shape 4 secret 5 picture
- 3 Children's own answers

## Unit 12

#### Page 96

- 11c 2a 3i 4d 5f 6e
- 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 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

watch TV.

- 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

Lesson Four

1 1 le 2 al 3 al 4 al 5 le 6 le 2 Children's own answers

Page 99

11b 2g 3a 4f 5d 6e 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.

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

3

eat/drink do exercise vegetables soccer fruit walking water swimming Healthy

other things

sleep open windows wash hands Happy

see people time with family help others time with friends

do things

learn things

play games listen to music read books

play an instrument search the Internet

4 Children's own answers

## Review 4

Page 102

11e 2f 3a 4c 5b 6d 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

41b 2d 3a 4c

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 smoothles 2 blender 3 strawberries 4 chops

5 mangoes 6 peel 7 milk

8 fridge 9 pour 10 lid

Page 105

11c 2e 3f 4a 5b 6g 7 d

2 a it b me cher 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	а	r	1	h	q	u	a	k	e)
5	r	e	р	e	m	1	n	5	х
m	h	t	ь	а	(5	J	e	e	p)
0	e	(c	а	r	r	<b>y</b> )	X	m	9
k	r	C	0	1	1	а	р	S	e)
e	0	ь	m	Z	q	1	٧	k	n
С	i	a	Z	5	m	a	٧	9	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

31 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-inlaw

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.

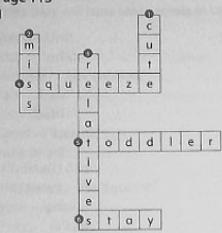
2 1 in 2 on 3 on 4 in 5 on

Lesson Four

1 1 tion 2 shion 3 tion 4 tion 5 shion 6 tion

2 Children's own answers

Page 115



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)

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.

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

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 /o:s'treilion/

back /bæk/ belt /belt/

camel /'kæməl/

faster (than)

/'fa:stə(r) ðən/

(the) fastest /ðə 'fa:stist/

grow /grau/

o'clock /a'klak/

oh five /ou faɪv/

over /'auva(r)/

some more /som 'mo:/

taller (than) /'to:lo(r) ðon/

(the) tallest /ðə 'to:list/

younger (than) /'jʌŋgə ðən/

(the) youngest /ðə 'jʌŋgɪst/

Unit 1

always /'o:lweiz/

at the moment /ət ðə 'məumənt/

beans /bi:nz/

before /bi'fo:/

big /big/

bottle of water

/bptl av 'wo:ta(r)/

bowl of soup /bo:l av 'su:p/

breakfast /'brekfast/

cake /keik/

carrot /'kærət/

chili /'tʃɪli/

coconut /'kəukənʌt/

corn /co:n/

cornflakes /'co:nflerks/

cup of coffee /cap av 'cofi/

customer /'kastomo(r)/

delicious /dr'lrfas/

find /faind/

glass of milk /gla:s av 'milk/

key /ki:/

leaves /li:vz/

lovely /'lavli/

mashed /mæft/

meal /mi:l/

mean (v) /mi:n/

menu /menju:/

Mexico /'meksikəu/

mountains /'mauntnz/

never /'nevə(r)/

noodles /'nu:dəlz/

now /nau/

/lic vilc'/ lio avilo

pancake /'pænkeik/

part /pa:t/

party /'pa:ti/

plate of salad /pleit av 'sælad/

rarely /'reoli/

really /'ri:əli/

right now /rait 'nau/

sauce /sois/

Scotland /'skotland/

selection /si'lekfan/

server /'sarrvar/

share (v) /fea(r)/

sightseeing /'saitsi:in/

sometimes /'samtaimz/

soup /su:p/

souvenirs /'saitsi:in

strange /streind3/

toast /toust/

today /təˈdeɪ/

tortilla /to:'ti:ə/

train /trein/

tray /trei/

tree /tri:/

turkey /'ta:ki/

uniform /'ju:nifo:m/

usually /'ju:3əli/

vacation /vəˈkeɪʃn/

Vietnam /viet'næm/

1 ....

wear /weə(r)/

wonderful /'wndəfəl/

wrap /ræp/

yummy /'jʌmi/

Unit 2

audience /'oidions/

band /bænd/

bang (v) /bæŋ/

berries

bike /baik/

blow /blau/

blue /blu:/

boat /bout/

Dog 10000

bone /baun/

burst /ba:st/

busy /'bizi/

calendar /'kælanda(r)/

Canada /'kænədə/

cheer (v) /tʃi:r/

clang (v) /klæŋ/ clap (v) /klæp/

concert /'konsət/

cry (n) /krai/

cymbals /'simbəlz/

distant /'distant/

drums /drxmz/

flute /flu:t/

grow up /grau 'Ap/

guitar /gr'ta:(r)/

hear /hɪə(r)/

high /har/

hunting /'hʌntɪŋ/

idea /ar'dro/

instruments

/'instroments/

/nr' nrcgb/ ni nioj

light /last/

often /'afan/

orchestra /'o:kistrə/

pack up /pæk 'Ap/

piece /pi:s/

plece /pi:s

raw /ro:

recorder /rt'ko:də(r)/

room /ru:m/

seaweed /'si:wi:d/

-late-to- (Corner)

shining /'∫aɪnɪŋ/

shoulder /'ʃəʊldə(r)/ skiing /'ski:ɪŋ/

sky /skai/

snowmobile

special /'spefal/

stage /steid3/

treat /tri:t/

trumpet /'trampit/

up /Ap/

violin /varə'lın/

why /wai/

wind /wind/

Unit 3

alive /əˈlaɪv/

alphabet / ælfəbet/

animal /'ænıməl/

anything /'eniθiŋ/

asteroid /ˈæstərəɪd/

at last /at 'la:st/

beach /bi:tf/

dead /ded/

dinosaur /'daməsə:(r)/

disappear /disə'pie/ Earth /3:θ/ elephant /'elofont/ exciting /rk'sartin/ fall (fell) /fo:1/ feet /fi:t/ fish /fif/ flamingo /fləˈmɪŋgəu/ happen /'hæpən/ how /hau/ inside /,ɪn'saɪd/ look like /'luk latk/ lost /lpst/ loudly /'laudli/ millions /'mɪlɪənz/ model /'mpdəl/ museum /mju:'zrom/ nephew /'nefju:/ news /nju:z/ no one /'nau wan/ outside /aut'said/ painting /'paintin/ pattern /'pæton/ phone (n) /foun/ pin /pin/ roar /ro:(r)/ robot /'raubpt/ rock (n) /rpk/ scarf /ska:f/ scary /'skepri/ scientist /'sarəntist/ scream (v) /skri:m/ skeleton /'skelətən/ skin /skin/ something /'sʌmθɪŋ/ space /speis/ suddenly /'sʌdənli/ tail /teil/ tooth /tu:θ/ trip /trip/ tunic /'tju:nik/ type /tarp/ walk (n) /wo:k/ wooden /'wudan/ write /wrait/

#### Unit 4

backpack /'bækpæk/ basket /'bæskit/ basketball /'basskitbosl/ best /best/ big /big/ bill /bil/ bounce

against /ə'geɪnst/

break (n) /breik/

build /bild/ carefully /'keəfəli/ continue /kən'tınju: court /koit/ dessert /dr'za:t/ glove /glav/ gymnastics /d3im'næstiks/ hers /h3:z/ his /h1z/ hoop /hu:p/ I'd like /aid 'laik/ inside /in'said/ invent /in'vent/ jacket /'daækit/ kick /kik/ /mei/ may mine /main/ ours /auəz/ outdoors /aut'do:z/ pig /pig/ player /'pleia(r)/ /tnicq/ inioq quickly / kwikli/ racket /'rækɪt/ rain (v) /rein/ score a goal /skp:(r) a 'go:l/ shell /fel/ skateboarding /'skeitba:din skating /'skertin/ slowly /'slauli:/ smell (v) /smel/ sneakers softly /'spftli/ Sure. /ʃuə(r)/ team /ti:m/ tennis /'tenis/ theirs /ðeəz/ throw (v) /θrou/ trophy /'trəufi/ vest /vcst/ vet /vet/ /l:cdilav'/ llsdysllov way /wei/ wet /wet/ whole /houl/ whose /hu:z/ with /wið/ without /wi'ðaut/ win (won) /win, wan/ world /ws:ld/ yours /joiz/

Unit 5

a little /ə 'lɪtl/

box /boks/

art room /'q:t ru:m/

bus station /bas sterfon. camel /'kæməl/ China /t fame/ corner (n) /'co:na(r)/ dark /da:k/ event /i'vent/ food /fu:d/ footprint /'futprint/ fossil / 'fa:sl/ gas station /gas sterfon/ get lost /get 'lost/ go back /gəu 'bæk/ go straight /gəu streit/ ground /graund/ hurry /'hari/ important /im'po:tent/ Indonesia /ində'ni:39/ in front of /in 'frant əv/ late /leit/ lift up /'lift Ap/ many /'meni/ music /'mju:zik/ neck /nek/ next to /'neks to/ nowadays /'nauadeiz/ picnic /'prknrk/ plastic /'plæstik/ popular /'popjele(r)/ puppet /'papit/ puppeteer /'papitia(r)/ quick /kwik/ read a map /ri:d a 'mæp/ rock (n) /rpk/ sandwiches /'sænwit\_foz/ screen (n) /skri:n/ shadow /'fædəu/ shape (n) /ferp/ show /ʃəu/ square /skwea(r)/ stand (v) /stænd/ stick(n) /stik/ story (ies) /'sto:ri:z/ theater /'01ata/ third /03:d/ town /taun/ traditional /tra'difanal/ traffic circle / 'træfik 's3:rkl/ traffic light /'træfik laɪt/ train station /'trein sterfan/ turn left /ta:n 'left/ turn right /ta:n 'rait/ umbrella /nm'brelə/ upside down /Apsar'daun/ voice /vois/ wet /wet/ whale /werl/

Unit 6 ant /ænt/ bad /bæd/ bat /bæt/ believe /bɪ'liːv/ better (than) /'beta ðan/ (the) best /ðə 'best/ bored /bo:d/ break (v) /breik/ bump (v) /bamp/ cage /keid3/ camera /'kæmrə/ cheap /tsi:p/ city /'sɪti/ comfortable /'kamftabl/ crayon /'kreion/ cucumber /kju:kambə(r)/ dance (v) /da:ns/ dig /drg/ dinner /'drna(r)/ don't worry. /'dount wari/ enormous /i'no:mas/ expensive /ik'spensiv/ fable /'ferbl/ foot /fut/ giraffe /dʒɪˈrɑːf/ /lucg/ lsog grasshopper /'gra:shopo(r)/ hard /ha:d/ heavy /'hevi/ hot /hot/ ice /ars/ ice rink / ars rink/ instead /in'sted/ joke /dʒəuk/ lazy /'leizi/ less /les/ like (v) /lark/ metal /'metal/ modern /'moden/ moral (n) /'mprəl/ page /peid3/ person /'paison/ pile /parl/ plenty of /'plenti av/ prefer /pri'fa:/ prepare /pri'peo(r)/ repair (v) /rɪˈpeə(r)/ rice /rais/ share (v) /fea(r)/ skate /skert/ soft /spft/ spaceship /'speis\_ip/ stage /steida/ summer /'same(r)/

sun /san/

thick /01k/ tonight /tə'nart/ vegetables /'ved3tablz/ weather /'weða(r)/ winter /'winta(r)/ wolf /wulf/ wooden /'wudon/ worry (v) /'wari/ worse (than) /'wa:s ðan/ (the) worst /ðə 'wa:st/ Unit 7 a few /a 'fju:/ another /ə'nxðə(r)/ anymore /eni:'mo:(r)/ astronaut /'æstrəno:t/ August /'p:gast/ birthday /'b3:0de1/ calling /'kə:lɪŋ/ caught /ko:t/ chocolate /'t[pklət/ classroom /'kla:sru:m/ control /kən'trəul/ dangerous /'deind3pros/ decorate /'dekoreit/ energy /'enədʒi/ especially /r'spefli/ fork /fo:k/ fossil fuels /'fosl 'fiu:əl/ get out of /get 'aut av/ great grandparents /'greit grænpearants/ grow /grau/ hold on /'hould on/ holiday /'hplidei/ horse /ho:s/ horse riding / hors raidin/ jigsaw /'dʒɪgsə:/ job /dapb/ journey /'d33:ni/ land (n) /lænd/ later /'leitə(r)/ machine /ma'fi:n/ magazine /mægə'zi:n/ minute /'minit/ morning /'mo:nin/ /lem:cn<sup>-</sup>/ lemnon paw /po:/ perhaps /pa'hæps/ petrol /'pctral/ pill /pil/ plane /plein/ planets /'plænits/ play sport /plex 'spo:t/ polar bear /pəulə(r) 'beə(r)/ power /'paup(r)/

present /'prezent/

problem /'problem/ puzzle /'pxzl/ rocket /'rokit/ satellite /'sætəlaɪt/ sauce /spis/ spaceship /'speissip/ space station /'speis steifon/ speak /spi:k/ sport /spoit/ star /sta:(r)/ straw /stro:/ submarine /,sabma'ri:n/ sunflower /'sanflauə(r)/ telephone /'telifoun/ (the) future /ðə 'fju:tʃə(r)/ (the) moon /ðə 'mu:n/ (the) sun /ðə 'sʌn/ travel (v) /'trævəl/ underground /'Andagraund/ underwater /,xndə'wo:tə(r)/ virtual reality /'va:t fuəl ri'æləti// weekend /'wi:kend/ yet /jet/ Unit 8 arrivals /əˈraɪvəlz/ book into /bok 'into:/ check in /'tfek in/ coin /coin/ dangerous departures /di'pq:t[əz/ desk /desk/ disappointed /disə'pəintid/ factory /'fæktri/ fair /feə(r)/ fall asleep /fa:l əˈsli:p/ festival /'festival/ finished /'finift/ fireworks /'faiawa:ks/ gesture /'dʒestʃər/ get off /get 'of/ homework /'haumwa:k/ hotel /həu'tel/ how much /hau 'mʌt∫/ human /'hju:mən/ hundreds / handradz/ Japan /dʒəˈpæn/ journey /'ja:ni/ kayak /'karjæk/ lake /letk/ left /left/ luggage /'lngid3/ /mægə'zi:n/ magazine miss /mis/

money /'mani/ newspaper /'nju:speipə(r)/ nice /nars/ operation /a:pəˈreɪʃn/ painted /'peintid/ passenger /'pæsindʒə(r)/ passport /'passport/ pastry /'perstri/ picture /'piktfo(r)/ played /pleid/ pound /paund/ put together /put to'gcoo(r)/ rained /reind/ seem /si:m/ showed /foud/ soccer player // stamp (n) /stæmp/ start (n) /sta:t/ started /stg:rtid/ suitcase /'su:tkeis/ ticket seller /'tikit selə(r)/ unexciting /Anik'saitin/ unusual /nn'ju:3uəl/ waited /'weitid/ wake up /weik 'Ap/ walked /wo:kd/ /m:cw/ mrsw washed /wpfd/ waterski /'wo:toski/ whistle (n) /'wisl/ zipcode /'zɪpkəud/ Unit 9 action /'ækfən/ actor /'æktə(r)/ adopt /'a'dopt/ advertisement /'ædv3:t/ arque /'a:gju:/ bar (n) /ba:/ basketball match /'ba:skitbo:l mæt [/ brave /brerv/ camcorder /'kæmkɔ:də(r)/ cartoon /kg:'tu:n/ cell phone /scl 'foun/ channel /'tfænəl/ clever /'klevə(r)/ discover /dis'kava(r)/ doctor /'dpktə(r)/

documentary

/dokju'mentri/

dolphin /'dolfin/

dream (n) /dri:m/

escape /is'keip/

doughnut /'dəunʌt/

explore /ik'splo:(r)/

father /'fo:ðə(r)/

get into trouble /,get 'into 'trabl/ golden /'golden/ kick-off /'kik of/ live (adi) /larv/ match (n) /mat s/ mother /'mʌðə(r)/ (the) news /ðə 'nju:z/ once /wxns/ Pacific Ocean /pə'sıfık əu fən/ plan (n) /plæn/ play (n) /ple1/ play a trick on /plei a 'trik on/ play offs // poor put on /put 'pn/ radio /ˈreɪdɪəu/ remote control /rimout kon'troul/ September /sep'tembə(r)/ skilful /'skilfəl/ sofa /'səufə/ Spanish /'spænif/ steal /sti:1/ stadium /'sterdrom/ super hero /'su:pa hiarau/ teacher /ti:tfp(r)/ three times /'Ori: taimz/ ticket turn off /'tain of/ turn on /'ta:n on/ TV show /ti: 'vi: ʃəu/ twice /twais/ underwater /'andawa:tə(r)/ unhappy /An'hæpi/ video game /'vɪdiəu geɪm/ visitor /'vizitə(r)/ winner /'wina(r)/ Unit 10 a website /ə 'websait/ add /æd/ afterwards /'q:ftəwədz/ album /'ælbəm/ alphabetical /ælfə'betıkəl/ attach a photo /ətætʃə 'fəutəu/ bird /baid/ blink (v) /blink/ bowling /'baulin/ button /'batn/ cabinet /'kæbinət/ can't stand /ka:nt stænd/ character /'kærəktə(r)/ check /tfek/

find out /faind 'aut/

friendly /'frendli/

funny /'fani/

circle (n) /'sa:kl/ click on /'klik on/ correct (v) /kə'rekt/ curtains /'ka:tənz/ dining room /'dainin ru:m/ document /'dokjument/ dotted /'dptid/ drawings /'dro:inz/ drink (n) /drink/ email /'i:meɪl/ fast /fa:st/ girl /gail/ hurt /hs:t/ ink /ɪnk/ Internet /'intonct/ invitation /invi'ter[an/ keyboard /'ki:bo:d/ log off /lng 'nf/ log on /lpg 'pn/ look forward to /luk 'fo:wad ta/ memory stick / memori stik/ mess /mes/ message /'mesidg/ mistake /mr'sterk/ mouse /maus/ nurse /nais/ order /'o:də(r)/ pass me ... /pa:s mi:/ print (v) /print/ printer /'printə(r)/ put away /put 'awei/ remember /ri'membə(r)/ save a document /'seiv a dokjument/ screen (n) /skri:n/ search the Internet /s3:t∫ ðə 'intanet/ send a message /send a 'mesid3/ shirt /fa:t/ speakers /'spi:kəz/ spellchecker /'spelt\_fekə(r)/ spelling /'spelin/ subject /'sabd3ekt/ Thursday /ˈθɜːzdeɪ/ type the email address /taip ôi 'i:meil ə'dres/ work (n) /wa:k/ wrong /ron/ your own /ju(r) 'aun/ Unit 11 almost /o:lmoust/ ask /q:sk/ balloon /bə'lu:n/ bread /bred/

camp (v) /kæmp/

canvas / kænvəs/ capital city /'kæpıtəl sıti/ cave /keiv/ chance /tfg:ns/ code /koud/ crew /kru:/ desert /'dezat/ destination /destr'ner[an/ equipment /i'kwipmont/ exercise (n) /'cksəsaiz/ expedition /,ekspə'dı[n/ explorer /ik'splo:ro(r)/ feather /'fcðə(r)/ France /frq:ns/ freezing /'fri:zɪŋ/ frozen /'frauzan/ further /'fa:ða(r)/ donb /dan, neb dorilla /da/rila/ guest /gest/ quide (n) /gard/ head /hed/ heavy /'hevi/ height /hart/ help (v) /help/ island /'arland/ land (v) /lænd/ location /lou'ker[n/ maybe /'meɪbi/ melt /melt/ mountain /'mauntin/ oasis (oases) /əu'eɪsɪs, əu'eɪsi:z/ ocean /'aufan/ oxygen /'pksidgən/ pattern /'pætərn/ penguin //pengwin/ porter /'po:ta(r)/ present //prezent/ record (v) /ri'ko:d/ return /ri'ta:n/ seal (n) /si:l/ secret /'si:krat sink (sank) /sink, sænk/ solid /'splid/ somewhere /'samweə(r)/ spend /spend/ stay /stei/ stick /strk/ summit /'samit/ symbol /'simbl/ tent /tent/ towards /tə'wo:dz/ town /taun/ turn over /tain 'auva(r)/ village //vilid3/ volcano /vpl'kempo/

wait /west/ Unit 12 a cold /ə 'kəuld/ a cough /ə 'kpf/ a headache /ə 'hederk/ a sore throat /o so:(r) 'Oraut/ a stomachache /ə 'staməkeik/ an earache /ən 'ıərcık/ animal /ˈænɪməl/ baby /berbi/ cabbage /'kæbidʒ/ calcium /'kælsɪʌm/ can (n) /kæn/ candle /'kændl/ castle /'ka:sl/ cereal /'srarial/ club /klab/ cola /'koulo/ contain /kən'tein/ could /kud/ couldn't /'kudnt/ chips /tfips/ dream (v) /dri:m/ dress (n) /dres/ energy /'enagi/ fat (n) /fæt/ feel dizzy /fi:l 'dızi/ feel sick /fi:l 'sik/ fit /fit/ fruit /fru:t/ full of /'ful av/ get better /get 'betə(r)/ healthy /'helθi/ hospital /'hospital/ ill /tl/ in fact /in 'fækt/ join /dgarn/ juice /dʒu:s/ Oh dear. /ou 'dro(r)/ olive /'pliv/ people /'pi:pl/ quite /kwart/ regularly /'regjulali/ salt /soilt/ sandal /'sændl/ sardine /sq:'di:n/ should /fud/ shouldn't /'fudnt/ sick /sik/ soda /'souda/ sugar /'fugə(r)/ sweet (n) /swi:t/ table /'terbl/

take medicine /terk 'medsn/

teaspoon /'ti:spu:n/ tip (n) /trp/ tomato /tə'mu:təu/ vet /vet/ what's the matter? /wots ða 'mætə(r)/ Unit 13 accident / æksidant/ April /'erprol/ asleep /əˈsli:p/ bike ride /'bark rard/ blender /'blendə(r)/ bravery /'brervəri/ camel /'kæml/ carry /'kæri/ chop /t [pp/ clean up (v) /kli:n 'Ap/ collapse /kəˈlæps/ crash (v) /kræf/ destroy /dr'stror/ drop (v) /drop/ earthquake /'3:θkweik/ floor /fluə(r)/ follow /'fplau/ fridge /fridz/ giant /'dgarant/ happen /'hæpən/ hero /ˈhɪərəu/ hit /hɪt/ kit /kit/ lentils /'lentlz/ lid /lid/ look after /luk 'a:ftə(r)/ mango /'mængəʊ/ matter /'mætə(r)/ milk /mɪlk/ opening /'aupanin/ peel (v) /pi:l/ pencil /'pensəl/ playground /'plergraund/ pour /po:(r)/ pupil /'pju:pl/ proud /praud/ quick thinking /kwik 'Oinkin/ safe /seif/ safety /'seifti/ sell /sel/ serious //sierius/ shore /fo:(r)/ smile (v) /smail/ smoke /smouk/ smoothie /ˈsmuːδi/ sports //sports/ strawberry //stro:bori/ student //stu:dnt/

towel /taul/ Thailand /'tailænd/ thinking /'Ornkin/ through /0ru:/ towel /'tauəl/ travel (v) /'trævəl/ tunnel /'tʌnl/ Unit 14 /əˈdɪʃən/ addition all around /o:l o'raund/ all over /o:l 'ouvo(r)/ answer (v) /'a:nso(r)/ arm /a:m/ arrive /ə'raɪv/ bag /bæg/ camp bed /'kæmp bed/ coat /kəut/ competition /kompə'tı∫ən/ cushion /'ku[ən/ cute /kju:t/ daughter /'do:tə(r)/ during /'djuarin/ elbow /elbau/ fashion /'fæʃən/ fashion show /ˈfæʃən ʃəʊ/ father-in-law /'fa:ðə(r) ın lə:/ fishing /'fi[in/ get ready /get 'redi/ gold /gold/ hall /ho:1/ hope /houp/ kangaroo /kængəˈruː/

go surfing /gou 'sa:fin/

husband /hazband/ invitation /invi'teifən/

knee /ni:/

koala bear /kəu'q:lə beə(r)/

laughter /'la:ftə(r)/

line /lam/ lounge /laund3/

memories //memori:z/

metal /'metl/ mill /mil/

miss someone /'mis samwan/ mother-in-law /'m^ðə(r) ın lɔ:/

nephew /'nefju:/ niece /ni:s/

normal /'no:mol/

pan /pæn/ pile up /pail 'Ap/ poem //paulm/

question /'kwest [ən/

quiet /'kwarət/ relatives /'relativz/ rhyme (v) /raim/ ship /fip/

shoe /ʃu:/ shout /faut/

singing /'sinin/

son /san/

squeeze (n) /skwi:z/

stay in touch /ster in

'tnt]/ subtraction /səb'træk[n/

toddler /'todlə(r)/

turn /ts:n/

verse /vais/

wagon /'wægən/

was born /waz 'bain/

week /wr:k/

wife /warf/

Unit 15

angry /ˈængri/

appear /ə'pɪə(r)/ author /'ɔ:θə(r)/

away /ə'weɪ/

boss /bos/

builder /'bildə(r)/

catch /kætf/

clothes /klauðz/

come true /knm 'tru:/

dentist /'dentist/

dinner /'dɪnə(r)/

fall down /fo:l 'ouvo(r)/

fisherman /'fi∫omon/

qo away /qəu ə'wei/

hear /hip(r)/

here /hip(r)/

journalist /'ja:nalist/

jump /d3Amp/

mechanic /mɪˈkænɪk/

net /net/

office /'pfis/

once upon a time

/'wans əpon ə taim/

pack (v) /pæk/

pen pal /'pen pæl/

pull (v) /pul/

receptionist /ri'sepfonist/

right /rait/

sadly /'sædli/

sausage /'spsid3/

/si:/ sea

/'sekrətri/ secretary

see /si:/ silly /'srli/

speak (spoke) /spi:k,

spauk/

surprised /səˈpraɪzd/

vet /vct/ wear /weə(r)/ where /weə(r)/ wish for /'wɪʃ fɔː/ worried /warid/ write /rait/



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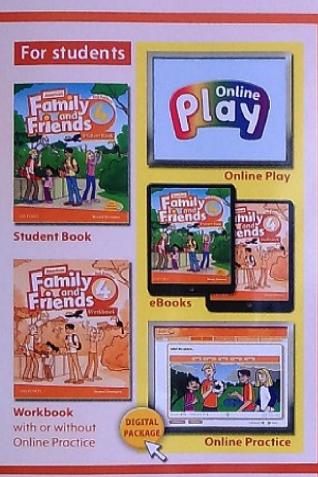
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