American

Family and Friends 3

2nd Edition

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

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

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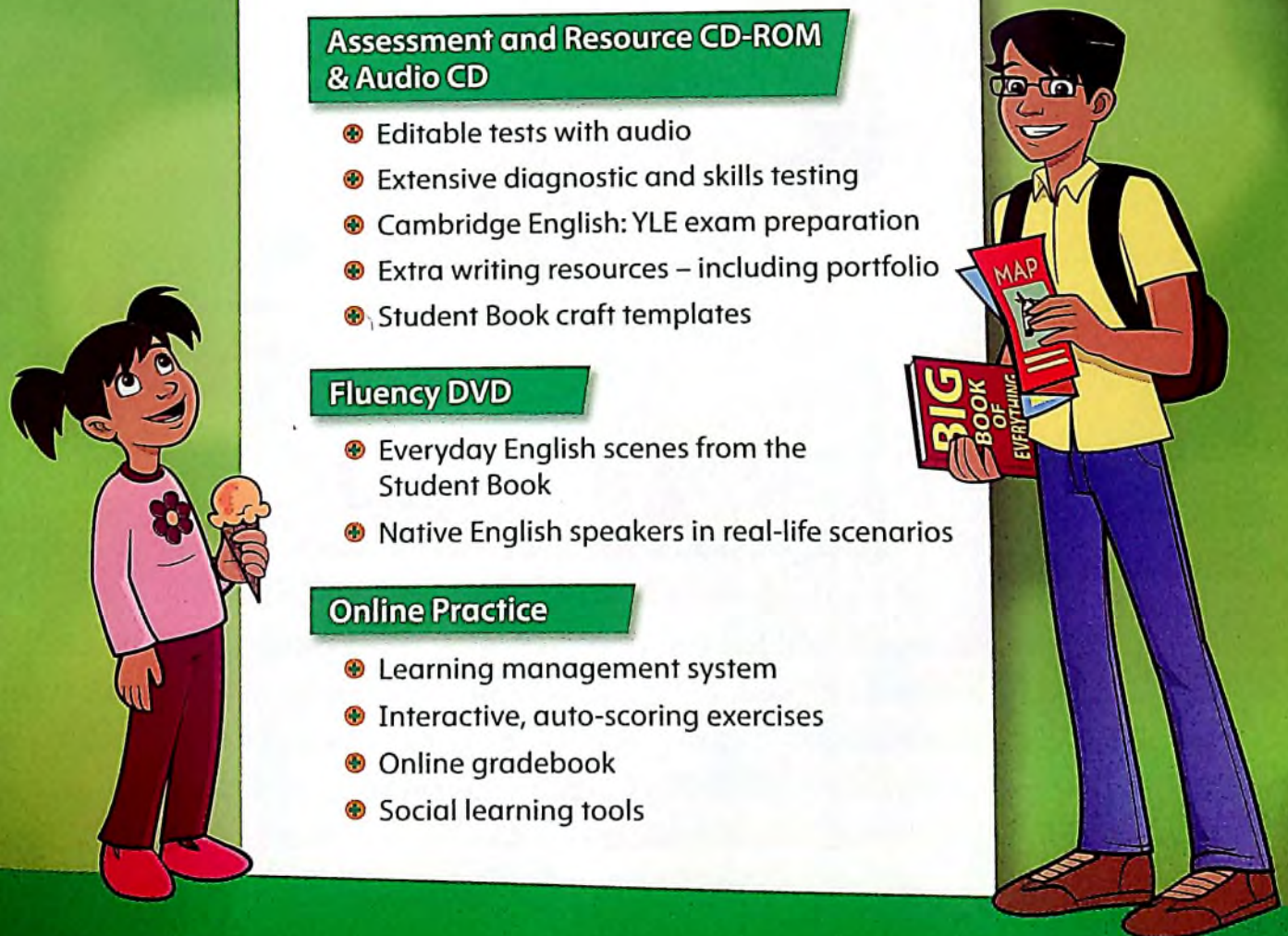
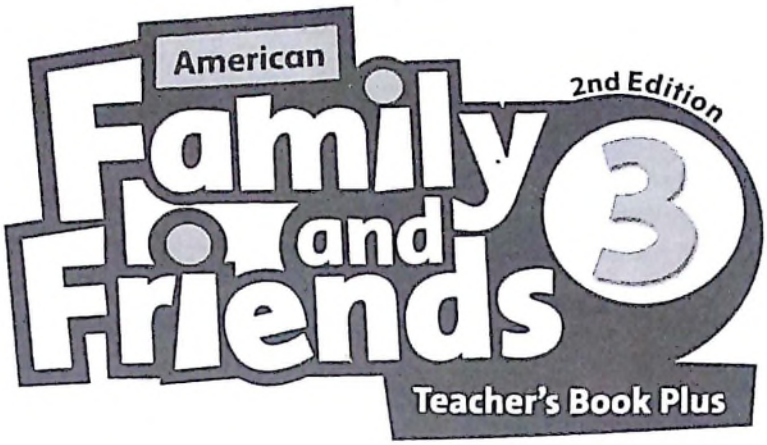


OXFORD

Alex Reynham



Alex Raynham
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Scope and sequence

All core language is recycled regularly throughout the course.

	Words	Grammar
Starter: My family p28	Revision: family words, adjectives, numbers 1–100 Core: months of the year	Simple present with *be* and *have* *I'm seven. We have two cousins.* Simple past with *be* *It was sunny.* *The children were happy.* Comparatives *The red car is bigger than the blue car.*
1 They're from Australia! p32	**Countries** Core: *South Korea, Vietnam, Mexico, Spain, Thailand, Australia, the U.S.A., Brazil* **Seasons / Home** Core: *spring, summer, fall, winter, garden, season*	Simple present *Where are you from?* *I'm from Mexico.* *Where is he from?* *He's from Brazil.*
Fluency Time! 1 p38	**Playing games** *Whose turn is it? It's my turn. I'm the winner. Congratulations.*	
2 My weekend p40	**Hobbies** Core: *read comics, skateboard, do gymnastics, play chess, fish, play basketball, take photos, play volleyball, play the guitar, shop, cook, paint, play the piano, visit family*	*like* + verb + *ing* *I like reading.* *I don't like fishing.* *Does he like playing chess?* *Yes, he does. / No, he doesn't.*
Geography Time! p46	**Continents**	
3 My things p48	**My things / phrasal verbs** Core: *computer, TV, DVD player, CD player, MP3 player, camera, turn on, turn off* **Collections** Core: *stickers, posters, comics, postcards, pins, shells*	*your / our / their* *That's their CD player.* *Can* for permission / requests *Can I use your computer?* *Yes, you can. / No, you can't.* *Can you turn off the DVD player, please?*
Review 1 p54	**Revision of vocabulary and structures from Units 1–3**	
4 We're having fun at the beach! p56	**Water sports** Core: *swim, sail, dive, surf, kayak, windsurf, snorkel, waterski* **Adjectives to describe places** Core: *polluted, clean, dangerous, safe, beautiful, ugly*	Present progressive: affirmative and negative *I'm swimming.* *We're sailing.* *She isn't snorkeling.* *They aren't waterskiing.*
Fluency Time! 2 p62	**Things in common** *I love … I don't. I prefer … So do I. Neither do I.*	
5 A funny monkey! p64	**Zoo animals** Core: *penguin, zebra, monkey, kangaroo, camel, lizard, flamingo, crocodile* **Adjectives to describe emotions and things** Core: *angry, scared, free, sorry, funny, kind*	Present progressive: questions and short answers *Is the crocodile eating the sandwich?* *Yes, it is. / No, it isn't.* *Are they eating?* *Yes, they are. / No, they aren't.*
Science Time! p70	**Animals**	
6 Jim's day p72	**Daily routine** Core: *have a shower, brush my teeth, get dressed, have breakfast, brush my hair, get up, catch the bus, walk to school* **Time words** Core: *first, then, next, finally, every day, on the weekend*	Simple present: affirmative, negative, and questions *I have breakfast at eight o'clock.* *He doesn't get up early.* *Do they live in a big house?* *Yes, they do. / No, they don't.* *What time does he start work?*
Review 2 p78	**Revision of vocabulary and structures from Units 1–6**	

Phonics	Skills	Values
	Reading: identifying people and objects from descriptions **Listening:** identifying numbers **Speaking:** asking and answering about birthdays **Writing:** writing the answers to addition problems	Greeting people politely Appreciating our family
Consonant blends: cr: *crayon* br: *brush* sp: *spoon* sn: *snake* dr: *drink* pl: *play*	**Reading:** a story: "The Lazy Bear" (reading and understanding a story, reading for the main idea; understanding the sequence of events in a story) **Listening:** identifying details about age, birthday, country, and favorite season (understanding specific information to identify the correct picture) **Speaking:** asking and answering about age, country, and favorite season **Writing:** capitalizing proper nouns and sentence beginnings; Workbook – writing about myself	**Values 1:** **Values at home** **(Helpful and safe behavior)** Helping around the house Being neat in the home Taking care of personal belongings Being quiet and considerate near other people Closing doors behind you Being safe at home Asking for permission (e.g. *Can I watch television, please?*)
Craft: a card game		
Magic *e*: a_e: *face, space* i_e: *kite, bike* o_e: *rope, stone* u_e: *June, cube*	**Reading:** a penfriends website (reading and understanding a webpage; reading for specific details) **Listening:** identifying details about different pen pals (matching people and their hobbies) **Speaking:** choosing a pen pal (asking and answering questions about hobbies; suggesting a suitable pen pal for your partner) **Writing:** full forms and short forms of *be* and *have*; Workbook – writing an email about my hobbies	
Project: a globe		
Words with *ar*: *car, park, shark, star, scarf*	**Reading:** a school project (reading and understanding school projects about collections; finding specific details about people in a text) **Listening:** identifying details about collections (matching people and the things they collect) **Speaking:** talking about collections (asking and answering questions based on information in the listening text) **Writing:** punctuation marks: question marks, commas, and periods; Workbook – writing about a child's collection	
***all* endings:** *ball, mall, wall, tall, small*	**Reading:** a vacation brochure (reading about a dolphin encounter vacation; understanding and using descriptive adjectives) **Listening:** identifying details about beach activities (listening and numbering pictures) **Speaking:** talking about what you like doing on the beach (asking and answering questions) **Writing:** spelling rules for the present progressive; Workbook – writing a postcard about my trip	**Values 2:** **Values outside** **(Respecting nature)** Being safe near animals Being kind to animals Putting litter in garbage cans Closing gates behind you (so animals can't escape) Understanding that it is dangerous to play on gates
Craft: a survey chart		
***or* and *aw* spellings:** or: *fork, horse, corn* aw: *straw, paw, yawn*	**Reading:** a story: "The Lion and the Mouse" (reading and understanding a story; reading and matching specific actions / descriptions with story characters) **Listening:** identifying different frames of a cartoon strip (understanding descriptions using the present progressive) **Speaking:** describing different frames of a cartoon strip (asking and answering questions) **Writing:** using quotation marks; Workbook – writing about animals	
Project: a fact card		
***oy* and *oi* spellings:** oy: *boy, toy, oyster* oi: *coin, oil, soil*	**Reading:** a website about cyber school (reading and understanding a webpage; reading for specific information) **Listening:** identifying details about a student's day (listening and numbering pictures) **Speaking:** describing daily routine (asking and answering questions) **Writing:** proper nouns; Workbook – writing information about me	

7	Places to go!	p80	**Places in town** Core: *café, library, museum, playground, shopping mall, sports center, swimming pool, movie theater* **Performances** Core: *play, theater, concert, actor, movie, singer*	Simple present and adverbs of frequency *always, sometimes, never* *I sometimes go to the library.* Prepositions of time: *on, at, in* *My birthday is in May.*
Fluency Time! 3		p86	**Things we are good at** *I'm (very) bad at … I'm terrible at … He's (very/quite) good at ….*	
8	I'd like a melon!	p88	**Food** Core: *noodles, bread, cereal, meat, melon, cucumber, onion, lemon, potato, butter, cheese, salt, pepper, peas*	Countable and uncountable nouns *a / an / some* *I'd like / Would you like…?*
Science Time!		p94	**Health**	
9	The fastest animal in the world	p96	**Describing places** Core: *lake, mountain, waterfall, ocean, wide, big, deep, high, building, country, bridge, river, old, long*	Comparatives *Mexico is bigger than the U.K.* Superlatives *The highest mountain in the world is Mount Everest.*
Review 3		p102	**Revision of vocabulary and structures from Units 1–9**	
10	In the park!	p104	**In the park** Core: *path, grass, flowers, garbage can, trees, playground, fountain, litter* **Verbs** Core: *shout, chase, catch, meet, cross, laugh*	*must / mustn't* for rules and obligations *You must turn off your cell phone.* *You mustn't shout.*
Fluency Time! 4		p110	**Giving directions** *Can you tell me the way to …? Turn left… Where's...? Turn right, then go straight on. You can't miss it.*	
11	In the museum	p112	**Transportation** Core: *ferry, bus, helicopter, motorcycle, plane, taxi, train, trolley* **Prepositions** Core: *along, through, in the middle / at the top of, between, inside*	Simple past with *be* *There was / wasn't / were / weren't …* *lots of, some, any* Time phrases: *yesterday, last week / year / Monday, (fifty years) ago, then*
Social Studies Time!		p118	**Transportation**	
12	A clever baby!	p120	**Adjectives to describe people** Core: *old, young, handsome, pretty, short, tall, shy, friendly, cheerful, sad, relaxed, worried, mean, generous*	Simple past with *be* and *have*: affirmative and negative *I wasn't tall when I was five.* *He had black hair when he was young.*
Review 4		p126	**Revision of vocabulary and structures from Units 1–12**	
13	The Ancient Mayans	p128	**Verbs** Core: *start, finish, love, hate, want, use, laugh, live* **Adjectives to describe things** Core: *heavy, light, hard, soft, easy, difficult*	Simple past with regular verbs: affirmative and negative *They lived 2,000 years ago.* *They didn't cook pizza.*
Fluency Time! 5		p134	**Describing people** *Do you know…? I know that… She looks… I think…*	
14	Did you have a good day?	p136	**School things** Core: *paint, paintbrush, calculator, lunchbox, dictionary, P.E. clothes, backpack, apron* **Camping things** Core: *tent, sleeping bag, frying pan, matches, rope, flashlight*	Simple past questions *Did you have a good day?* *Yes, I did. / No, I didn't.* *Wh-* questions: *what / when / where* *What did you watch last night? A movie.*
Art Time!		p142	**What is art?**	
15	Our vacation!	p144	**Vacation things** Core: *suitcase, sunscreen, towel, soap, shampoo, hairbrush, toothbrush, toothpaste* **Time words** Core: *tomorrow, later, tonight, this afternoon, soon, next week*	*going to* + verb *He's going to play basketball tomorrow.* *Are you going to swim in the ocean?* *Yes, I am. / No, I'm not.*
Review 5		p150	**Revision of vocabulary and structures from Units 1–15**	

ow and *ou* spellings: ow: *cow, clown, flower* ou: *house, round, mouse*	**Reading:** a movie review (reading and understanding a movie review; reading for specific information) **Listening:** identifying details about free time activities (listening for specific words) **Speaking:** describing free time activities (asking and answering about what activities you do, and how often you do them) **Writing:** verbs, adjectives, and prepositions; Workbook – writing an email to invite a friend to the movies	**Values 3:** **Values in town** **(Behaving in public)** Waiting your turn in a queue Holding the door open for someone Not dropping litter in the streets Helping elderly people (e.g. by offering to help carry their shopping) Helping visitors to your town (e.g. by telling them where places are) Behaving politely in public Asking for things politely (e.g. *I'd like ice cream, please*)
Craft: a poster		
***ld* and *lt* endings:** ld: *child, shield, field* lt: *belt, quilt, adult*	**Reading:** a recipe (reading and understanding a recipe; reading for specific information) **Listening:** identifying what people want at the market (listening for specific words) **Speaking:** a role play: at the market **Writing:** adjective order; Workbook – writing a recipe (making your favorite sandwich)	
Project: a food pyramid		
***nd*, *nt*, and *mp* endings:** nd: *hand, pond* nt: *plant, tent* mp: *lamp, camp*	**Reading:** an article: "World Records" (reading and understanding an article about world records; reading for specific information) **Listening:** identifying geographical features (listening for specific words) **Speaking:** describing geographical features (using information in a table) **Writing:** placement of adverbs of frequency; Workbook – writing about things I do	
Long vowel sound /eɪ/: *rain, train* *Monday, tray* *case, race*	**Reading:** a story: "The Gingerbread Man" (reading and understanding a classic children's story; reading and understanding key information about the story) **Listening:** identifying library rules (numbering pictures in order) **Speaking:** describing library rules **Writing:** using *and* / *or* in sentences; Workbook – writing school rules	**Values 4:** **Valuing people** **(Thinking of others)** Being kind to younger siblings Being considerate to other people in the playground Sharing your things Asking other children to join in Understanding that it is dangerous to climb trees Understanding that it is unkind to laugh at other people's misfortunes Helping people who are injured or disabled Obeying rules in public places (e.g. keeping quiet, not damaging things)
Long vowel sound /iː/: *dream, ice cream* *queen, green* *jelly, happy*	**Reading:** a history poster: "The First Thanksgiving" (reading and understanding a factual text about Thanksgiving; reading for specific information) **Listening:** identifying aspects of settler life (understanding a conversation) **Speaking:** describing aspects of settler life (making statements about the past with *there was / were*) **Writing:** using paragraphs in writing; Workbook – writing about my town now / in the past	
Project: a transportation chart		
Long vowel sound /aɪ/: *night, light* *sky, dry* *smile, shine*	**Reading:** a poem: "My Grandma" (reading and understanding a poem about a member of the family; reading for specific information) **Listening:** distinguishing details about a boy (listening for specific details) **Speaking:** making true / false statements about a boy **Writing:** using *and* and *but* in sentences; Workbook – writing about my family	
Long vowel sound /əʊ/: *snow, elbow* *coat, soap* *nose, stone*	**Reading:** an information poster: "Hammocks" (reading and understanding a factual text about hammocks; reading and understanding descriptions of things in a text) **Listening:** identifying details about someone's day (understanding a sequence of events) **Speaking:** describing details of someone's day (asking and answering questions about the events shown in pictures) **Writing:** using topic headings in paragraphs; Workbook – writing about the Ancient Mayans / now	**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 safe by wearing an apron for activities like art and cooking Using school equipment safely
Craft: a party scene		
Long vowel sound /uː/: *moon, boot* *blue, glue* *tune, tube*	**Reading:** an interview (reading and understanding a school magazine article about a camping trip; reading for specific information) **Listening:** identifying the events of a camping trip (understanding a sequence of events) **Speaking:** describing the events of a camping trip (asking and answering questions about past events: a boy's week) **Writing:** using time words to show the sequence of events; Workbook – writing about my school day	
Project: a collage		
Words with *oo*: *book, wool, wood, hood, cook*	**Reading:** an email (reading and understanding a vacation email; reading for information about a person's plans) **Listening:** identifying details about a boy's school vacations (understanding a conversation about a boy's vacation plans and listening for specific information) **Speaking:** discussing plans (asking and answering about plans for next week) **Writing:** opening and closing remarks in an email, postcard, or letter; Workbook – writing an email to a friend about what I'm going to do this weekend	

Introduction

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

Children have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (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 activities.

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

Skills

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

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

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

Phonics

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

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

Every unit contains a phonics lesson. In Level 3, children revise common consonant blends and long vowel sounds from Level 2. They then learn some alternative common long vowel patterns, more consonant blends at the ends of words, and two new sounds (/ɑ:/ and /ɔ:ɪ/). 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 3, we meet a happy extended family and see the amusing adventures of Max and Holly and their Australian cousins, Leo and Amy.

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

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

Review units

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

Grammar Time! pages

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

Classroom management

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

Success is a great motivator. Try to make every child feel successful and praise their attempts enthusiastically. Children should all be familiar with expressions such as, *Good work! Good job! Excellent try! You did that very well.*

Errors need to be corrected, but use positive and tactful feedback so that children are not afraid of making mistakes. If a child makes a mistake, say *Good try. Try again*, then model the correct answer for the child to repeat. Avoid using words such as *No* or *That's wrong*, as these can create negative associations to learning.

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

Songs and chants

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

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

Games

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

Involving parents

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

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

oxfordparents
Help your child with English



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

Studies have shown that practicing English outside the classroom can help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practicing stories, songs, and vocabulary that the students have already learned in the classroom. Tell your students' parents to visit www.oup.com/elt/oxfordparents and have fun helping their children with English!

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.

I spy

- Put the flashcards up around the room where everyone can see them.
- Say *I spy a word beginning with (a letter).*
- Children call out any words that start with that letter.
- The first child to call out the correct word chooses another word and continues the game.

Mime the word

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

Flashcard circle

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

Listen, point, and say

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

Snap!

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

Whispers

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

Where was it?

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

What do I have?

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

What's missing?

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

More games

Quickly, slowly

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

Miming snap

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

Target words TPR

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

Do it!

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

Freeze

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

Simon says...

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

What's the picture?

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

A long sentence

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

Bingo

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

Fluency development

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

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

Syllabus

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

In the Student Book and Workbook

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

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

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

In the Fluency DVD

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

21st Century Learning

The Four Cs

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

Creativity

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

Collaboration

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

Communication

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

Critical Thinking

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

Values

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

Areas for values teaching include helping children to understand about:

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

Values are highlighted throughout the course in various places:

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

CLIL

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

In the Student Book and Workbook

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

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

CLIL topic

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

CLIL project

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

Differentiation

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

Classroom tips for mixed ability classes

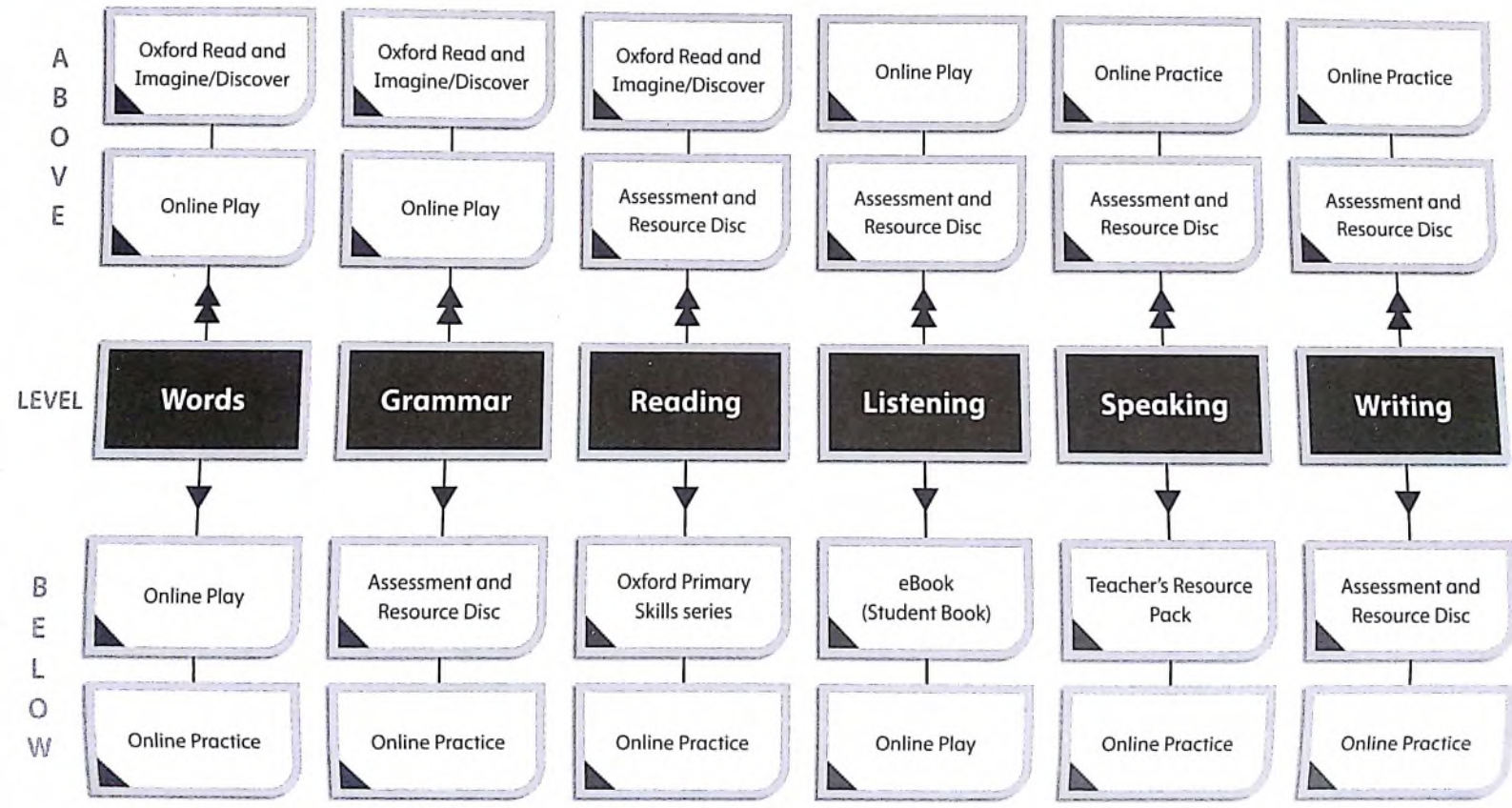
- Think about where your students are sitting. Place less confident students closer to you, so that you can deal with any issues.
- Some more confident students may enjoy being "volunteer teaching assistants". This will allow confident students to revise new language while helping other students to learn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

Support and extension material

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

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

Differentiation Map



Drama in the classroom

How to present the stories

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

Acting out the stories

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

Acting in groups

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

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

Acting as a class

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

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

Acting with a "lead group"

This is a combination of the two previous procedures:

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

Class plays

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

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

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

Classroom management

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

Independent work

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

Group / paired work

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

Whole class work

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

Online Practice

For teachers

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

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

For students

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

- Complete specific language-focussed activities that link directly to the course.
- Have their work automatically scored and graded.
- Share their work with other students in the "class" set up by the teacher.
- Send emails and take part in English discussions as their level increases.

Online Play

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

Audio

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

Stories

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

Downloadable activities

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

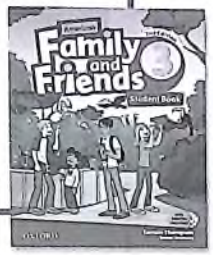
Language games

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

Integrated Component Overview

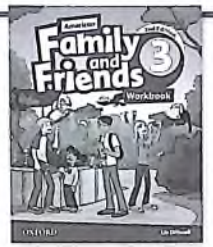
Student Book

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



Workbook

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



eBook

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





Student Online Practice

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



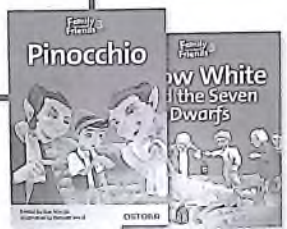
Online Play

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

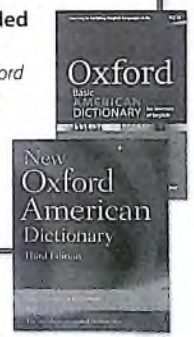
Family and Friends readers draw upon themes and language found in the Student Book. They provide extra exposure to the language in a new context.



Recommended Dictionaries

Levels 1–4 *Oxford Basic American Dictionary*

Levels 5–6 *Oxford American Dictionary*

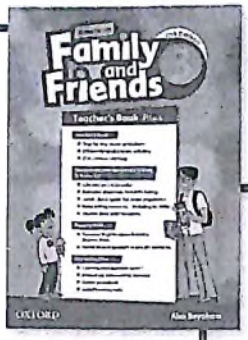


For the Teacher



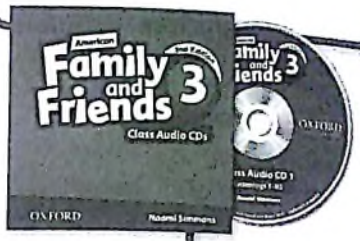
Teacher's Book Plus

The Teacher's Book is a clear guide for the teacher in all aspects of the course. It contains the Fluency Time! DVD, 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 contain recordings of all the listening texts, reading texts, songs, and speaking dialogues.



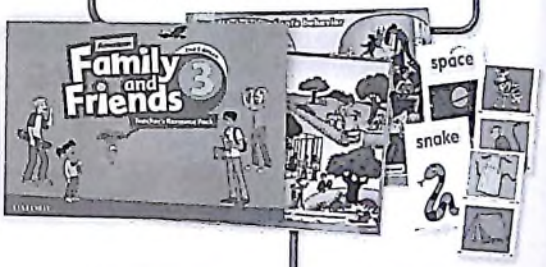
iTools

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 analyze 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

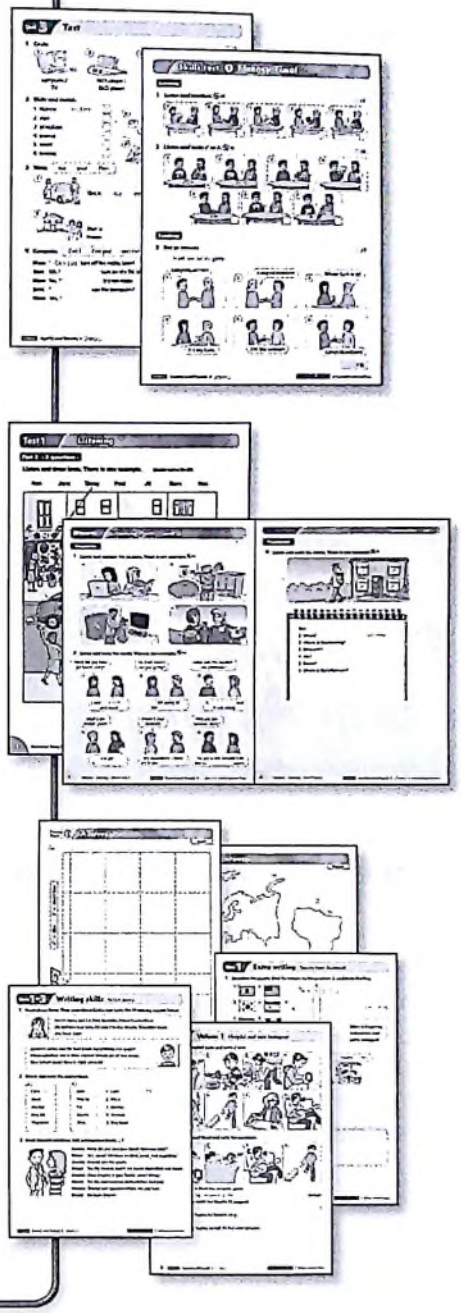
- A diagnostic test so that students' level of ability going into this course is understood.
- Extensive testing for all four skills areas, including 5 Fluency Time! tests for use after every three units.
- Tests for each course unit and a progress test for use after every three units.

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! craft 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 2nd Edition*.

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.

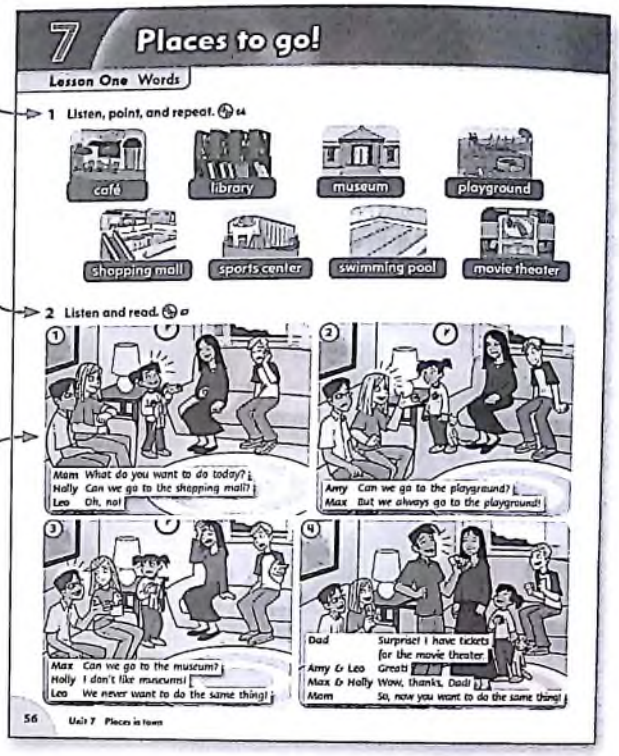
The children listen and point to the pictures. They then listen again and repeat the words. This is reinforced with flashcard activities.



The children listen to the story and follow the words 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 all the 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 the words from Exercise 1 that appear in the story.

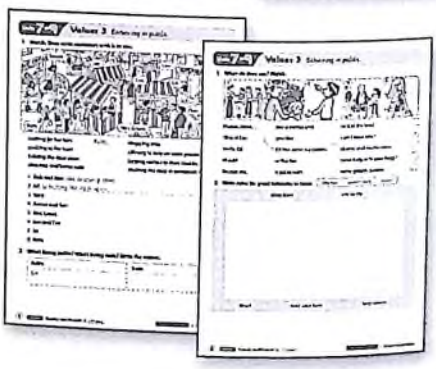
Workbook

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



Values worksheets

Two Values worksheets for every three units accompany the Values poster (see page 11).



Online Practice allows children to practice the vocabulary further.

Lesson Two Grammar

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

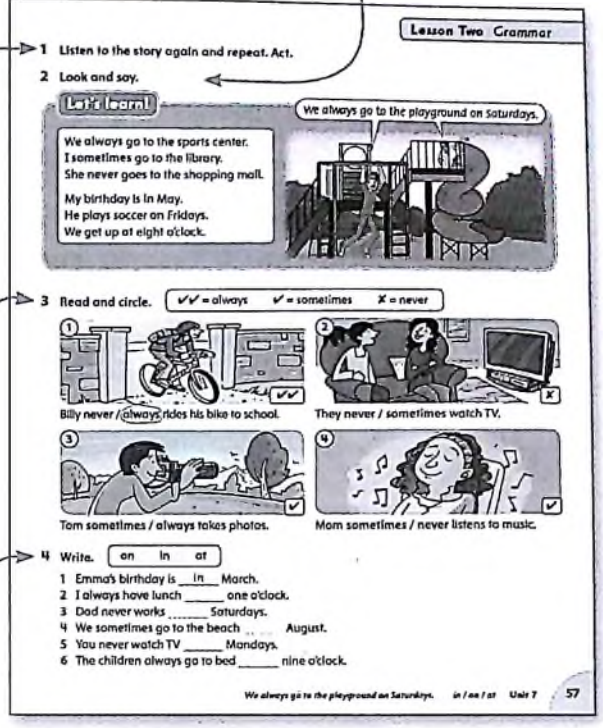
The children study the grammar structure that was presented in the story.

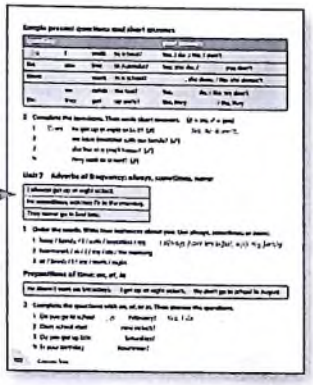
The children listen to the story again and now produce the language by repeating and then acting out the story.

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

The children practice reading the grammar structure.

The children practice writing the grammar structure.





Acting out the stories and teaching the grammar

Story

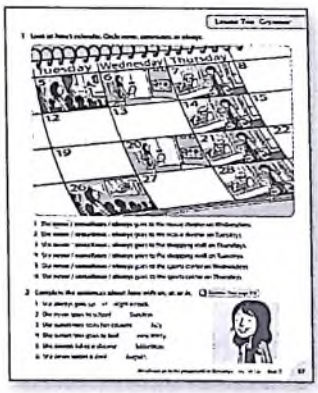
- Ask children what they can remember about the story from the previous lesson.
- Play the recording. Pause after each line for the children to repeat.
- Divide the class into groups, with each child having a different role in the story.
- As a class, decide on actions for the story. Allow the children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

Grammar

- Teach the grammar through example rather than explanation.
- Read the grammar examples in the speech bubbles in the grammar box. Ask the class what is happening. Then ask some children to act out the frame.
- Then read the other sentences in the grammar box. The class repeats chorally. Write them on the board. Reinforce meaning with actions. (If there is a tip box, read it to the class and write some examples on the board.)
- Use flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences.
- Do the first question in each exercise with the class, then encourage them to work independently. Check answers with the whole class.

Workbook

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



Online Practice allows children to practice the grammar structures in different contexts.

Lesson Three Grammar and Song

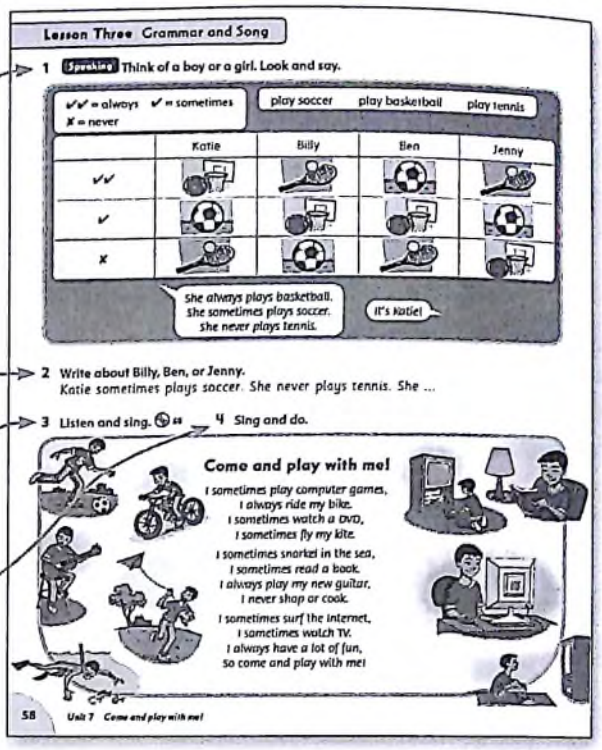
Lesson 3 activates the grammar taught in the previous lesson in an oral activity. The grammar and core language is then practiced with a song and Total Physical Response activities.

The children look at the oral grammar activity and do the activity in pairs, using the language in the speech bubbles as a model. This activity activates the new grammar that the children have learned and enables them to use it orally.

The children then practice the grammar further by writing sentences based on the oral grammar activity.

The children learn and sing the song.

The children perform actions as they sing the song.



Teaching the oral grammar activity

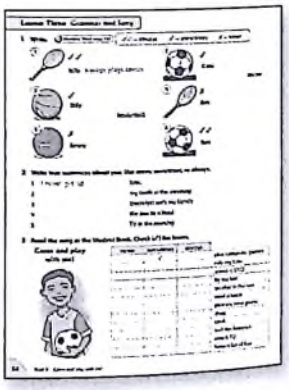
- The oral grammar activities can either be done by children in pairs at their desks, or they can be done in 'open pairs' across the classroom. Alternatively, you can bring two children to the front of the class to do this activity.
- The activities vary from unit to unit. For example, in some units, one child in the pair silently chooses one person or picture and gives clues about it until their partner is able to say who or what their partner is thinking of. In other units, one child in the pair has to look at the picture and make false statements about it which their partner has to correct. In every unit, 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.

Teaching songs

- Play the song to the class. The children listen and point to the pictures to show understanding of the words.
- Recite the words of the song with the class, without the music. Say each line and ask the children to repeat.
- Now sing the song with the class a number of times with the recording.
- Teach actions to accompany the song (see the suggested actions in the lesson notes, or ask the children to suggest their own).
- Sing the song again, this time with the actions.
- You could allow some children to provide accompaniment with drums, shakers, etc.

Workbook

The children practice the new structures from the unit. They then go on to practice the language in the song (they will sometimes need to look back at the song text in their Student Books).

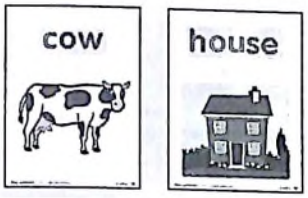


Online Practice allows children to practice the new grammar further and consolidate their understanding of the song.

Lesson Four Phonics

Lesson 4 teaches phonics: the relationship between a sound, the letters that form it, and words that contain it.

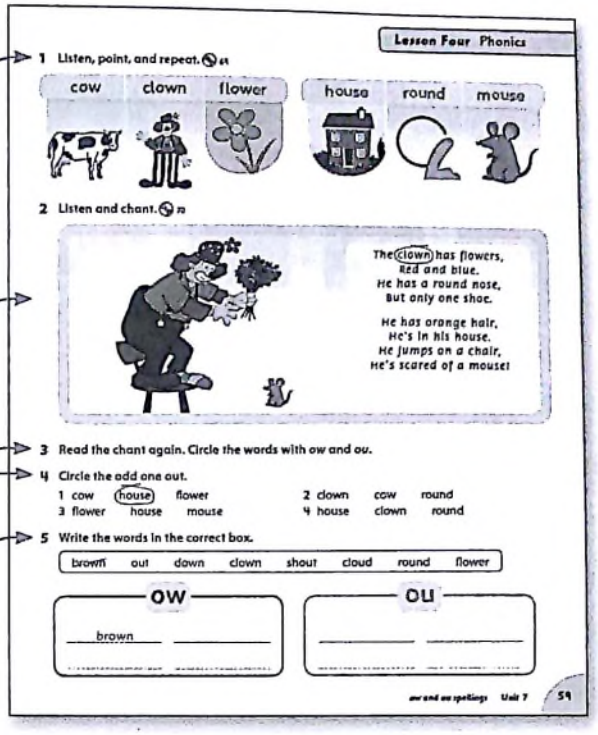
The children listen to the sound or sounds and point to the letters that form them. They read and repeat words that contain the sounds and letters, with the help of phonics cards.



The children see these words in sentences and learn a chant. The chant provides targeted pronunciation practice within an engaging context.

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

The children practice the sounds in varied activities.



Teaching phonics

- Introduce the new sounds and the letters that form them one at a time. Show the class the phonics card and say, for example, *Letters O and W make the sound /aʊ/*. Model the sound a number of times for children to repeat.
- Introduce the new phonics words with the phonics cards and recording.
- Play the chant to the class. Talk about the picture to ensure the meaning is clear.
- Repeat the chant, this time asking the children to clap their hands (or perform another action) every time they say a word that contains the target sound.
- For Exercises 4 and 5, complete the first example as a whole class activity. Then encourage the children to work independently. Finally, check the answers with the whole class.
- In the Review sections, the children distinguish the new sounds from others they have learned previously.

Workbook

The children practice recognizing and writing the words containing the phonics sound(s) and letters.



Online Practice allows children to practice phonics in a different context.

Lesson Five Skills Time! Words and Reading

Lessons 5 and 6 provide a focused study of skills. Lesson 5 teaches a further vocabulary set which is then practiced through a reading text. It also concentrates on reading comprehension, looking at a variety of text types.

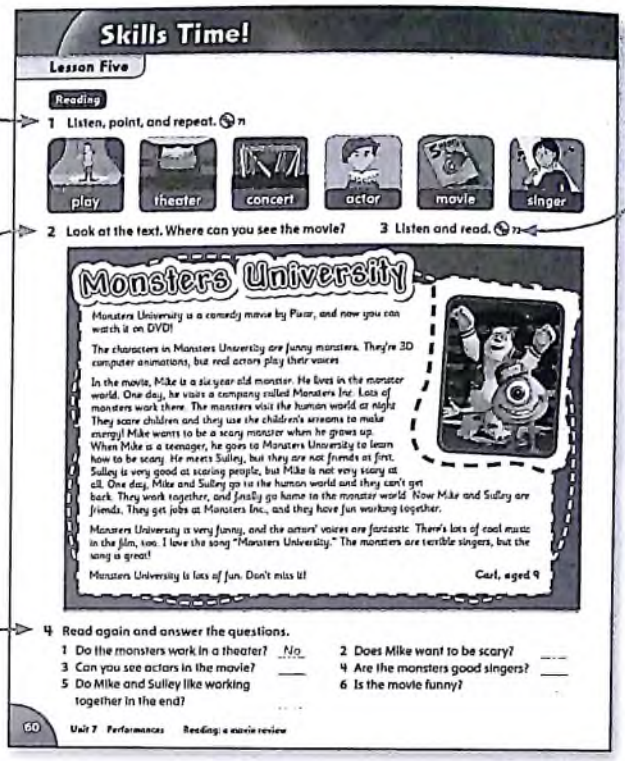
The children read and listen to the text for the first time.

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



The children look at the reading text and illustrations. They identify key words and features in the text as preparation for reading.

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



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat.

play theater concert actor movie singer

2 Look at the text. Where can you see the movie?

3 Listen and read.

Monsters University

Monsters University is a comedy movie by Pixar, and now you can watch it on DVD!

The characters in Monsters University are funny monsters. They're 3D computer animations, but real actors play their voices.

In the movie, Mike is a six-year-old monster. He lives in the monster world. One day, he visits a company called Monsters Inc. Lots of monsters work there. The monsters visit the human world at night. They scare children and they use the children's screams to make energy! Mike wants to be a scary monster when he grows up. When Mike is a teenager, he goes to Monsters University to learn how to be scary. He meets Sulley, but they are not friends at first. Sulley is very good at scaring people, but Mike is not very scary at all. One day, Mike and Sulley go to the human world and they can't get back. They work together, and finally go home to the monster world. Now Mike and Sulley are friends. They get jobs at Monsters Inc., and they have fun working together.

Monsters University is very funny, and the actors' voices are fantastic. There's lots of cool music in the film, too. I love the song "Monsters University." The monsters are terrible singers, but the song is great!

Monsters University is lots of fun. Don't miss it!

Carl, aged 9

4 Read again and answer the questions.

1 Do the monsters work in a theater? No
2 Does Mike want to be scary? ___
3 Can you see actors in the movie? ___
4 Are the monsters good singers? ___
5 Do Mike and Sulley like working together in the end? ___
6 Is the movie funny? ___

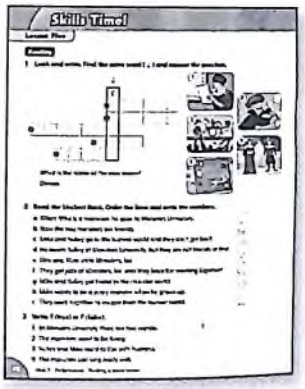
60 Unit 7 Performances Reading: a movie review

Teaching reading

- Teach children a further vocabulary set. Play games using the flashcards to consolidate learning.
- Approach a new text in three stages: *pre-reading*, *reading for gist*, and *reading for detail*. Explain to the children that they do not have to understand every word to do this. 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 2):* This stage is about looking for clues to help the children piece together the meaning of the text. This includes looking at the pictures and text style to guess what type of text it is and what it is likely to be about. Ask the children to give suggestions about what they think the text will say before they start to read.
- *Reading for gist (Exercise 3):* Play the recording twice while the children follow the text in their books. They do not need to be able to read every word independently, but they should be able to read carefully enough to understand the gist. Ask some simple comprehension questions to ensure they have understood the general points.
- *Reading for detail (Exercise 4):* Go through the comprehension activity with the class so that the children know what information to look for in the text. Give them time to read the text again to find the answers. Have a class feedback session.

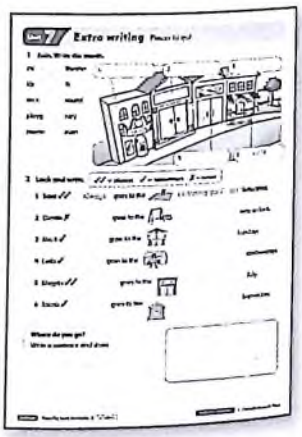
Workbook

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 complete further reading exercises.

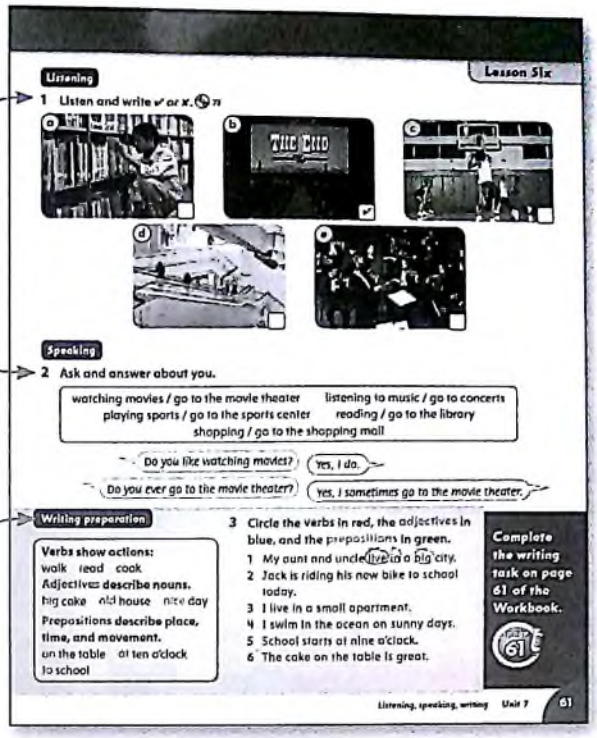
Lesson Six Skills Time! Listening, Speaking, and Writing (Student Book)

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 page.

The children listen to a recording and complete a listening comprehension activity.

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

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



Teaching listening, speaking, and writing

Listening

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

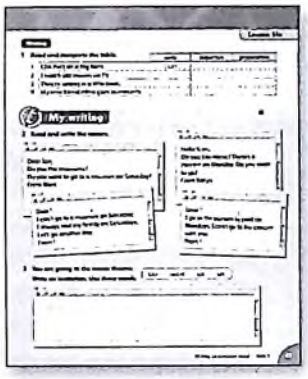
Speaking

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

Writing

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

Workbook



- The children now move from recognizing the new writing skill to producing it.
- Ensure that the children understand what type of sentences they need to produce in the writing task. Read the model text(s) aloud and elicit further examples from the class. Write them on the board.
- 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 worksheet on the Assessment and Resource CD-ROM, which gives extra writing practice using the language and structures covered in the three preceding units.

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

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

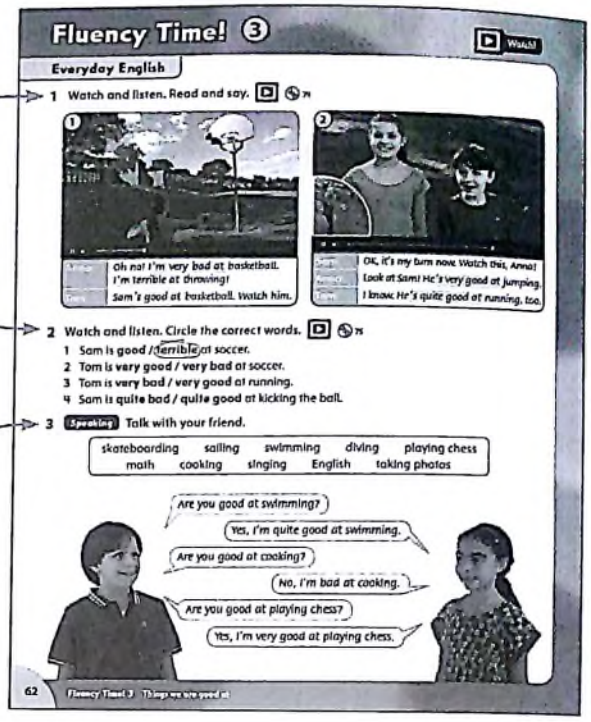
Fluency Time! Everyday English

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

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

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

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



Teaching Everyday English

Story

- Focus on the pictures. Ask children to say where the children are (*a basketball court*). Ask children what they think is happening in the pictures.
- 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

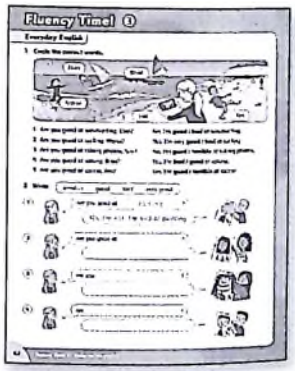
- Show the children the sentences and explain that they need to watch the video and circle the correct words.
- The recording contains examples of the Everyday English phrases, and some additional "passive" phrases, which simply set the context. Remind the children that they don't need to understand every word.
- Play the video, pausing after each item for children to circle the words.
- Ask children to read out the correct sentences.

Speaking

- Ask children to work in pairs.
- Show children the words in the box, and ask them to mime the different words to show understanding.
- Ask two children to read out the example dialogue.
- In pairs, children read the example dialogue, then choose prompts from the box to make new dialogues.
- 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.

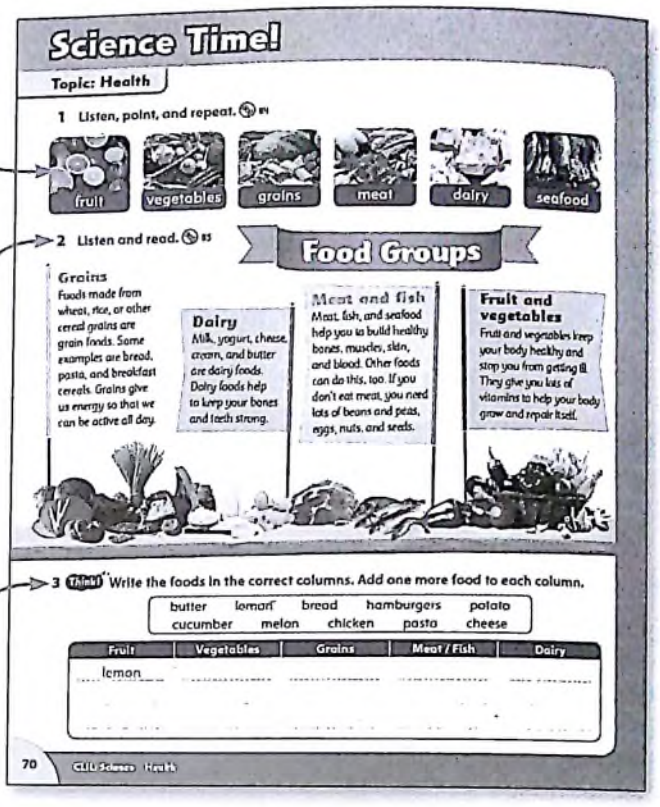
Science Time! Topic

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

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

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

The children answer questions related to the topic. These questions invite them to personalize the information they have learned in the text.



Teaching Topic lessons

Vocabulary

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

Listening and reading

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

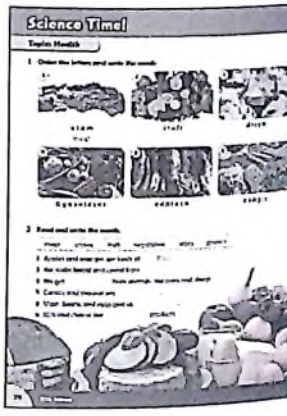
Think!

- Put the children into pairs. Explain the activity and complete one column 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.

Workbook

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



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

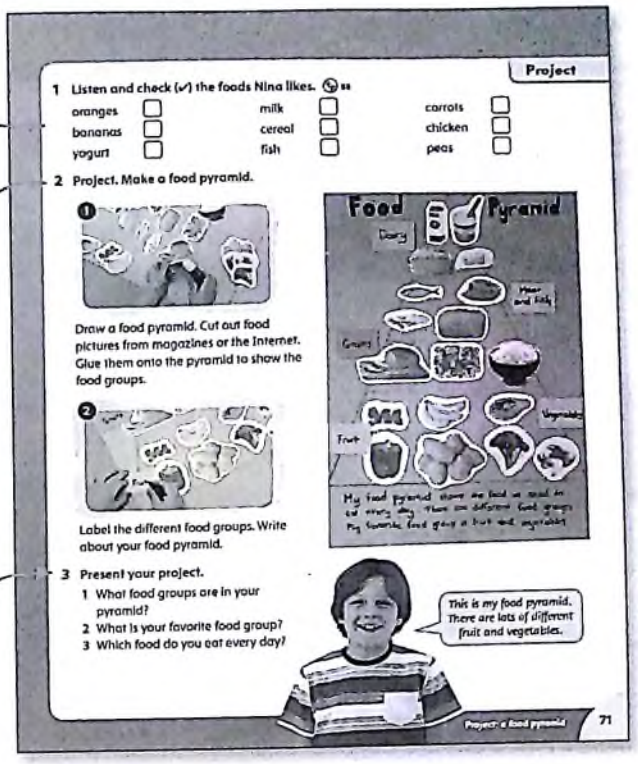
Science Time! Project

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

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

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

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



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 color is this?*

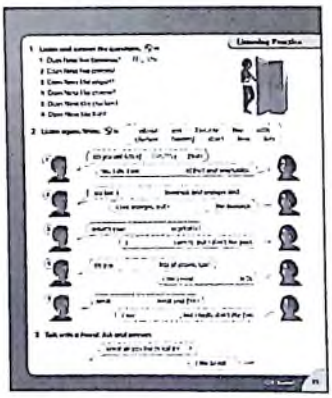
NOTE The Teacher's Book contains notes on how to adapt these activities for mixed ability classes.

Speaking

- Put the children into pairs or groups. Tell them that they are now going to talk about their project with each other.
- Tell children to use the three questions to help them present their projects.
- 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.

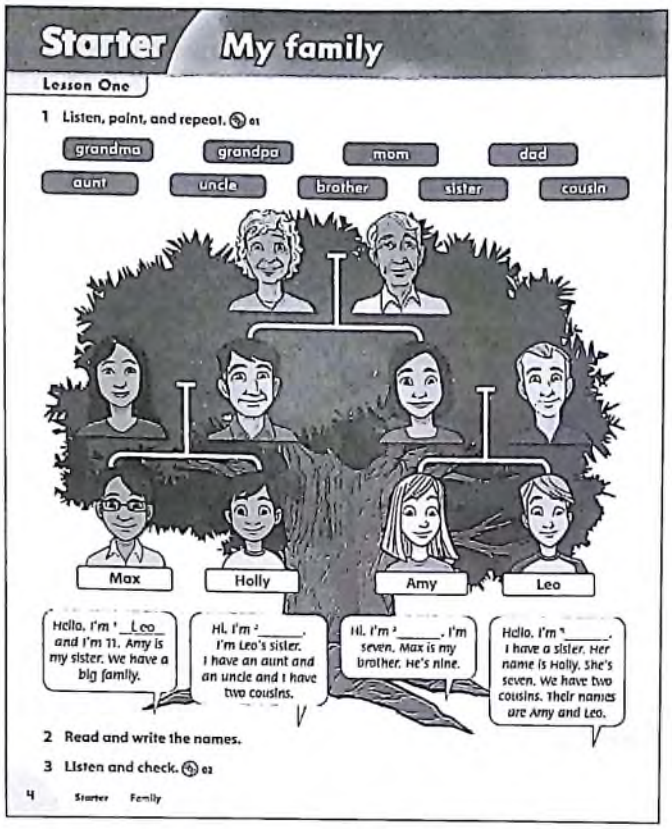
Workbook

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 My Family


Starter My family

Lesson One

1 Listen, point, and repeat. 01

grandma grandpa mom dad

aunt uncle brother sister cousin

Max Holly Amy Leo

Hello. I'm 1 Leo and I'm 11. Amy is my sister. We have a big family.

Hi. I'm 2 _____. I'm Leo's sister. I have an aunt and an uncle and I have two cousins.

Hi. I'm 3 _____. I'm seven. Max is my brother. He's nine.

Hello. I'm 4 _____. I have a sister. Her name is Holly. She's seven. We have two cousins. Their names are Amy and Leo.

2 Read and write the names.

3 Listen and check. 02

4 Starter Family

Lesson One SB page 4

Learning outcomes

To learn the names of the story characters

To remind children of family words

Language

Recycled: family words

Extra: *family, name, too*

Materials

CD 01–02, *My family* flashcards 1–10; pre-cut shapes on card (for name labels) and sticky tack (optional)

Oxford iTools Digital classroom • Starter • Words

Warmer

- Say *Hello / How are you? Welcome back! Good afternoon / Good morning* to each child. Encourage them to say *Hello.*
- If this is a new class for you, wait until children are seated, then say *Hello, my name's (your name). What's your name?* Ask children's names. Elicit *My name's…*
- Ask children to greet each other and say their names.

Lead-in

- Draw an outline family tree on the board to match the one on page 4. Leave room to check the *My family* flashcards.
- Tell the class they are going to meet new story characters. Hold up the flashcards of Max and Holly and say the names for children to repeat.
- Hold up the flashcards to introduce the other people in Max's family, e.g. *This is Grandpa.* For Amy and Leo, say the name and the family word, e.g. *This is Amy. She's Max's cousin.*
- Ask comprehension questions, e.g. *Is this Grandpa?*

1 Listen, point, and repeat. 01

- Ask children to open their books and look at the family tree.
- Play the first part of the recording. Children listen and point to the appropriate picture.

NOTE: In the word presentations, the first part of the recording follows the order of the pictures on the page; the second time, it is out of sequence.

- Play the second part for children to repeat.
- Play the recording through. Children listen and point, and then repeat the words in chorus.
- Point to individual flashcards and ask children to repeat the words chorally.

2 Read and write the names.

- Tell the class they are going to write the names of the four children in the speech bubbles.
- Draw children's attention to the first speech bubble and ask children to point to Leo.
- Let children complete the exercise individually, but don't check the answers yet.

Differentiation

Below level:

- Review the family again with children, eliciting family relationships, e.g. *Max is Holly's brother.* Have children read the items again and then complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, ask them to make a simple family tree showing their parents and siblings. They can talk about their families in pairs.

3 Listen and check. 02

- Play the recording. Children follow the text in their books and check their answers to Exercise 2.
- Check answers with the class. Ask individuals to read.

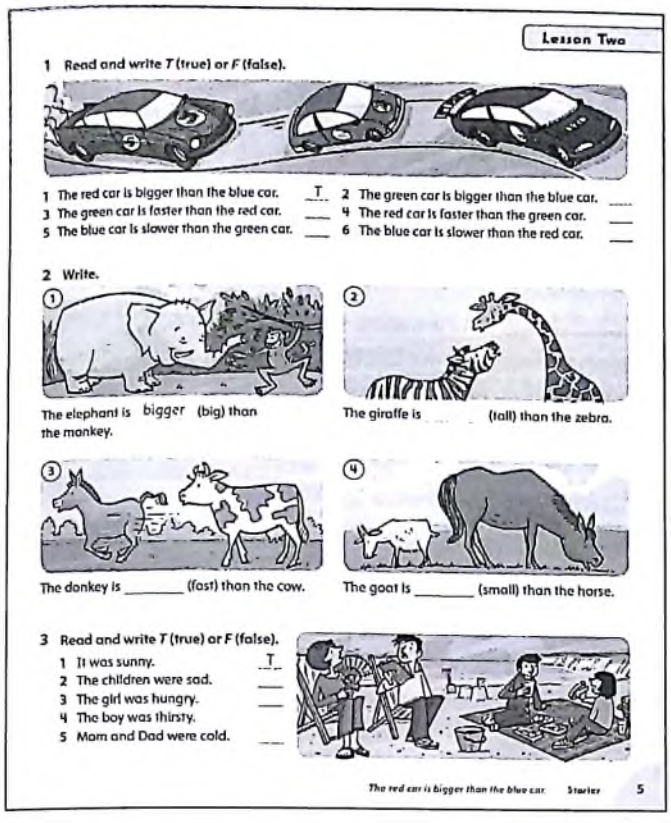
ANSWERS

1. Leo 2. Amy 3. Holly 4. Max

Further practice

Workbook page 4

Online Practice • Starter Unit • Lesson One



Lesson Two

1 Read and write *T* (true) or *F* (false).

1 The red car is bigger than the blue car. T
2 The green car is bigger than the blue car. ___
3 The green car is faster than the red car. ___
4 The red car is faster than the green car. ___
5 The blue car is slower than the green car. ___
6 The blue car is slower than the red car. ___

2 Write.

The elephant is bigger (big) than the monkey.

The giraffe is _____ (tall) than the zebra.

The donkey is _____ (fast) than the cow.

The goat is _____ (small) than the horse.

3 Read and write *T* (true) or *F* (false).

1 It was sunny. T
2 The children were sad. ___
3 The girl was hungry. ___
4 The boy was thirsty. ___
5 Mom and Dad were cold. ___

The red car is bigger than the blue car. Starter 5

Lesson Two SB page 5

Learning outcomes
To review comparative adjectives
To review the simple past of *be*

Language
Recycled: animals words; adjectives
Extra: *sunny, children, girl, boy*

Materials
My family flashcards 1–10; Level 1 phonics cards 7, 26 (goat, zebra) Level 1 flashcards 134–136 (elephant, giraffe, monkey) and Level 2 flashcards 154, 156, 158 (cow, horse, donkey) (optional)

Oxford iTools Digital classroom • Starter • Grammar

Warmer

- Play *Quick flash* (see page 8) with the *My family* flashcards to review the family words.
- You may also like to draw the family tree on the board again, pointing to the flashcards and asking children to say the words.

Lead-in

- Use the animal flashcards from Levels 1 and 2, or hold up the Student Book and point to the animal pictures.
- Point to each animal and ask *What's this?* Elicit these animals: *elephant, monkey, zebra, giraffe, donkey, cow, goat, horse.*

1 Read and write *T* (true) or *F* (false).

- Tell children to open their books and look at the pictures in Exercise 1.
- Point to the green car and ask *Is this car big or small?* Point to the blue car and ask the same question. Then ask *Which car is bigger / smaller? (the green / blue car).*
- Look at the example with children. Check that they understand the exercise.
- Children do the rest of the exercise individually.
- Check answers by asking individual children to read out the sentences and the class to call out *True* or *False.*

ANSWERS

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

2 Write.

- Point to the pictures of the monkey and the elephant and look at the example with the children. Ask *Is the monkey bigger than the elephant? (no) Is the elephant bigger than the monkey? (yes).*
- Let children complete the exercise individually, then check answers. Ask children to read out the sentences.

ANSWERS

1. bigger **2.** taller **3.** faster **4.** smaller

3 Read and write *T* (true) or *F* (false).

- Ask children to look at the picture in Exercise 3. Ask *Where were the people last weekend?* Elicit the word *beach.*
- Ask questions about the picture, e.g. *How many people are there? Is it hot? Are the children hungry?*
- Let children complete the exercise, then check answers.

Differentiation

Below level:

- Ask children to circle the adjectives in Exercise 3 and draw a picture for each. Then put students in pairs. Have them draw the opposites, e.g. *happy / sad.*

At level:

- Tell children they are going to mime the adjectives from Exercise 3. Then mime a sad face for children to shout out *sad.*
- Ask a child to stand. He / She mimes an adjective, and the other children guess what the word is.
- Repeat with other children.

Above level:

- Ask children to make the false sentences true. If time allows, have them write additional sentences.

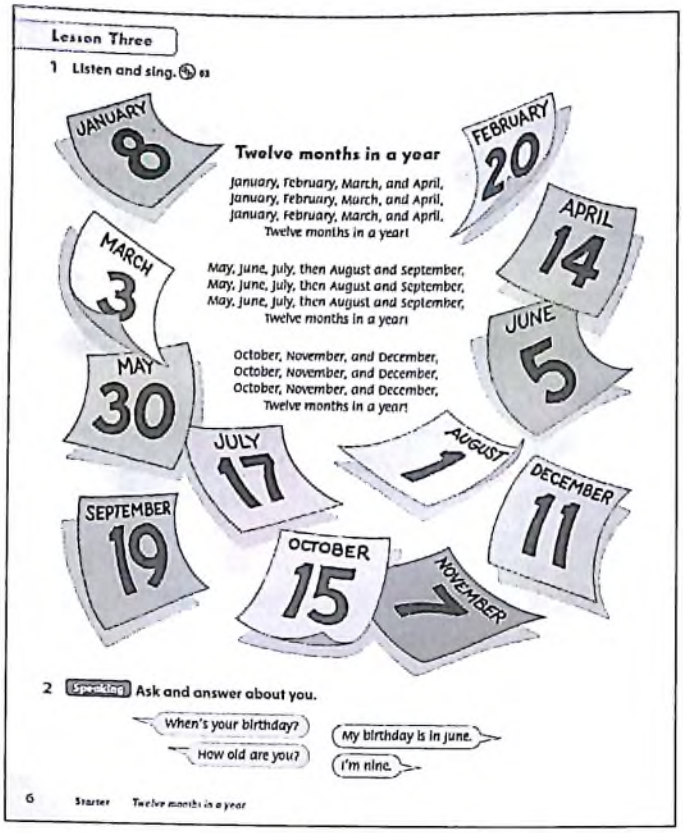
ANSWERS

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

Further practice

Workbook page 5

Online Practice • Starter Unit • Lesson Two



Lesson Three SB page 6

Learning outcomes

To identify the months of the year

Language

Core: the months of the year

Extra: *month, year, When's your birthday? How old are you?*

Materials

CD 03

Oxford iTools Digital classroom • Starter • Words and Song

Warmer

- Play *A long sentence* (see page 9), using the animal words from Lesson 2.
- Ask children to open their books to page 5 to see the animals.
- Say *In my little zoo, I have a (monkey).*
- Choose a child to continue the sentence, adding another animal from Lesson 2.
- Continue until all of the words from Lesson 2 have been covered, or a child has forgotten the order.
- Repeat, starting with a different animal.

Lead-in

- Tell children they are going to learn the months of the year.
- Write the word *January* on the board. Elicit that this is a month. Children may know it is the first month.
- Write the first letters of the next five months on the board. Elicit any known months, but don't fill the months in. With a strong class you may wish to do this for all eleven remaining months.
- Ask children to open their books to page 6.
- Read the months in the correct order and ask children to point to the correct calendar pages.
- Read the months again, pausing after each for children to repeat.
- Repeat (more than once if necessary).
- Read out the months again, pausing after every two months to ask children to call out the next month.

1 Listen and sing. 03

- Play the recording for children to follow along.
- Recite the words together in class, without the recording. Say each line and ask children to repeat.
- Play the recording again for children to sing along.

2 Ask and answer about you.

- Ask two children to read the speech bubbles for the class.
- Choose a confident child and ask him / her the questions to demonstrate that children answer for themselves.
- Ask children to work in pairs, taking turns to ask and answer the questions.
- Monitor the activity and help where necessary.
- You may ask some children to ask and answer the questions in front of the class.

Differentiation

- Write the months in a row on the board. Ask children *When's your birthday?* Then ask them to come one by one to the front and write his / her name under the correct month.

Below level:

- Look at the board together and ask questions about the children in the class, e.g. *When is (Ahmet's) birthday?*

At level:

- Call some children to the front. Tell children to get into order by birthday. Afterwards, they can tell the class their birthday months, e.g. *My birthday is in (December).*

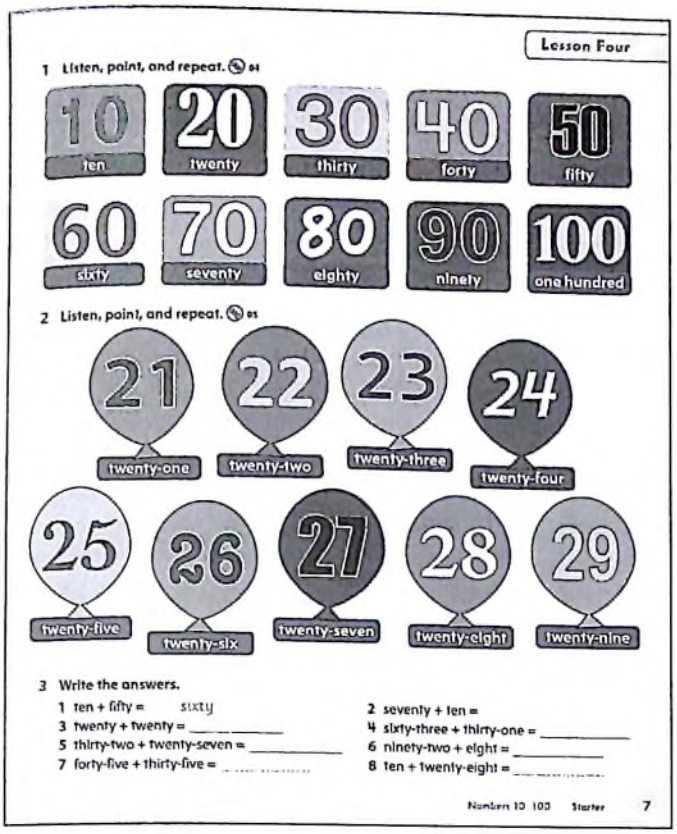
Above level:

- Have children get into pairs and ask when other people's birthdays are, e.g. *When is your sister's birthday?*

Further practice

Workbook page 6

Online Practice • Starter Unit • Lesson Three



Lesson Four SB page 7

Learning outcomes

To review the numbers 10–100

Language

Recycled: numbers 10–100

Materials

CD 03–05

Oxford iTools Digital classroom • Starter • Words

Warmer 03

- Tell children you are going to play *Twelve months in a year* from Lesson 3, and they should stand up when they hear the month with their birthday.
- Play the song. Children stand up when their birthday month is said.
- Call out the months in random order for children to stand up. Increase the speed until children can't keep up.

Lead-in

- Write the numbers 1–10 on the board and elicit the words.
- Ask children to repeat the words chorally, then erase two numbers and repeat.
- Repeat, erasing more words each time until children are saying the numbers 1–10 from memory.
- Write the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 on the board and elicit the words from children.

1 Listen, point, and repeat. 04

- Ask children to open their books and look at the numbers in Exercise 1.
- Play the first part of the recording. Children listen and point to the appropriate number.
- Play the second part for children to repeat.
- Play the recording through again. Children listen and point, then repeat the words chorally.

2 Listen, point, and repeat. 05

- Focus children's attention on the numbers in Exercise 2.
- Read out the first number, 21 (*twenty-one*), to remind children of the form. Elicit the other numbers.
- Play the first part of the recording. Children listen and point to the appropriate number.
- Play the second part of the recording for children to repeat.
- Play the recording through again for children to listen and point, and then repeat the words chorally.

3 Write the answers.

- Tell children they are going to do some math sums.
- Write these equations on the board:
  ten + ten = ? / ten + twenty = ?
- Ask children to point to the answers in Exercise 1.
- Look at the example in Exercise 3 and check that children understand the exercise.
- Children do the rest of the exercise individually. Check the answers in class. Children call out the answers.

Differentiation

Below level:

- Ask children to read the equations aloud and then rewrite them with numbers, e.g. *10 + 50 = 60*. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, have them write additional equations. They swap papers with a partner and write the answers. Monitor and check answers.

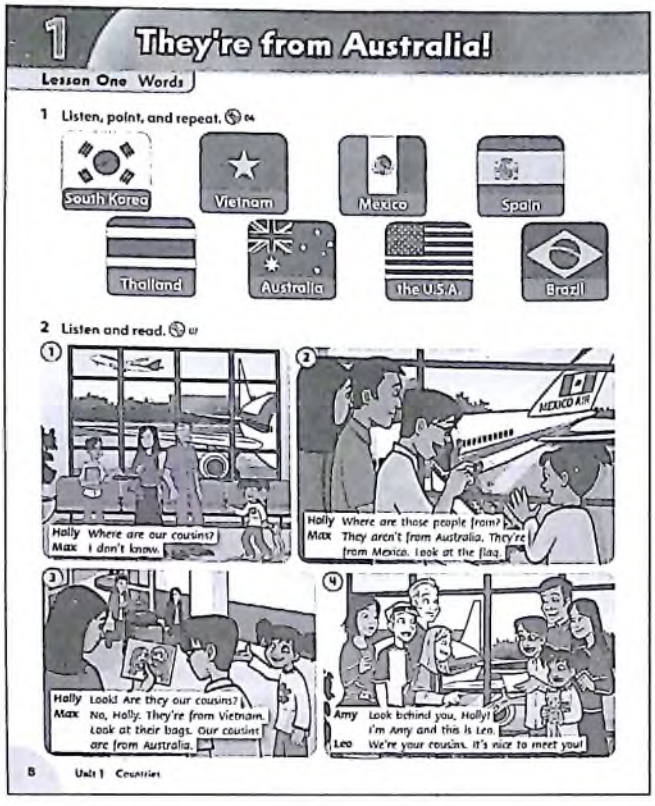
ANSWERS

1. sixty 2. eighty 3. forty 4. ninety-four
5. fifty-nine 6. one hundred 7. eighty 8. thirty-eight

Further practice

Workbook page 7
Starter test, Assessment and Resource CD-ROM
Online Practice • Starter Unit • Lesson Four

1 They're from Australia!



Lesson One SB page 8

Words

Learning outcomes
To identify different countries
To understand a short story

Language
Core: *South Korea, Vietnam, Mexico, Spain, Thailand, Australia, the U.S.A., Brazil*
Recycled: family words
Extra: *our, know, photo, from, Hi!, Really?, old*

Materials
CD 06–07; *My family* flashcards 1–10; *Countries* flashcards 11–18

Oxford iTools Digital classroom • Unit 1 • Words/Story

Warmer

- Hold up flashcards 7–10 of Max, Holly, Amy, and Leo and ask *Who is he / she?*
- Draw a family tree on the board and put the flashcards in the correct places.
- Hold up flashcards 3–6 of the parents and ask questions, e.g. *Is he Holly's dad / uncle?* Put them into the family tree.
- Repeat for flashcards 1–2 of Grandma and Grandpa.
- Point to the flashcards and say all of the family words for children to repeat.

Lead-in

- Tell children they are going to learn the names of some countries. Hold flashcards 11–18 up one at a time and ask *What country is this?* Try to elicit the names, but model any the children don't know.
- Say the words for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 06

- Ask children to open their books and look at the pictures of the flags for the different countries.
- Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the recording through. Children listen and point, and then repeat the words chorally.

Differentiation

Below level:

- Review the country names again by playing *Listen, point, and say* (see page 8).

At level:

- Play *Quick flash* with the *Countries* flashcards to reinforce the words (see page 8).

Above level:

- Ask children to think of other countries they know and write them down. If they know what the flag looks like, encourage them to draw it. Children can share with the class if time allows.

2 Listen and read. 07

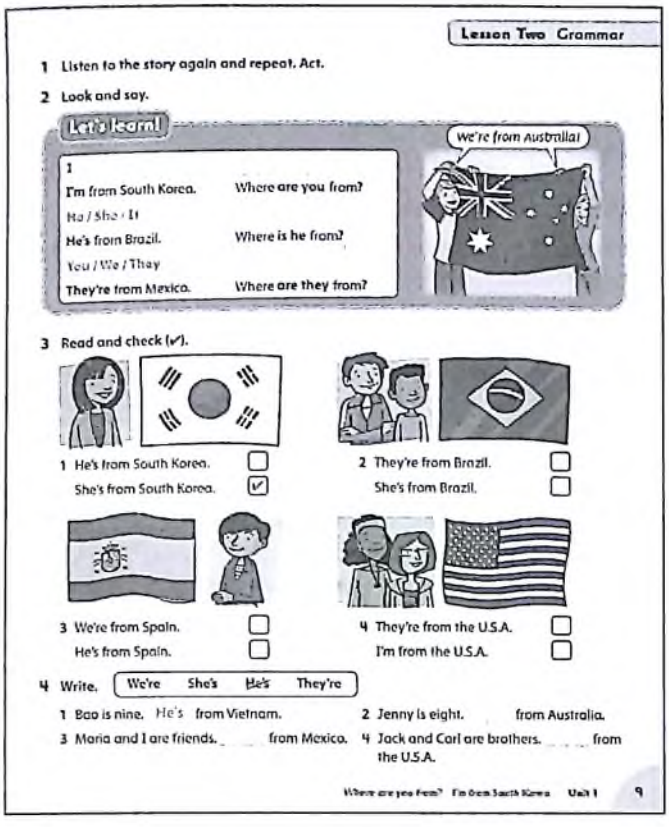
- Focus children's attention on the story. Talk about each frame. Ask *Who are the children? Are they at home? Where are they?* Elicit or remind children of the word *airport*. Ask *What does Mom / Holly / Max have?* Encourage predictions.
- Play the recording. Children listen and follow the words of the story in their books.
- Ask comprehension questions, e.g. *Who do Holly and Max meet? Where are their cousins from?*
- Play the recording a second time for children to follow.
- Ask children to find the words from Exercise 1 that appear in the story (*Mexico, Australia, the U.S.A.*).

Further practice

Workbook page 8

Values 1 worksheets, Unit 1–3, Assessment and Resource CD-ROM

Online Practice • Unit 1 • Words


Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I'm from South Korea. Where are you from?
He's from Brazil. Where is he from?
They're from Mexico. Where are they from?

We're from Australia!

3 Read and check (✓).

1 He's from South Korea. ☑ She's from South Korea. ☐
2 They're from Brazil. ☐ She's from Brazil. ☐
3 We're from Spain. ☐ He's from Spain. ☐
4 They're from the U.S.A. ☐ I'm from the U.S.A. ☐

4 Write. We're She's He's They're

1 Bao is nine. He's from Vietnam.
2 Jenny is eight. from Australia.
3 Maria and I are friends. from Mexico.
4 Jack and Carl are brothers. from the U.S.A.

Lesson Two SB page 9

Grammar

Learning outcomes
To review and use the short form of *be* in affirmative sentences and questions
To review personal pronouns
To act out a story

Language
Core: *I'm from South Korea. Where are you from? He's from Brazil. Where is he from? They're from Mexico. Where are they from?*
Extra: *friend*

Materials
CD 07; *Countries* flashcards 11–18; Flashcards 9–10

Oxford iTools Digital classroom • Unit 1 • Grammar

Warmer

- Play *Snap!* with the *Countries* flashcards (see page 8).

Lead-in

- With books closed, ask children to tell you the names of the children in the story.
- Ask questions about story, e.g. *Who do Max and Holly meet? Where are Leo and Amy from?*
- Ask children to open their books to page 8 and find three countries in the story (*Mexico, Vietnam, Australia*).

1 Listen to the story again and repeat. Act. 07

- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play Holly, Max, Mom, Amy, and Leo. As a class, decide on the actions for the story.
- Play the recording again. Children mime the actions as they listen and say their lines.
- Let children practice acting out the story in groups, then ask one or two groups to come to the front and act.

2 Look and say.

- Focus on the picture in the *Let's learn!* box. Ask *Where are the children from?* Elicit *(They're from) Australia.* Ask a child to read the speech bubble.
- Say *I'm from (your country).* Ask individual children *Where are you from?*
- Read the sentences and questions in the *Let's learn!* chart, pausing after each one for children to repeat.
- Focus on the sentences on the left of the chart. Ask what *'m, 's* and *'re* are short for (*am, is,* and *are*). Write the words separately on the board. then together, e.g. *I am, I'm.*
- Ask children to close their books. Copy the sentences and questions onto the board, leaving the pronouns, but erasing the verbs.
- Ask children to read the sentences on the board aloud, completing them with the missing letters or words.

3 Read and check (✓).

- Write *She's from Australia / He's from Australia* on the board.
- Hold up flashcard 9 of Amy and ask children to tell you the correct sentence. Repeat with flashcard 10 of Leo.

ANSWERS

1. She's from South Korea. 2. They're from Brazil.
3. He's from Spain. 4. They're from the U.S.A.

4 Write.

- Write the first sentence from the book on the board and ask the class what word should go in the blank.
- Let children complete the exercise individually.

Differentiation

Below level:

- Review the pronouns in the box by pointing to a girl for *she*, a group that includes you for *we*, etc. Call out a pronoun and have students show who it represents. Then they complete the activity independently.

At level:

- Children complete the activity.

Above level:

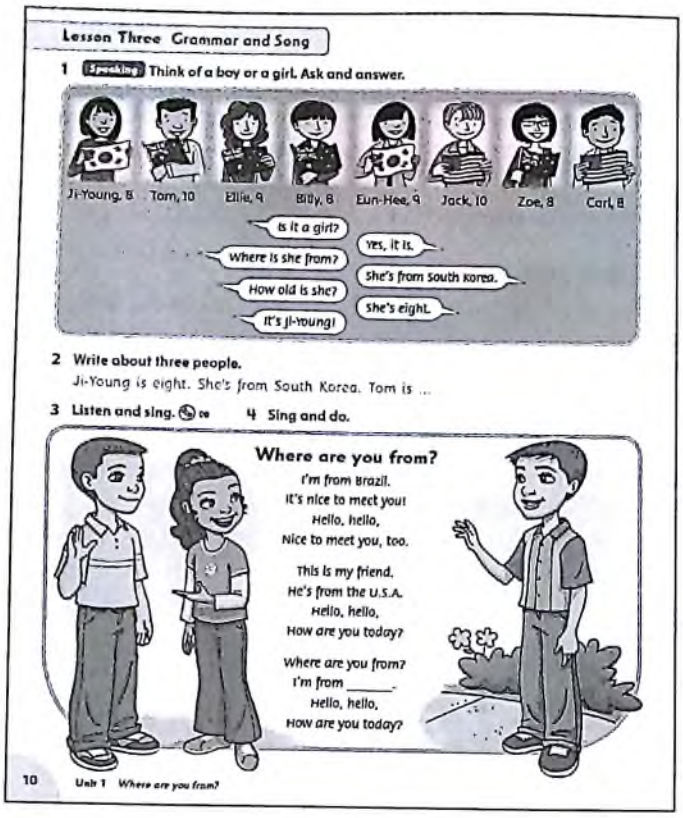
- After children complete the activity, ask them to illustrate the sentences. Use Exercise 3 as a model.

ANSWERS

1. He's 2. She's 3. We're 4. They're

NOTE: Now go to Workbook page 128 for children to practice the grammar structure before doing Workbook page 9.

Further practice
Grammar Time, Workbook page 128
Workbook page 9
Online Practice • Unit 1 • Grammar



Lesson Three SB page 10

Grammar and Song

Learning outcomes
To ask and answer simple questions with *be*
To write sentences with *be*
To use *be* and countries in the context of a song

Language
Extra: *It's nice to meet you, How are you?, today*

Materials
CD 08

Oxford iTools Digital classroom • Unit 1 • Grammar and Song

Warmer

- Play *Freeze* (see page 9).

Lead-in

- Ask children to open their Student Books and look at the pictures in Exercise 1.
- Ask a child *Where is Ji-Young from? (South Korea).* Ask the child to choose another picture and ask a friend in the class *Where is (Jack) from?* Repeat around the class.

1 Think of a boy or a girl. Ask and answer.

- Ask children to look at the pictures and find the girls. Children call out the girls' names (*Ji-Young, Ellie, Eun-Hee, and Zoe*).
- Ask *Which girls are from South Korea? (Ji-Young and Eun-Hee).*
- Cross out Ellie and Zoe in your book (in pencil) and point to Ji-Young and Eun-Hee. Ask *Who is eight years old, Ji-Young or Eun-Hee?*
- Ask two children to read out the speech bubbles.
- Ask children to work in pairs and do the exercise. Children should choose four pictures each.
- Ask some pairs to ask and answer their questions for the class.

2 Write about three people.

- Read the example with the children and check that they understand the exercise.
- Ask children to write about three more people, using the example to help them. Monitor and help where necessary.
- Ask some children to read out their sentences.

Differentiation

Below level:

- Do a second example using *Tom*. Ask children questions, e.g. *Is Tom a boy or a girl?* Encourage them to take notes. Use the notes to write sentences about Tom together. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- Ask children to look at page 4 and write a mystery sentence about one of the four children, Max, Holly, Amy, or Leo. Children should write *He* or *She* instead of the name and write about the character's age or country or brother / sister. (Note that we don't know Max or Amy's age.) With books closed, ask one child to read his / her sentence. The other children guess the character. Repeat with other children.

3 Listen and sing. 08

- Point to the song pictures and ask questions, e.g. *Are the children talking? Are they friends? Are they meeting a new boy? Are they saying "hello"?*
- Play the recording. Children listen and look at the pictures in their books.
- Play the recording again for children to follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.

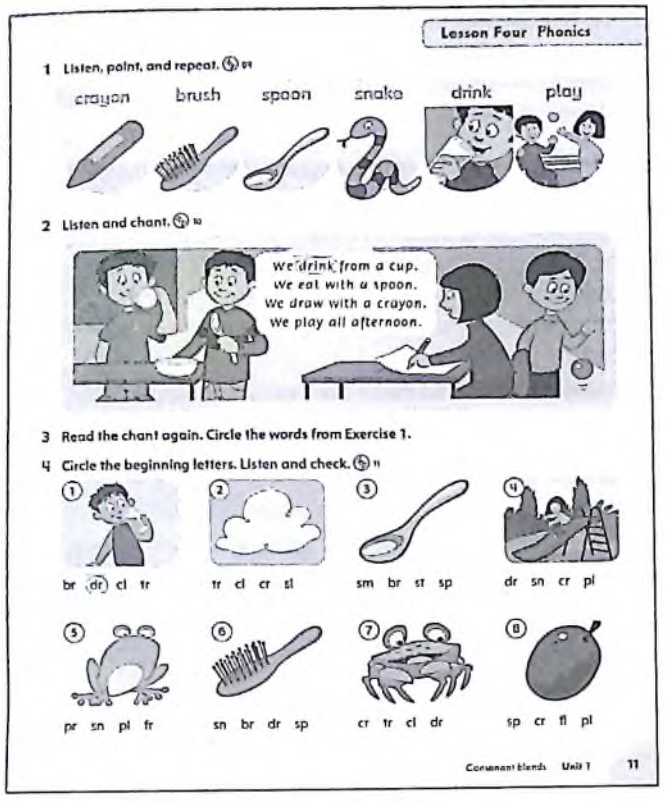
4 Sing and do. 08

- As a class decide on the actions for the song (see below).
- Practice the actions with the class.
- Play the recording for children to listen and do the actions.

Song actions

Where are you from? / How are you today? – draw a question mark in the air
I'm from Vietnam / Brazil – point to yourself
Hello, hello – wave
This is my friend – point to a classmate
He's from the U.S.A. – point to a (male) classmate
It's nice to meet you! / Nice to meet you, too – shake hands or wave

Further practice
Workbook page 10
Online Practice • Unit 1 • Grammar and Song


Lesson Four Phonics

1 Listen, point, and repeat. 09

crayon brush spoon snake drink play

2 Listen and chant. 10

We drink from a cup.
We eat with a spoon.
We draw with a crayon.
We play all afternoon.

3 Read the chant again. Circle the words from Exercise 1.

4 Circle the beginning letters. Listen and check. 11

① br dr cl tr
② tr cl cr sl
③ sm br st sp
④ dr sn cr pl
⑤ pr sn pl fr
⑥ sn br dr sp
⑦ cr tr cl dr
⑧ sp cr fl pl

Consonant blends Unit 1 11

Lesson Four SB page 11

Phonics

Learning outcomes

To review pronunciation of the consonant blends *cr, br, sp, sn, dr,* and *pl*

To differentiate between the sounds /kr/, /br/, /sp/, /sn/, /dr/, and /pl/ produced by these consonant blends

To use these sounds in the context of a chant

Language

Core: *crayon, brush, spoon, snake, drink, play*

Extra: *cup, eat*

Materials

CD 08, 09–11; Phonics cards 1–3 (brush, spoon, snake); Level 2 Phonics cards 11–12 (frog, drum), 14, 16, and 18 (crayon, plum, cloud) (optional)

Oxford iTools Digital classroom • Unit 1 • Phonics

Warmer 08

- Play the song *Where are you from?* from page 10. Children listen and do the actions.

Lead-in

- Hold up the phonics cards for *brush, spoon,* and *snake,* one at a time, saying the words for children to repeat.
- Give three children the cards. Ask them to come to the front and hold the cards up so that everyone can see them.
- Point to each card for the class to name.
- Point to the cards at random, and get faster and faster until children can't keep up with you.

1 Listen, point, and repeat. 09

- Ask children to look at Exercise 1. 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 to the appropriate pictures.
- Play the second part. Children repeat the sounds and words chorally.
- Play the recording through (more than once if necessary). Children point and repeat again.

2 Listen and chant. 10

- Ask children to look at the picture. Point to each child and ask *What does the boy / girl have? What is he / she doing?*
- Play the recording. Children follow along.
- Play the chant again, pausing after each line for children to repeat.
- Play the chant once more for children to join in.

3 Read the chant again. Circle the words from Exercise 1.

- Ask children to look at the chant again. Focus on the circled word *drink* and ask children to find it in the pictures in Exercise 1.
- Ask children to find and circle four more words from Exercise 1 in the chant.

ANSWERS

drink, spoon, brush, crayon, play

4 Circle the beginning letters. Listen and check. 11

- Ask children to look at the first picture. Ask *What's the word?* to elicit *drink.*
- Write the letters *br, dr, cl,* and *tr* on the board. Say *drink,* then read out the options and ask children to clap when they hear the correct one.
- Play the recording. Children listen and check after completing the exercise.
- Go through the answers with the class.

Differentiation

Below level:

- Use the Phonics cards to review the words and sounds again. Say the words and have children repeat. Then give a card to each student. Call on children and ask them to say their word aloud. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, ask them to think of more words that start with those sounds. Have them work in pairs to make a list of the words they know.

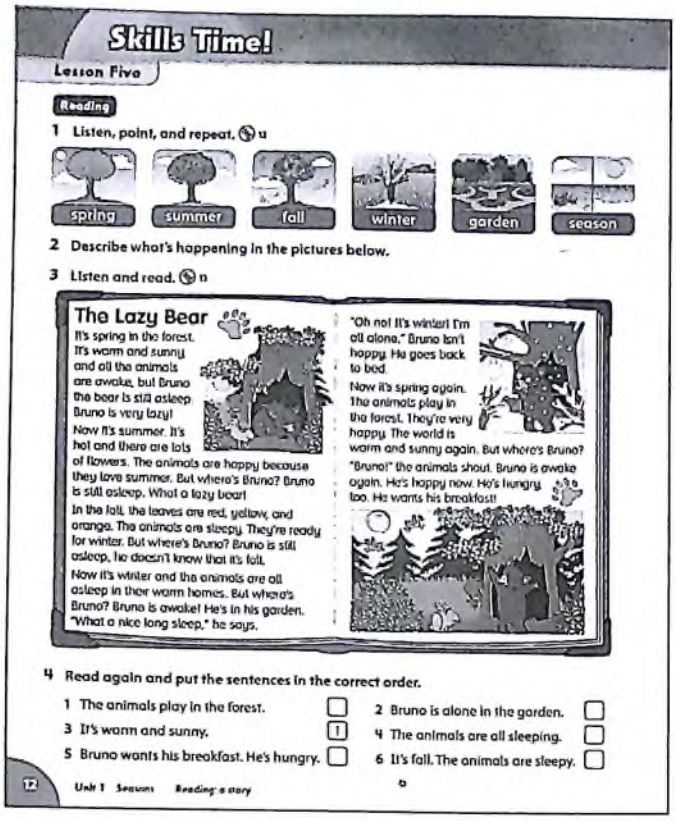
ANSWERS

1. dr 2. cl 3. sp 4. pl 5. fr 6. br 7. cr 8. pl

Further practice

Workbook page 11

Online Practice • Unit 1 • Phonics



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat. 11

spring summer fall winter garden season

2 Describe what's happening in the pictures below.

3 Listen and read. 11

The Lazy Bear

It's spring in the forest. It's warm and sunny and all the animals are awake, but Bruno the bear is still asleep. Bruno is very lazy!

Now it's summer. It's hot and there are lots of flowers. The animals are happy because they love summer. But where's Bruno? Bruno is still asleep. What a lazy bear!

In the fall, the leaves are red, yellow, and orange. The animals are sleepy. They're ready for winter. But where's Bruno? Bruno is still asleep. He doesn't know that it's fall.

Now it's winter and the animals are all asleep in their warm homes. But where's Bruno? Bruno is awake! He's in his garden. "What a nice long sleep," he says.

"Oh no! It's winter! I'm all alone," Bruno isn't happy. He goes back to bed.

Now it's spring again. The animals play in the forest. They're very happy. The world is warm and sunny again. But where's Bruno?

"Bruno!" the animals shout. Bruno is awake again. He's happy now. He's hungry too. He wants his breakfast!

4 Read again and put the sentences in the correct order.

1 The animals play in the forest. ☐
2 Bruno is alone in the garden. ☐
3 It's warm and sunny. 1
4 The animals are all sleeping. ☐
5 Bruno wants his breakfast. He's hungry. ☐
6 It's fall. The animals are sleepy. ☐

12 Unit 1 Seasons Reading: a story

Lesson Five SB page 12

Skills Time!

Skills development

Reading: read and understand a story; read for the main idea; understand a sequence of events in a story

Language

Core: *spring, summer, fall, winter, garden, season*

Recycled: vocabulary and structures seen previously

Extra: *awake, asleep, lazy, sleepy*

Materials

CD 12–13; *Seasons / Home* flashcards 19–24; a piece of plain paper for each child; colored pencils (optional)

Oxford iTools Digital classroom • Unit 1 • Reading

Warmer

- Play *Listen, point, and say* (see page 8) to review the country words.
- Ask the children to say which countries are hot and which are colder.

Lead-in

- Use flashcards 19–24 to elicit the vocabulary for the four seasons. Model any words that children don't know. Hold the flashcards up and ask the children to repeat the words.
- Ask the children to say what the weather is like in each season and what activities they do. Ask the children their favorite season.
- Explain that some animals hibernate in the winter. Ask children why they think some animals hibernate (to save energy when it is cold and difficult to find food).

1 Listen, point, and repeat. 12

- Focus on the pictures in Exercise 1. Play the recording. Children listen and point to the pictures, then listen and repeat the words, first chorally, then individually.

2 Describe what's happening in the pictures below.

- Tell the children they are going to read a story about a bear. Ask the children to look at the pictures and find the bear. Ask them to say what the bear is doing and how the bear feels in each picture. Ask them to name any other items in the picture and to say which season each picture shows.
- Ask the children to make predictions about the story. Write their predictions on the board.

3 Listen and read. 13

- Play the recording. Children listen and follow along silently. Play it a second time and answer any questions.
- Ask comprehension questions, e.g. *What's the weather like in (spring)? Where is Bruno? What does he do?*

4 Read again and put the sentences in the correct order.

- Explain that children are going to put sentences about the story in order.
- Look at the example, ask the children to find the relevant part of the story, and check they understand the activity.
- Allow time for the children to complete the activity, then check answers as a class.

Differentiation

- Tell children to take out colored pencils / markers / crayons. Give each child paper.

Below level:

- Children draw themselves doing an activity in their favorite season. They write words on their picture to describe it, e.g. summer, beach, hot. Encourage them to make at least one sentence.

At level:

- Children draw themselves doing an activity in their favorite season. They then write two or three sentences about their picture (e.g. *Fall is my favorite season. It's cool and windy. I go to the park and fly my kite.*).

Above level:

- Children fold the paper into four and label each section as one season. Children write as many sentences as they can for each season.

ANSWERS

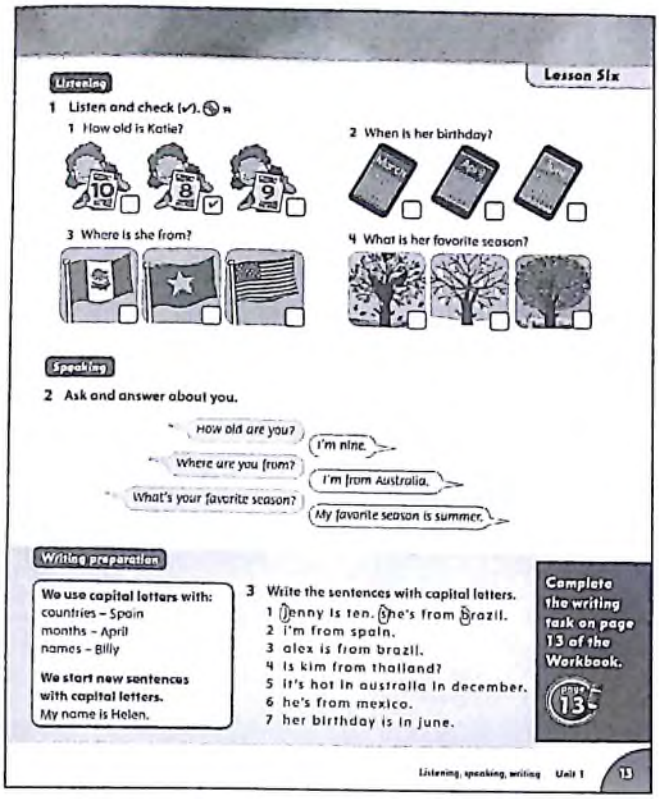
1. 2 2. 5 3. 1 4. 4 5. 6 6. 3

Further practice

Workbook page 12

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

Online Practice • Unit 1 • Reading



Lesson Six

Listening

1 Listen and check (✓). 03

1 How old is Katie?

2 When is her birthday?

3 Where is she from?

4 What is her favorite season?

Speaking

2 Ask and answer about you.

How old are you? I'm nine.

Where are you from? I'm from Australia.

What's your favorite season? My favorite season is summer.

Writing preparation

We use capital letters with:
countries – Spain
months – April
names – Billy

We start new sentences with capital letters.
My name is Helen.

3 Write the sentences with capital letters.
1 jenny is ten. she's from brazil.
2 i'm from spain.
3 alex is from brazil.
4 is kim from thailand?
5 it's hot in australia in december.
6 he's from mexico.
7 her birthday is in june.

Complete the writing task on page 13 of the Workbook.

page 13

Listening, speaking, writing Unit 1 13

Lesson Six SB page 13

Skills Time!

Skills development

Listening: understand specific information to identify the correct picture

Speaking: ask and answer questions about you and your favorite season

Writing: identify and use capital letters in sentences; write about yourself (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *favorite*

Materials

CD 03, 14

Oxford iTools Digital classroom • Unit 1 • Skills Time!

Warmer 03

- Play the song *Twelve months in a year* from page 6. Children stand up when they hear their month.

Lead-in

- Ask children what they remember about the story on page 12. Ask *Who lives in the forest? Why is he all alone? What seasons are mentioned?*
- Tell children to open their books and find adjectives to describe the seasons.

1 Listen and check (✓). 14

- Tell children they are going to hear a recording of a girl talking about the things in the pictures.
- Play the recording through. Children point to the correct picture. Play it again, pausing for children to check.

ANSWERS

1. picture 2 (8) 2. picture 1 (March) 3. picture 3 (the U.S.A.) 4. picture 3 (summer)

2 Ask and answer about you.

- Ask two children to read the speech bubbles for the class.
- Children take turns to ask and answer the questions.
- Choose some pairs to ask and answer in front of the class.

3 Write the sentences with capital letters.

- Ask children to look at Exercise 1 again. Ask *Who is the girl? When is her birthday? Where is she from?*
- Write the answers on the board without capital letters (*katie*, *march*, and *the u.s.a.*).
- Ask *Are the words correct?* Elicit that they have no capital letters, and correct the words with the class.
- Focus attention on the examples in the Writing preparation box. Ask children to call out more countries, months, and names and write these on the board.
- Correct the example sentence with the class, then children complete the exercise individually, copying the sentences into their notebooks.

Differentiation

Below level:

- Have children look at the box on page 13. Ask them what countries, months, and names they know. Split children into two or more teams and see who can make the longest list. Monitor to ensure capital letters are used. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children complete the activity, ask them to write three more sentences without any capital letters. Use Exercise 3 as a model. They switch papers with a classmate and circle the letters that should be capitalized.

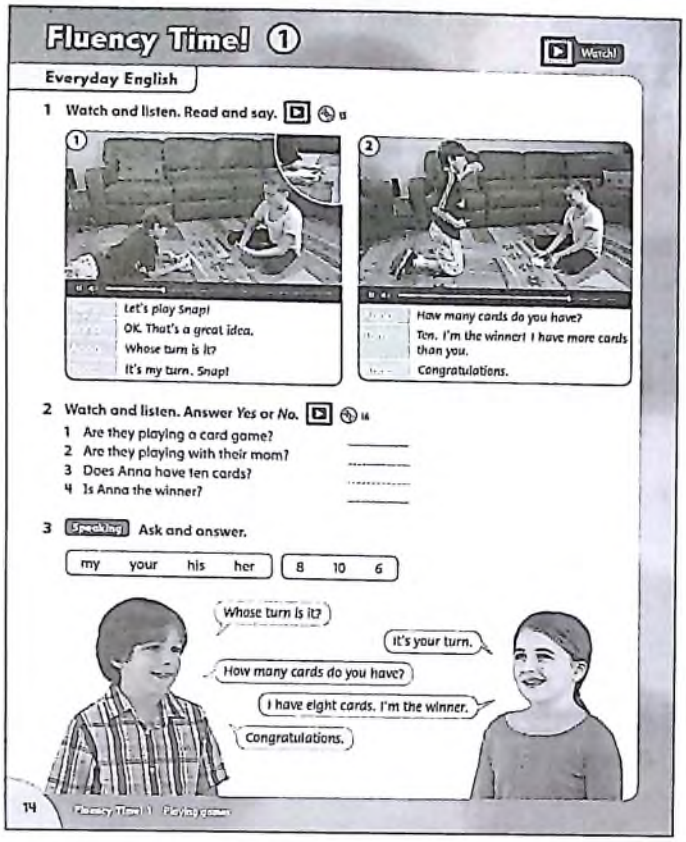
ANSWERS

1. Jenny is ten. She's from Brazil.
2. I'm from Spain.
3. Alex is from Brazil.
4. Is Kim from Thailand?
5. It's hot in Australia in December.
6. He's from Mexico.
7. Her birthday is in June.

Further practice

Workbook page 13 (children write about themselves)
Unit 1 test, Assessment and Resource CD-ROM
Online Practice • Unit 1 • Listening, Speaking, and Writing

Fluency Time! 1



Everyday English SB page 14

Learning outcomes

To learn some useful language for talking about playing games

Language

Whose turn is it? It's my turn. I'm the winner! Congratulations.

Materials

CD 15–16; 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 playing games. Ask the children what kinds of games they like to play.
- Pre-teach the phrase *my / your turn* (by holding a game piece, card, or die, then handing to different students) and *winner* (the person who won). Play *Snap!* (see page 8) with the flashcards 11–24 from Unit 1.

1 Watch and listen. Read and say. 15

- Focus on the pictures. Ask children to say where the people are (*at home*) and what they are doing (*playing a card game*).
- Play the DVD. Children listen and 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.

NOTE: If you do not have the DVD in class, you can find the recording on the class CD.

2 Watch and listen. Answer *Yes* or *No*. 16

- Pre-read the questions with the children. Tell them to listen carefully to find the answers..
- Play the DVD. Elicit answers from children.
- Play the DVD again to check answers, pausing if necessary to review incorrect answers or answer student questions.

ANSWERS

1. Yes 2. No 3. No 4. No

3 Ask and answer.

- Ask children to work in pairs to make some dialogues of their own.
- Ask two children to read the example dialogue aloud.
- In pairs, children read the example dialogue, then choose words from the boxes and act out more dialogues. Monitor children's performance. Invite some pairs to act out their dialogues for the class.

Differentiation

Below level:

- Break the dialogue up into two shorter exchanges. Have children practice the first question and answer (*It's your / his / her turn.*) a few times, then the second one (*I have eight / ten / six cards.*). Make sure children switch roles for even practice.

At level:

- Children complete the activity.

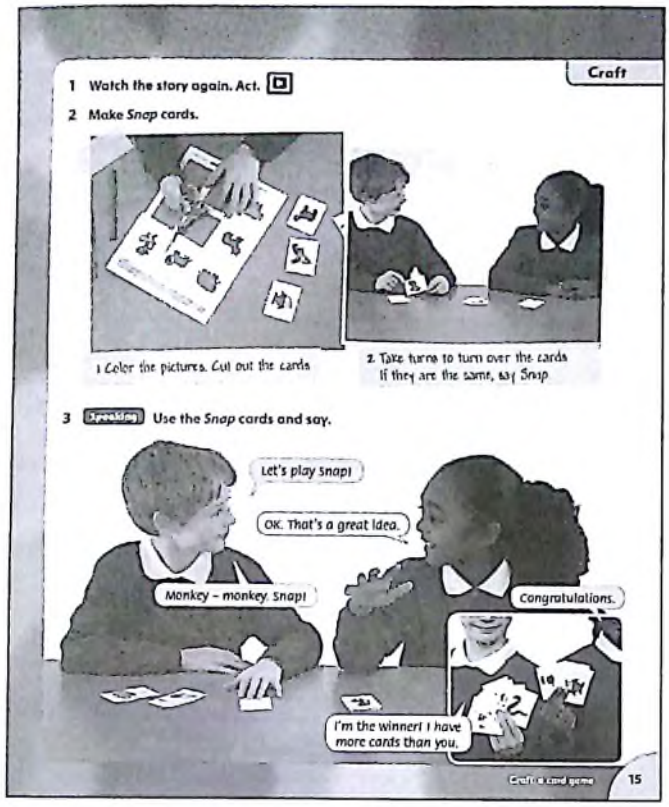
Above level:

- Extend the activity by asking children to think about other games and activities, e.g. *a kickball / board / video game* and *How many points…?*

NOTE: If you like, you can ask the children to bring a photo or draw a picture of their favorite game and tell the class about it.

Further practice

Workbook page 14
Fluency Time! 1, Fluency DVD
Online Practice • Fluency Time! 1



Craft SB page 15

Language

Let's play Snap!; OK. That's a great idea.; I'm the winner.; Congratulations!

Materials

Fluency DVD Fluency Time! 1 (optional); Fluency Craft 1 (Assessment and Resource CD-ROM) (one template for each child); completed *Snap* cards; colored pencils / markers / crayons and scissors for each group of children

Oxford iTools Digital classroom • Fluency Time! 1 • Craft

1 Watch the story again. Act.

- Draw children's attention to the story in Exercise 1 on Student Book page 14. Ask children what they can remember about the story.
- Play the Fluency DVD Fluency Time! 1 scenes 1–3. If you don't have time for the DVD, read the dialogue on Student Book page 14.
- Invite pairs of children to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

2 Make *Snap* cards.

- Focus on the pictures. Ask children to say what they think the child in the pictures is doing (*making Snap cards*).
- Ask *What do you need to make the cards?* to elicit *colored pencils, scissors.*
- Divide the class into groups. Give each child a copy of the card template (see Fluency Craft 1, Assessment and Resource CD-ROM). Give each group colored pencils / markers / crayons and scissors.
- Use the pictures and instructions to talk children through the process of making the cards. Demonstrate with your own completed cards and make sure children understand what they have to do.
- Move around the class as children work, asking questions, e.g. *What's this? How many cards do you have?*

NOTE: If you do not have time to use photocopies in class, you can skip to Exercise 3 and simply have children practice the dialogue. Put animal words on the board for them to use.

3 Use the *Snap* cards and say.

- Focus on the photo. Tell children they are going use their *Snap* cards to play a game in pairs.
- Ask two children to read the example dialogue aloud.
- The children can then act out dialogues in pairs, taking turns. The children can swap pairs to act out dialogues with new partners.
- Invite some pairs to act out their dialogues for the class.

Differentiation

Below level:

- Review the animals on the cards with children. Then put them in pairs and say the first two lines in their books. Let them play the game. At the end, ask *Who's the winner?* and elicit a response. Everyone says *Congratulations!* chorally.

At level:

- Children complete the activity.

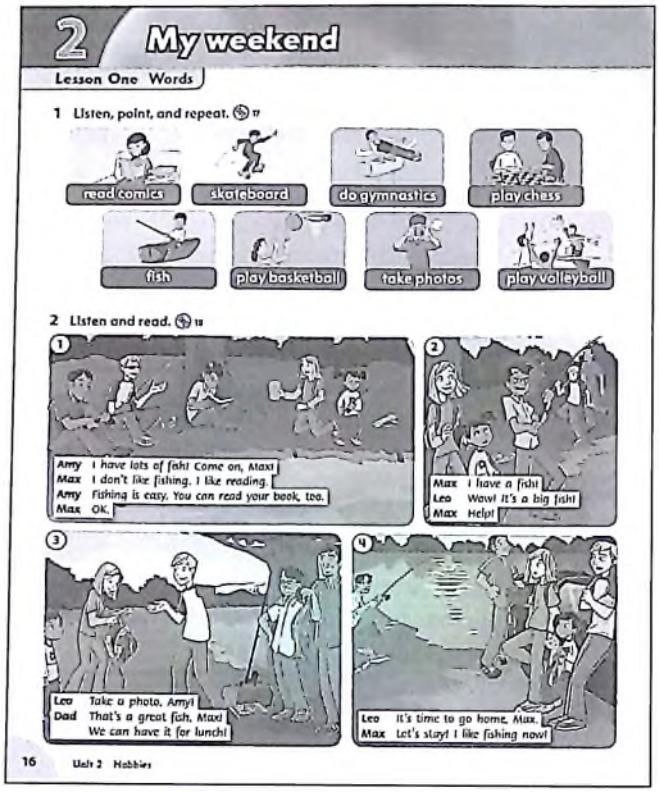
Above level:

- After children have played *Snap!* a few rounds, have them play a memory game. Ask children to shuffle the cards and put them face down on their desks. Take turns flipping over two cards at a time. If they match, keep them face up. If not, turn them back over. Whoever matches all their cards first, wins.

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

2 My weekend



Lesson One SB page 16

Words

Learning outcomes
To identify different hobbies
To understand a short story

Language
Core: *read comics, skateboard, do gymnastics, play chess, fish, play basketball, take photos, play volleyball*
Extra: *lots of, fish (n), like (v), you, can, Wow!, Help!, great, for, lunch, time, go home, let's..., stay*

Materials
CD 08, 17–18; *Countries* flashcards 11–18; *Hobbies* flashcards 25–32

Oxford iTools Digital classroom • Unit 2 • Words/Story

Warmer 08

- Write the first verse of *Where are you from?* from page 10 on the board. Leave a space for the country.
- Hold up a *Country* flashcard and sing the verse together. When you get to the country word, hold your hand to your ear for children to say the word without you.
- Repeat several times, holding up different flashcards.

1 Listen, point, and repeat. 17

- Use flashcards 25–32 to elicit the vocabulary for this lesson.
- Hold the flashcards up one at a time and model any words the children don't know. Then ask children to look at the pictures of the hobbies.
- Play the first part of the recording. Children point.
- Play the whole recording. Children listen and point. Then repeat chorally.

Differentiation

Below level:

- Play *Mime the word* (see page 9) using the vocabulary words.
- Encourage all the children to take turns.

At level:

- Play *A long sentence* (see page 9). Say *I read comics.* Ask a child to add another hobby, e.g. *I read comics and I take photos.* This child chooses another child to continue.
- Continue until you have practiced all the words or someone forgets the words in the chain.

Above level:

- Do the "at level" activity, but encourage children to make even longer sentences, e.g. *I read comics every day.* or *I skateboard at the park.*

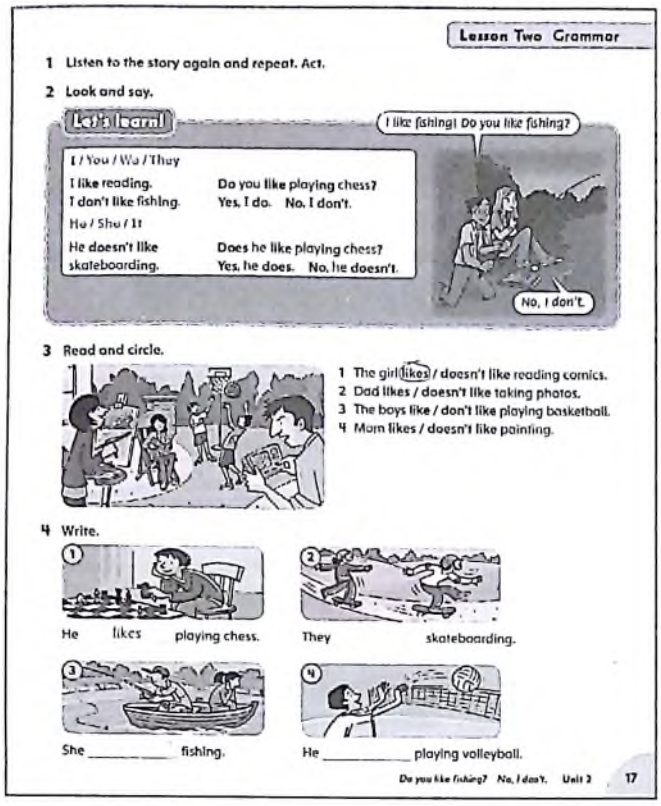
2 Listen and read. 18

- Focus children's attention on the story.
- Talk about each frame with the class and ask questions, e.g. *Where are the children? Who is fishing?* Encourage predictions.
- Play the recording. Children follow the story in their books.
- Ask comprehension questions, e.g. *Who has a fish? Is Max happy now?*
- Ask children to find the hobbies from Exercise 1 that appear in the story (*fish, take photos*).

Further practice

Workbook page 16

Online Practice • Unit 2 • Words


Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I / You / We / They

I like reading. Do you like playing chess?
I don't like fishing. Yes, I do. No, I don't.

He / She / It

He doesn't like skateboarding. Does he like playing chess?
Yes, he does. No, he doesn't.

I like fishing! Do you like fishing?

No, I don't.

3 Read and circle.

1 The girl likes / doesn't like reading comics.
2 Dad likes / doesn't like taking photos.
3 The boys like / don't like playing basketball.
4 Mom likes / doesn't like painting.

4 Write.

He likes playing chess.

They skateboarding.

She _____ fishing.

He _____ playing volleyball.

Do you like fishing? No, I don't. Unit 2 17

Lesson Two SB page 17

Grammar

Learning outcomes

To identify affirmative, negative, and question forms of the simple present: *like* + *-ing*

To identify the third person singular form of *like* + verb + *-ing*

To complete sentences with the third person singular and plural form of *like*

To act out a story

Language

Core: *I like reading. I don't like fishing. Do you like playing chess? Yes, I do. / No I don't. He doesn't like skateboarding. Does he like playing chess? Yes, he does. / No, he doesn't.*

Materials

CD 18; *Hobbies* flashcards 25–32

Oxford iTools Digital classroom • Unit 2 • Grammar

Warmer

- With books closed, point to the flashcards. Ask which two hobbies were in the story (*fish, take photos*).
- Ask what happened in the story. Ask *What do the children do? Does Max like fishing now?*
- Ask them to look at the story on page 16 and find something else you can use for a hobby (*a skateboard*).

1 Listen to the story again and repeat. Act. 18

- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play the parts of Holly (silent), Amy, Max, Leo, and Dad.
- As a class decide on the actions for the story.
- Play the recording again. Children mime the actions as they listen and say their character's lines.
- Let children practice in groups, then ask one or two groups to act out the story in the front.

2 Look and say.

- Ask children to turn to page 17. Focus on the *Let's learn!* box and ask two children to read the speech bubbles.
- Say *I like reading comics. Do you like reading comics?* Ask a few children and elicit *Yes, I do* or *No, I don't.*
- Read the sentences in the chart, pausing after each one for children to repeat the sentence.
- Write *He likes...* and *She doesn't like...* on the board and place some *Hobbies* flashcards next to the words. Elicit the new sentences, e.g. *He likes fishing. She doesn't like playing chess.*

3 Read and circle.

- Look at the example with children and check that they understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Check pronunciation of *does* /dʌz/ and *doesn't* /dʌznt/.

ANSWERS

1. likes 2. doesn't like 3. like 4. likes

4 Write.

- Look at the example with children and check that they understand the exercise before completing it individually.

Differentiation

Below level:

- Look at the *Let's learn!* box again with children. Ask children to read the sentences aloud. Work together to make a few more examples. Focus on the different forms, e.g. *I like, He likes.* Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to make the positive sentences negative and the negative ones positive. If time permits, children can illustrate their new sentences to reinforce meaning.

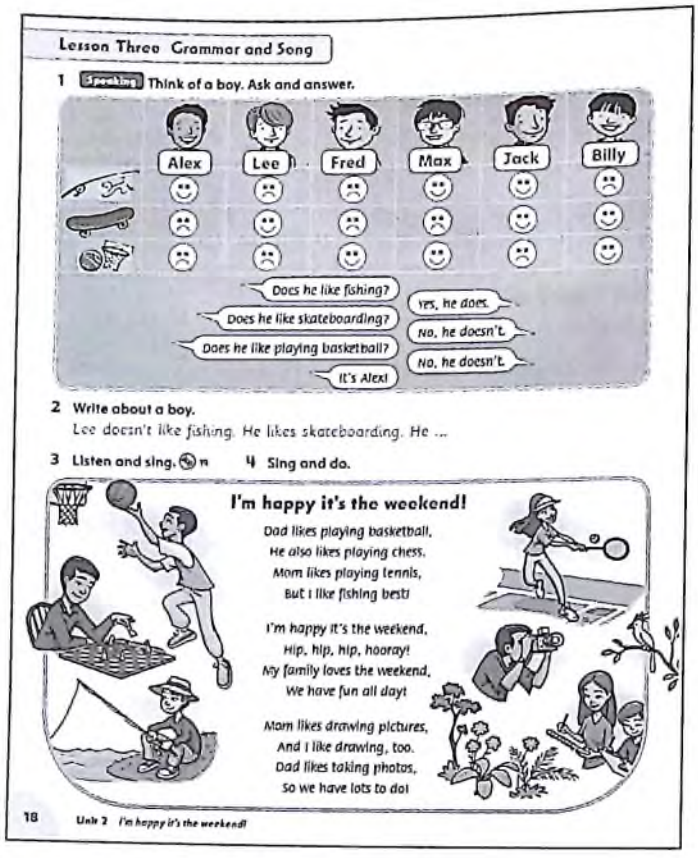
ANSWERS

1. likes 2. don't like 3. doesn't like 4. likes

NOTE: Go to Workbook page 128 to practice the grammar structure before assigning Workbook page 17.

Further practice

Grammar Time, Workbook page 128
Workbook page 17
Online Practice • Unit 2 • Grammar


Lesson Three Grammar and Song

1 Speaking Think of a boy. Ask and answer.

Alex Lee Fred Max Jack Billy

Does he like fishing? Yes, he does.
Does he like skateboarding? No, he doesn't.
Does he like playing basketball? No, he doesn't.
It's Alex!

2 Write about a boy.
Lee doesn't like fishing. He likes skateboarding. He ...

3 Listen and sing. 19 4 Sing and do.

I'm happy it's the weekend!

Dad likes playing basketball,
He also likes playing chess.
Mom likes playing tennis,
But I like fishing best!

I'm happy it's the weekend,
Hip, hip, hip, hooray!
My family loves the weekend,
We have fun all day!

Mom likes drawing pictures,
And I like drawing, too.
Dad likes taking photos,
So we have lots to do!

18 Unit 2 I'm happy it's the weekend!

Lesson Three SB page 18

Grammar and Song

Learning outcomes

To ask and answer questions with *does + like + -ing*

To write sentences with *likes / doesn't like + -ing*

To use *like + -ing* and hobby words in the context of a song

Language

Extra: *happy, play tennis, like + best, weekend, Hip, hooray!, picture, have fun, all day, lots to do*

Materials

CD 19; *Hobbies* flashcards 25–32

Oxford iTools Digital classroom • Unit 2 • Grammar and Song

Warmer

- Hold up *Hobbies* flashcards 26, 29, and 30 (*skateboard, fish,* and *play basketball*), shuffle them, and give each one to a child. They mustn't show the class their cards.
- Tell children their three classmates each like the hobbies on the cards. The class must say who likes each hobby.
- Children guess, e.g. *(Carl) likes fishing.* If the sentence matches the card, the child shows the card and gives it to the classmate who guessed correctly. If it doesn't, the child keeps the card and children guess again.
- Collect the cards, shuffle, and repeat.

1 Think of a boy. Ask and answer.

- Ask children to turn to page 18, Exercise 1. Look at the pictures and ask *Which hobby does Alex like? (Fishing).*
- Ask children to find the boys who like fishing (*Alex, Max, and Jack*). Do the same for skateboarding and basketball.
- Ask two children to read the speech bubbles for the class and check understanding.
- Ask children to work in pairs and choose three boys each.
- Ask some pairs to ask and answer for the class.

2 Write about a boy.

- Read the example with the children and elicit the third sentence about Lee (*He doesn't like playing basketball*).
- Ask children to write about another boy, using the example to help them.
- Ask some children to read out their sentences.

Differentiation

Below level:

- Ask children what three hobbies they see in the chart. Say the example together. Ask children to say a sentence about one of the other boys. After practicing aloud, ask children to write at least one sentence on their own.

At level:

- Children complete the activity.

Above level:

- After children finish, play a guessing game. Put children into pairs. Ask them to close their books. One child reads his first sentence using "he", e.g. *He likes fishing. Who is it?* The other guesses, e.g. *It's Max.* Continue until both children have guessed correctly. If time permits, switch partners and play again.

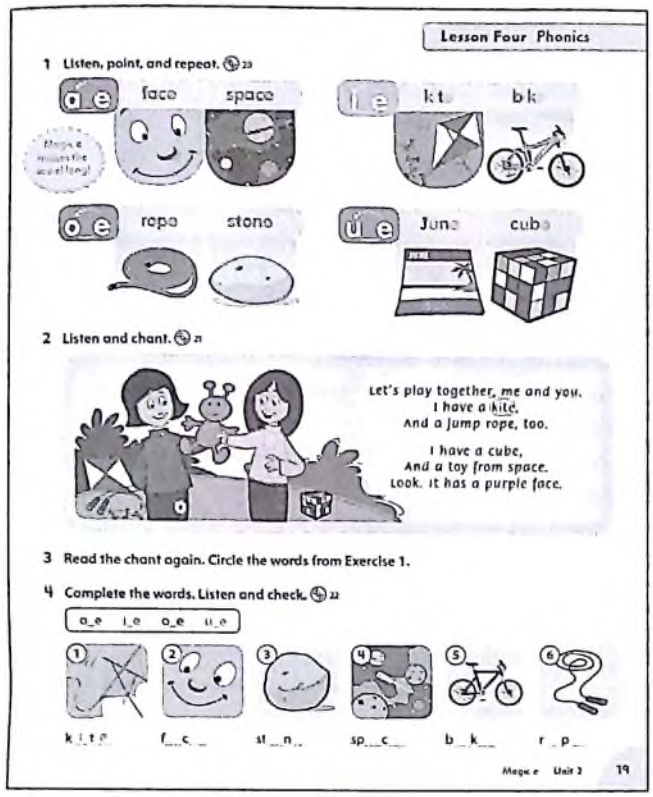
3 Listen and sing. 19

- Ask children to look at the pictures and name the hobbies. Elicit *playing basketball, playing tennis, playing chess, taking photos, fishing,* and *drawing (pictures).*
- Point to the pictures and ask questions to elicit short answers, e.g. *Does the girl like playing tennis?*
- Play the recording. Children listen and point to the pictures.
- Play the recording again. Children follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording. Children sing along.
- Repeat.

4 Sing and do.

- As a class, decide on the actions for the song.
- Practice the actions with the class.
- Play the recording. Children sing and do the actions.

Further practice
Workbook page 18
Online Practice • Unit 2 • Grammar and Song



Lesson Four SB page 19

Phonics

Learning outcomes
To review the long vowels /eɪ/, /aɪ/, /əʊ/ and /uː/ + consonant + *e* and remind children of the magic *e*
To associate these sounds with the letters *a_e*, *i_e*, *o_e* and *u_e* in words
To identify these words and sounds in a chant

Language
Core: *face, space, kite, bike, rope, stone, June, cube*
Extra: *together, me, jump rope, toy*

Materials
CD 10, 20–22; Phonics cards 4–7 (space, kite, rope, cube)

Oxford iTools Digital classroom • Unit 2 • Phonics

Warmer 10

- Mime drinking from a cup and ask children, *What am I doing?* Elicit *You're drinking* and write the word *drink* on the board.
- Mime eating and drawing. Elicit *You're eating* and *You're drawing*.
- Say *I'm drawing with a crayon. I'm eating with a spoon.* Write the words *draw, crayon,* and *spoon* on the board.
- Ask children if they can remember the other words from the last phonics lesson (*snake* and *play*).
- Play the CD and say the chant from page 11 to review the consonant blends from the Unit 1 phonics lesson.

1 Listen, point, and repeat. 20

- Hold up the phonics cards 4–7, for *space, kite, rope,* and *cube*, one at a time, saying the words for children to repeat. Then 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. Children listen and point to the pictures.
- Play the second part. Children repeat the sounds and words chorally.

2 Listen and chant. 21

- Ask children to look at the picture. Ask *Who can you see? (two girls); Where are the girls? (in a garden / a park); What are they doing? (They're playing.); What do the girls have? (a jump rope, a cube, a kite, and a toy).*
- Play the recording. Children listen to the chant.
- Play the chant again, stopping the CD after each line for children to repeat. Explain the meaning of *jump rope*.
- Play the chant again. Children join in and follow along.

3 Read the chant again. Circle the words from Exercise 1.

- Ask children to find the word *kite* in the chant.
- Ask children to find and circle any other words from Exercise 1.

ANSWERS

kite, rope, cube, space, face

4 Complete the words. Listen and check. 22

- Ask children to look at the first picture. Ask *What's this?*
- Ask children to find the blue letters from *kite* in the box.
- Children look at the rest of the pictures and complete the words individually.
- Play the recording for children to check their answers.
- Go through the answers with the class, asking children to read out the words.

Differentiation

Below level:

- Ask *What's this?* for each picture. Ask children to spell each word aloud, looking at Exercise 1 for help, if needed. Then children complete the activity independently.

At level:

- Children complete the activity.

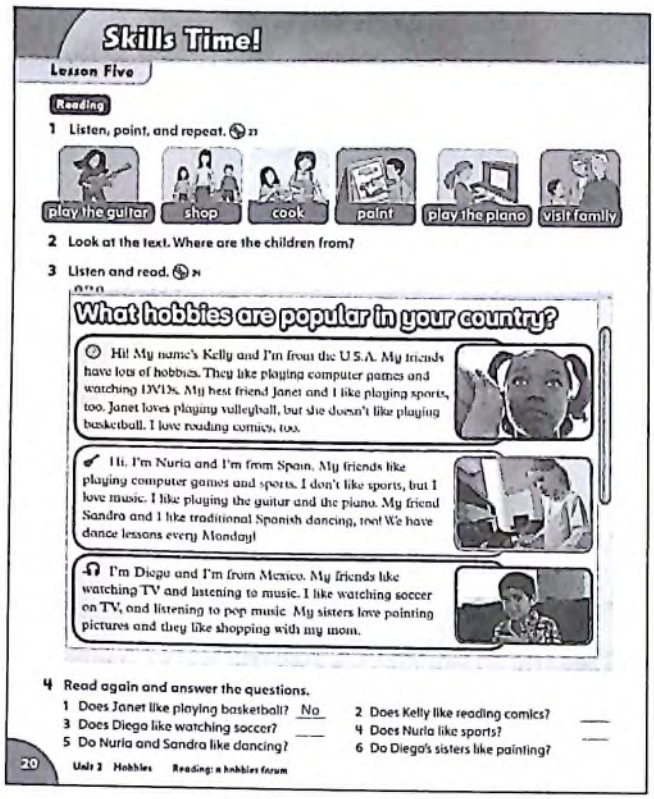
Above level:

- After children finish, ask them to think of more *magic e* words they know. Put children into pairs or groups. Ask them to make a list and underline the long vowels.

ANSWERS

1. i_e 2. a_e 3. o_e 4. a_e 5. i_e 6. o_e

Further practice
Workbook page 19
Online Practice • Unit 2 • Phonics



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat. 23

play the guitar | shop | cook | paint | play the piano | visit family

2 Look at the text. Where are the children from?

3 Listen and read. 24

What hobbies are popular in your country?

Hi! My name's Kelly and I'm from the U.S.A. My friends have lots of hobbies. They like playing computer games and watching DVDs. My best friend Janet and I like playing sports, too. Janet loves playing volleyball, but she doesn't like playing basketball. I love reading comics, too.

Hi. I'm Nuria and I'm from Spain. My friends like playing computer games and sports. I don't like sports, but I love music. I like playing the guitar and the piano. My friend Sandra and I like traditional Spanish dancing, too! We have dance lessons every Monday!

I'm Diego and I'm from Mexico. My friends like watching TV and listening to music. I like watching soccer on TV, and listening to pop music. My sisters love painting pictures and they like shopping with my mom.

4 Read again and answer the questions.

1 Does Janet like playing basketball? No
2 Does Kelly like reading comics? ___
3 Does Diego like watching soccer? ___
4 Does Nuria like sports? ___
5 Do Nuria and Sandra like dancing? ___
6 Do Diego's sisters like painting? ___

20 Unit 2 Hobbies Reading: a hobbies forum

Lesson Five SB page 20

Skills Time!

Skills development

Reading: read and understand a webpage about hobbies in different countries; read for specific details

Language

Core: *play the guitar, shop, cook, paint, play the piano, visit family*

Recycled: vocabulary and structures seen previously

Extra: *what, love (v), with, traditional*

Materials

CD 23–24; *Hobbies* flashcards 33–38

Oxford iTools Digital classroom • Unit 2 • Skills Time!

Warmer

- Show children the *Hobbies* flashcards from Lesson 1. As a class, decide a mime for each flashcard. Ask the children to stand and play *Mime the word* (see page 8).

1 Listen, point, and repeat. 23

- Focus on the pictures in Exercise 1. Play the recording. Children listen and point to the pictures, then listen and repeat the words, first chorally, then individually. Show the children the flashcards in random order and ask them to say the words. Hold up the flashcards faster and faster until the children can't keep up.

2 Look at the text. Where are the children from?

- Ask the children to look at the pictures and say what kind of text it is (*a webpage*) and what it is about (*hobbies*).
- Ask questions to help the children make predictions about the text, e.g. *What sport is she playing?*
- Ask the children to quickly look and find where the children are from. (*the U.S.A., Spain, Mexico*)

3 Listen and read. 24

- Play the recording. Children listen and follow along silently. Play it a second time and answer any questions.
- Ask comprehension questions, e.g. *What hobbies do Kelly's friends have? What are Nuria's hobbies?*

4 Read again and answer the questions.

- Explain that children are going to answer questions about the text.
- Look at the example and ask children to find the relevant part of the text.
- Allow time for the children to complete the activity, then check answers as a class.
- As an extension, ask more questions about the text. You could make this a quiz by dividing the class into teams and asking questions to each team.

Differentiation

Below level:

- Ask children to underline the hobbies in the text. Then ask questions based on the sentences in Exercise 4, e.g. *What does Janet like doing?* Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, they write a short text about their hobbies. Use the texts in Exercise 3 as models. If time allows, children can share with the class.

ANSWERS

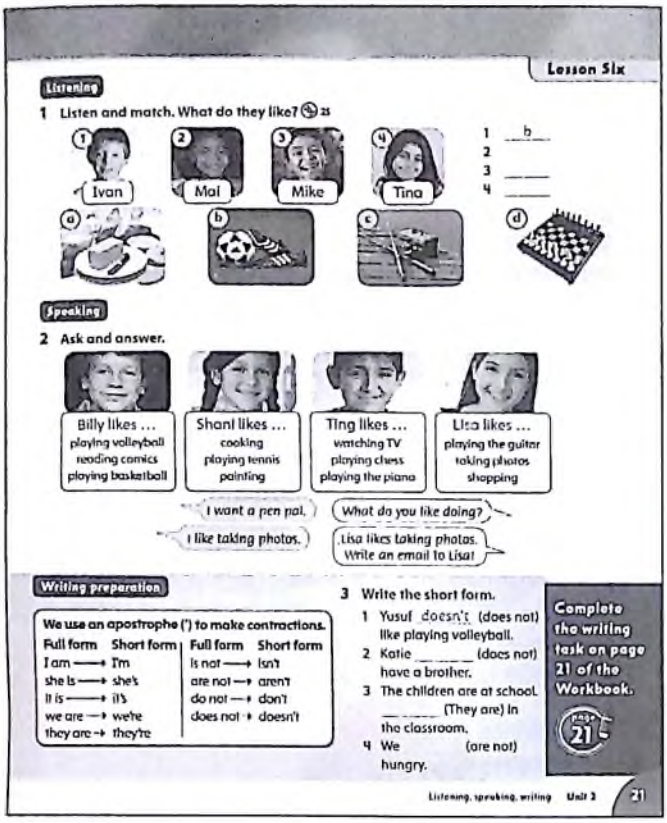
1. No 2. Yes 3. Yes 4. No 5. Yes 6. Yes

Further practice

Workbook page 20

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

Online Practice • Unit 2 • Reading


Lesson Six

Listening

1 Listen and match. What do they like? 25

Ivan Mai Mike Tina

1 b
2
3
4

Speaking

2 Ask and answer.

Billy likes ... playing volleyball reading comics playing basketball

Shani likes ... cooking playing tennis painting

Ting likes ... watching TV playing chess playing the piano

Lisa likes ... playing the guitar taking photos shopping

I want a pen pal. What do you like doing?

I like taking photos. Lisa likes taking photos. Write an email to Lisa!

Writing preparation

We use an apostrophe (') to make contractions.

Full form	Short form	Full form	Short form
I am	I'm	is not	isn't
she is	she's	are not	aren't
it is	it's	do not	don't
we are	we're	does not	doesn't
they are	they're		

3 Write the short form.

1 Yusuf doesn't (does not) like playing volleyball.
2 Katie _____ (does not) have a brother.
3 The children are at school. _____ (They are) in the classroom.
4 We (are not) hungry.

Complete the writing task on page 21 of the Workbook.

Lesson Six SB page 21

Skills Time!

Skills development

Listening: understand specific information to match people and their hobbies

Speaking: ask and answer questions about things you like doing; suggest pen pals for a partner based on their preferences

Writing: use the apostrophe in contractions; write an email to a pen pal (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *website, number, Who...?, Good!*

Materials

CD 19, 25

Oxford iTools Digital classroom • Unit 2 • Skills Time!

Warmer 19

- Ask children to look at the song *I'm happy it's the weekend!* on page 18.
- Ask children to remember the actions or choose new ones.
- Play the song. Children listen and do the actions.
- Play the song again for children to sing along.

1 Listen and match. What do they like? 25

- Ask children to tell you the hobbies they can see in photos a–d (*cooking, playing soccer, fishing,* and *playing chess*). Ask questions about the hobbies, e.g. *Do you like cooking, (Petra)?* Ask children to predict which hobbies the boys (Ivan and Mike) and the girls (Mai and Tina) like doing.
- Play the whole recording. Children point to the correct pictures. Children can draw arrows between the children and the hobbies.
- Play the recording again, pausing after each dialogue for children to write the correct letter, *a, b, c,* or *d.*
- Play the recording again. Children check their answers, then check again with the class.

ANSWERS

1. b (playing soccer) 2. a (cooking) 3. c (fishing)
4. d (playing chess)

2 Ask and answer.

- Ask two children to read the speech bubbles out loud.
- Tell children they are going to ask and answer questions about what they like doing and choose pen pals for their partners. They must choose from the hobbies that the children in Exercise 2 have.
- Let children to do the exercise in pairs, then ask some pairs to ask and answer their questions for the class.

3 Write the short form.

- Ask children to close their books. Write these sentences on the board: *Yusuf is not from the U.K. He is Egyptian.*
- Underline the words to be contracted (*is not* and *He is*) and elicit the short forms (*isn't* and *He's*).
- Copy the left half of the chart in the Writing box onto the board. Elicit the short forms, and focus attention on the apostrophe.
- Children do the rest of the exercise individually. Go through the answers with the class.

Differentiation

Below level:

- Write the full forms on the board and ask children to circle the letter(s) that will disappear for the short form. Then ask children to erase the letter(s) and add the apostrophes. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to replace the names in numbers 1 and 2 with pronouns two ways, using the full form and the short form. If time allows, ask children to write more sentences about their friends.

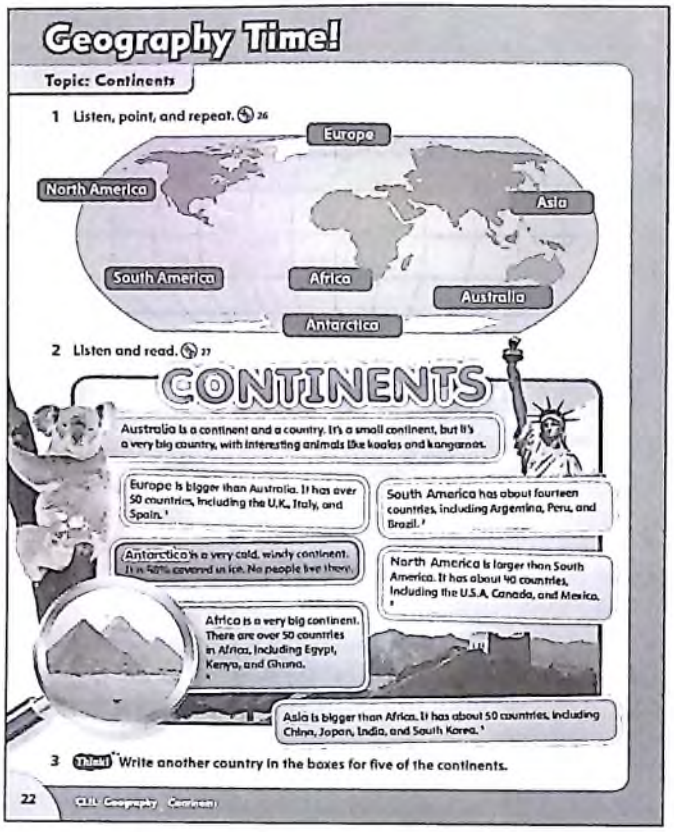
ANSWERS

1. doesn't 2. doesn't 3. They're 4. aren't

Further practice

Workbook page 21 (children write to a pen pal)
Unit 2 test, Assessment and Resource CD-ROM
Online Practice • Unit 2 • Listening, Speaking, and Writing

Geography Time!



Topic: Continents SB page 22

Learning outcomes

To learn some useful content and language about continents

Language

Core: *Europe, North America, South America, Asia, Africa, Antarctica, Australia*

Extra: *continent, country, ice, covered*

Materials

CD 26–27; CLIL Time! 1 flashcards 39–45

Oxford iTools Digital classroom • Geography Time! • Continents

Warmer

Critical Thinking

- Ask children to name all the countries they know in English. Write their answers on the board.
- Ask children to tell you any famous people / places they can think of from each of the countries on the board.

Lead-in

- Using a globe or map of the world, point to countries and ask children to name them. Then call out names of countries, and ask individual children to come up and find them on the map / globe.

1 Listen, point, and repeat. 26

- Ask children to look at the map. Play the first part of the recording for children to listen and point to the continents.
- 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.

2 Listen and read. 27

- 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 countries are in (Europe)? How many countries are in (Asia)?*
- Ask children to say which of the continents each of the items in the pictures is in, e.g. (*Koalas are in Australia.*).

3 Think. Write another country in the boxes for five of the continents.

Critical Thinking

- Explain that we want to find one more country for five of the continents in the text. Have children look at a map to find the countries.

Collaboration

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

Differentiation

Below level:

- Write five more countries on the board, one for each continent, e.g. (*Malaysia, Tanzania, Germany, Jamaica, Chile*). Ask children to guess which continent each country is in. Help children to check their answers by finding the countries on a map.
- Children then complete the activity in their books.

At level:

- Complete the activity as suggested.

Above level:

- Have children work individually to complete the activity.
- Have children find more countries for the five continents, then play a game in two teams. Each child writes one question for the other team to answer. Children from each team in turn ask their questions (eg: *Where is (France)? It's in (Europe).*). Award one point for each team. The team with the most points wins.

ANSWERS

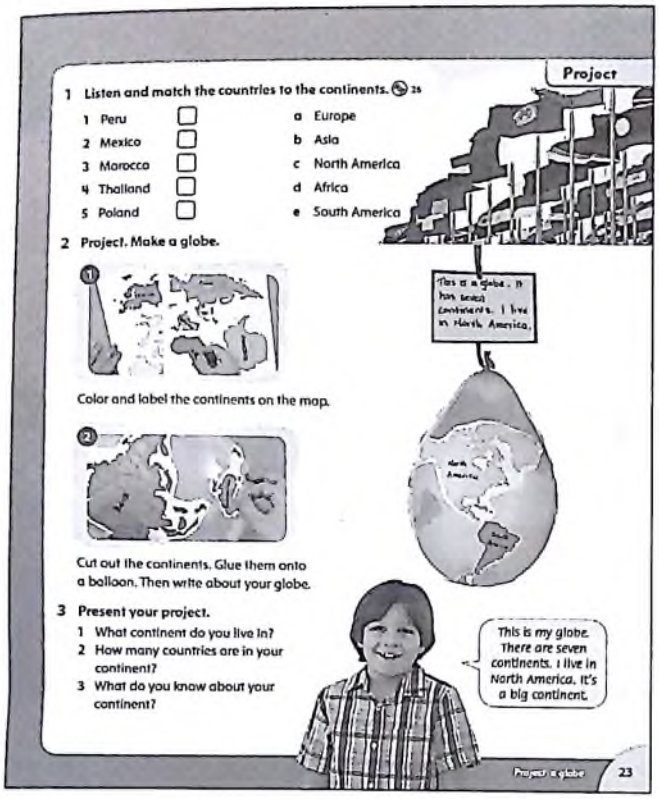
Suggested answers:

Africa – Tanzania Asia – Malaysia Europe – Germany
North America – Jamaica South America – Chile

Further practice

Workbook page 22

Online Practice • Geography Time!



Project SB page 23

Learning outcomes

To listen and match countries to continents

To make a globe

Language

This is my globe. There are seven continents. I live in North America. It's a big continent.

Materials

CD 28; CLIL Time! 1 flashcards 39–45; Geography Time! project template, colored pencils, scissors, glue, blue balloons, string

Oxford iTools Digital classroom • Geography Time! • Project

Warmer

- Hold up the flashcards, one at a time. Ask children to name the continent, then name a country in that continent.

1 Listen and match the countries to the continents. 28

- Explain that you are going to play a recording of a boy and a girl talking about countries and continents. Children need to listen and match the countries to the continents.
- Play the recording once through. Play again, pausing after each exchange so that children have time to think about their answers.
- Check answers with the class.

ANSWERS

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

2 Project. Make a globe.

Creativity

- Explain that children are going to make a globe. Ask *What do you need to make this project?* Elicit *paper, colored pens* or *pencils, scissors, glue, a balloon.*
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Divide the class into groups of three or four. Hand out copies of the template to each group. Have children color and label the continents.
- Hand out scissors, glue, and inflated balloons to each group. Explain that children should glue the continents onto the balloon to make a globe. Show children that the top of their globe is where the balloon has been tied up. Children can look at a map or globe to check the positions of each continent.
- Have children write about their globe on a piece of paper or card.
- You can fix a piece of string to each balloon and hang the globes from the ceiling to decorate the classroom.

NOTE: To save time in the lesson, you can blow up the balloons in advance.

Differentiation

Below level:

- Hold up a copy of the project template. Point to each continent in turn and ask children to name the continents. Write their answers on the board for the children to copy onto their templates.
- Move around the class helping children to complete their globes.

At level:

- Complete the activity as suggested.

Above level:

- When children have colored and labeled the continents, have them mark the countries in Exercise 1 on the continents, as well as any other countries they wish to add.

3 Present your project.

Communication

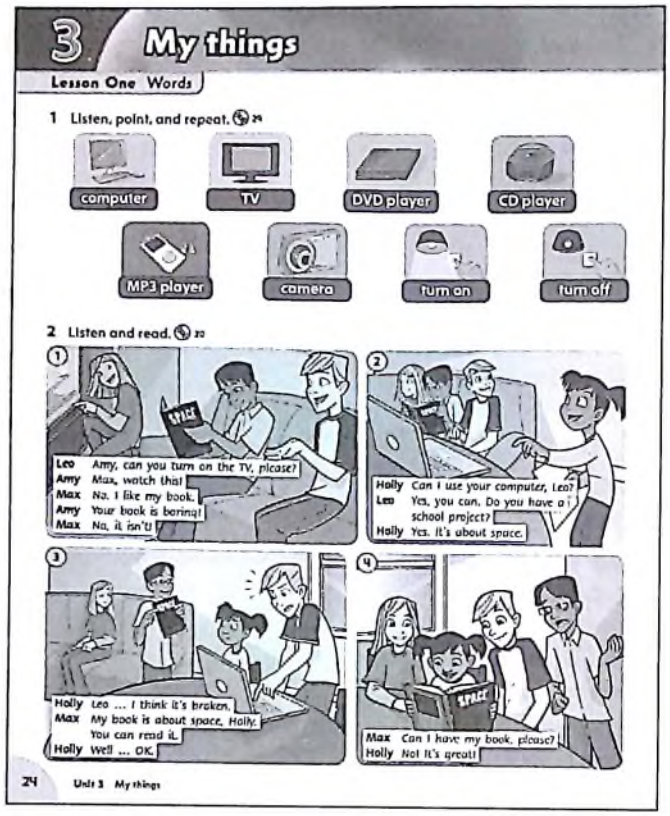
- Put children into groups of three or four. Tell them that they are now going to talk about their projects with each other.
- Demonstrate by either holding up a completed globe, or using the example in the Student Book. Hold up the globe and talk about it, as in the example. Point to any continents you mention.
- Children talk in groups. Encourage children to include language from previous units as they talk about the different continents on their globe, e.g. *Africa is a big continent. Egypt is a country in Africa. It has a desert.*
- Invite individual children to stand up and present their projects to the class.

Further practice

Workbook page 23

Online Practice • Geography Time!

3 My things



Lesson One SB page 24

Words

Learning outcomes

To identify different possessions and verbs to do with using them

To understand a short story

Language

Core: *computer, TV, DVD player, CD player, MP3 player, camera, turn on, turn off*

Extra: *thing, please, watch (v), my, boring, use (v), school project, about, space, think, broken, Well...*

Materials

CD 29–30; *My things* flashcards 46–51; Phrasal verbs flashcards 52–53

Oxford iTools Digital classroom • Unit 3 • Words/Story

Warmer

- Use the *My things* flashcards 46–51 to elicit the vocabulary for the possessions. Hold them up one at a time and ask *What's this?* Model any unknown words.
- Demonstrate *turn off* and *turn on* with the classroom lights. Then show the *Phrasal verbs* flashcards 52–53 and ask children to tell you the verbs.
- Hold all the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 29

- Ask children to look at the pictures in Exercise 1. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part. Children repeat.
- Play the recording through. Children listen and point, then repeat the words chorally.

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.

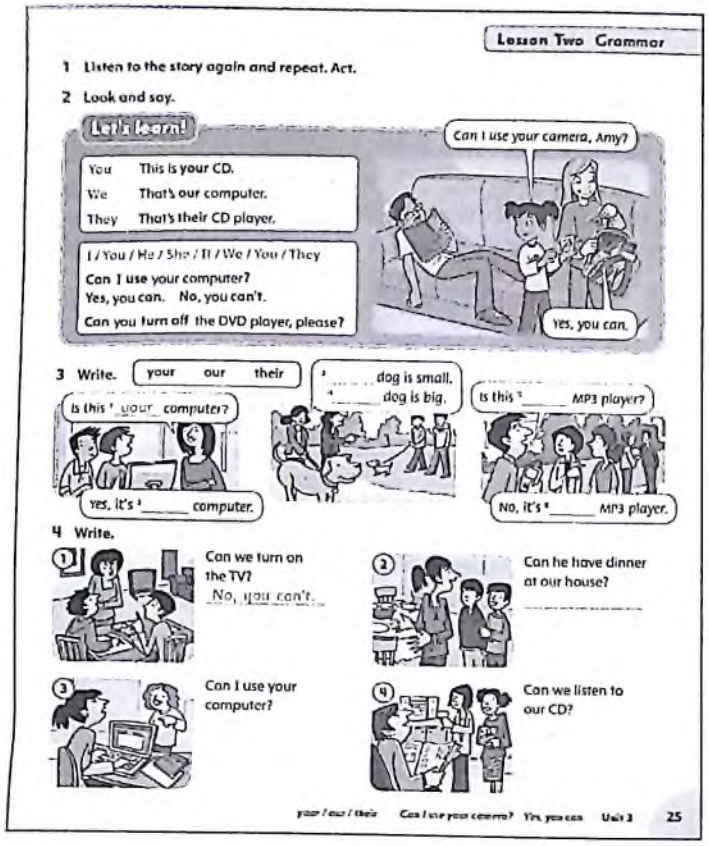
Above level:

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

2 Listen and read. 30

- Focus on the story and ask questions about each frame, e.g. *Where are the children? What things can you see? What is (Max) doing?*
- Play the recording. Children follow along in their books.
- Ask comprehension questions, e.g. *Does Max want to watch TV? Who has a school project?* Ask children to find the words from Exercise 1 that appear in the story (*TV, computer*).

Further practice
Workbook page 24
Online Practice • Unit 3 • Words


Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

You This is your CD.
We That's our computer.
They That's their CD player.

I / You / He / She / It / We / You / They
Can I use your computer?
Yes, you can. No, you can't.
Can you turn off the DVD player, please?

Can I use your camera, Amy?

Yes, you can.

3 Write. your our their

Is this ¹ your computer?
Yes, it's ² computer.

³ dog is small.
⁴ dog is big.

Is this ⁵ MP3 player?
No, it's ⁶ MP3 player.

4 Write.

1 Can we turn on the TV?
No, you can't.

2 Can he have dinner at our house?

3 Can I use your computer?

4 Can we listen to our CD?

your / our / their Can I use your camera? Yes, you can. Unit 3 25

Lesson Two SB page 25

Grammar

Learning outcomes

To understand and use the possessive adjectives *your, our,* and *their*

To understand *can* for permission in sentences, and write short answers for questions with *can*

To understand *can* for requests

To act out a story

Language

Core: *This is your CD. That's our computer. That's their CD player. Can I use your computer? Yes, you can. / No, you can't. Can you turn off the DVD player, please?*

Extra: *television, dinner, listen to*

Materials

CD 30; *My things* flashcards 46–51; Values 1 poster and Values 1 worksheets, Assessment and Resource CD-ROM) (optional)

Oxford iTools Digital classroom • Unit 3 • Grammar

Warmer

- Tell the children they are robots, and you can turn them on and off with a magic remote control. Demonstrate the "off" position with your hands by your sides and head down.
- Call out actions for children to mime, e.g, *drink, wave, swim.*
- Children mime as if they were robots until you say "turn off". Children move to the "off" position.

1 Listen to the story again and repeat. Act. 30

- Play the recording, pausing for children to repeat.
- Ask children what they can remember about the story. Divide the class into groups of four to play the parts of Leo, Amy, Max, and Holly. As a class, decide on the actions.
- Play the recording again for children to mime the actions.
- Let children practice acting out the story in groups, then ask one or two groups to act out the story in front.

2 Look and say.

- Hold up your book and say *This is my book.* Gesture to the children's books and say *Those are your books.*
- Write *This is ... classroom.* and *That's ... classroom.* Point to your class, then out of the window, to elicit *our* and *their.*
- Focus on page 25. Read the top three sentences in the *Let's learn!* chart, and ask children to repeat.
- Choose children and ask for things they have, e.g. *Can I have your book, (Aisha)?* Elicit *Yes, you can.* Ask again and gesture *no* to elicit *No, you can't.*

3 Write.

- Check understanding and let children do the exercise.

ANSWERS

1. your 2. our 3. Their 4. Our 5. your 6. their

4 Write.

- Check understanding and let children do the exercise.

Differentiation

Below level:

- Ask children to look at the questions in the *Let's learn!* box. Elicit positive and negative responses to the second question.

At level:

- Children complete the activity.

Above level:

- After children finish, put students into pairs. Give each pair a set of pronoun flashcards, or simply write the pronouns on the board. Have students ask and answer the questions from Exercise 4, using a variety of pronouns. Monitor to make sure children play both roles.

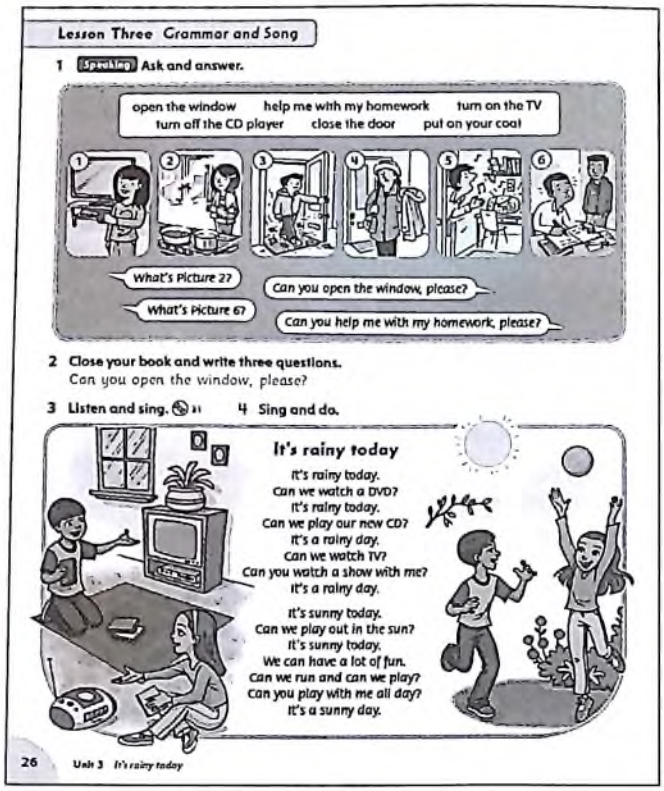
ANSWERS

1. No, you can't. 2. Yes, he can. 3. No, you can't.
4. Yes, you can.

NOTE: Now go to Workbook page 129 for children to practice the grammar structure before doing Workbook page 25.

Further practice

Grammar Time, Workbook page 129
Workbook page 25
Online Practice • Unit 3 • Grammar



Lesson Three SB page 26

Grammar and Song

Learning outcomes
To make requests with *can*
To use *can* for permission and the *My things* words in the context of a song

Language
Extra: *open (v), window, close, door, put on, rainy, play a CD, new, show (n), out in the sun, run*

Materials
CD 31; *My things* flashcards 46–51

Oxford iTools Digital classroom • Unit 3 • Grammar and Song

Warmer

- Write *Can you open the window, please?* on the board. Tell a child to choose a classmate and ask the question. The other child mimes opening the window.
- Repeat several times. Try this with *Put on your coat* and *Close the door* for all the children to have a chance to ask or mime once.
- Focus attention on the words *Can you* in the sentence on the board, erasing these words and asking children to read the sentence again.

1 Ask and answer.

- Ask children to open their books to page 26 and tell you what the objects in the pictures are. (*TV, window, door, coat, CD player,* and *book, workbook,* or *math book* as possible answers for the last picture)
- Ask two children to read the speech bubbles for the class and check they understand the exercise.
- Ask children to work in pairs and do the activity. Children should ask at least three questions each.
- Ask some pairs to ask and answer in front of the class.

2 Close your book and write three questions.

- Tell children to look at the pictures again, then ask them to close their books and write three questions from Exercise 1.
- Ask some children to read their sentences for the class.

Differentiation

Below level:

- Put some scrambled questions on the board, e.g. *please? / you / can / open / window, / the.* Ask children which word comes first, second, etc. to help them build the questions. Then 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 use other actions they know.

3 Listen and sing. 31

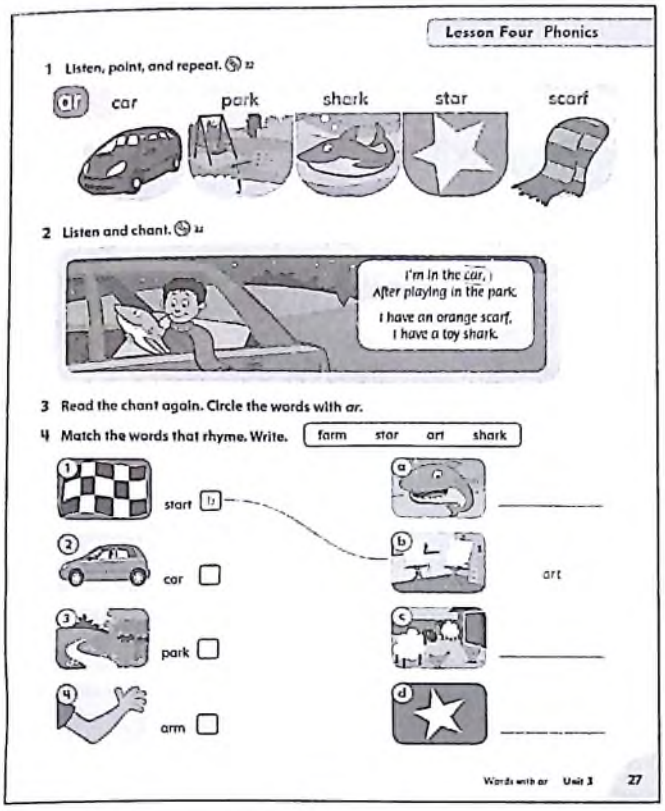
- Ask children to open their books and look at the song pictures.
- Point and ask questions about the pictures, e.g. *Where are the children? What does the boy / girl want to do?*
- Play the recording. Children listen and point to the pictures.
- Play the recording again. Children follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat. Review the weather words from Level 2 if necessary.
- Play the recording again for children to sing along.

4 Sing and do.

- As a class decide on the actions for the song.
- Practice the actions with the class.
- Play the recording for children to listen and do the actions.

NOTE: In this and later units, children will refer back to the song in the Student Book in order to complete the relevant exercise on the Workbook page.

Further practice
Workbook page 26
Online Practice • Unit 3 • Grammar and Song



Lesson Four SB page 27

Phonics

Learning outcomes
To pronounce the sound /ɑ:/
To associate the sound /ɑ:/ with the letters *ar* in words
To identify the sound /ɑ:/ in a chant
To match rhyming words

Language
Core: *car, park, shark, star, scarf*
Extra: *after, start, art, arm, farm*

Materials
CD 32–33; Phonics cards 4–7 (space, kite, rope, cube); Phonics cards 8–9 (shark, scarf)

Oxford iTools Digital classroom • Unit 3 • Phonics

Warmer

- Hold up the phonics cards for *shark* and *scarf*, saying the words for children to repeat. Model the /ɑ:/ sound for children to repeat.
- As a class, decide on actions for *shark* and *scarf* (see below).
- Tell children you are going to read some words aloud. They should clap for each word, but stand up and do the actions for *shark* and *scarf*.
- Say these words: *class, scarf, garden, art, shark, park, car, scarf, shark, art, park, garden, shark, car, scarf.*

Suggested actions

shark – open and close the fingers of one hand, like jaws
scarf – pretend to put on a scarf

1 Listen, point, and repeat. 32

- Ask children to look at the words and pictures in their books. Tell them that they are going to hear a recording of the /ɑ:/ sound and the different words.
- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part. Children repeat the sound and the words chorally.
- Play the recording through. Children point and repeat again.

2 Listen and chant. 33

- Focus on the picture and ask children what words they can see from Exercise 1 (*shark, scarf, car, park,* and *stars*).
- Play the recording and listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant once more. Children join in and follow.

3 Read the chant again. Circle the words with *ar*.

- Focus attention on the word *car* in Exercise 1, and ask children to find it in the chant.
- Ask children to find and circle the other words with *ar*.

ANSWERS
car, park, scarf, shark

4 Match the words that rhyme. Write.

- Write the word *start* on the left and the words *art* and *shark* on the right of the board. Circle the last 3 letters of *start* and ask which word, *art* or *shark*, rhymes with it.
- Focus on the example and check understanding, then let children complete the exercise individually.
- Ask children to call out the rhyming words.

Differentiation

Below level:

- Ask children if they remember what *rhyme* means. Elicit examples. Then read each word in the box and in the left column. Look at the example together. Point out that *art* is in both words. Encourage children to look at the last few letters of the words to help them. Children complete the activity independently.

At level:

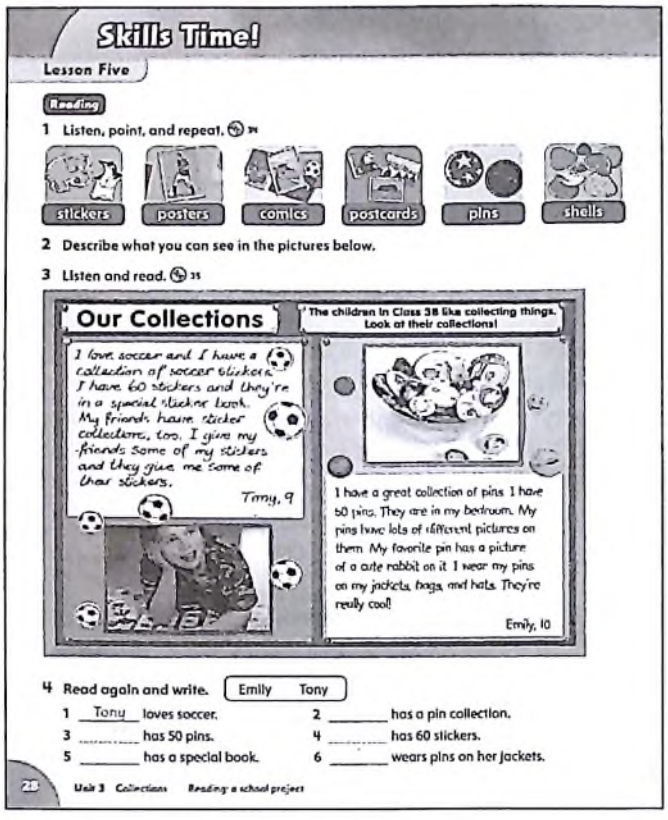
- Children complete the activity.

Above level:

- After children finish, ask them to write silly sentences using the rhyming words in the activity, e.g. *The shark is in the park.* If time permits, children can share their sentences with the class.

ANSWERS
1. b, art 2. d, star 3. a, shark 4. c, farm

Further practice
Workbook page 27
Online Practice • Unit 3 • Phonics



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat. 34

stickers posters comics postcards pins shells

2 Describe what you can see in the pictures below.

3 Listen and read. 35

Our Collections

The children in Class 3B like collecting things. Look at their collections!

I love soccer and I have a collection of soccer stickers. I have 60 stickers and they're in a special sticker book. My friends have sticker collections, too. I give my friends some of my stickers and they give me some of their stickers.

Tony, 9

I have a great collection of pins. I have 50 pins. They are in my bedroom. My pins have lots of different pictures on them. My favorite pin has a picture of a cute rabbit on it. I wear my pins on my jackets, bags, and hats. They're really cool!

Emily, 10

4 Read again and write. Emily Tony

1 Tony loves soccer.
2 _____ has a pin collection.
3 _____ has 50 pins.
4 _____ has 60 stickers.
5 _____ has a special book.
6 _____ wears pins on her jackets.

28 Unit 3 Collections Reading: a school project

Lesson Five SB page 28

Skills Time!

Skills development

Reading: read and understand school projects about collections; find specific details about people in a text

Language

Core: *stickers, posters, comics, postcards, pins, shells*

Recycled: vocabulary and structures seen previously

Extra: *collection, collect, special, give, some of, on, bedroom, wear, jacket, bag, hat, cool, very, funny, buy*

Materials

CD 34–35; *Collections* flashcards 54–59

Oxford iTools Digital classroom • Unit 3 • Skills Time!

Warmer

- Ask children to look at the texts on page 28 and tell you what they are. Elicit *They're school projects.* Ask what the projects are about. Elicit *collections.*
- Hold up flashcards 54–59 to elicit the vocabulary for the collections. Model unknown words.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 34

- Ask children to look at the pictures in Exercise 1.
- Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the recording through. Children listen and point, then repeat the words chorally.

2 Describe what you can see in the pictures below.

- Ask children to look at the pictures in the school projects. Ask *What do the children collect? (stickers* and *pins) Do they have them at school? Do they put them in their bedrooms?* Ask children to look quickly to try to find the answers.

3 Listen and read. 35

- Play the recording. Children listen and follow the text silently in their books.
- Check answers before they read and answer any questions children have. Check understanding for *cool* and *funny.*
- Play the recording again and ask students to circle the words from Exercise 1 (*stickers* and *pins*).

4 Read again and write.

- Explain that children are going to complete the sentences with the names of the children in the text.
- Allow time for children to read the text again and complete the sentences individually.
- Check answers and ask comprehension questions, e.g. *How old is Tony / Emily? Where are Tony's stickers?*

Differentiation

Below level:

- Ask children to look at the text again. Turn the sentences in Exercise 4 into comprehension questions, e.g. *Who loves soccer?* Children find the answers in the text, then complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, ask children what they collect. Then have them write a short text about themselves. Use Exercise 3 as a model. If time permits, children can share with the class.

ANSWERS

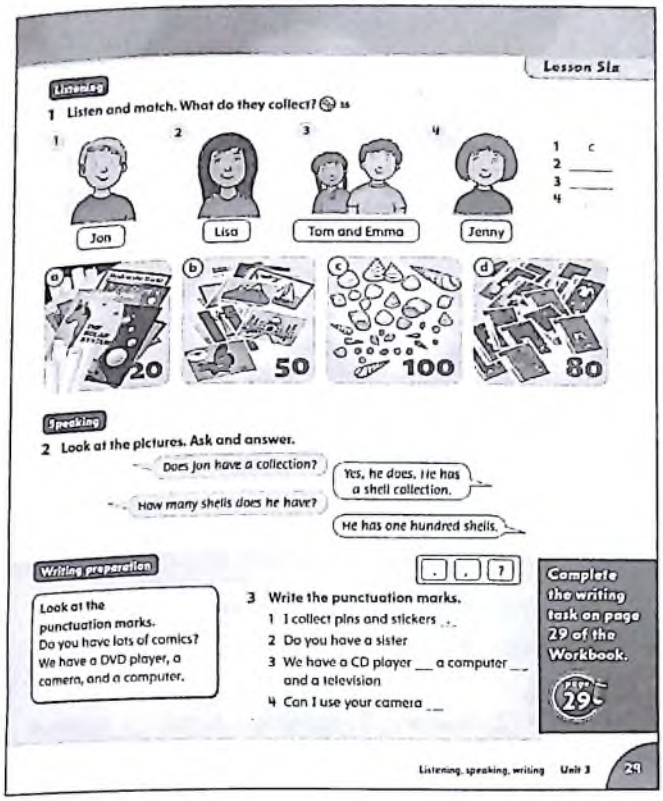
1. Tony 2. Emily 3. Emily
4. Tony 5. Tony 6. Emily

Further practice

Workbook page 28

Unit 3 extra writing worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 3 • Reading


Lesson Six

Listening

1 Listen and match. What do they collect? 36

Jon Lisa Tom and Emma Jenny

1 c
2 ____
3 ____
4 ____

20 50 100 80

Speaking

2 Look at the pictures. Ask and answer.

Does Jon have a collection? Yes, he does. He has a shell collection.

How many shells does he have? He has one hundred shells.

Writing preparation

Look at the punctuation marks. Do you have lots of comics? We have a DVD player, a camera, and a computer.

. , ?

3 Write the punctuation marks.
1 I collect pins and stickers _
2 Do you have a sister
3 We have a CD player _ a computer _ and a television
4 Can I use your camera _

Complete the writing task on page 29 of the Workbook. page 29

Listening, speaking, writing Unit 3 29

Lesson Six SB page 29

Skills Time!

Lesson objectives
Listening: understand specific information to match people and the things they collect
Speaking: ask and answer questions based on information in the listening text
Writing: identify and use question marks, commas, and periods; write about a child's collection (Workbook)

Language
Recycled: vocabulary and structures seen previously

Materials
CD 36; *Collections* flashcards 54–59

Oxford iTools Digital classroom • Unit 3 • Skills Time!

Warmer

- Play *What do I have?* with the *Collections* flashcards to review the collections words from Lesson 5 (see page 9).
- Then ask children to open their books. Tell them to look at the pictures of collections, and focus attention on the numbers.
- Tell children that when you call out a number, they have to shout the correct word, *posters, postcards, shells* or *stickers*.
- Call out the numbers several times in random order.
- Ask children *Which collection do you like? Do you have a collection? What do you collect?*

1 Listen and match. What do they collect? 36

- Tell children they are going to hear a recording about four children and their collections. They must listen and match them.
- Play the recording the through. Children listen and point to the correct pictures.
- Play the recording again, pausing after each item for children to write the correct letter, *a*, *b*, *c*, or *d*.
- Play the recording again for children to check their answers.
- Check the answers with the class.

ANSWERS

1. (c) shell collection **2.** (b) postcard collection
3. (d) sticker collection **4.** (a) poster collection

2 Look at the pictures. Ask and answer.

- Ask two children to read out the speech bubbles.
- Check understanding, then ask children to work in pairs. Children take turns to ask and answer questions about the people in Exercise 1.

3 Write the punctuation marks.

- Ask children to close their books. Write the sentences from the Writing box on the board, without punctuation marks.
- Draw large punctuation marks on the board separately and ask where to put them .
- Ask children to open their books and check their answers.
- Read the Writing box sentences and the example with the class. Check that they understand the exercise.
- Children do the exercise individually.
- Check answers with the class. Write the sentences on the board, then ask children to write in the punctuation.

Differentiation

Below level:

- Write a few letters, numbers, and the punctuation marks from page 29 on the board. Ask children to circle which ones are punctuation marks, and cross out the others. Look at the examples again together. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, ask children to write more sentences, using all three punctuation marks. Have children switch papers with a partner to check their answers. Monitor and correct as needed.

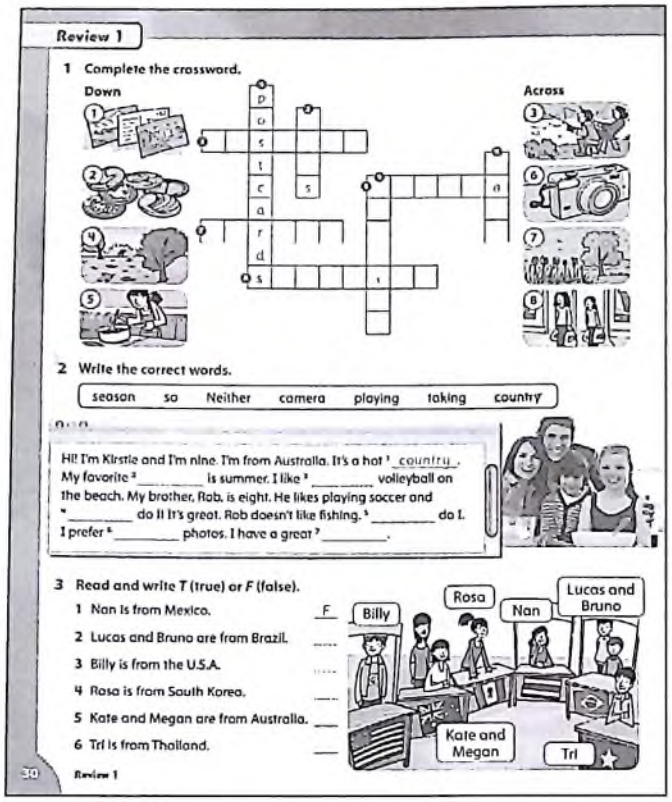
ANSWERS

1. . **2.** ? **3.** ,. **4.** ?

Further practice

Workbook page 29 (children write about their collections)
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 SB page 30

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

CD 106; Flashcards 1–59

Oxford iTools Digital classroom • Review 1

Warmer

- Sing *It's rainy today* from Student Book page 26.

Lead-in

- Use a variety of flashcards 1–59 to recycle vocabulary from the previous three units.
- Play *Quick flash* (see page 8) to review the different words children have learned.

1 Complete the crossword.

- Have children 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 "As" that they will say and spell the "across" words and the "Bs" 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. She / He writes the words as other children in the class call out the answers.

ANSWERS

1. down – postcards 2. down – pins 3. across – fishing
4. down – fall 5. down – cooking 6. across – camera
7. across – spring 8. across – shopping

2 Write the correct words.

- Review the meaning and pronunciation of the words in the 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. country 2. season 3. playing 4. so 5. Neither
6. taking 7. camera

3 Read and write *T* (true) or *F* (false).

- Ask children *Is Nan from Mexico? (No). How do you know? (It isn't a Mexican flag) Where is Nan from? (Thailand)*
- Have children work individually to complete the exercise.
- Check the answers with the whole class.

Differentiation

Below level:

- For the first exercise, 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 the second exercise, 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.

At level:

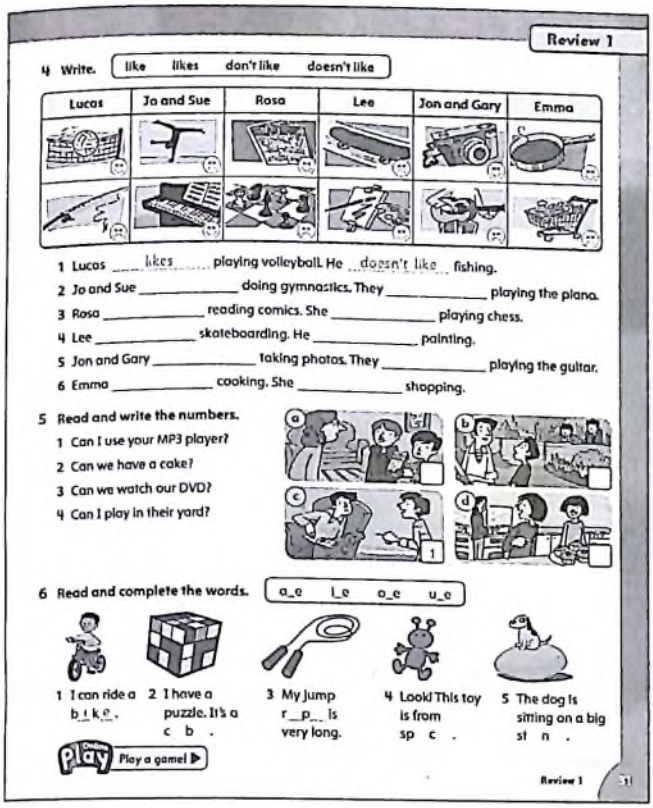
- Children complete the activities.

Above level:

- For the first exercise, 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 write a similar email about themselves, using exactly the same structures, but changing the target words to be about things they like and don't like.
- After the third exercise, have children say where the children are from for the false answers.

ANSWERS

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



Review 1

4 Write. like | likes | don't like | doesn't like

Lucas	Jo and Sue	Rosa	Lee	Jon and Gary	Emma

1 Lucas likes playing volleyball. He doesn't like fishing.
2 Jo and Sue _____ doing gymnastics. They _____ playing the piano.
3 Rosa _____ reading comics. She _____ playing chess.
4 Lee _____ skateboarding. He _____ painting.
5 Jon and Gary _____ taking photos. They _____ playing the guitar.
6 Emma _____ cooking. She _____ shopping.

5 Read and write the numbers.
1 Can I use your MP3 player?
2 Can we have a cake?
3 Can we watch our DVD?
4 Can I play in their yard?

6 Read and complete the words. a_e | i_e | o_e | u_e

1 I can ride a b i k e .
2 I have a puzzle. It's a c b .
3 My jump r_p_ is very long.
4 Look! This toy is from sp c .
5 The dog is sitting on a big st n .

Play Play a game!

Review 1 31

Review Lesson SB page 31

4 Write.

- Review the language *like, likes, don't like, doesn't like.* Point to different students in the class and ask *Do you like taking photos? Do you like shopping?* After they have answered *I like… I don't like…* ask another student in the class to report back. *She / He likes… She / He doesn't like…*
- 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. likes, doesn't like 2. don't like, like
3. likes, doesn't like 4. doesn't like, likes
5. like, don't like 6. likes, doesn't like

5 Read and write the numbers.

- Have children complete the exercise individually.
- Check answers with the class.

ANSWERS

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

6 Read and complete the words.

- Ask children to look at the pictures. Elicit the words for the pictures (*bike, cube, rope, space, stone*).
- Have children complete the exercise.
- Check answers with the class.

Differentiation

Below level:

- Review the words for the different activities before children begin Exercise 4. Elicit the meaning and drill the pronunciation.
- For Exercise 4, point to the pictures before children complete the exercise. Ask *What can you see in the picture?*
- Have children say all the things they can see in each picture.
- Focus on the different sounds before beginning Exercise 6. Review the sounds *a_e, i_e, o_e,* and *u_e.* Focus on how the final *e* makes the first vowel sound. Drill the sounds one by one.

At level:

- Put students into pairs when they have completed Exercise 5 and ask them to practice asking the questions to each other. Tell their partner to practice saying *yes* or *no* in response.

Above level:

- For Exercise 4, put students into pairs when they have completed the exercise. Have them ask each other if they like or don't like the different activities in the exercise. Ask children to report back to the class about their partner saying *She / He likes… She / He doesn't like…*
- For Exercise 5, have children practice the questions in pairs and respond with *yes* or *no* answers.
- Have children think of two or three more questions to ask following the target structure of *Can I… ?*
- Ask individual students to say their questions to the class.
- For Exercise 6, ask children to think of one more word for each vowel combination. 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.

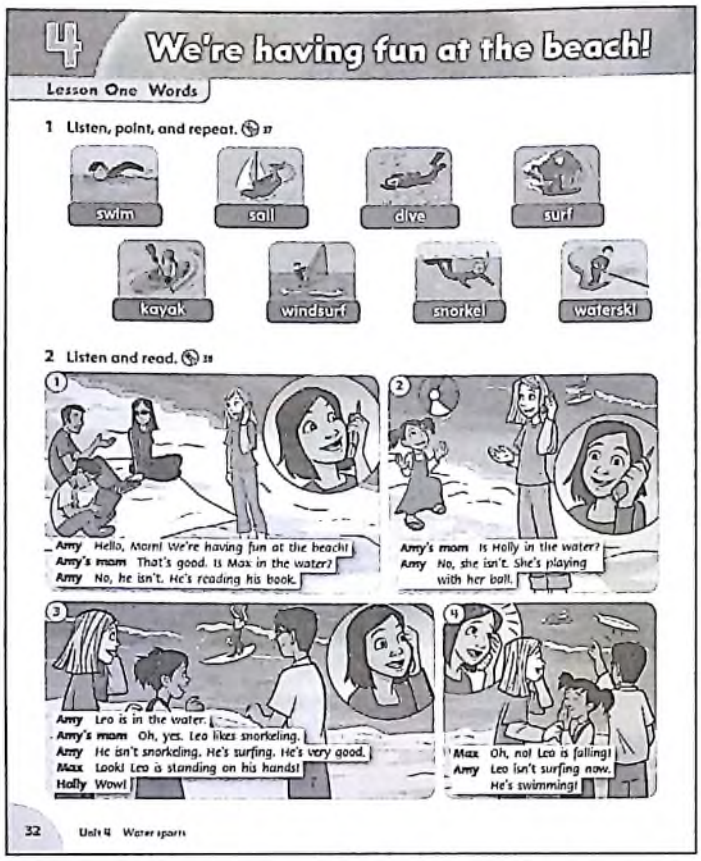
ANSWERS

1. i_e 2. u_e 3. o_e 4. a_e 5. o_e

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

4 We're having fun at the beach!



Lesson One SB page 32

Words

Learning outcomes
To identify different water sports
To understand a short story

Language
Core: *swim, sail, dive, surf, kayak, windsurf, snorkel, waterski*
Extra: *beach, sea, stand on your hands, fall*

Materials
CD 37–38; *Water sports* flashcards 60–67

Oxford iTools Digital classroom • Unit 4 • Words/Story

Warmer

- Use flashcards 60–67 to elicit the vocabulary for this lesson. Hold the flashcards up one at a time and model any words the children don't know.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 37

- Ask children to open their books and look at the pictures of the water sports. Ask *Do you like doing these things? Do you like going to the beach?* Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the recording through. Children listen and point, then repeat the words chorally.

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 see 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 the *Water sports* flashcards and a piece of paper with a 2.5-inch hole in it 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 can swim.*

2 Listen and read. 38

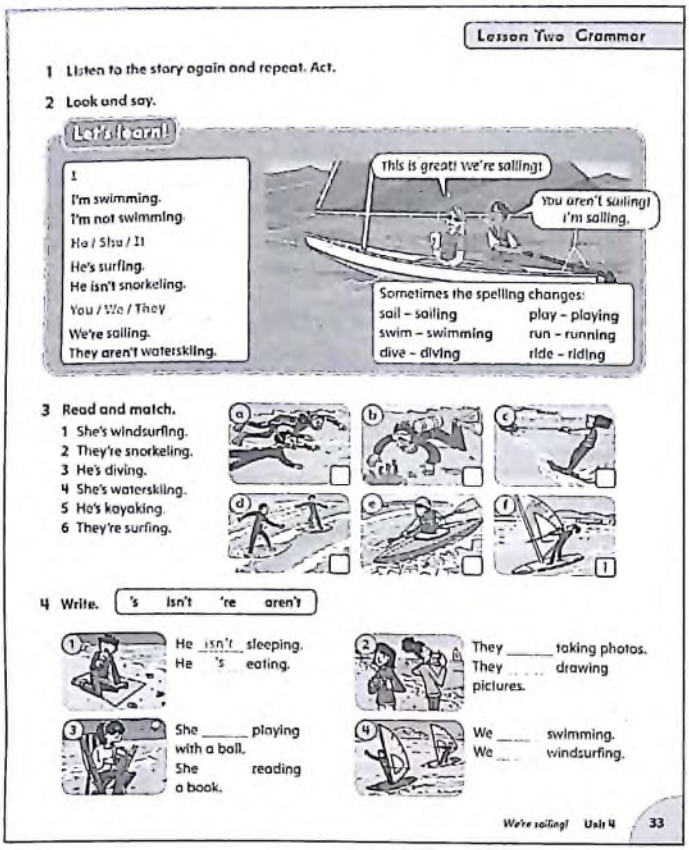
- Focus children's attention on the story. Talk about each frame with the class and ask questions, e.g. *Where are the children? Who is Amy talking to? What is Max doing? Where is Leo?* Encourage predictions.
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. *What does Amy say about Max? Does Leo like snorkeling?*
- Play the recording a second time.
- Ask children to find the water sports from Exercise 1 that appear in the story (*snorkeling, surfing,* and *swimming*).

Further practice

Workbook page 32

Values 2 worksheets, Units 4–6, Assessment and Resource CD-ROM

Online Practice • Unit 4 • Words



Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I
I'm swimming.
I'm not swimming.
He / She / It
He's surfing.
He isn't snorkeling.
You / We / They
We're sailing.
They aren't waterskiing.

This is great! We're sailing!

You aren't sailing! I'm sailing.

Sometimes the spelling changes:
sail – sailing
swim – swimming
dive – diving
play – playing
run – running
ride – riding

3 Read and match.
1 She's windsurfing.
2 They're snorkeling.
3 He's diving.
4 She's waterskiing.
5 He's kayaking.
6 They're surfing.

4 Write. 's isn't 're aren't

1 He isn't sleeping. He 's eating.
2 They _____ taking photos. They _____ drawing pictures.
3 She _____ playing with a ball. She _____ reading a book.
4 We _____ swimming. We _____ windsurfing.

We're sailing! Unit 4 33

Lesson Two SB page 33

Grammar

Learning outcomes

To identify the present progressive affirmative and negative

To understand how the spelling of some verbs changes in the *-ing* form

To complete present progressive sentences with the correct form of the verb *be*

To act out a story

Language

Core: *I'm swimming. I'm not swimming. He's surfing. He isn't snorkeling. We're sailing. They aren't waterskiing.*

Materials

CD 37; *Water sports* flashcards 60–67

Oxford iTools Digital classroom • Unit 4 • Grammar

Warmer

- With books closed, ask children to remember the water sports from the story (*surfing* and *swimming*).
- Ask children what happened in the story. Ask *Who does Amy call? What does Max / Holly do? What happens to Leo?*
- Tell children to check their answers on page 32.

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, Mom, Max, and Holly. Decide on the actions.
- Play the recording again. Children mime the actions as they listen and say their character's lines.
- Let children practice acting out the story in groups, then ask one or two groups to act out the story at the front.

2 Look and say.

- Ask children to turn to page 33. Focus attention on the picture and ask two children to read the speech bubbles.
- Mime swimming and elicit *You're swimming.* Mime reading a book and say *I'm swimming*, gesturing "no". Elicit *You aren't swimming. (You're reading a book).*
- Read the sentences in the *Let's learn!* chart, pausing after each one for children to repeat.
- Ask children to close their books. Write the sentences on the board. Erase the red letters, then ask children to come and write them in.
- Write *I'm...* and *I'm not...* on the board. Then hold up the *Water sports* flashcards and elicit new sentences.
- Copy the spelling box onto the board and underline the letters which are deleted or doubled.
- Erase the *-ing* forms and ask children to come up and write them on the board again.

3 Read and match.

- Look at the example with the class, then let children work individually.
- Check the answers by putting the flashcards around the room and asking children to point.

Differentiation

Below level:

- Ask children to cover the sentences with their hands or a notebook. Go through each picture, and ask children to say what's happening. Then cover the pictures and have children mime the actions in each sentence. Children then complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, put them in pairs and have them make negative sentences, e.g. *She's not snorkeling,* using the pictures in the activity.

ANSWERS

1. f 2. a 3. b 4. c 5. e 6. d

4 Write.

- Look at the example with the class, then let children complete the exercise individually.

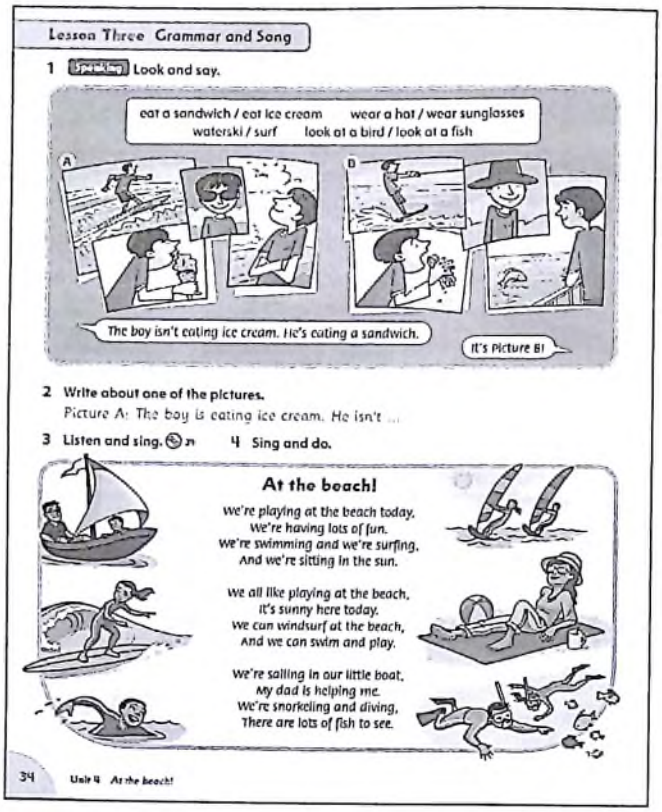
ANSWERS

1. isn't, 's 2. 're, aren't 3. isn't, 's 4. aren't, 're

NOTE: Now go to Workbook page 130 for children to practice the grammar structure before doing Workbook page 33.

Further practice

Grammar Time, Workbook page 130
Workbook page 33
Online Practice • Unit 4 • Grammar



Lesson Three Grammar and Song

1 Look and say.

eat a sandwich / eat ice cream wear a hat / wear sunglasses
waterski / surf look at a bird / look at a fish

A

B

The boy isn't eating ice cream. He's eating a sandwich.

It's Picture B!

2 Write about one of the pictures.
Picture A: The boy is eating ice cream. He isn't ...

3 Listen and sing. 39 4 Sing and do.

At the beach!

We're playing at the beach today.
We're having lots of fun.
We're swimming and we're surfing.
And we're sitting in the sun.

We all like playing at the beach,
It's sunny here today.
We can windsurf at the beach,
And we can swim and play.

We're sailing in our little boat,
My dad is helping me.
We're snorkeling and diving,
There are lots of fish to see.

34 Unit 4 At the beach!

Lesson Three SB page 34

Grammar and Song

Learning outcomes
To use the present progressive affirmative and negative to describe and find actions in pictures
To write present progressive sentences about a picture
To use the present progressive and activities words in the context of a song

Language
Extra: *sunglasses, look at, sit, sun, little, boat*

Materials
CD 39; *Water sports* flashcards 60–67

Oxford iTools Digital classroom • Unit 4 • Grammar and Song

Warmer

- Hold a *Water sports* flashcard facing you and play *True or false?*
- Say a sentence, e.g say *I'm swimming* while holding the swimming or the diving card.
- Children stand up if they think it's true and stay seated if they think it's false. Show the flashcard.
- Give a flashcard to a child and ask him / her to say a true or false sentence.

1 Look and say.

- Ask children to open their books to page 34 and look at the pictures in Exercise 1.
- Point to the two sets of pictures and ask questions, e.g. *What is the boy doing? What is he wearing?*
- Ask two children to read the speech bubbles out loud and tell the class to point to the correct picture.
- Tell children to work in pairs. They choose something in A or B and say a sentence about it. Their partners must say which picture they are looking at.

2 Write about one of the pictures.

- Read the example with the children and ask them to finish the second sentence.
- Ask children to write sentences about either A or B, using the example to help.
- Ask some children to read their sentences.

Differentiation

Below level:

- Look at the pictures in Exercise 1. Ask children questions about the pictures, e.g. *Is he surfing / eating ice cream / wearing a hat?* and elicit the answers. Then look at Picture A and make sentences together. Then children practice on their own with Picture B.

At level:

- Children complete the activity.

Above level:

- After children finish, have them write about the second picture. Alternatively, have students make up a simple story about the boy and tell it to the class.

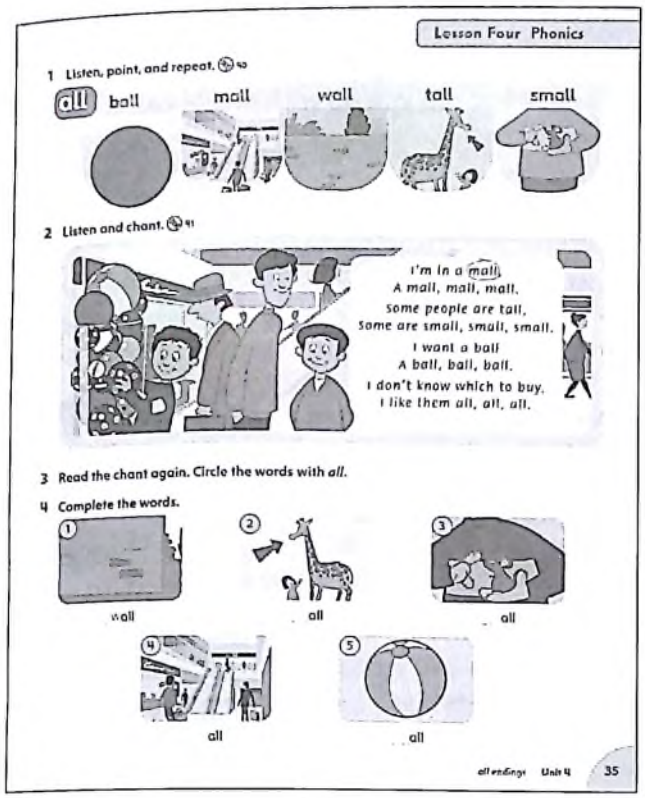
3 Listen and sing. 39

- Ask children to look at the pictures and name the five water sports.
- Point to the pictures and ask questions, e.g. *What is he / she doing? Is she playing with the ball?*
- Play the song once for children to listen and follow.
- Read each line of the song aloud. Children repeat.
- Play the recording. Children sing along.

4 Sing and do.

- Ask children to look at the pictures. As a class , decide on the actions for the song (see below).
- Practice the actions, then play the recording. Children sing and do the actions.

Further practice
Workbook page 34
Online Practice • Unit 4 • Grammar and Song



Lesson Four SB page 35

Phonics

Learning outcomes
To pronounce the sound /ɔ:l/
To associate the sound /ɔ:l/ with the letters *all* in words
To identify and repeat the ending /ɔ:l/ in a chant

Language
Core: *ball, mall, wall, tall, small*
Extra: *people, I don't know, which*

Materials
CD 33, 40–41; Phonics cards 10–11 (ball, wall)

Oxford iTools Digital classroom • Unit 4 • Phonics

Warmer

- Hold up the phonics cards for *ball* and *wall*, saying the words for children to repeat.
- Hold one card face down in each hand and quickly flash them at random for children to call out the words.
- You may ask children to do an action when they say the words, e.g. point at the wall or throw an imaginary ball.

1 Listen, point, and repeat. 40

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

2 Listen and chant. 41

- Ask children to look at the pictures. Ask *Where are the people?* Elicit *They're in a mall.* Accept *They're in a store.* Ask *What does the boy want? (a ball).*
- Play the recording. Children listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant once more. Children join in and follow.

3 Read the chant again. Circle the words with *all*.

- Focus attention on the word *mall* in Exercise 1 and ask children to find it in the chant.
- Ask children to find and circle the other words in the chant that end with *-all*.
- Check answers with the class. Ask *Which word isn't in Exercise 1? (all).*

ANSWERS

mall (x4), tall, small (x3), ball (x4), all (x3)

4 Complete the words.

- Point to the pictures and ask the children to say the words. Ask the children to say which letter the first word begins with (*w*). Show them the example.
- Let the children complete the rest in their books, then check answers as a class.

Differentiation

Below level:

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

At level:

- Ask children to tap their desks when they hear the sound /ɔ:l/ in these sentences: *Holly is short, but Leo is tall. / I like playing with a beach ball. / Can you see all the fish in the sea? / Leo isn't surfing, he's falling. / That's a very tall wall. / Let's go to the shopping mall.*

Above level:

- Read the sentences from the "at level" activity aloud. After each sentence, children recall the word with the sound /ɔ:l/, say it, then spell it.

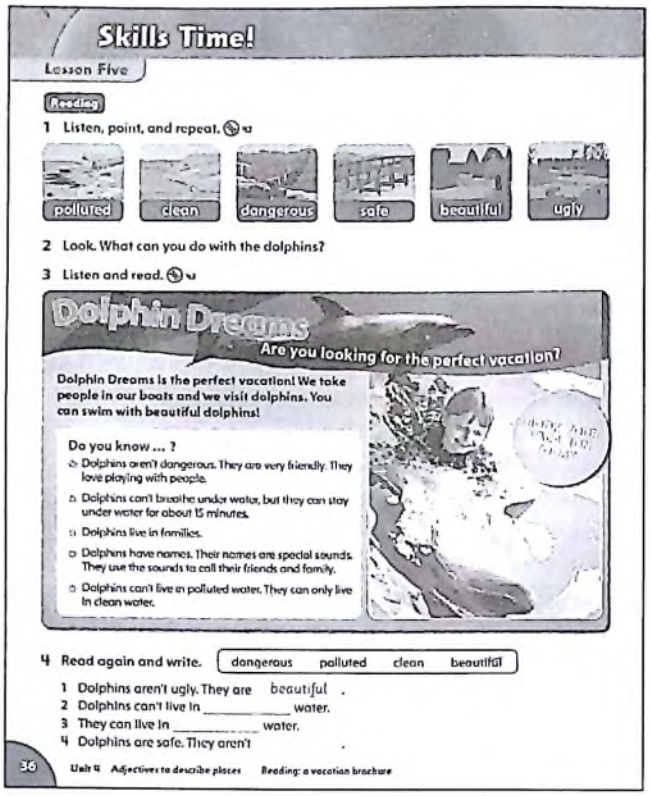
ANSWERS

1. wall 2. tall 3. small 4. mall 5. ball

Further practice

Workbook page 35

Online Practice • Unit 4 • Phonics



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat.

polluted clean dangerous safe beautiful ugly

2 Look. What can you do with the dolphins?

3 Listen and read.

Dolphin Dreams

Are you looking for the perfect vacation?

Dolphin Dreams is the perfect vacation! We take people in our boats and we visit dolphins. You can swim with beautiful dolphins!

Do you know ... ?

- Dolphins aren't dangerous. They are very friendly. They love playing with people.
- Dolphins can't breathe under water, but they can stay under water for about 15 minutes.
- Dolphins live in families.
- Dolphins have names. Their names are special sounds. They use the sounds to call their friends and family.
- Dolphins can't live in polluted water. They can only live in clean water.

4 Read again and write. dangerous polluted clean beautiful

1 Dolphins aren't ugly. They are beautiful .
2 Dolphins can't live in _____ water.
3 They can live in _____ water.
4 Dolphins are safe. They aren't .

36 Unit 4 Adjectives to describe places Reading: a vacation brochure

Lesson Five SB page 36

Skills Time!

Skills development

Reading: read and understand a holiday brochure; understand and use descriptive adjectives

Language

Core: *polluted, clean, dangerous, safe, beautiful, ugly*

Recycled: vocabulary and structures seen previously

Extra: *dolphin, dream, look (for), perfect, holiday, take, friendly, breathe, under, water, minute (n), live (v), sound (n), call (v), make, place, book (v)*

Materials

CD 42–43; *Adjectives to describe places* flashcards 68–73

Oxford iTools Digital classroom • Unit 4 • Skills Time!

Warmer

- Use flashcards 68–73 to introduce the new adjectives. Model each word for children to repeat.
- Ask comprehension questions, e.g. *Is the beach nice? Is it a good bridge?*
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 42

- Ask children to open their books to page 36 and look at the pictures in Exercise 1.
- Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part of the recording. Children repeat.
- Play the recording through. Children listen and point, then repeat the words chorally.

2 Look. What can you do with the dolphins?

- Ask children to look at the picture. Ask what kind of text it is (*a holiday brochure*). Ask *What is it about?* Say *Look at the child. What can you do with the dolphins?* Note children's answers and predictions on the board.

3 Listen and read. 43

- Play the recording. Children listen and follow the text in their books. Answer any questions children have and check that they understand *breathe* and *under water.*
- Ask comprehension questions, e.g. *Can you visit dolphins? Do they like playing with people?*
- Check the answer to the pre-listening task (*you can swim and play with the dolphins*) and compare this with the predictions on the board.
- Play the recording a second time and ask children to circle the words from Exercise 1 (only *ugly* is not in the text).

4 Read again and write.

- Explain that children are going to complete sentences about the text with some of the adjectives from Exercise 1.
- Look at the example with the class.
- Allow time for children to read the text again and complete the other sentences individually.

Differentiation

Below level:

- Tell children to look at the four words in the box and check understanding. Ask children to re-read the text, look for those words, and underline them. Help if needed. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to write four new sentences using the words in the box.

ANSWERS

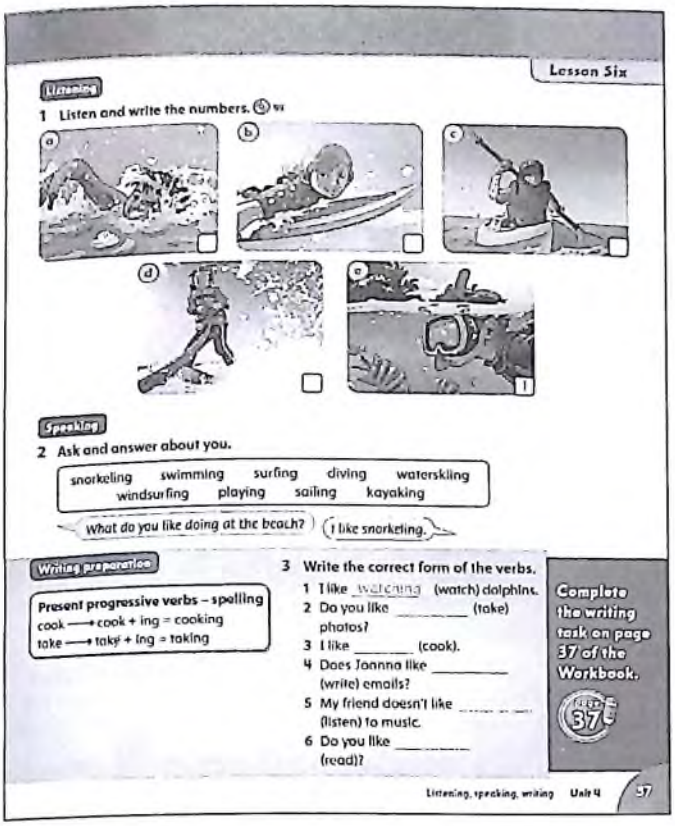
1. beautiful 2. polluted 3. clean 4. dangerous

Further practice

Workbook page 36

Unit 4 extra writing worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 4 • Reading


Lesson Six

Listening

1 Listen and write the numbers. 44

Speaking

2 Ask and answer about you.

snorkeling swimming surfing diving waterskiing windsurfing playing sailing kayaking

What do you like doing at the beach? I like snorkeling.

Writing preparation

Present progressive verbs – spelling
cook → cook + ing = cooking
take → take + ing = taking

3 Write the correct form of the verbs.
1 I like watching (watch) dolphins.
2 Do you like _____ (take) photos?
3 I like _____ (cook).
4 Does Joanna like _____ (write) emails?
5 My friend doesn't like _____ (listen) to music.
6 Do you like _____ (read)?

Complete the writing task on page 37 of the Workbook.

Listening, speaking, writing Unit 4 37

Lesson Six SB page 37

Skills Time!

Skills development

Listening: listen for information and put pictures in the correct order

Speaking: ask and answer questions about what you like doing at the beach

Writing: use the gerund (*-ing*); write about things you like doing (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 44; *Adjectives to describe places* flashcards 68–73

Oxford iTools Digital classroom • Unit 4 • Skills Time!

Warmer

- Play *Quick flash* to review the adjectives from the previous lesson (see page 8).
- Tell children to open their books at page 37 and look at the pictures in Exercise 1.
- Ask children to name the activities in the pictures (*swimming, surfing, kayaking, waterskiing,* and *snorkeling*).

1 Listen and write the numbers. 44

- Tell the class they are going to hear some children talking about things they like doing at the beach. They must number the pictures in the order they hear them.
- Play the recording through for children to point to the correct pictures.
- Play the recording again, pausing after each dialogue. Children write the number.
- Play the recording again. Children check their answers, then go through them with the class.

ANSWERS

1. e (snorkeling) 2. d (waterskiing) 3. c (kayaking)
4. b (surfing) 5. a (swimming)

2 Ask and answer about you.

- Ask two children to read the speech bubbles for the class.
- Tell children they are going to ask and answer about what they like doing at the beach. (If children live a long way from a beach, they can imagine doing these things.)
- Ask children to work in pairs and ask three or four questions each. They can say more than one thing and also ask questions with *Do you like...?*
- Ask some pairs to ask and answer questions for the class.

3 Write the correct form of the verbs.

- Ask children to look at the writing box and focus attention on the missing *e* in *taking*.
- Look at the example with the class. Check that they understand the exercise.
- Let children complete the exercise individually, then check the answers with the class. You may wish to write the infinitives on the board and ask children to come up and write the present progressive (*-ing*) forms.

Differentiation

Below level:

- Write the words in the box for Exercise 2 on the board. Tell them they need to remove the *-ing* ending. Call children to the board to change the verbs to their root form. Then read through the words aloud, adding the *-ing* back. Children then complete the activity.

At level:

- Play a spelling game. Call a child to the front of the room. Say a verb, e.g. *swim*. The child should spell the present progressive form, e.g. *swimming*. You can split the class into teams and give one point for each correct word, if you wish.

Above level:

- After children finish, put them into small groups. Ask children to write four more present progressive verbs on a piece of paper. Swap papers with the other teams. Children write sentences together. Make it a game by setting a time limit. The team with the most sentences is the winner.

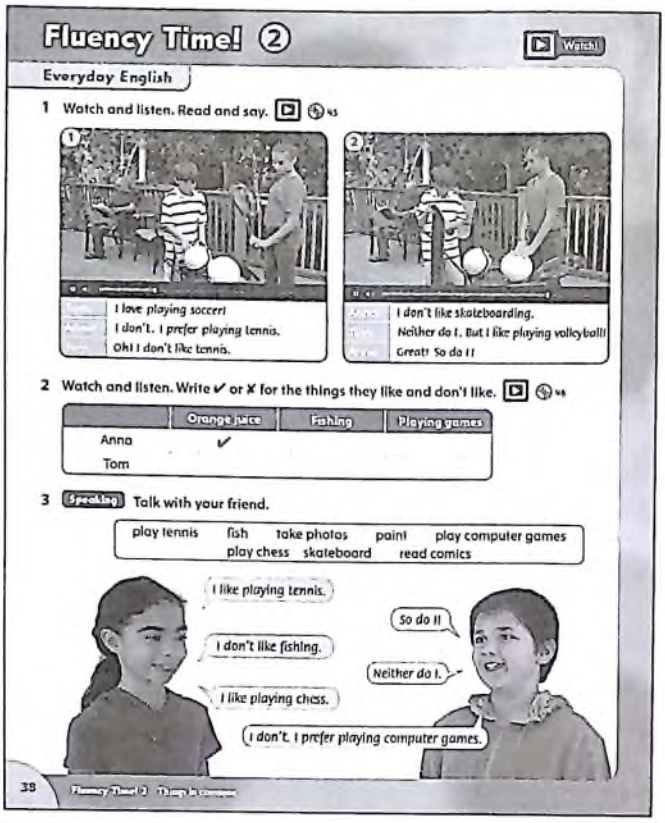
ANSWERS

1. watching 2. taking 3. cooking 4. writing
5. listening 6. reading

Further practice

Workbook page 37 (children write about what they like doing)
Unit 4 test, Assessment and Resource CD-ROM
Online Practice • Unit 4 • Listening, Speaking, and Writing

Fluency Time! 2



Everyday English SB page 38

Learning outcomes

To learn how to talk about things you have in common

Language

I love…; I don't. I prefer…; So do I.; Neither do I.

Materials

CD 45–46; Fluency DVD Fluency Time! 2; Flashcards / Pictures of known foods, activities, sports or hobbies

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

Warmer

- Tell children they are going to learn how to talk about things they have in common in English. Hold up a few flashcards of known foods / activities / sports / hobbies and model the phrases *I love / hate / enjoy / like / don't like*. Write examples on the board. Show the flashcards to children around the class. Encourage them to express their own opinions using the phrases on the board. Agree or disagree with children by saying *So do I / Neither do I / I don't* and recast their answers, e.g. Child: *I (don't) like football.* You: *So do I! I like football! / Neither do I! I don't like football! / I don't. I like tennis.*

1 Watch and listen. Read and say. 45

- Focus on the pictures. Ask children to say where the people are (*in a yard*) and what they are doing (*looking at toys / choosing an activity*). Introduce the story characters Tom and Anna and explain that they are cousins. Ask the children to guess which activity Tom and Anna like.
- Play the DVD. Children watch and listen.
- Play the DVD again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practice the dialogue in pairs.

2 Watch and listen. Write (✓) or (✗) for the things they like and don't like. 46

- Show the children the chart and read the activities aloud. Explain that they need to listen and put checks or x's in the correct boxes.
- Play the first part of the DVD and focus on the example. Ask *Does Anna like orange juice?* and elicit the answer *Yes, she does.*
- Play the DVD. Children watch and complete the activity. Pause after each item for the children to complete the chart.
- Check answers with the class.

ANSWERS

Anna likes orange juice, playing games
Tom likes orange juice, playing games

3 Talk with your friend.

- Ask two children to read the example dialogue aloud.
- In pairs, children read the example dialogue, then point to the activities in the box and talk about them.
- 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, then the second and third. Encourage children to use the words in the box.

At level:

- Children complete the activity.

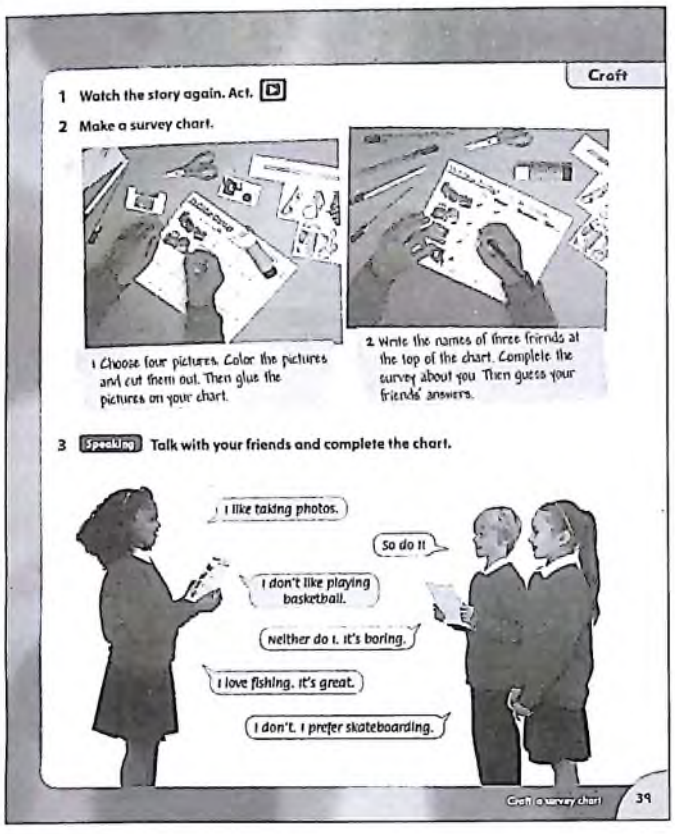
Above level:

- Do the "at level" activity, but after children have spoken to each other, ask them to come to the front and tell the class about a friend's likes and dislikes.

Watch the DVD!

- Ask children to close their books.
- Play Fluency DVD Fluency Time! 2 Everyday English for children to watch and listen.

Further practice
Workbook page 38
Fluency Time! 2, Fluency DVD
Online Practice • Fluency Time! 2



Craft SB page 39

Learning outcomes

To make a survey chart

To find activities you have in common

Language

I love…; I like…; I don't like…; I don't. I prefer…; So do I.; Neither do I.

Materials

Fluency DVD Fluency Time! 2 (optional); Fluency Craft 2 (see Assessment and Resource CD-ROM) (one template for each child); completed survey chart; colored pencils, glue, and scissors for each group of children

Oxford iTools Digital classroom • Fluency Time! 2 • Craft

1 Watch the story again. Act.

- Draw children's attention to the story in Exercise 1 on page 38. Ask the children what they can remember.
- Play scene 1 of Fluency DVD Fluency Time! 2 Everyday English again. If you don't have time for the DVD, read the dialogue on page 38.
- Ask pairs of children to act out the dialogue.
- Play both scenes of Fluency DVD Fluency Time! 2 Everyday English again for children to watch and listen.

2 Make a survey chart.

- Focus on the pictures. Ask children to say what the child in the pictures is doing (*making a survey chart*).
- Ask *What do you need to make the survey chart?* Elicit *colored pencils, scissors, glue.*
- Divide the class into groups. Give each child a survey chart template (see Fluency Craft 2, Assessment and Resource CD-ROM). Give each group colored pens / pencils / crayons, scissors, and glue.
- Use the pictures and instructions in the Student Book to talk the children through the process of making their surveys. Demonstrate with your own completed survey chart and make sure children understand what they have to do.
- Invite children to tell the class about their preferences, e.g. *I like (shopping). / I don't like (playing football).*

NOTE: If you don't have time to use photocopies, ask children to draw their charts on a paper with simple pictures to illustrate the activities.

3 Talk with your friends and complete the chart.

- Focus on the photo. Tell children they are going to complete the survey for themselves, then try to guess their friends' answers. They can then erase any wrong answers and complete the survey in pen.
- Ask three children to read out the example dialogue.
- The children talk in groups, taking turns to tell the rest of their group which activities they like / don't like and completing the chart with their friends' preferences.
- Encourage children to add language to their dialogue, e.g. *When do you (play football)? / Who do you play with? On Saturdays / With my friends.*

Differentiation

Below level:

- Review the activities in the pictures with children. Elicit sentences for the "about you" column, e.g. *I like taking photos.* Ask who else likes taking photos and elicit *So do I.* Encourage children to try on their own, using *I like / I don't like* and *So do I / Neither do I.* Monitor and help as needed.

At level:

- Children sit around a table and use their surveys to play a game in their groups from Exercise 3. They look at their surveys for one minute, then one child turns their survey face down and tries to remember which activities the child to their left likes / doesn't like doing. The rest of the group awards one point for each correct activity.

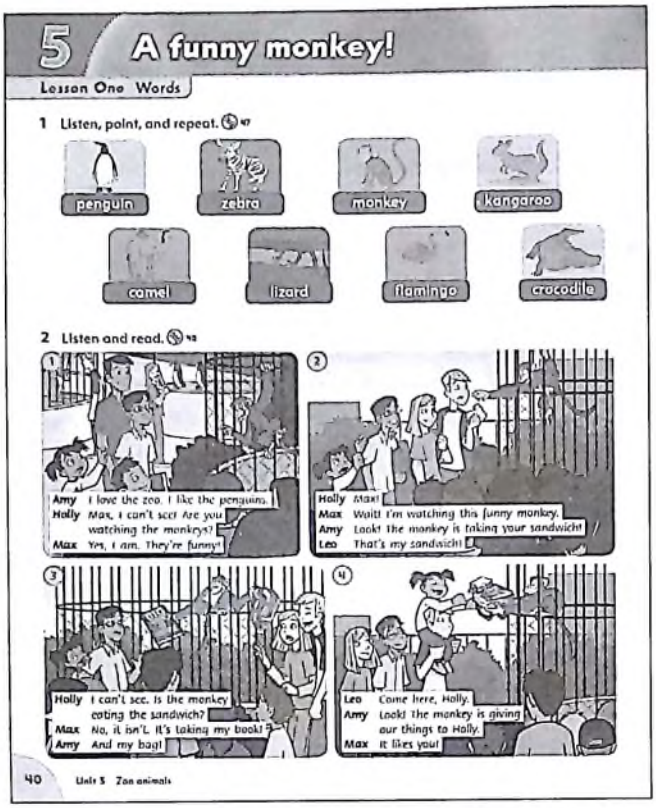
Above level:

- After children complete their charts, ask them to tell the class about their group. Encourage them to say why they like or dislike certain things.

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

5 A funny monkey!



Lesson One SB page 40

Words

Learning outcomes

To identify different animals

To understand a short story

Language

Core: *penguin, zebra, monkey, kangaroo, camel, lizard, flamingo, crocodile*

Extra: *naughty, zoo, wait, see, come (here)*

Materials

CD 47–48; *Zoo animals* flashcards 74–81, Level 1 flashcards 12, 105, 106, 112, 113 (lion, elephant, giraffe, snake, parrot) (optional); A4 card or paper with a 2.5-inch diameter hole (optional); Values 2 poster and worksheets, Assessment and Resource CD-ROM (optional)

Oxford iTools Digital classroom • Unit 5 • Words/Story

Warmer

- Ask children to call out the names of zoo animals they remember from the previous levels, e.g. *elephant, lion, snake, tiger, giraffe*
- Use flashcards 74–81 to elicit the vocabulary for this lesson. Hold the flashcards up one at a time and model unknown words.
- Say all the words again for children to repeat.

1 Listen, point, and repeat. 47

- Ask children to open their books and look at the pictures. Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and point, then repeat the words chorally.

Differentiation

Below level:

- Put children in pairs. Write the vocabulary words on pieces of paper. Give one piece of paper and 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 2.5-inch hole cut in it and the *Zoo animals* 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 penguins.*

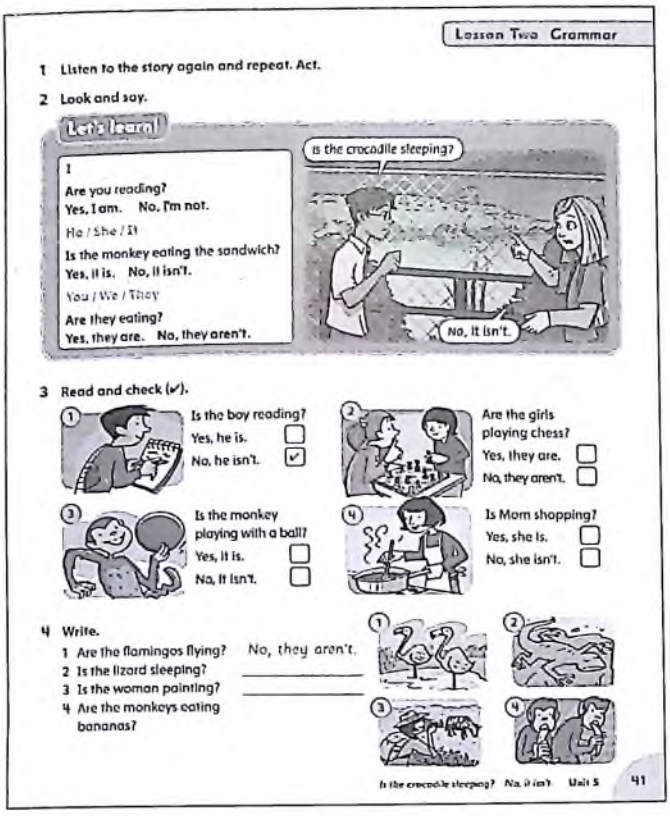
2 Listen and read. 48

- Focus on the story and ask questions, e.g. *Where are the children? What animals can you see?* Encourage predictions.
- Play the recording for children to follow along.
- Ask comprehension questions, e.g. *Can Holly see? What does the monkey take from Leo / Max / Amy?*
- Play the story again. Ask which two words from Exercise 1 are in the story (*penguin* and *monkey*).

Further practice

Workbook page 40

Online Practice • Unit 5 • Words



Lesson Two SB page 41

Grammar

Learning outcomes

To identify present progressive questions and short answers

To respond to present progressive questions by giving short answers

To act out a story

Language

Core: *Are you reading? Yes, I am. / No, I'm not. Is the monkey eating the sandwich? Yes, it is. / No, it isn't. Are they eating? Yes, they are. / No, they aren't.*

Materials

CD 48; *Zoo animals* flashcards 74–81

Oxford iTools Digital classroom • Unit 5 • Grammar

Warmer

- With books closed, ask children what happened in the story. Ask *Where do the children go? What animals do they see? What does the monkey take? Who does it like?*
- Tell children to check their answers on page 40.

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, Holly, Max, and Leo.
- As a class, decide on the actions for the story.
- Play the recording again. Children mime the actions as they listen and say their character's lines.
- Let children practice acting out the story in groups, then ask one or two groups to act out the story in the front.

2 Look and say.

- Write *Are you sleeping?* on the board. Ask a child to ask you the question. Pretend to sleep and say *Yes, I am.* Then pretend to do something else and ask another child to ask the question again. Say *No, I'm not.*
- Ask children questions to elicit positive and negative short answers, e.g. *Are you listening? Are you wearing a hat?*
- Ask children to turn to page 41. Ask two children to read out the speech bubbles.
- Read the sentences in the *Let's learn!* chart, pausing after each one for children to repeat.
- Write *Yes, he is* and *No, he isn't* on the board, then draw stick people on the board doing things that children know.
- Ask questions for children to choose the correct short answers on the board, e.g. *Is he fishing? Is he reading?*

3 Read and check (✓).

- Look at the example and check that children understand the exercise.
- Let children do the exercise individually, then check answers with the class.

ANSWERS

1. No, he isn't. 2. Yes, they are. 3. Yes, it is.
4. No, she isn't.

4 Write.

- Look at the example with the class and check that they understand the exercise.
- Let children do the exercise individually, then check answers with the class.

Differentiation

Below level:

- Look at the four pictures. Ask children to name the animals, then ask *What each animal is doing?* Elicit as needed. Look at the example together. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

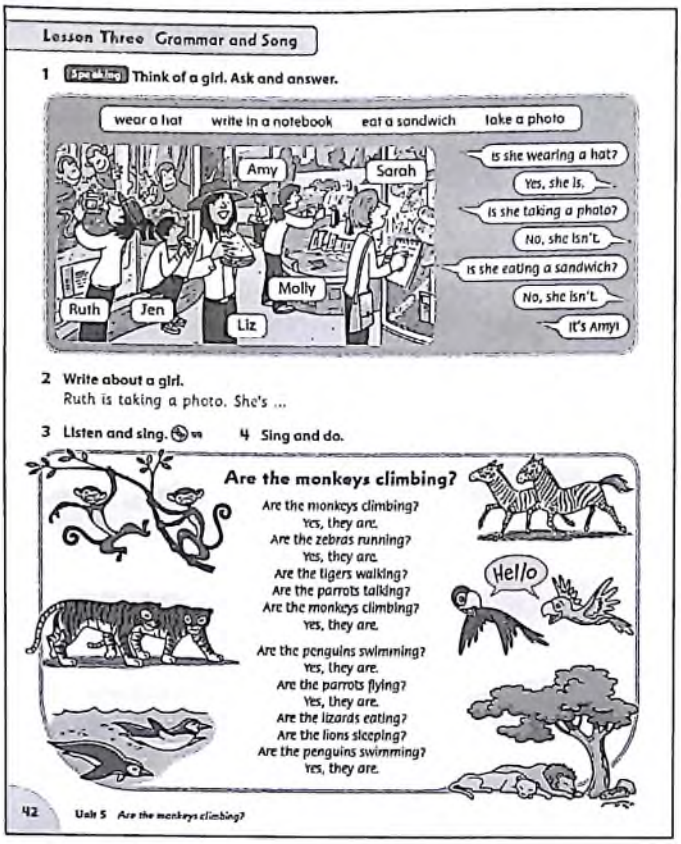
- After children finish, ask children to add on to each sentence. For negative answers, add the positive, e.g. *No, they aren't. They're standing.* For positive answers, write a negative sentence, e.g. *It isn't walking.*

ANSWERS

1. No, they aren't. 2. Yes, it is. 3. No, she isn't.
4. Yes, they are.

NOTE Now go to Workbook page 131 for children to practice the grammar structure before doing Workbook page 41.

Further practice
Grammar Time, Workbook page 131
Workbook page 41
Online Practice • Unit 5 • Grammar


Lesson Three Grammar and Song

1 Think of a girl. Ask and answer.

wear a hat | write in a notebook | eat a sandwich | take a photo

Amy | Sarah | Molly | Ruth | Jen | Liz

Is she wearing a hat? Yes, she is.
Is she taking a photo? No, she isn't.
Is she eating a sandwich? No, she isn't.
It's Amy!

2 Write about a girl.
Ruth is taking a photo. She's ...

3 Listen and sing. 49 4 Sing and do.

Are the monkeys climbing?
Are the monkeys climbing?
Yes, they are.
Are the zebras running?
Yes, they are.
Are the tigers walking?
Are the parrots talking?
Are the monkeys climbing?
Yes, they are.
Are the penguins swimming?
Yes, they are.
Are the parrots flying?
Yes, they are.
Are the lizards eating?
Are the lions sleeping?
Are the penguins swimming?
Yes, they are.

Hello

42 Unit 5 Are the monkeys climbing?

Lesson Three SB page 42

Grammar and Song

Learning outcomes
To ask and answer present progressive questions: third person singular
To use present progressive questions (third person plural) and short answers in the context of a song

Language
Extra: *notebook, lion, tiger, parrot, climb, talk*

Materials
CD 49

Oxford iTools Digital classroom • Unit 5 • Grammar and Song

Warmer

- Play *Think of a word* to review animals. Choose a child and ask him / her to think of an animal and call it out.
- Ask the child to point to another child in the classroom, who has to think of and say another word. Continue around the class.
- Children can say animals from this unit or others, and they can repeat words, but they can't say the same word as the person before them.

1 Think of a girl. Ask and answer.

- Ask children to turn to page 42 and find Molly in the picture.
- Ask two children to read the speech bubbles for the class.
- Check that children understand the exercise and tell them to choose two or three girls each.
- Ask children to work in pairs and do the exercise.
- Ask some pairs to ask and answer for the class.

2 Write about a girl.

- Read the example with the children and ask them to find Ruth in the picture.
- Ask children to tell you the second sentence about Amy. Elicit *She's wearing a hat.*
- Ask children to write about another girl, using the example to help. Monitor and help.
- Ask some children to read their sentences for the class.

Differentiation

Below level:

- Do an example with Ruth together. Ask children what she is doing / wearing. Different children write sentences on the board. Help as needed. Then children choose another girl and write on their own.

At level:

- Children complete the activity.

Above level:

- After children finish, play a guessing game. Put children into pairs. Ask them to close their books. One child reads his first sentence using "she", e.g. She isn't wearing a hat. Who is it? The other guesses, e.g. It's Liz. Continue until both children have guessed correctly. If time permits, switch partners and play again.

3 Listen and sing. 49

- Ask children to look at the pictures and name the animals.
- Elicit what each pair of animals is doing (*climbing, running, walking, talking, swimming, sleeping*).
- Play the recording. Children listen and point to the pictures in their books.
- Play the recording again. Children follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.

4 Sing and do.

- As a class, decide on the actions for the song.
- Practice the actions with the class.
- Play the recording. Children listen and do the actions.
- Ask children *Which animals aren't in the pictures? (the lizards).*

Further practice
Workbook page 42
Online Practice • Unit 5 • Grammar and Song


Lesson Four Phonics

1 Listen, point, and repeat. 50

fork horse corn straw paw yawn

2 Listen and chant. 51

Look at the dog.
It's drinking with a straw,
it's holding the straw,
with its two front paws.

Look at the horse,
it's holding a fork,
it's eating corn,
with the farmer's fork.

3 Read the chant again. Circle the words with or and aw.

4 Circle the odd one out.

1 fork sport (paw) 2 draw short straw
3 yawn horse corn 4 paw straw fork

5 Complete the words with or and aw.

1 2 3 4 5

str a w f ___ k h ___ se p ___ y ___ n

or and aw spellings Unit 5 43

Lesson Four SB page 43

Phonics

Learning outcomes
To pronounce the sound /ɔ:/
To associate the sound /ɔ:/ with the letters *or* and *aw*
To identify the sound /ɔ:/ in a chant

Language
Core: *fork, horse, corn, straw, paw, yawn*
Extra: *hold, front, farmer, sport*

Materials
CD 50–51; Phonics cards 12–13 (fork, paw); Phonics cards 10–11 (ball, wall) (optional)

Oxford iTools Digital classroom • Unit 5 • Phonics

Warmer

- Tell children the sound they are going to learn this week starts the same, but it doesn't have an /l/ sound.
- Model the new sound for children, holding your hands wide to say /ɔ:l/ and bringing them closer to say /ɔ:/.
- Hold up the phonics cards for *fork* and *paw*, saying the words for children to repeat in chorus.
- Put the phonics cards on the board and point to them several times until children are familiar.

1 Listen, point, and repeat. 50

- Ask children to look at the words and pictures in their books. Tell them that they are going to hear a recording of the different words.
- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part. Children repeat chorally.
- Play the whole recording (more than once if necessary). Children point and repeat again.

2 Listen and chant. 51

- Ask children to look at the picture and find objects from Exercise 1 (*paw, straw, horse, fork,* and *corn*).
- Ask questions about the picture, e.g. *What is the dog doing? (drinking).*
- Play the recording. Children listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant once more. Children join in and follow.

3 Read the chant again. Circle the words with *or* or *aw*.

- Focus attention on the word *straw* in Exercise 1 and ask children to find it in the chant.
- Ask children to circle the other words with *or* or *aw*.

ANSWERS

straw (x2), paws, horse, fork, corn, fork

4 Circle the odd one out.

- Ask children to look at the example. Focus on the spelling of each word.
- Let children complete the exercise, then check answers.

ANSWERS

1. paw **2.** short **3.** yawn **4.** fork

5 Complete the words with *or* and *aw*.

- Look at the example and check understanding. Children complete the exercise individually.
- Write *or* and *aw* on opposite sides of the board.
- Check answers by asking children to point to the letters.

Differentiation

Below level:

- Use the phonics flashcards to review the words. Write *or* and *aw* 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 two columns on the board. Label them *aw* and *or*. Give students 3–5 minutes to fill the chart with more words they know.

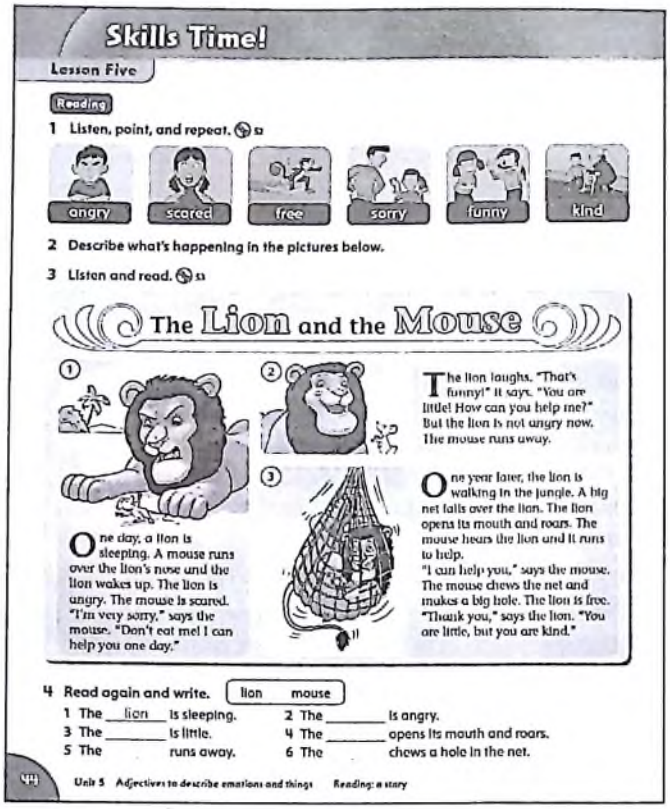
ANSWERS

1. aw **2.** or **3.** or **4.** aw **5.** aw

Further practice

Workbook page 43

Online Practice • Unit 5 • Phonics



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat.

angry scared free sorry funny kind

2 Describe what's happening in the pictures below.

3 Listen and read.

The Lion and the Mouse

One day, a lion is sleeping. A mouse runs over the lion's nose and the lion wakes up. The lion is angry. The mouse is scared. "I'm very sorry," says the mouse. "Don't eat me! I can help you one day."

The lion laughs. "That's funny!" it says. "You are little! How can you help me?" But the lion is not angry now. The mouse runs away.

One year later, the lion is walking in the jungle. A big net falls over the lion. The lion opens its mouth and roars. The mouse hears the lion and it runs to help.
"I can help you," says the mouse. The mouse chews the net and makes a big hole. The lion is free. "Thank you," says the lion. "You are little, but you are kind."

4 Read again and write. lion mouse

1 The lion is sleeping. 2 The _____ is angry.
3 The _____ is little. 4 The _____ opens its mouth and roars.
5 The _____ runs away. 6 The _____ chews a hole in the net.

44 Unit 5 Adjectives to describe emotions and things Reading: a story

Lesson Five SB page 44

Skills Time!

Skills development

Reading: read and understand a story; read and match specific actions / descriptions with story characters

Language

Core: *angry, scared, free, sorry, funny, kind*

Recycled: vocabulary and structures seen previously

Extra: *mouse, wake up, laugh, run away, later, jungle, net, over, mouth, roar (v), hear, move, chew*

Materials

CD 52–53; *Adjectives to describe emotions and things* flashcards 82–87

Oxford iTools Digital classroom • Unit 5 • Skills Time!

Warmer

- Introduce the adjectives with flashcards 82–87. Use facial expressions to reinforce where appropriate.
- Model the words for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 52

- Ask children to open their books and look at the pictures in Exercise 1.
- Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part of the recording. Children repeat.
- Play the whole recording. Children listen and point, then repeat the words chorally.

2 Describe what's happening in the pictures below.

- Ask children to look at the text and the pictures. Ask children what kind of text it is (*a story*).
- Ask questions about each picture to encourage children to make predictions, e.g. *Is the lion angry? What does he want to do? Is the mouse scared?*

3 Listen and read. 53

- Play the recording. Children listen and follow along.
- Check answers to the questions from before reading.
- Check children's understand of the following vocabulary, using gestures and demonstration where possible: *wake up, jungle, net, mouth, roar,* and *chew.*
- Ask *How does the mouse make a hole?* Elicit *It chews the net.*
- Play the recording a second time. Ask children to find and circle the words from Exercise 1 in the text.

4 Read again and write.

- Ask children to write *lion* or *mouse* in the sentences to show who does the actions. Look at the example.
- Let children read the text again and complete the other sentences individually, then check answers as a class.

Differentiation

Below level:

- Ask children to look at the text again. Turn the sentences in Exercise 4 into comprehension questions, e.g. *Who is sleeping? Who is angry?* Children find the answers in the text , then complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, ask if they remember feeling the emotions in the lesson. Have them write sentences about themselves or people they know. If time permits, children share with the class.

ANSWERS

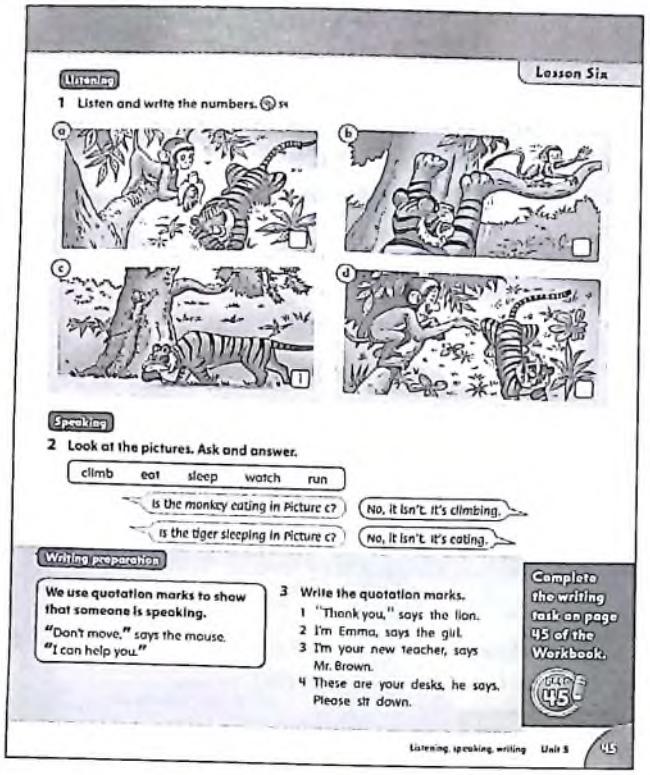
1. lion 2. lion 3. mouse 4. lion 5. mouse 6. mouse

Further practice

Workbook page 44

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

Online Practice • Unit 5 • Reading


Lesson Six

Listening

1 Listen and write the numbers. 54

Speaking

2 Look at the pictures. Ask and answer.

climb eat sleep watch run

Is the monkey eating in Picture c? No, it isn't. It's climbing.

Is the tiger sleeping in Picture c? No, it isn't. It's eating.

Writing preparation

We use quotation marks to show that someone is speaking.
"Don't move," says the mouse.
"I can help you."

3 Write the quotation marks.
1 "Thank you," says the lion.
2 I'm Emma, says the girl.
3 I'm your new teacher, says Mr. Brown.
4 These are your desks, he says. Please sit down.

Complete the writing task on page 45 of the Workbook.

Listening, speaking, writing Unit 5 45

Lesson Six SB page 45

Skills Time!

Skills development
Listening: understand descriptions of things happening in pictures using the present progressive
Speaking: ask and answer questions about pictures
Writing: recognize and use speech marks; write about animals (Workbook)

Language
Recycled: vocabulary and structures seen previously
Extra: *watch, teacher, sit down, desk*

Materials
CD 54; *Adjectives to describe emotions and things* flashcards 82–87

Oxford iTools Digital classroom • Unit 5 • Skills Time!

Warmer

- Tell children to open their books and look at the pictures in Exercise 1.
- Ask children questions about the pictures, e.g. *What animals can you see? What is on the tiger's head? Is the monkey scared?*

1 Listen and write the numbers. 54

- Tell children they are going to hear a recording of a boy talking about the pictures. They must write numbers to put the pictures in the correct order.
- Play the whole recording. Children point to the correct pictures in order.
- Play the recording again, pausing after each part for children to write the number.
- Play the recording again. Children check their answers, then check again with the class.

ANSWERS

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

2 Look at the pictures. Ask and answer.

- Ask two children to read the speech bubbles aloud.
- Tell children they are going to look at the pictures. Ask and answer questions about the monkey and the tiger.
- Tell children to follow the order of the pictures, to reinforce the story.
- Let children do the exercise in pairs, then ask some pairs to ask and answer for the class.

3 Write the quotation marks.

- Write the sentences from the Writing box on the board, with the quotation marks in place. Ask children what the marks mean.
- Erase the marks and ask children to come up and put them in again. Alternatively, write the first one, then move your hand along the sentences and ask children to shout *Stop!* at the correct place for the next one.
- Point out that the comma and period are inside the quotation marks.
- Look at the example with the class and check understanding.
- Let children complete the exercise individually, then check answers with the class.

Differentiation

Below level:

- Write the punctuation marks from page 29 and quotation marks on the board. Children circle the quotation marks. Write the examples on the board without punctuation. Elicit where the punctuation goes. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to write two more sentences, including quotation marks. Children switch papers with a partner to check their answers. Monitor and correct as needed.

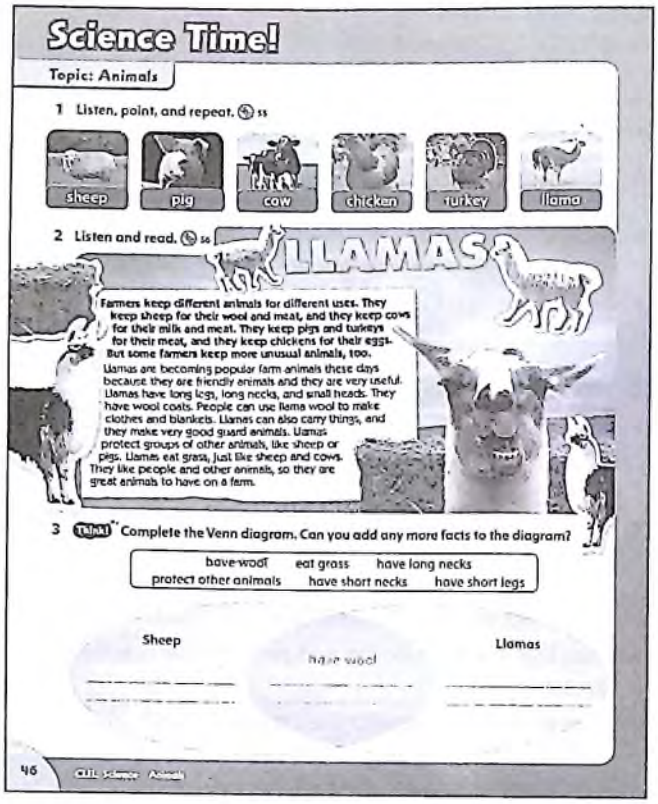
ANSWERS

1. "Thank you," says the lion.
2. "I'm Emma," says the girl.
3. "I'm your new teacher," says Mr. Brown.
4. "There are your desks," he says. "Please sit down."

Further practice

Workbook page 45 (children write about different animals)
Unit 5 test, Assessment and Resource CD-ROM
Online Practice • Unit 5 • Listening, Speaking, and Writing

Science Time!



Topic: Animals SB page 46

Learning outcomes

To learn some useful content and language about farm animals

Language

Core: *sheep, pig, cow, chicken, turkey, llama*

Extra: *wool, meat, friendly, useful, blankets, guard animal, protect, grass*

Materials

CD 55–56; CLIL Time! 2 flashcards 88–93

Oxford iTools Digital classroom • Science Time! • Animals

Warmer

Critical Thinking

- Ask children to name all the animals they know. Write the words on the board. Ask children to say where you can find / keep each animal (*at home, on a farm, in a zoo,* etc).

Lead-in

- Hold up flashcards 88–93 and say the words for children to repeat.
- Hold up the flashcards, one at a time, and ask *Is it a (pig)?* Children answer *Yes*, or *No, it's a (sheep).*

1 Listen, point, and repeat. 55

- 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 88–93 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. 56

- Play the recording for children to listen and follow the text in their Student Books.
- Play the recording again. Ask comprehension questions, e.g. *Why do farmers keep (sheep)? What do llamas look like? What can llamas do?*
- Ask children to say what their favorite farm animal is and why they like it.

3 Think! Complete the Venn diagram. Can you add any more facts to the diagram?

Critical Thinking

- Ask *Do sheep have wool?* Elicit the answer *Yes*. Ask *Do llamas have wool?* Elicit the answer *Yes*. Show children how *have wool* has been written in the middle section of the diagram, because it is true for both animals.
- Complete the next item together and check understanding.

Collaboration

- Put children in pairs to complete the diagram. Monitor the activity, helping children as necessary.

Differentiation

Below level:

- Divide the class into groups of four. Divide the children in each group into two pairs. Tell one pair that they are sheep and tell the other pair that they are llamas.
- Tell the children to look at the phrases in the box and decide which is true for their animal. Tell them to copy each of the true phrases onto a piece of paper.
- The pairs then come back together in a group and compare their pieces of paper. Tell the groups to place the phrases which both the sheep and the llamas have on the table between them, and to place the phrases for the sheep on one side and the phrase for the llamas on the other side to make a Venn diagram.

At level:

- Children complete the activity.

Above level:

- Have children work in pairs to complete the diagram, then use the Internet or reference books to find out more facts about sheep and llamas to add to their diagram.

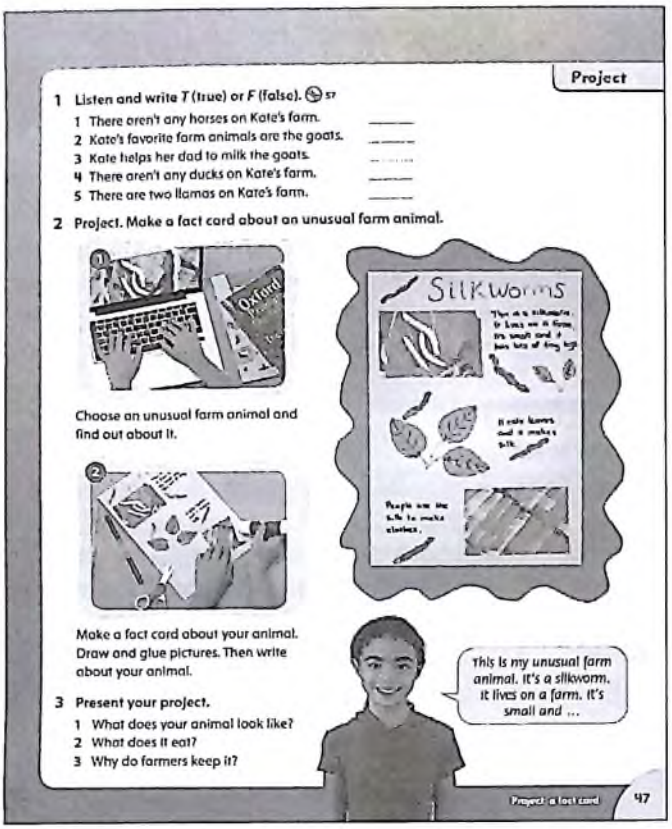
ANSWERS

Sheep have short necks, have short legs **Llamas** have long necks, protect other animals **Both** have wool, eat grass

Further practice

Workbook page 46

Online Practice • Science Time!



Project SB page 47

Learning outcomes

To listen and mark statements about a farm *T* (true) or *F* (false)

To make a fact card about an unusual farm animal

Language

This is my unusual farm animal. It's a silkworm. It lives on a farm. It's small and...

Materials

CD 57; CLIL Time! 2 flashcards 88–93; card or paper; colored pencils, scissors, glue

Oxford iTools Digital classroom • Science Time! • Project

Warmer

- Hand out the flashcards. Say the animal words, one at a time. The child holding the correct flashcard stands up and shows their flashcard. Pass the flashcards around and repeat.

1 Listen and write *T* (true) or *F* (false). 57

- Explain that you are going to play a recording of a girl and a boy talking about a farm. Children need to listen and decide whether each statement 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.
- Check answers with the class.

ANSWERS

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

2 Project. Make a fact card about an unusual farm animal.

Creativity

- Explain that children are going to make a fact card about an unusual farm animal. Ask *What do you need to make this project?* Elicit *computer, card* or *paper, colored pens* or *pencils, scissors, glue.*
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Hand out card or paper and colored pens/pencils, scissors and glue to children. Show children how to find information about unusual farm animals by using Science/reference books or the Internet.
- Ask children to choose an unusual farm animal to write about. Tell children to write about what the animal looks like, what it can do and why farmers keep it. Tell children to draw pictures to illustrate their fact cards.

Differentiation

Below level:

- Write the names of a few unusual farm animals on the board (e.g. *ostrich, silkworm, mangalitza (sheep-pig), cricket*).
- Ask children to say what each animal looks like, what it eats, and why farmers might keep these animals. Write their suggestions on the board, under the name of each animal.
- Divide the class into groups and assign one unusual animal to each group. Tell children to work together to make a fact card about their animal. Monitor the activity and help if necessary by asking questions and encouraging children to find the answers on the board.

At level:

- Complete the activity as suggested.

Above level:

- Children make their fact cards individually. Ask children to include as much information as they can find on their fact card, including what the animal eats, where it lives, why it is useful, etc.
- Children ask and answer questions about their animals in pairs, e.g. *What does your unusual animal look like? What does it eat?*

3 Present your project.

Communication

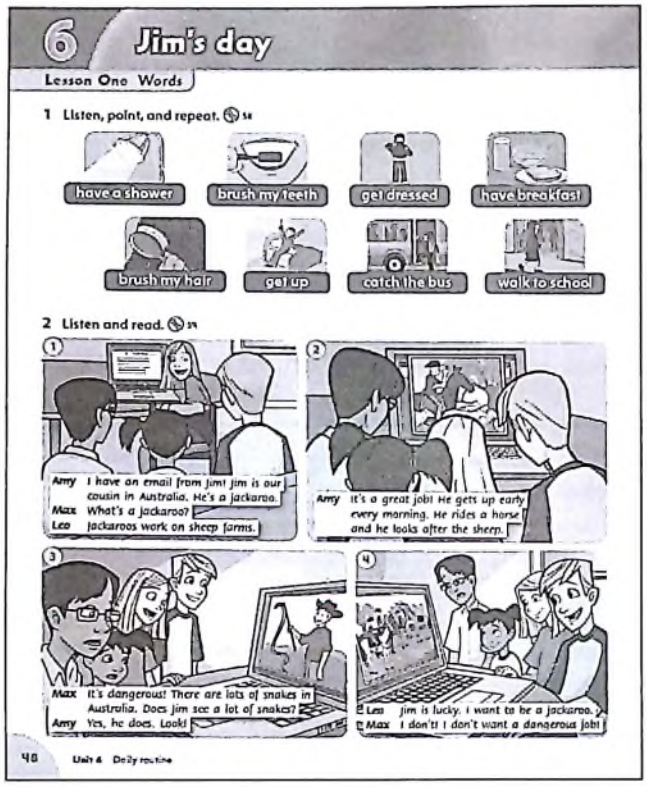
- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed project, or using the example in the Student Book. Hold up the project and talk about the animal, as in the example. Point to any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

Further practice

Workbook page 47

Online Practice • Science Time!

6 Jim's day



Lesson One SB page 48

Words

Learning outcomes

To identify different daily routines

To understand a short story

Language

Core: *have a shower, brush my teeth, get dressed, have breakfast, brush my hair, get up, catch the bus, walk to school*

Extra: *jackaroo, work (v), job, early, morning, ride (v), look after, sheep, lucky*

Materials

CD 58–59; *Daily routine* flashcards 94–101

Oxford iTools Digital classroom • Unit 6 • Words/Story

Warmer

- Mime sleeping. Ask the children *What am I doing?* Elicit *You're sleeping.*
- Mime getting up and eating breakfast and elicit *get up* and *have breakfast* (which children know from Level 2).
- Use flashcards 94–101 to elicit the new vocabulary. Hold the flashcards up and model any unknown words.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 58

- Ask children to turn to page 48 and look at the pictures.
- Play the first part of the recording. Children listen and point.
- Play the second part of the recording for children to repeat.
- Play the whole recording. Children listen and point, and then repeat the words chorally.

Differentiation

Below level:

- Play *Listen, point, and say* (see page 8). 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.

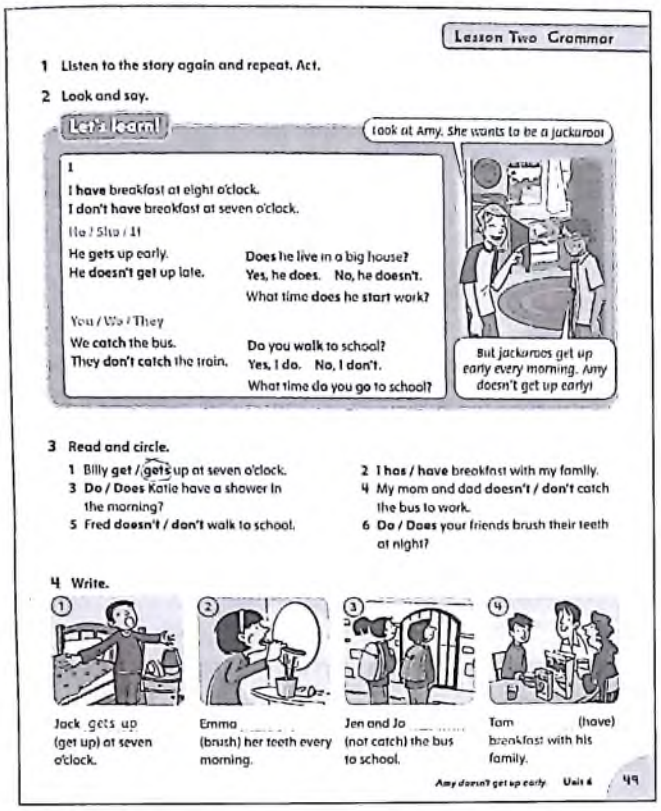
2 Listen and read. 59

- Focus on the story. Talk about each frame and ask questions, e.g. *What is Amy doing? Who do you think the boy is?* Play the recording. Children follow along.
- Ask comprehension questions, e.g. *Who is the email from? Where does a jackaroo work?*
- Ask children to find one activity from Exercise 1 in the story (*get up*).

Further practice

Workbook page 48

Online Practice • Unit 6 • Words



Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I have breakfast at eight o'clock.
I don't have breakfast at seven o'clock.

He / She / It
He gets up early.
He doesn't get up late.
Does he live in a big house?
Yes, he does. No, he doesn't.
What time does he start work?

You / We / They
We catch the bus.
They don't catch the train.
Do you walk to school?
Yes, I do. No, I don't.
What time do you go to school?

Look at Amy. She wants to be a jackaroo!

But jackaroos get up early every morning. Amy doesn't get up early!

3 Read and circle.

1 Billy get / gets up at seven o'clock.
2 I has / have breakfast with my family.
3 Do / Does Katie have a shower in the morning?
4 My mom and dad doesn't / don't catch the bus to work.
5 Fred doesn't / don't walk to school.
6 Do / Does your friends brush their teeth at night?

4 Write.

Jack gets up (get up) at seven o'clock.
Emma _____ (brush) her teeth every morning.
Jen and Jo _____ (not catch) the bus to school.
Tom _____ (have) breakfast with his family.

Amy doesn't get up early. Unit 6 49

Lesson Two SB page 49

Grammar

Learning outcomes

To identify simple present affirmative, negative, and question forms, and short answers

To use third person singular simple present forms to complete sentences

To act out a story

Language

Core: *I have breakfast at eight o'clock. I don't have breakfast at seven o'clock. He gets up early. He doesn't get up late. Does he live in a big house? Yes, he does. / No, he doesn't. What time does he start work? We catch the bus. They don't catch the train. Do you walk to school? Yes, I do. / No, I don't. What time do you go to school?*

Extra: *late, start work, at night*

Materials

CD 59; *Daily routine* flashcards 94–101

Oxford iTools Digital classroom • Unit 6 • Grammar

Warmer

- Ask children questions about what happened in the story, e.g. *Who is a jackaroo? What does Amy get from her cousin?*
- Tell children to open their Student Books, and find three animals in the story on page 48 (*horse, sheep, snake*).

1 Listen to the story again and repeat. Act.

- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play the parts of Amy, Max, Leo, Holly, and the jackaroo.
- As a class decide on the actions for the story.
- Play the recording again. Children mime the actions as they listen and say their character's lines.
- Let children practice acting out the story in groups, then ask one or two groups to act out the story at the front.

2 Look and say.

- Say *I get up early. I don't get up late.* Ask children *Do you get up early?* Elicit *Yes, I do* or *No, I don't.*
- Write *I … breakfast at eight o'clock* and *I … breakfast at twelve o'clock* on the board. Elicit *have* and *don't have.*
- Ask children to turn to look at the *Let's learn!* box. Ask two children to read out the speech bubbles.
- Ask *Does Amy want to be a jackaroo? Does she get up early?* Elicit *Yes, she does. No, she doesn't.*
- Read the sentences in the chart, pausing after each one for children to repeat it.
- Write *I … at eight o'clock*, then put *Daily routines* flashcards in the blank to elicit new sentences.
- Copy the questions and short answers from the chart onto the board and erase *does*, *doesn't*, *do*, and *don't*.
- Ask children to tell you the missing words and check pronunciation of *does* /dʌz/ and *doesn't* /ˈdʌz(ə)nt/.

3 Read and circle.

- Look at the example and check understanding, then let children complete the exercise individually.

ANSWERS

1. gets **2.** have **3.** Does **4.** don't **5.** doesn't **6.** Do

4 Write

- Check understanding, then let children do the exercise.

Differentiation

Below level:

- Read the examples in the *Let's learn!* box again and have children repeat. Swap out the pronouns for extra practice. Elicit positive and negative responses where appropriate.

At level:

- Children complete the activity.

Above level:

- After children finish, put them into pairs. Write three columns on the board: pronouns, action verbs, and predicates, e.g. *He / get up / early, They / walk / to school*, etc. on the board. Have students make sentences together. Monitor as needed.

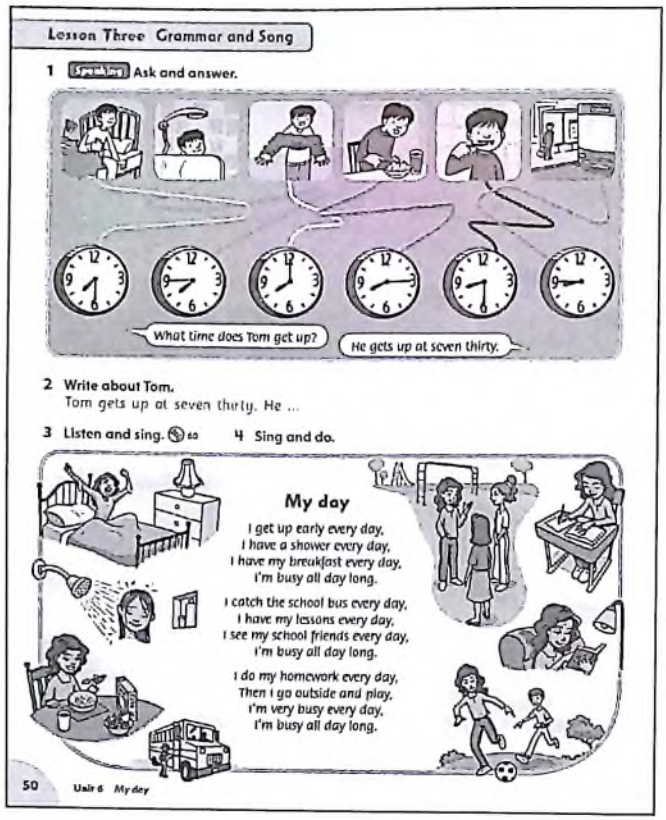
ANSWERS

1. gets up **2.** brushes **3.** don't catch **4.** has

NOTE: Now go to Workbook page 131 for children to practice the grammar structure before doing Workbook page 49.

Further practice

Grammar Time, Workbook page 131
Workbook page 49
Online Practice • Unit 6 • Grammar


Lesson Three Grammar and Song

1 Speaking Ask and answer.

What time does Tom get up?

He gets up at seven thirty.

2 Write about Tom.
Tom gets up at seven thirty. He ...

3 Listen and sing. 60 4 Sing and do.

My day

I get up early every day,
I have a shower every day,
I have my breakfast every day,
I'm busy all day long.

I catch the school bus every day,
I have my lessons every day,
I see my school friends every day,
I'm busy all day long.

I do my homework every day,
Then I go outside and play,
I'm very busy every day,
I'm busy all day long.

50 Unit 6 My day

Lesson Three SB page 50

Grammar and Song

Learning outcomes
To ask and answer questions about times and routines in the simple present (third person singular)
To use the simple present and daily routines in the context of a song

Language
Extra: *busy, all day long, lesson, homework, outside*

Materials
CD 60; *Daily routine* flashcards 94–101

Oxford iTools Digital classroom • Unit 6 • Grammar and Song

Warmer

- Put the *Daily routines* flashcards up and ask children to open their books to page 50, look at the flashcards, and say which one isn't in the pictures (*walk to school*). Remove that flashcard.
- Call out the other words and ask children to point to the correct flashcard. Increase the speed of the activity.

1 Ask and answer.

- Point to the clocks in Exercise 1. Ask individual children to tell the time.
- Ask two children to read the speech bubbles for the class and tell children to find the correct picture and clock.
- Tell children to work in pairs, choose pictures, and ask and answer questions about the times.
- Ask some pairs to ask and answer questions for the class.

2 Write about Tom.

- Read the example with the children and check understanding.
- Ask children to write the other things Tom does in the morning, using the example to help.

Differentiation

Below level:

- Look at the pictures in Exercise 1 and ask children to tell you what activities and times they see. Review Tom's day another way by asking *What does Tom do at (time)?* Elicit as needed. Then encourage children to write at least one more sentence about Tom.

At level:

- Children complete the activity.

Above level:

- After children finish, put them into pairs. They ask their classmates about their day, e.g. *What time do you (get up)?* Encourage children to write the answers down. If time permits, children can tell the class what they found out.

ANSWERS

Tom gets up at half past seven. He has a shower at a quarter to eight. He gets dressed at eight o'clock. He has breakfast at a quarter past eight. He brushes his teeth at half past eight. He catches the bus (to school) at a quarter to nine.

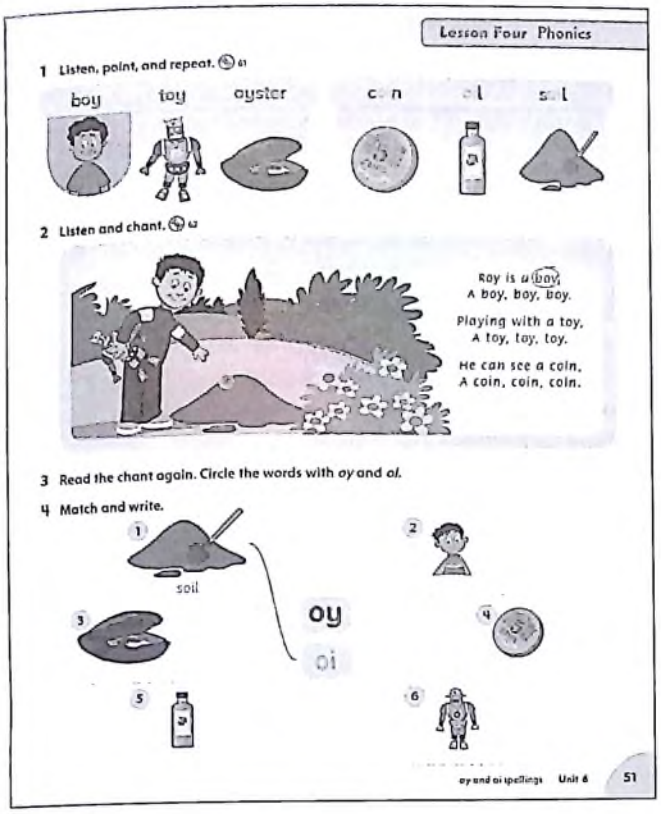
3 Listen and sing. 60

- Ask children to look at the pictures and tell you what the girl is doing (*gets up, has a shower, eats breakfast, catches the bus, sees / meets her friends, has lessons, reads a book / does her homework, and plays outside*).
- Play the recording. Children listen and point to the pictures as they hear the activities.
- Play it again. Children follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording again. Children sing along.
- Repeat, and make sure children understand *busy*.

4 Sing and do.

- As a class, decide on the actions for the song.
- Practice the actions with the class.
- Play the recording. Children listen and do the actions.

Further practice
Workbook page 50
Online Practice • Unit 6 • Grammar and Song



Lesson Four SB page 51

Phonics

Learning outcomes
To pronounce the dipthong /ɔɪ/
To associate the sound /ɔɪ/ with the letters *oy* and *oi* in words
To identify the sound /ɔɪ/ in a chant

Language
Core: *boy, toy, oyster, coin, oil, soil*

Materials
CD 61–62; Phonics cards 14–17 (boy, oyster, coin, soil)

Oxford iTools Digital classroom • Unit 6 • Phonics

Warmer

- Hold up phonics cards 14–17, saying the words for children to repeat. Put the words spelled with *oy* and *oi* on opposite sides of the board.
- Point to the cards for children to repeat. Point at the letters to highlight the two spellings of /ɔɪ/. Leave the cards on the board.

1 Listen, point, and repeat. 61

- Ask children to look at the words and pictures in their books. Tell them they are going to hear a recording of the words.
- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat the words.
- Play the whole recording (more than once, if necessary). Children point and repeat again.
- Check children understand the words *oyster, oil,* and *soil.*

2 Listen and chant. 62

- Ask children to look at the picture. Ask *Who can you see? What does he have in his hand? What can he see? Where is the coin? (in some soil).*
- Play the recording. Children listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant once more. Children join in and follow.
- Ask children to look at the picture and circle the objects from the chant.

3 Read the chant again. Circle the words with *oy* and *oi.*

- Focus attention on the word *boy* in the chant and ask children to point to the flashcard on the board. Point out that the word is spelled with *oy.*
- Ask children to circle the other words with *oy* or *oi.*
- Check answers. Ask for the boy's name if they miss *Roy.*

Differentiation

Below level:

- Play *Quick flash* (see page 8) to review the words. Then hand out Phonics cards 14–17 and say the words. When children hear their word, they raise the card in the air.

At level:

- Divide the class into two groups. One group stands up when they hear a word spelled with *oy* and the other group stands up when they hear a word spelled with *oi.* Read these sentences aloud: *Those boys are in my school. / I've got soil on my shoes. / I've got three coins in my pocket. / Hey! Those are my toys! / Can I have some oil on my salad? / Look at these oysters!*

Above level:

- Read the sentences from the "at level" activity aloud. After each sentence, children recall word with oy or oi, say them, then spell them.

ANSWERS

Roy, boy (x4), toy (x4), coin (x4)

4 Match and write.

- Ask children to look at the first picture. Ask *What's this? (soil); Which letters are in "soil"?*
- Ask children to do the rest of the exercise individually.

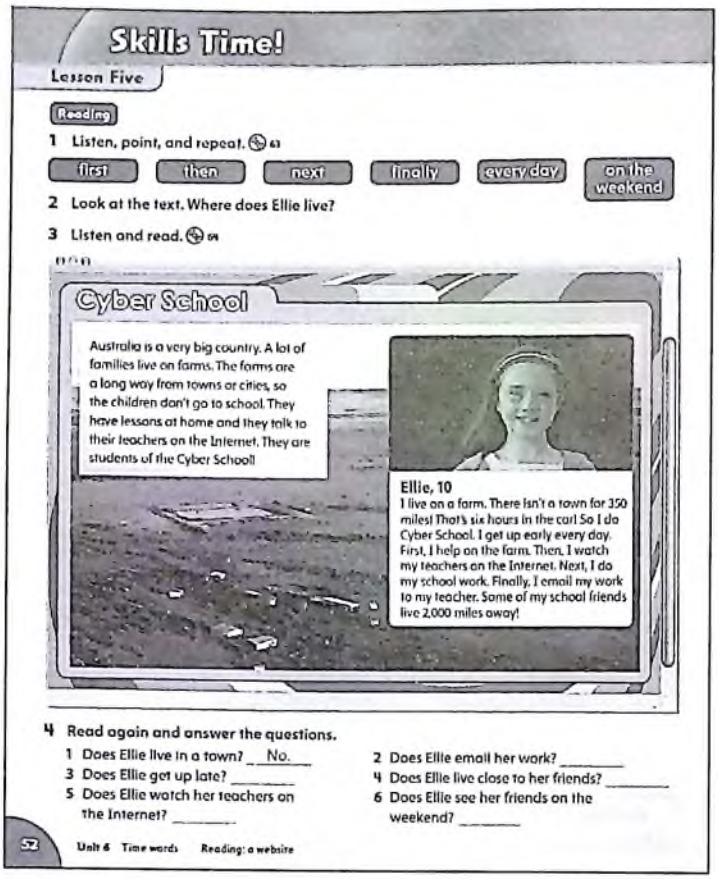
ANSWERS

1. soil 2. boy 3. oyster 4. coin 5. oil 6. toy

Further practice

Workbook page 51

Online Practice • Unit 6 • Phonics



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat. 63

first | then | next | finally | every day | on the weekend

2 Look at the text. Where does Ellie live?

3 Listen and read. 64

Cyber School

Australia is a very big country. A lot of families live on farms. The farms are a long way from towns or cities, so the children don't go to school. They have lessons at home and they talk to their teachers on the Internet. They are students of the Cyber School!

Ellie, 10

I live on a farm. There isn't a town for 350 miles! That's six hours in the car! So I do Cyber School. I get up early every day. First, I help on the farm. Then, I watch my teachers on the Internet. Next, I do my school work. Finally, I email my work to my teacher. Some of my school friends live 2,000 miles away!

4 Read again and answer the questions.

1 Does Ellie live in a town? No.
2 Does Ellie email her work? _____
3 Does Ellie get up late? _____
4 Does Ellie live close to her friends? _____
5 Does Ellie watch her teachers on the Internet? _____
6 Does Ellie see her friends on the weekend? _____

52 Unit 6 Time words Reading: a website

Lesson Five SB page 52

Skills Time!

Skills development

Reading: read and understand a webpage about cyber schools; read for specific information

Language

Core: *first, then, next, finally, every day, on the weekend*

Recycled: vocabulary and structures seen previously

Extra: *cyber school, a long way from, town, city, at home, Internet, student, hour, miles, sports day, together, close to*

Materials

CD 63–64; *Daily routine* flashcards 99, 94, 96 and 101 (*get up, have a shower, get dressed, walk to school*)

Oxford iTools Digital classroom • Unit 6 • Skills Time!

Warmer

- Draw a stick boy on the board and write *first, next, then,* and *finally* on the board vertically.
- Hold up flashcards and elicit *get up, have a shower, get dressed,* and *walk to school.*
- Ask children what the boy does first in the morning. Elicit *He gets up* and check the flashcard next to *First*. Say *First, he gets up.* Children repeat.
- Continue with the other flashcards.

1 Listen, point, and repeat. 63

- Ask children to open their books and look at the words in Exercise 1.
- Play the first part of the recording. Children listen and point to the appropriate word.
- Play the second part. Children repeat.
- Play the whole recording again. Children listen and point, then repeat chorally.

2 Look at the text. Where does Ellie live?

- Ask children to look at the picture. Ask children *Is it a photo of a town / a farm? Which country do you think it is?*
- Ask children to quickly look at the text and find where Ellie lives (*in Australia / on a farm*).

3 Listen and read. 64

- Ask a child to read the title, *Cyber School,* and encourage predictions about what it is. Ask *Does it have classrooms? Is it on the Internet? Do children go there by bus?* Play the recording.
- Check the answers to the questions you asked before children read, then answer any questions they have.
- Ask comprehension questions, e.g. *Can Ellie go to school by car? Does she have lessons at home? How does she talk to her teachers?*
- Play the recording a second time. Ask children to circle the words from Exercise 1.
- Write *a long way* on the board, and ask *Is it one mile / 350 miles? Can you walk there?* to check understanding.

4 Read again and answer the questions.

- Look at the example and check understanding.
- Allow time for children to read the text again and answer the other questions individually, 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 does Ellie live? Does she get up early or late?* Children find the answers in the text, then complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them what they think Cyber School is like and to think of three questions for Ellie. Then do a role-play. Children take turns pretending to be Ellie and asking questions.

ANSWERS

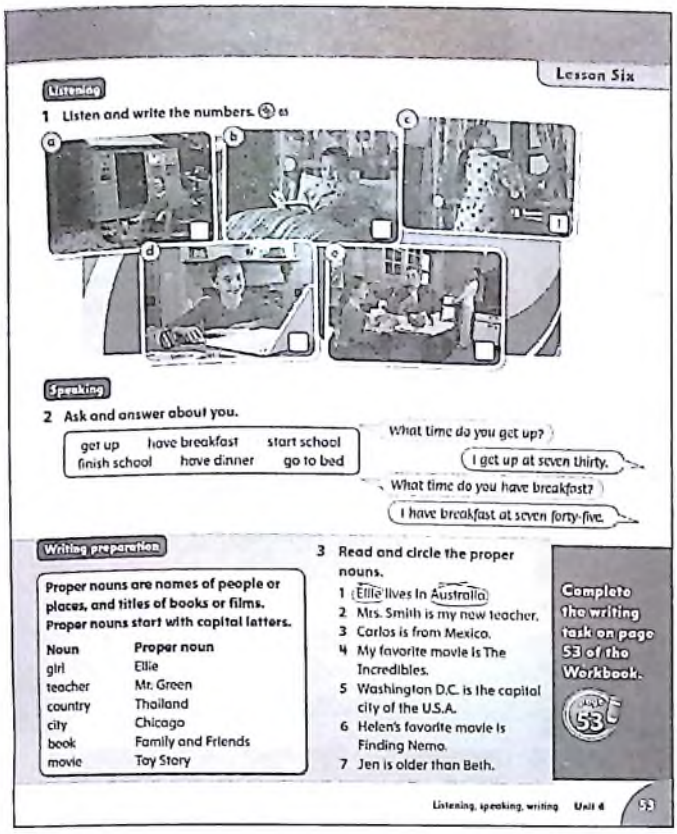
1. No. 2. Yes. 3. No. 4. No. 5. Yes. 6. No.

Further practice

Workbook page 52

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

Online Practice • Unit 6 • Reading



Lesson Six

Listening

1 Listen and write the numbers. 65

Speaking

2 Ask and answer about you.

get up | have breakfast | start school | finish school | have dinner | go to bed

What time do you get up?

I get up at seven thirty.

What time do you have breakfast?

I have breakfast at seven forty-five.

Writing preparation

Proper nouns are names of people or places, and titles of books or films. Proper nouns start with capital letters.

Noun	Proper noun
girl	Ellie
teacher	Mr. Green
country	Thailand
city	Chicago
book	Family and Friends
movie	Toy Story

3 Read and circle the proper nouns.

1 Ellie lives in Australia.
2 Mrs. Smith is my new teacher.
3 Carlos is from Mexico.
4 My favorite movie is The Incredibles.
5 Washington D.C. is the capital city of the U.S.A.
6 Helen's favorite movie is Finding Nemo.
7 Jen is older than Beth.

Complete the writing task on page 53 of the Workbook.

Listening, speaking, writing Unit 6 53

Lesson Six SB page 53

Skills Time!

Lesson objectives

Listening: understand a sequence of events in a person's daily routine

Speaking: ask and answer questions about daily routines and times

Writing: understand the difference between nouns and proper nouns and recognize them in sentences; write information about yourself (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *feed, chicken, start school, finish school, film (n)*

Materials

CD 65

Oxford iTools Digital classroom • Unit 6 • Skills Time!

Warmer

- Tell children to open their books and look at Exercise 1.
- Ask questions about the pictures, e.g. *Who is she? (Ellie, from Lesson 5) Where does she live?*

1 Listen and write the numbers. 65

- Tell children they are going to hear Ellie talking about her daily routine. They listen and number the pictures.
- Play the whole recording. Children point to the correct picture. Play it again, pausing for children to number the pictures.

ANSWERS

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

2 Ask and answer about you.

- Say *I get up at (7:00).* Ask a few children around the class *What time do you get up?*
- Ask two children to read the speech bubbles aloud.
- Let children ask and answer questions in pairs about what time they do things.

3 Read and circle the proper nouns.

- Ask children to close their books. Write *Ellie lives on a sheep farm in Australia* on the board. Ask children to find a name of a person and a name of a country.
- Tell children we write the names of people and countries with capital letters. We don't use capital letters for words like *sheep* or *farm*.
- Read the Writing box and check understanding.
- Children complete the exercise, then check answers.

Differentiation

Below level:

- Ask children to close their books. Split the class into two groups, for common and proper nouns. Read the words from page 53 in random order or use your own. When they hear a word in their category, they should stand. Then children complete the activity.

At level:

- Write two columns on the board to match the book. Write a few words in each column, e.g. *song, Dr. Smith.* Encourage children to think of a matching word, e.g. *Happy Birthday, doctor.*

Above level:

- Put children into pairs or groups. Give them paper and tell them to make two columns, for common nouns and proper nouns. Ask children to write as many words as they can for each. You can use these to extend the "at level" activity if you wish.

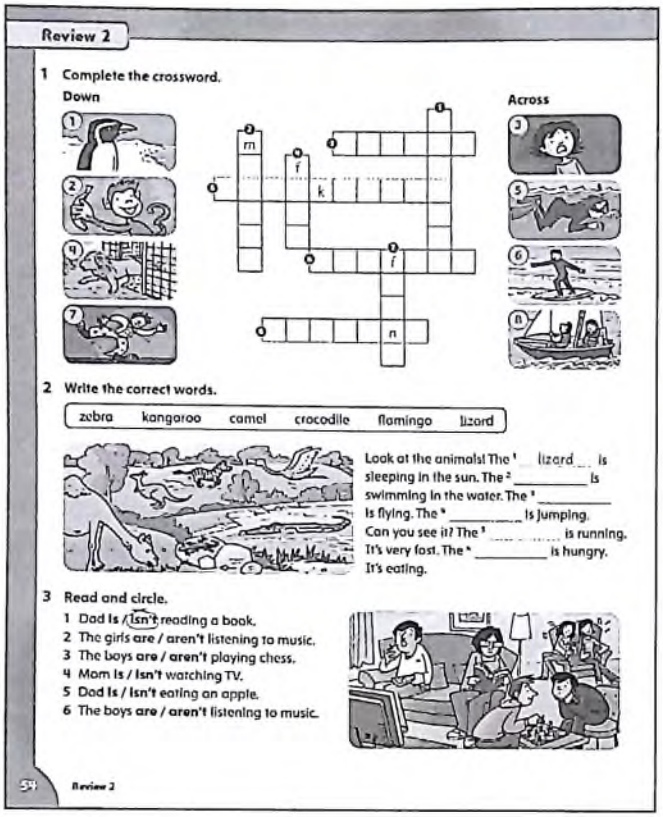
ANSWERS

1. Ellie, Australia 2. Mrs. Smith 3. Carlos, Mexico
4. movie, The Incredibles 5. Washington D.C., U.S.A.
6. Helen's, movie, Finding Nemo 7. Jen, Beth

Further practice

Workbook pages 53 (children write information about themselves)
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 2

1 Complete the crossword.

Down

Across

2 Write the correct words.

zebra kangaroo camel crocodile flamingo lizard

Look at the animals! The 1 lizard is sleeping in the sun. The 2 _____ is swimming in the water. The 3 _____ is flying. The 4 _____ is jumping. Can you see it? The 5 _____ is running. It's very fast. The 6 _____ is hungry. It's eating.

3 Read and circle.

1 Dad is / isn't reading a book.
2 The girls are / aren't listening to music.
3 The boys are / aren't playing chess.
4 Mom is / isn't watching TV.
5 Dad is / isn't eating an apple.
6 The boys are / aren't listening to music.

54 Review 2

Review Lesson SB page 54

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

CD 106; Flashcards 60–101

Oxford iTools Digital classroom • Review 2

Warmer

- Sing *My day* from Student Book page 50.

Lead-in

- Use a variety of flashcards 60–101 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.

- Have children 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 "As" that they will say and spell the "across" words and the "Bs" 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. She / He writes the words as other children in the class call out the answers.

ANSWERS

1. down – penguin 2. down – monkey
3. across – scared 4. down – free
5. across – snorkeling 6. across – surfing
7. down – funny 8. across – sailing

2 Write the correct words.

- Review the meaning and pronunciation of the words in the 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. lizard 2. crocodile 3. flamingo 4. kangaroo
5. zebra 6. camel

3 Read and circle.

- Review the language *is, isn't, are, aren't.*
- Have children work individually to complete the exercise.
- 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.
- For Exercise 3, point to the picture before children begin and elicit the different things they can see in the picture.

At level:

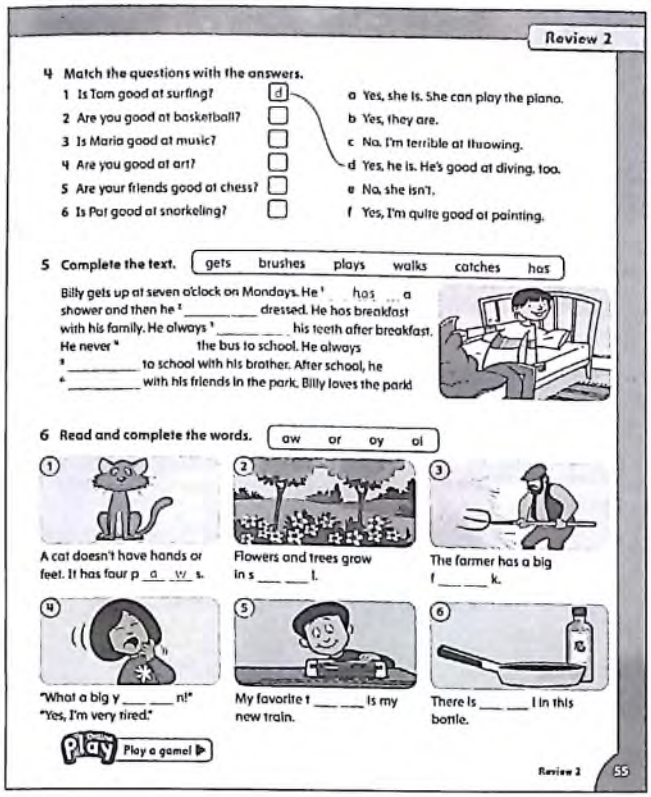
- Children complete the activities.

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 substitute the missing words for different animals. Have children swap their new paragraph with another child. They then read the new text and draw the animals doing the different things.
- After Exercise 3, have children write one more sentence about what the people are or aren't doing in the picture.

ANSWERS

1. isn't 2. are 3. are 4. isn't 5. is 6. aren't



Review 2

4 Match the questions with the answers.

1 Is Tom good at surfing? d
2 Are you good at basketball? ☐
3 Is Maria good at music? ☐
4 Are you good at art? ☐
5 Are your friends good at chess? ☐
6 Is Pat good at snorkeling? ☐

a Yes, she is. She can play the piano.
b Yes, they are.
c No, I'm terrible at throwing.
d Yes, he is. He's good at diving, too.
e No, she isn't.
f Yes, I'm quite good at painting.

5 Complete the text. gets brushes plays walks catches has

Billy gets up at seven o'clock on Mondays. He ¹ has a shower and then he ² _____ dressed. He has breakfast with his family. He always ³ _____ his teeth after breakfast. He never ⁴ _____ the bus to school. He always ⁵ _____ to school with his brother. After school, he ⁶ _____ with his friends in the park. Billy loves the park!

6 Read and complete the words. aw or oy oi

① A cat doesn't have hands or feet. It has four p _a_ _w_ s.
② Flowers and trees grow in s ___ ___ l.
③ The farmer has a big f ___ ___ k.
④ "What a big y ___ ___ n!" "Yes, I'm very tired."
⑤ My favorite t ___ ___ is my new train.
⑥ There is ___ ___ l in this bottle.

Play Play a game!

Review 2 55

Review Lesson SB page 55

4 Match the questions with the answers.

- Do number one with the class. Ask why the example answer is correct. Ask *Is Tom a boy? Which word in the answer tells us it is about Tom? (he)*
- 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. d 2. c 3. a 4. f 5. b 6. e

5 Complete the text.

- Review the meaning and pronunciation of the words in the 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. has 2. gets 3. brushes 4. catches
5. walks 6. plays

6 Read and complete the words.

- Ask children to look at the pictures. Elicit the words for the main things in the pictures (*cat, garden, farmer, girl, boy, pan*).
- 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 students in the class. Practice the dialogue by reading the questions and answers aloud, chorally 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 spelling of the same sounds before beginning Exercise 6. Review the sounds and spelling of *aw, oi, oy, or*. Drill the sounds one by one.

At level:

- For Exercise 4 have children work in pairs to practice asking and answering the questions. Focus on intonation and expression.
- Put students into pairs when they have completed Exercise 5 and ask them to say the text again, making it true for themselves. They need to think about when they get up, how they go to school, and what they do after school.

Above level:

- After Exercise 4 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, in any order they like to different children from the other group. But all the questions have to be about the person they are talking to (not about Maria or Tom). For example, *Are you good at surfing?* The students answering the questions do not have their book.
- Tell the children answering the questions to answer them personally, not using the answers from the book, but real answers.
- Then swap the halves around and do the activity again.
- For Exercise 6, ask children to think of one more word for each vowel combination. 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.

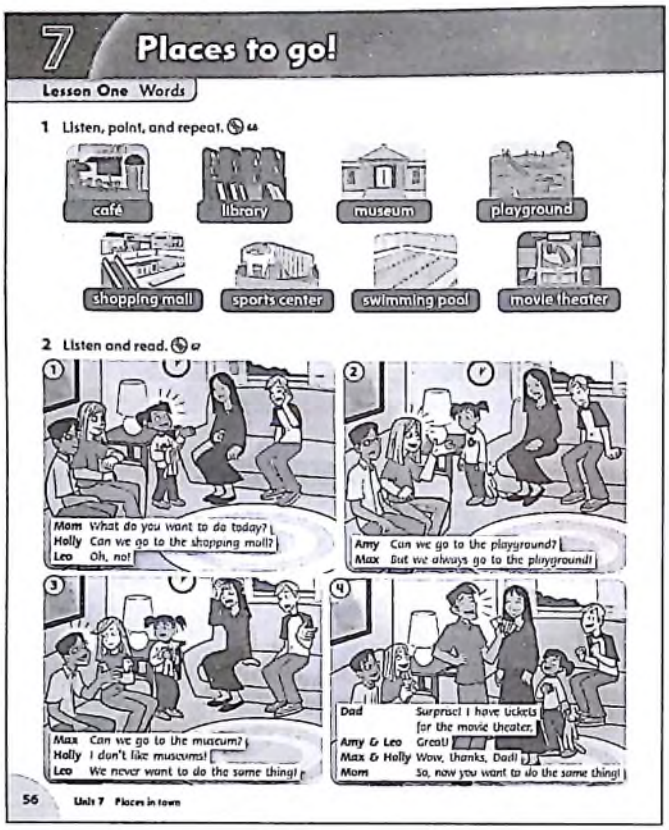
ANSWERS

1. aw 2. oi 3. or 4. aw 5. oy 6. oi

Further practice

Workbook pages 54 & 55
Writing portfolio worksheet 2, 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 Places to go!



Lesson One SB page 56

Words

Learning outcomes

To identify places in a town

To understand a short story

Language

Core: *café, library, museum, playground, shopping mall, sports center, swimming pool, movie theater*

Extra: *place, always, surprise, ticket, (the) same (thing)*

Materials

CD 66–67; *Places in a town* flashcards 102–109

Oxford iTools Digital classroom • Unit 7 • Words/Story

Warmer

- Use flashcards 102–109 to elicit the new vocabulary. Hold the flashcards up and model any unknown words.
- Say all the words again. Children repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 66

- Ask children to open their books and look at the pictures of the places.
- Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part. Children repeat.
- Play the whole recording. Children listen and point, and then repeat the words chorally.

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. Play a memory game. Show flashcards 102–109 one by one. Place each flashcard in order face down where all children can see them. Pick one up and hold it so that 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 answers at the end.

2 Listen and read. 67

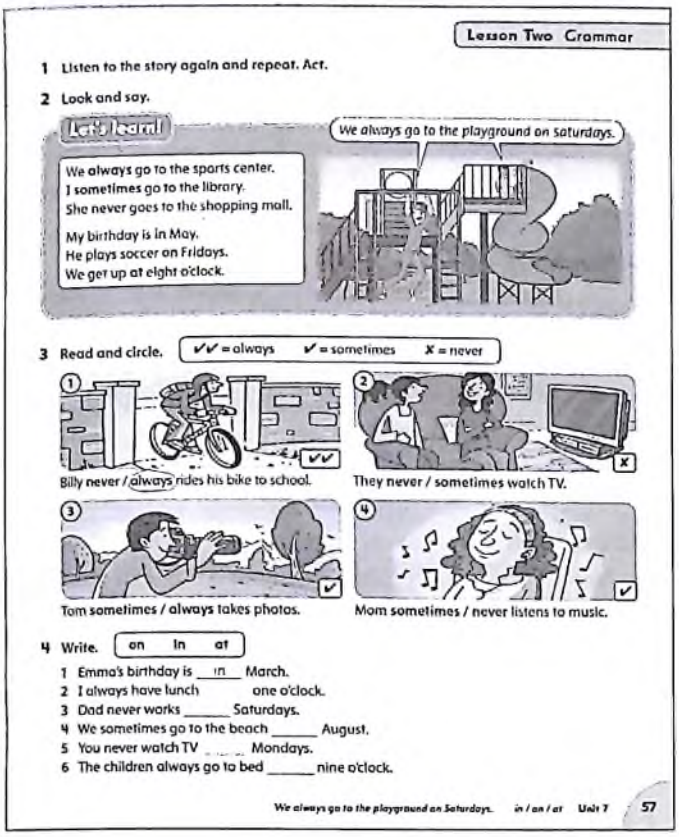
- Focus on the story. Talk about each frame with the class and ask questions, e.g. *Who is in the picture? Where are they?*
- Encourage predictions. Ask *What do you think they're talking about? What does Dad have?*
- Play the recording. Children listen and follow along.
- Check understanding and ask comprehension questions, e.g. *Do the children want to do the same thing? What tickets does Dad have?*
- Play the recording again. Children follow along.

Further practice

Workbook page 56

Values 3 worksheets, Units 7–9, Assessment and Resource CD-ROM

Online Practice • Unit 7 • Words



Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

We always go to the sports center.
I sometimes go to the library.
She never goes to the shopping mall.

My birthday is in May.
He plays soccer on Fridays.
We get up at eight o'clock.

We always go to the playground on Saturdays.

3 Read and circle. ✓✓ = always ✓ = sometimes ✗ = never

1 Billy never / always rides his bike to school. ✓✓
2 They never / sometimes watch TV. ✗
3 Tom sometimes / always takes photos. ✓
4 Mom sometimes / never listens to music. ✓

4 Write. on in at

1 Emma's birthday is in March.
2 I always have lunch at one o'clock.
3 Dad never works on Saturdays.
4 We sometimes go to the beach in August.
5 You never watch TV on Mondays.
6 The children always go to bed at nine o'clock.

We always go to the playground on Saturdays. in / on / at Unit 7 57

Lesson Two SB page 57

Grammar

Learning outcomes

To understand questions with *Do you ever* + infinitive

To identify the adverbs of frequency *always*, *sometimes*, and *never*

To identify and use the prepositions of time *in*, *on*, and *at*

To act out a story

Language

Core: *Do you ever go to the library? We always go to the sports center. I sometimes go to the library. She never goes to the shopping mall. My birthday is in May. He plays football on Fridays. We get up at eight o'clock.*

Materials

CD 67; *Places in a town* flashcards 102–109

Oxford iTools Digital classroom • Unit 7 • Grammar

Warmer

- Ask questions about the story, e.g. *What are they talking about? Do the children want to do the same? Where does Holly / Amy / Max want to go? What has Dad got?*

1 Listen to the story again and repeat. Act. 67

- Play the recording, pausing for children to repeat the lines.
- Divide the class into groups of six to play Mom, Holly, Leo, Max, Amy, and Dad.
- As a class, decide on the actions for the story.
- Play the recording again. Children mime the actions as they listen and say their character's lines.
- Let children practice acting out the story in groups, then ask one or two groups to act out the story at the front.

2 Look and say.

- Turn to Student Book page 57. Focus on the picture in the *Let's learn!* box and ask a child to read the speech bubble.
- Read the sentences in the top section of the chart, pausing after each one. Children repeat.
- Write on the board: ✓✓ = *always*, ✓ = *sometimes*, ✗ = *never*.
- Write the sentences from the chart on the board.
- Erase the words in red and replace them with the correct number of checks or an *x*. Ask what the missing words are. Then change the number of checks (or change to an *x*). Ask again to elicit new sentences.
- This time, keep the checks / *x*'s and erase the places. Use the flashcards to elicit new sentences.
- Do not focus on the prepositions at this stage.

3 Read and circle.

- Point to the key ✓✓ = *always*, ✓ = *sometimes*, ✗ = *never*.
- Say sentences about things you do and ask children to point to the correct word, e.g. *I listen to music every day. (Always); We have lessons on (Mondays). (Sometimes).*
- Reinforce the adverbs each time after children point, e.g. *Yes, that's right. I always listen to music.*
- Let children complete the exercise, then check answers.

ANSWERS

1. always 2. never 3. sometimes 4. sometimes

4 Write.

- Read the sentences with *in*, *on*, and *at* in the chart, pausing after each one. Children repeat.
- Ask *Which word do we use with months / days / times?*
- Let children complete the exercise, then check answers.

Differentiation

Below level:

- Write *February*, *Thursdays*, and *three o'clock* on the board. Ask children which preposition to use for each. Elicit *in*, *on*, and *at*. Do another example if needed. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to look at the sentences in Exercise 3 again and add a phrase with *in*, *on*, or *at*.

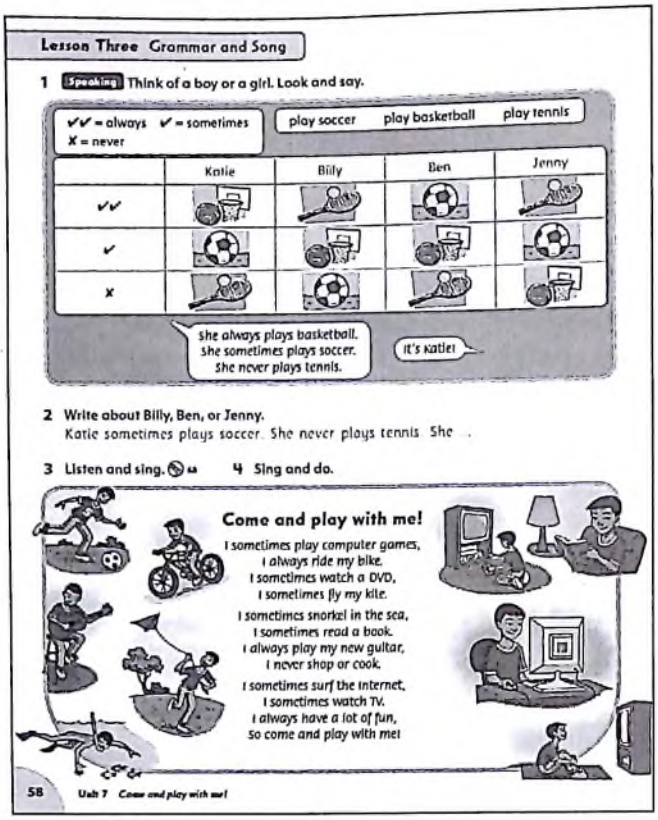
ANSWERS

1. in 2. at 3. on 4. in 5. on 6. at

NOTE: Now go to Workbook page 132. Children practice the grammar structure before doing Workbook page 57.

Further practice

Grammar Time, Workbook page 132
Workbook page 57
Online Practice • Unit 7 • Grammar


Lesson Three Grammar and Song

1 Speaking Think of a boy or a girl. Look and say.

✓✓ = always ✓ = sometimes ✗ = never

play soccer play basketball play tennis

	Katie	Billy	Ben	Jenny
✓✓				
✓				
✗				

She always plays basketball. She sometimes plays soccer. She never plays tennis.

It's Katie!

2 Write about Billy, Ben, or Jenny.
Katie sometimes plays soccer. She never plays tennis. She .

3 Listen and sing. 68 4 Sing and do.

Come and play with me!

I sometimes play computer games,
I always ride my bike.
I sometimes watch a DVD,
I sometimes fly my kite.

I sometimes snorkel in the sea,
I sometimes read a book.
I always play my new guitar,
I never shop or cook.

I sometimes surf the internet,
I sometimes watch TV.
I always have a lot of fun,
So come and play with me!

58 Unit 7 Come and play with me!

Lesson Three SB page 58

Grammar and Song

Learning outcomes
To talk about activities using adverbs of frequency
To use adverbs of frequency and activities in the context of a song

Language
Extra: *computer game, fly a kite, come, surf the Internet*

Materials
CD 68; *Places in a town* flashcards 102–109

Oxford iTools Digital classroom • Unit 7 • Grammar and Song

Warmer

- Ask children to look at page 58 and say the sports in Exercise 1 (*basketball, soccer,* and *tennis*).
- Ask individual children *Do you like (basketball)? Do you play (tennis)? When do you play (soccer)? Do you watch (basketball) on TV?*

1 Think of a boy or a girl. Look and say.

- Ask two children to read the speech bubbles for the class.
- Ask questions about the people in the chart to help children understand, e.g. *Do Katie, Billy, Ben, and Jenny like the same sports? Does Katie play basketball all the time?*
- Tell children they are going to choose people in the chart and say sentences about their sports. Their partners say which person it is.
- Ask children to work in pairs and do the exercise. They should choose two people each.

2 Write about Billy, Ben, or Jenny.

- Look at the example with the class and ask children what the third sentence is (*She always plays basketball*).
- Ask children to write sentences about Billy, Ben, or Jenny, using the model to help.

Differentiation

Below level:

- Ask children how often Katie plays sports. Put fill-in-the-blank sentences about her on the board, e.g. *Katie ____ plays soccer.* Ask a child to fill in the answer (*sometimes*). Help as needed. Then children write at least one sentence on their own.

At level:

- Children complete the activity.

Above level:

- After children finish, play a guessing game. Put children into pairs. Ask them to close their books. One child reads his first sentence using *he* or *she*, e.g. *He always plays tennis. Who is it?* The other guesses, e.g. *It's Billy.* Continue until both children have guessed correctly. If time permits, switch partners and play again.

3 Listen and sing. 68

- Ask children to look at the pictures and name the activities they see. Accept different answers, e.g. *play soccer, ride a bike, watch a DVD, read a book.*
- Play the recording. Children listen and point to the pictures.
- Play the recording again. Children follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording. Children sing along.

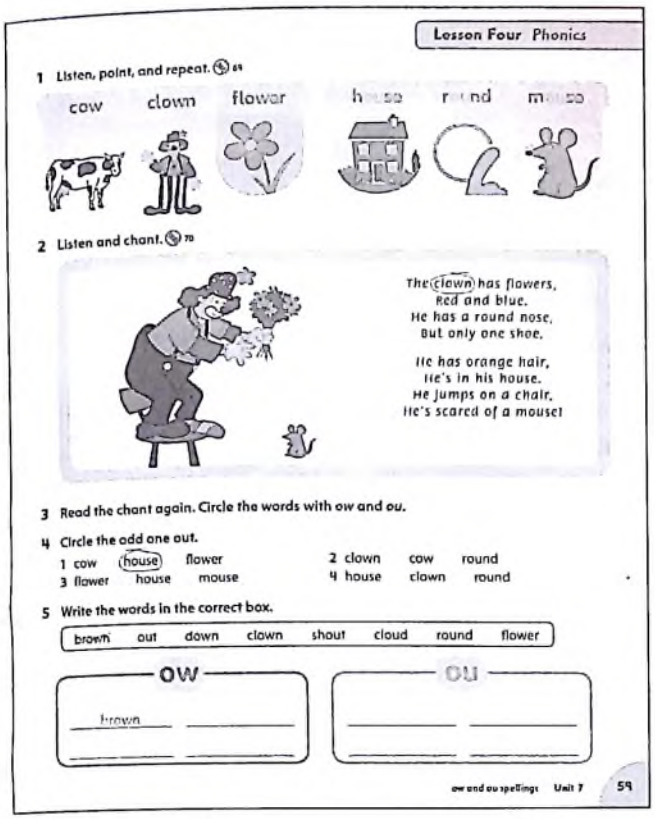
4 Sing and do.

- As a class, decide on the actions for the song.
- Practice the actions with the class.
- Play the recording. Children listen and do the actions.

Further practice

Workbook page 58

Online Practice • Unit 7 • Grammar and Song


Lesson Four Phonics

1 Listen, point, and repeat.

cow clown flower house round mouse

2 Listen and chant.

The clown has flowers,
Red and blue.
He has a round nose,
But only one shoe.

He has orange hair,
He's in his house.
He jumps on a chair,
He's scared of a mouse!

3 Read the chant again. Circle the words with ow and ou.

4 Circle the odd one out.

1 cow (house) flower
2 clown cow round
3 flower house mouse
4 house clown round

5 Write the words in the correct box.

brown out down clown shout cloud round flower

ow: brown

ou:

ow and ou spellings Unit 7 59

Lesson Four SB page 59

Phonics

Learning outcomes
To pronounce the sound /aʊ/
To associate the sound /aʊ/ with the letters *ow* and *ou* in words
To identify the sound /aʊ/ in a chant

Language
Core: *cow, clown, flower, house, round, mouse*
Extra: *nose, shoe, hair, chair, scared*

Materials
CD 69–70; Phonics cards 14–17 (boy, oyster, coin, soil); Phonics cards 18–19 (cow, house)

Oxford iTools Digital classroom • Unit 7 • Phonics

Warmer

- Hold up the phonics cards for *cow* and *house*, saying the words several times. Children repeat, and point to the target letters.
- Write the letters *ow* and *ou* on different sides of the board.
- Call out the words *cow* and *house* without holding the cards up, asking children to point to the correct letters.

1 Listen, point, and repeat. 69

- Ask children to look at the words and pictures in their books. Play the first part of the recording. Children listen and point to the pictures.
- Play the second part. Children repeat chorally.
- Play the recording (more than once if necessary). Children point and repeat again.

2 Listen and chant. 70

- Ask children to look at the picture. Ask *Where is the clown? What can he see? What does he have?*
- Play the recording. Children listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant again. Children join in.

3 Read the chant again. Circle the words with *ow* and *ou*.

- Focus attention on the word *clown* in the chant and ask children to point to the letters *ow* or *ou* on the board.
- Ask children to circle the other words with *ow* and *ou*.

ANSWERS

clown, flowers, round, house, mouse

4 Circle the odd one out.

- Look at the example with the class and tell children to find the word where the /aʊ/ sound is spelled differently.
- Let children complete the exercise individuallly, then check answers with the class.

ANSWERS

1. house 2. round 3. flower 4. clown

5 Write the words in the correct box.

- Look at the example with the class and check children understand the exercise.
- Let children complete the exercise, then check answers.

Differentiation

Below level:

- Use the phonics flashcards to review the words. Write *ow* and *ou* 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.

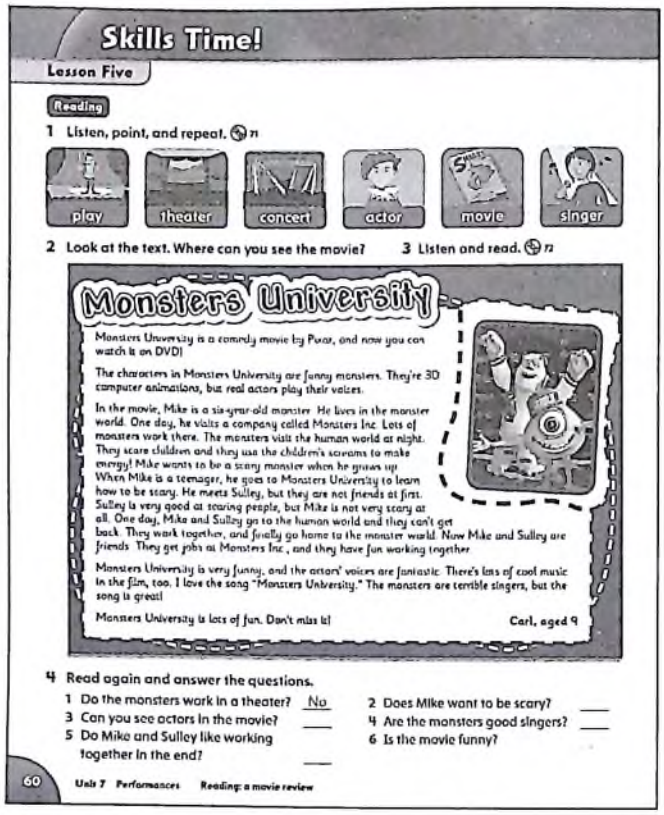
Above level:

- After children finish, make a chart with two columns (ow and *ou*) on the board. Give students 3–5 minutes to fill the chart with more words they know. Make it a game by putting students into teams. Give one point for each correct word. The team with the most points wins.

ANSWERS

ow: brown, down, clown, flower
ou: out, shout, cloud, round

Further practice
Workbook page 59
Online Practice• Unit 7 • Phonics



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat. 71

play theater concert actor movie singer

2 Look at the text. Where can you see the movie? 3 Listen and read. 72

Monsters University

Monsters University is a comedy movie by Pixar, and now you can watch it on DVD!

The characters in Monsters University are funny monsters. They're 3D computer animations, but real actors play their voices.

In the movie, Mike is a six-year-old monster. He lives in the monster world. One day, he visits a company called Monsters Inc. Lots of monsters work there. The monsters visit the human world at night. They scare children and they use the children's screams to make energy! Mike wants to be a scary monster when he grows up! When Mike is a teenager, he goes to Monsters University to learn how to be scary. He meets Sulley, but they are not friends at first. Sulley is very good at scaring people, but Mike is not very scary at all. One day, Mike and Sulley go to the human world and they can't get back. They work together, and finally go home to the monster world. Now Mike and Sulley are friends. They get jobs at Monsters Inc., and they have fun working together.

Monsters University is very funny, and the actors' voices are fantastic. There's lots of cool music in the film, too. I love the song "Monsters University." The monsters are terrible singers, but the song is great!

Monsters University is lots of fun. Don't miss it!

Carl, aged 9

4 Read again and answer the questions.

1 Do the monsters work in a theater? No
2 Does Mike want to be scary? ___
3 Can you see actors in the movie? ___
4 Are the monsters good singers? ___
5 Do Mike and Sulley like working together in the end? ___
6 Is the movie funny? ___

60 Unit 7 Performances Reading: a movie review

Lesson Five SB page 60

Skills Time!

Skills development

Reading: read and understand a film review; read for specific information

Language

Core: *play, theater, concert, actor, movie, singer*

Recycled: vocabulary and structures seen previously

Extra: *comedy, university, monster, 3D computer animation, scare, scream, energy, teenager*

Materials

CD 71–72; *Performances* flashcards 110–115

Oxford iTools Digital classroom • Unit 7 • Skills Time!

Warmer

- Use flashcards 110–115 to elicit the vocabulary. Hold them up one at a time and model any unknown words.
- Say all the words again for the children to repeat.
- Show children the flashcards in random order and ask them to say the words. Hold up the flashcards faster and faster until the children can't keep up.
- Ask questions to check understanding, e.g. *Who are the people in a play? Where can you see a play? Who sings songs at a concert?*

1 Listen, point, and repeat. 71

- Focus on the pictures in Exercise 1. Play the recording. Children listen and point to the pictures, then listen and repeat the words, first chorally, then individually.

2 Look at the text. Where can you see the movie?

- Ask the children to look at the pictures and say what kind of text it is (*a movie review*) and what movie it is about (*Monsters University*).
- Ask questions to help the children to make predictions, e.g. *What kind of movie do you think this is? What do you think happens?*
- Ask the children to find where you can see the movie (*at home – on DVD*).

3 Listen and read. 72

- Play the recording. Children listen and follow along. Answer any questions the children have, then play the recording a second time.
- Ask comprehension questions, e.g. *Who are the main characters? What happens when Mike is six years old?*

4 Read again and answer the questions.

- Explain that children are going to answer questions about the text.
- Look at the example and ask children to find the relevant part of the text.
- Allow time for children to complete the activity in their books, then check answers as a class.
- As an extension, you can ask more questions about the text. You could make this a quiz by dividing the class into teams and asking them questions.

Differentiation

Below level:

- Ask children to look at the text again. Tell them to find and circle these words: *work, scary, actors, singers, together,* and *funny*. 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 write a few sentences about their favorite movie. Use the text in Exercise 2 as a model. If time permits, children can make a matching movie poster, too.

ANSWERS

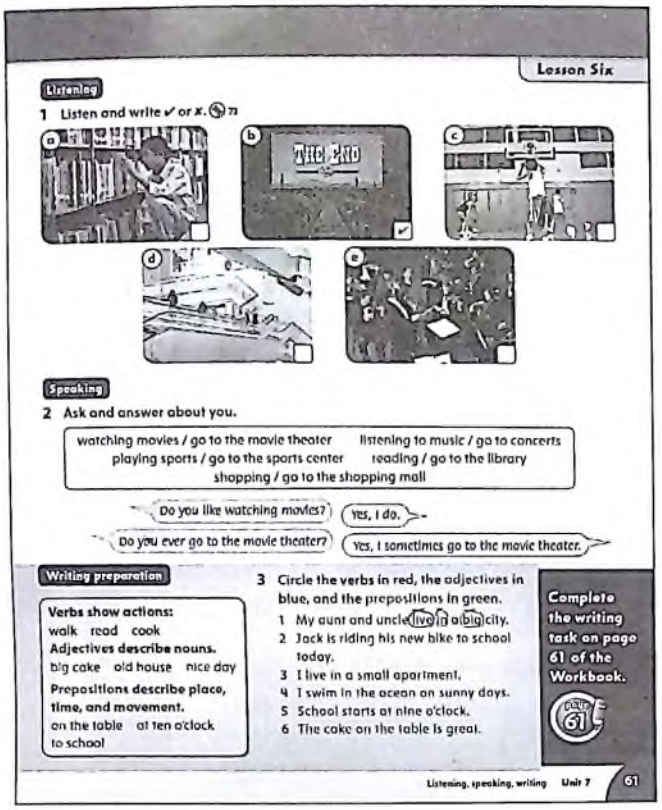
1. No 2. Yes 3. No 4. No 5. Yes 6. Yes

Further practice

Workbook page 60

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

Online Practice • Unit 7 • Reading



Lesson Six SB page 61

Skills Time!

Skills development
Listening: listen for specific words
Speaking: ask and answer about activities you like doing, and how often you do them
Writing: identify verbs, adjectives, and prepositions in sentences; write an email to invite a friend to the movie theater (Workbook)

Language
Recycled: vocabulary and structures seen previously

Materials
CD 73; *Places in a town* flashcards 103 and 106–107; *Performances* flashcards 112 and 114

Oxford iTools Digital classroom • Unit 7 • Skills Time!

Warmer

- Tell children they're going to do a book race. When you say words, children have to find a picture of the word in this unit quickly!
- Call out words from Lessons 1–5, e.g. *museum, clown, cow, kite, flower.*
- Call out the first words slowly and increase speed until it is a race to keep up.
- Then play *What do I have?* (see page 9). Use the *Places in a town* flashcards for *library, shopping mall,* and *sports center* and the *Performances* flashcards for *concert* and *movie.*

1 Listen and write ✓ or ✗. 73

- Ask children to look at the pictures in Exercise 1 and ask *What can you see in the pictures? (a library, a movie theater / a movie, a sports center, a shopping mall, a concert).*
- Play the whole recording. Children think about the correct answer. Play it again, pausing for children to write their answers.
- Play the recording again. Children check their answers.

ANSWERS
a ✗ b ✓ c ✓ d ✓ e ✗

2 Ask and answer about you.

- Ask two children to read the speech bubbles for the class.
- Point out that the two questions in the example are different (*Do you like...? Do you ever...?*) and the words in the box are different too (the activity / the place).
- Tell children they are going to ask and answer questions about things they like doing. They ask about two or three things each.
- Let children do the exercise in pairs. Ask some pairs to ask and answer for the class.

3 Circle the verbs in red, the adjectives in blue, and the prepositions in green.

- Check that all the children have red, green, and blue pencils. You may divide the class into groups to share.
- Read the examples in the Writing box with the class.
- Read the example sentence in Exercise 3 and ask children what each of the colors is for. Check that children remember the words *apartment* and *sunny.*
- Children do the rest of the exercise individually or in groups, circling the verbs, adjectives, and prepositions.

Differentiation

Below level:

- Write the words from the box on page 61 in random order on the board. Put children in pairs or groups. Give each a piece of paper, and tell them to make three columns: verbs, adjectives, and prepositions. Children work together to fill in the chart. Monitor and help as needed. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

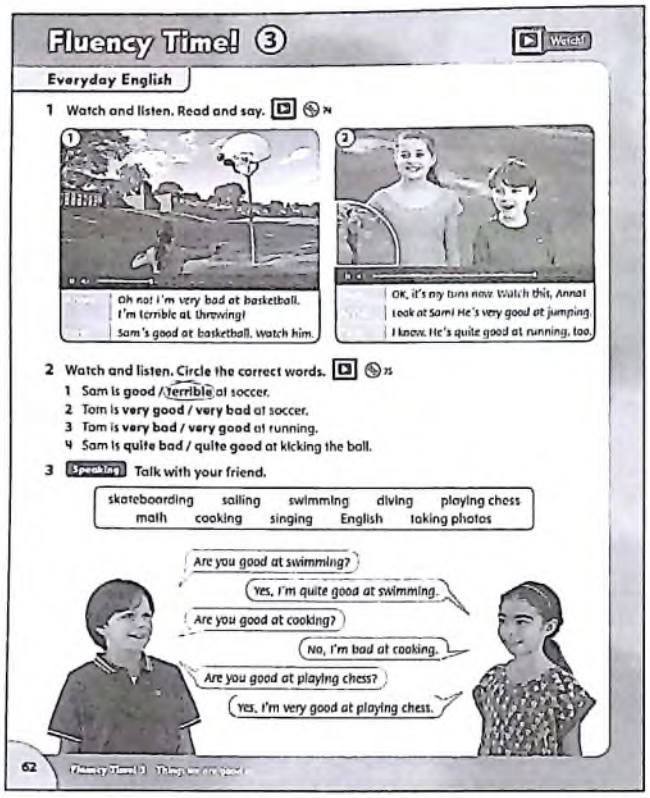
- After children finish, ask them to write two more sentences. Have children switch papers with a partner to circle as they did in Exercise 3.

ANSWERS
1. v: live, adj: big, prep: in
2. v: is riding, adj: new, prep: to
3. v: live, adj: small, prep: in
4. v: swim, adj: sunny, prep: in, on
5. v: starts, prep: at
6 v: is, adj: great, prep: on

Further practice

Workbook page 61 (children write invitations)
Unit 7 test, Assessment and Resource CD-ROM
Online Practice • Unit 7 • Listening, Speaking, and Writing

Fluency Time! ③



Everyday English SB page 62

Learning outcomes

To learn some useful language for talking about abilities

Language

I'm (very) bad at…; I'm terrible at…; He's (very / quite) good at…

Materials

CD 74–75; Fluency DVD Fluency Time! 3 (optional); colored pens / pencils / crayons (optional); one sheet of paper per child (optional); Flashcards for known sports / activities

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

Warmer

- Tell the class they are going to learn some useful language for talking about abilities. Ask children what sports / activities they can / can't do.
- Play a miming game. Children take turns miming an activity. The rest of the class guesses.

1 Watch and listen. Read and say. 74

- Focus on the pictures. Ask children to say where the people are (*at a park / on a basketball court*) and what they can see. Ask the children if Anna can / can't play basketball. Point to the pictures and say *Anna isn't good at basketball. She's bad at basketball. Sam is good at basketball.* Write the phrases *good at* and *bad at* on the board. Hold up flashcards for known sports / activities. Ask children *Are you good at (soccer)?* Elicit full answers, e.g. *Yes, I am. I'm good at (soccer). / No, I'm not. I'm bad at (soccer).*
- Play the DVD. Children follow along. Ask *Is Anna good at basketball / throwing? Is Sam good at running / jumping?*
- Play the DVD again, pausing if necessary. Children say the dialogue along with the recording.
- Children practice the dialogue in groups of three.

2 Watch and listen. Circle the correct words. 75

- Show children the sentences. Ask them to listen and decide which phrases are correct.
- Play the first part of the DVD and focus on the example.
- Play the DVD. Children listen and circle the correct phrases.
- Invite children to read the sentences with the correct phrases.

ANSWERS

1. terrible 2. very good 3. very good 4. quite good

3 Talk with your friend.

- Ask two children to read out the example dialogue.
- In pairs, children read the example, then use the words in the box (or their own ideas) to talk about their abilities.
- Monitor children's performances. Invite some pairs to act out their dialogues for the class.

Differentiation

Below level:

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

At level:

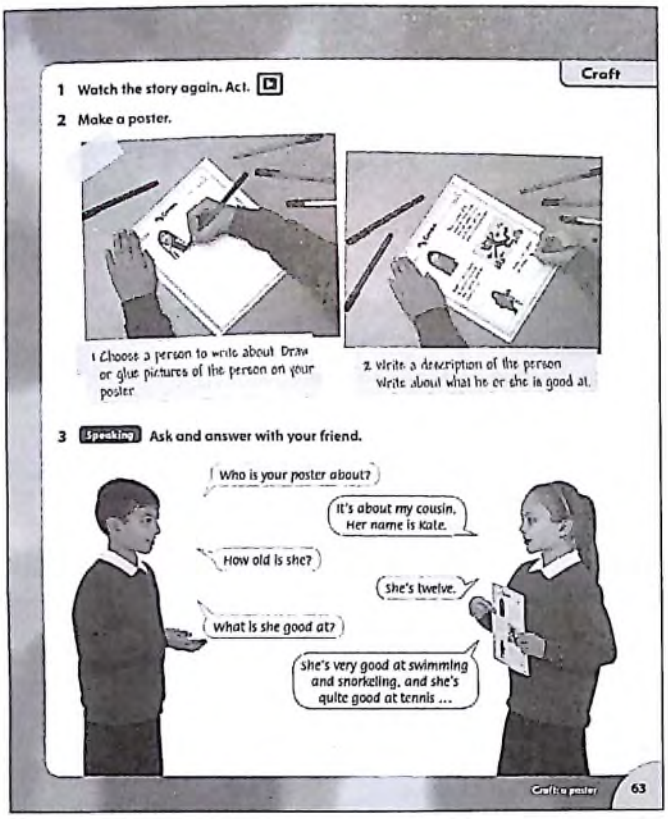
- Children complete the activity.

Above level:

- Extend the activity by asking children to choose one of the activities. Then ask them to find two other children who are good at the same thing. Continue until there are a few small groups of children. Ask children about their activity.

Further practice

Workbook page 62
Fluency Time! 3, Fluency DVD
Online Practice • Fluency Time! 3



Craft SB page 63

Learning outcomes
To make a poster
To talk about abilities

Language
What is she good at?; She's (very / quite) good at...

Materials
Fluency DVD Fluency Time! 3 (optional); Fluency Craft 2 (see Assessment and Resource CD-ROM) (one template for each child); completed poster; colored pencils / markers / crayons for each group of children; photos / pictures from magazines (optional)

Oxford iTools Digital classroom • Fluency Time! 3 • Craft

1 Watch the story again. Act.

- Ask children what they can remember about the story in Exercise 1 on page 62.
- Play the Fluency DVD Fluency Time! 3 scenes 1–3. If you don't have time, read the dialogue on page 62.
- Invite children to act out the dialogue. Encourage them to change details.

2 Make a poster.

- Focus on the pictures. Ask children to say what the child in the pictures is doing (*making a poster*).
- Ask *What do you need to make the poster?* Elicit *colored pencils, paper.*
- Divide the class into groups. Give each child a poster template (see Fluency Craft 3, Assessment and Resource CD-ROM). If children have brought photos or pictures, ask them to show the class and name the activities .
- Use the pictures and instructions to explain the process. Demonstrate with your own completed poster.
- Move around the class as children work, asking questions, e.g. *Who's this? What is he / she good at?*

NOTE If you don't have time, ask children to draw their posters on paper. Alternatively, children can work in groups and draw pictures / write sentences, then glue their pictures onto poster board, and present their posters to the class.

Differentiation

Below level:

- Have children write words and phrases about the person in their poster. Then work with children to make sentences aloud together.

At level:

- Children complete the activity.

Above level:

- Children swap posters and tell the class about the poster they have been given. Encourage the rest of the class to ask questions about the person on the poster, e.g. *Who is he / she? How old is he / she? What is he / she good at?*

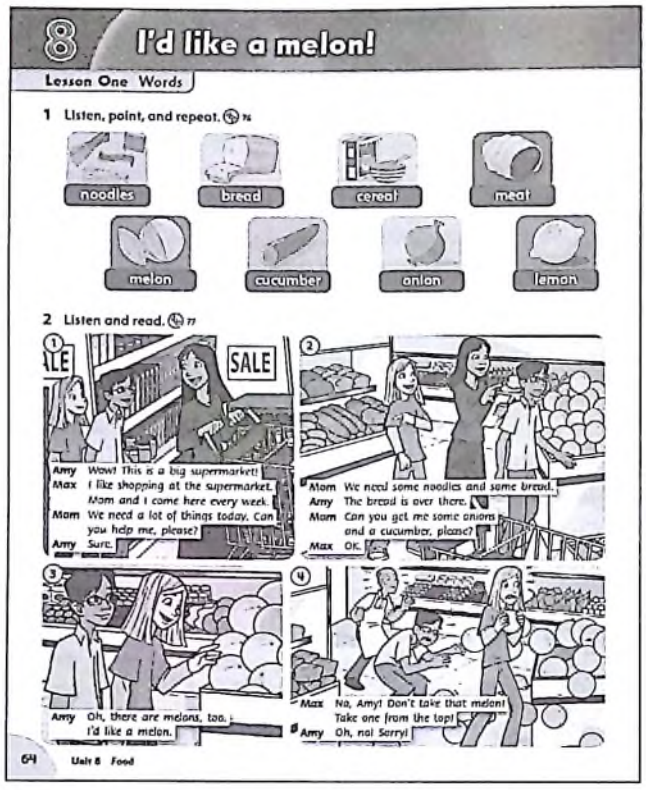
3 Ask and answer with your friend.

- Focus on the photo. Tell the children they are going to use their posters to act out dialogues in pairs.
- Ask two children to read the example.
- Then children talk in pairs, taking turns to ask questions about their partner's poster.
- Encourage children to add language, e.g. *Where does he / she live? Does he / she like...?*
- Invite children to act out their dialogues for the class.

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

8 I'd like a melon!



Lesson One SB page 64

Words

Lesson objectives
To identify different food items
To understand a short story

Language
Core: *noodles, bread, cereal, meat, melon, cucumber, onion, lemon*
Extra: *supermarket, week, need, sure, over there, get, the top*

Materials
CD 76–77; *Food* flashcards 116–123; Values 3 poster and worksheets, Assessment and Resource CD-ROM (optional)

Oxford iTools Digital classroom • Unit 8 • Words/Story

Warmer

- Use flashcards 116–123 to elicit the vocabulary. Hold the flashcards up one at a time and model any unknown words. Then play *Simon says…* (see page 9), using known and new words, e.g. *Simon says… eat an apple.*

1 Listen, point, and repeat. 76

- Play the first part of the recording. Children listen and point to the food pictures.
- Play the second part. Children repeat.
- Play the recording through. Children listen and point, then repeat the words chorally.
- Note that the word *melon* also covers watermelons in English and *meat* also includes chicken, if these are different in your language.

Differentiation

Below level:

- Play *Listen, point, and say* (see page 8).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 words to flashcards. Repeat for the other words.

At level:

- Play *Teacher can't remember* (see page 8).

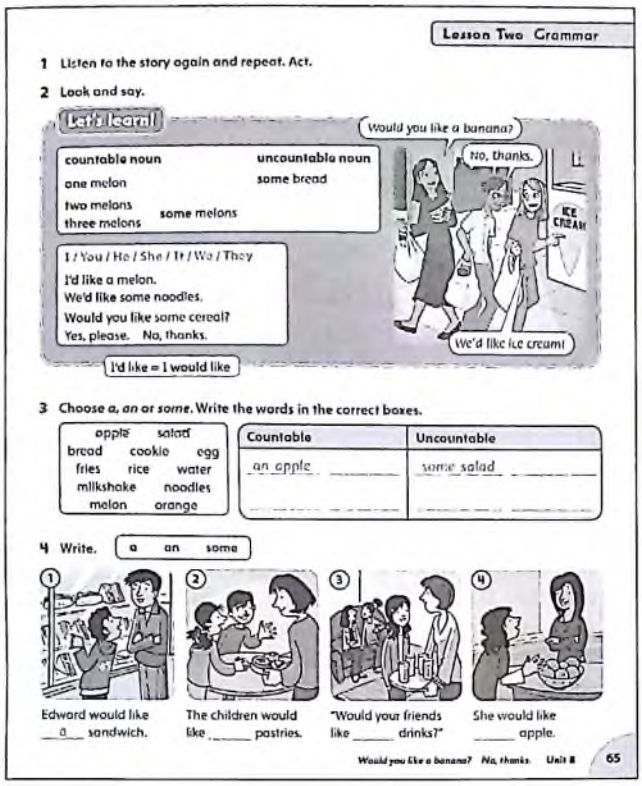
Above level:

- 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. 77

- Focus children's attention on the story. Talk about each frame with the class and ask questions, e.g. *Where are they? What happens?* (Elicit or remind children of the word *fall* from Unit 4.)
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. *Does Max like shopping? What does Amy like?*
- Play the recording a second time. Children follow along.
- Ask children to find the words from Exercise 1 that appear in the story (*noodles, bread, onions, cucumber, melons*).

Further practice
Workbook page 64
Online Practice • Unit 8 • Words



Lesson Two SB page 65

Grammar

Lesson objectives
To identify countable and uncountable nouns
To understand *would* + *like* in affirmative sentences and questions
To act out a story
To use *a / an* and *some* with countable and uncountable nouns

Language
Core: *some melons / bread, I'd like a melon. We'd like some noodles. Would you like some cereal? Yes, please. / No, thanks.*
Extra: *apple, salad, biscuit, egg, fries, milkshake, rice, pastries*

Materials
CD 77; *Food* flashcards 116–123

Oxford iTools Digital classroom • Unit 8 • Grammar

Warmer

- Write these letters and spaces on the board: *n*_____, *b*____, *o*____, *c*_____, *m*____. Children say the food words (*noodles, bread,* etc.).
- Then discuss what happened in the story from Lesson 1.

1 Listen to the story again and repeat. Act.

- Tell children turn to the story on page 64. Play the recording. Pause for children to repeat.
- Divide the class into groups of three to play the parts of Amy, Max, and Mom.
- As a class, decide on the actions for the story.
- Play the recording a second time. Children mime the actions as they listen and say their character's lines.
- Children practice acting out the story in groups.

2 Look and say.

- Put a countable noun flashcard in the fill-in-the-blank sentence and say, e.g. *I'd like (two melons), please.* Children mime giving you two melons. Repeat with the other countable flashcards, giving a number each time.
- Hold up an uncountable flashcard. Say *I'd like some (cereal).*
- Mime pouring out some cereal. Explain that we can't count things like cereal, rice, or water, so we say *some.*
- Turn to page 65. Read the sentences in the *Let's learn!* chart, pausing for children to repeat. Copy the chart onto the board.
- Hold up the flashcards. Ask if you can count the things or not. Complete the chart with the other words.
- Write *Would you like a...?* on the board. Fill the blank with countable noun flashcards to elicit new sentences.
- Repeat with *Would you like some...?* and uncountable nouns.

3 Choose *a, an,* or *some*. Write the words in the correct boxes.

- Draw two circles on the board. Write *a / an* above one circle and *some* above the other. Say *I have an onion* and *I have some bread,* and put these flashcards in each circle.
- Repeat with the other flashcards.
- Look at the example. Children complete the exercise.

ANSWERS

Countable: an apple, a cookie, an egg, a milkshake, a melon, an orange; **Uncountable:** some salad, some bread, some fries, some rice, some water, some noodles

4 Write.

- Look at the example, then let children do the exercise. Check children remember the word *pastries* from Level 2.

Differentiation

Below level:

- Put the *Food* flashcards on the chalk rail in random order. Point to each and elicit *a, an,* or *some.* Make the countable nouns plural and elicit *some* from children. Then look at the example in Exercise 4. Ask why the answer is *a* (one sandwich; countable noun). Then children complete the activity.

At level:

- Children complete the activity.

Above level:

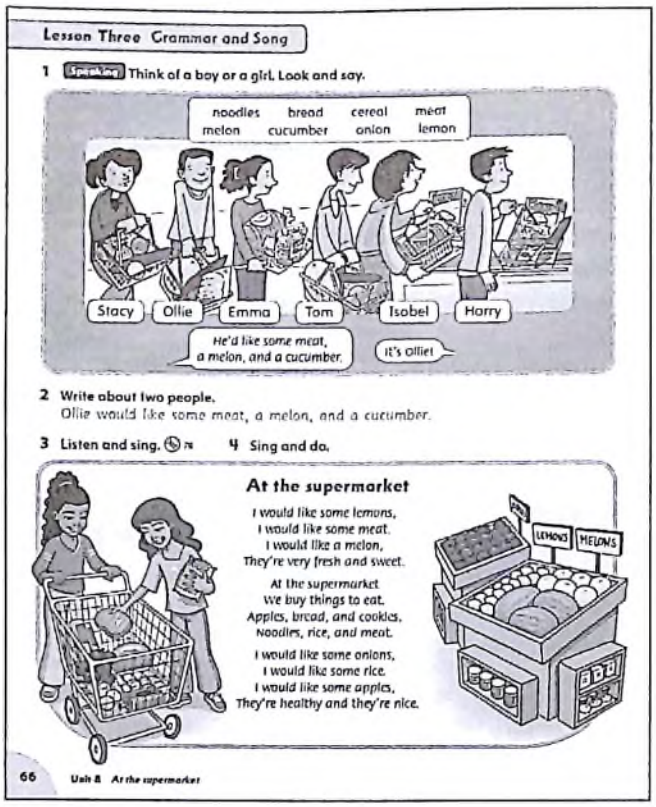
- After children finish, play *A long sentence* (see page 8), e.g. *I have an apple and some cookies.*

ANSWERS

1. a 2. some 3. some 4. an

NOTE: Now go to Workbook page 133 for children to practice the grammar structure before doing Workbook page 65.

Further practice
Grammar Time, Workbook page 133
Workbook page 65



Lesson Three SB page 66

Grammar and Song

Lesson objectives
To describe people's shopping using *would like* and countable or uncountable nouns
To write sentences with *would like* and countable or uncountable nouns
To use *would like* and countable and uncountable nouns in the context of a song

Language
Extra: *fresh, sweet (adj), healthy*

Materials
CD 78; pieces of paper; *Food* flashcards 116–123

Oxford iTools Digital classroom • Unit 8 • Grammar and Song

Warmer

- Draw some foods on the board . Choose countable and uncountable items that are easy to draw, e.g. *banana, apple, pizza, ice cream, fish, bread.*
- Point to the pictures and elicit the words, but don't write them on the board.
- Give children paper. Tell them you want to go shopping. They must draw only the things in your basket. Say what you want, without pointing to the board, e.g. *I'd like three apples, I'd like some bread.* Pause between items for children to draw.

1 Think of a boy or a girl. Look and say.

- Ask children to say the things they can see in the shopping baskets.
- Ask two children to read the speech bubbles aloud. Then ask children to find Ollie. Choose another name and ask children to tell you the food in his / her basket.
- Check understanding and ask children to work in pairs. They should choose several children each.

2 Write about two people.

- Read the example and check understanding.
- Ask children to choose two people and write about them, using the example to help.

Differentiation

Below level:

- Look at the picture of Harry together. Ask children to name the foods in his basket. Then make sentences together. Put children in pairs and have them write about a person together. Monitor and help as needed. Then children try to write about a second person on their own.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to draw their own shopping baskets with a few food items. Children switch drawings with a partner, and make sentences about what's in the basket.

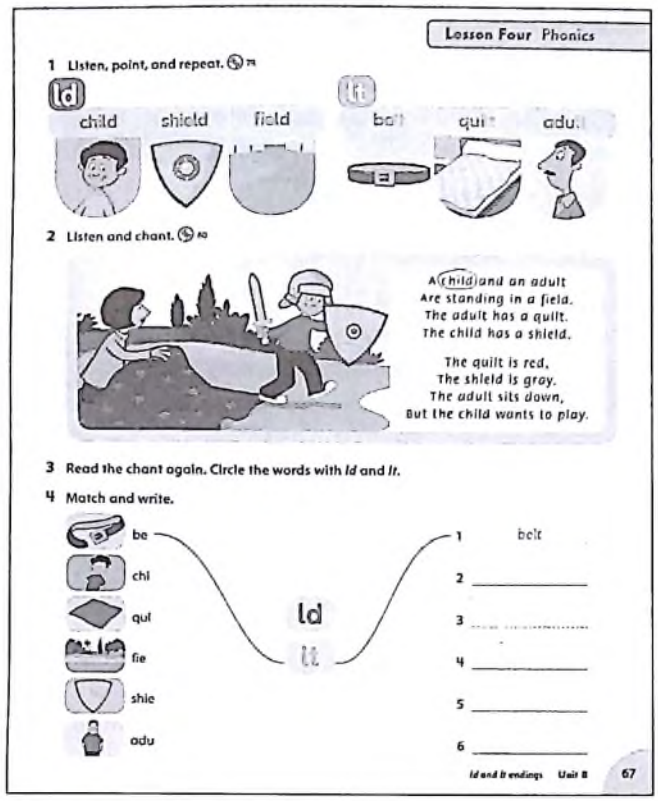
3 Listen and sing. 78

- Ask children to name the foods in the picture (*rice, meat, apples, bread, noodles, biscuits, melons, onions,* and *lemons*).
- Play the recording. Children listen and point to the pictures.
- Play the recording again. Children follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.
- Check understanding for *fresh, sweet,* and *healthy.*

4 Sing and do.

- As a class, decide on the actions for the song.
- Play the recording. Children listen and do the actions.

Further practice
Workbook page 66
Online Practice • Unit 8 • Grammar and Song


Lesson Four Phonics

1 Listen, point, and repeat.

ld

child shield field

lt

belt quilt adult

2 Listen and chant.

A child and an adult
Are standing in a field.
The adult has a quilt.
The child has a shield.

The quilt is red.
The shield is gray.
The adult sits down,
But the child wants to play.

3 Read the chant again. Circle the words with ld and lt.

4 Match and write.

be
chi
qui
fie
shie
adu

ld
lt

1 belt
2 _____
3 _____
4 _____
5 _____
6 _____

ld and lt endings Unit 8 67

Lesson Four SB page 67

Phonics

Lesson objectives

To pronounce the endings /ld/ and /lt/

To identify words with /ld/ and /lt/ in a chant

To differentiate between these sounds

Language

Core: *child, shield, field, belt, quilt, adult*

Extra: *gray, sit down*

Materials

CD 79–80; Phonics cards 20–21 (field, belt); paper and colored pencils (optional)

Oxford iTools Digital classroom • Unit 8 • Phonics

Warmer

- Write the letters *ld* and *lt* on the board. Hold up the phonics cards for *field* and *belt*, say the words, and children repeat.
- Ask whether the sound comes at the beginning, the middle, or the end of the words.
- Put the two cards face down on the table and move them rapidly so it's hard to follow which is which. Then point to a card and ask children to guess it.
- Lift up the card to see if they are right.

1 Listen, point, and repeat. 79

- Ask children to look at the words and pictures in their books. Tell them to listen to a recording of the different sounds and words.
- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part. Children repeat chorally.

2 Listen and chant. 80

- Ask children to look at the picture. Ask *Where are the people? (in a field) Is the boy playing? Does he have a shield? What is the woman doing? What does she have? (a quilt).*
- Play the recording. Children listen.
- Play the chant again. Children repeat.
- Play it once more for children to join in.

3 Read the chant again. Circle the words with *ld* and *lt*.

- Focus on the word *child* in the chant.
- Ask children to find and circle other words with the letters *ld* and *lt*.
- Ask *Which word from Exercise 1 isn't in the chant? (belt).*

ANSWERS

child, adult, field, adult, quilt, child, shield, quilt, shield, adult, child

4 Match and write.

- Ask children to look at the first picture. Ask *What's this?*
- Check that children understand they have to draw a line to complete the words and then write them.
- Children complete the exercise individually, then check the answers, asking children to read them aloud.

Differentiation

Below level:

- Play *Quick flash* (see page 8). Then put the phonics cards in random order along the chalk rail. Make two columns on the board and write *ld* and *lt* on the top. Ask children to come to the front and sort out the words. Look at the example together. Then children complete the activity.

At level:

- Split the class into two groups, for *ld* and *lt*. Ask children to stand up when they hear word(s) with their group's sound. Read these sentences aloud: *The child loves to play. / My mom is an adult. / The shield is silver. / His belt is too big. / The quilt is very soft. / There are sheep in the field.*

Above level:

- Read the "at level" sentences aloud. After each sentence, children recall the word with the sound, say it, then spell it.

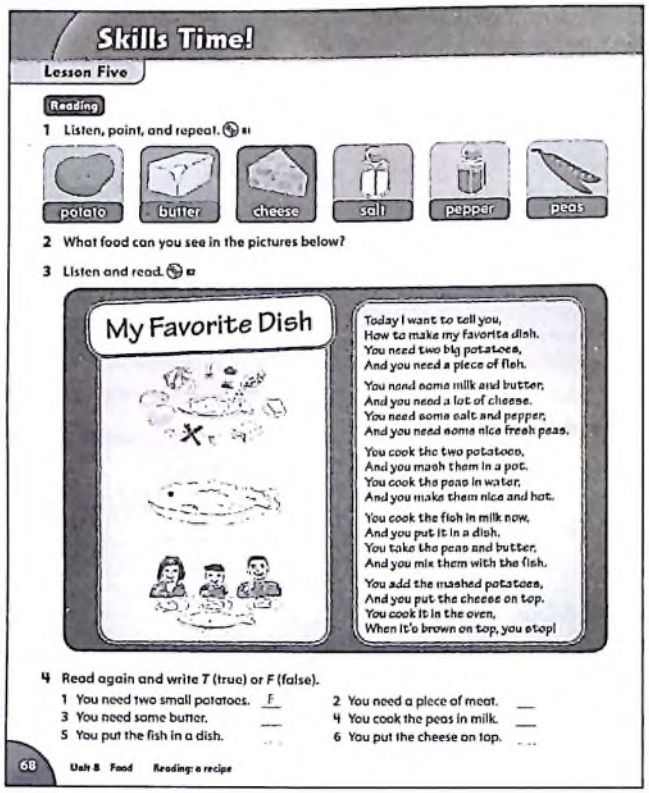
ANSWERS

1. belt 2. child 3. quilt 4. field 5. shield 6. adult

Further practice

Workbook page 67

Online Practice • Unit 8 • Phonics



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat.

potato butter cheese salt pepper peas

2 What food can you see in the pictures below?

3 Listen and read.

My Favorite Dish

Today I want to tell you,
How to make my favorite dish.
You need two big potatoes,
And you need a piece of fish.

You need some milk and butter,
And you need a lot of cheese.
You need some salt and pepper,
And you need some nice fresh peas.

You cook the two potatoes,
And you mash them in a pot.
You cook the peas in water,
And you make them nice and hot.

You cook the fish in milk now,
And you put it in a dish.
You take the peas and butter,
And you mix them with the fish.

You add the mashed potatoes,
And you put the cheese on top.
You cook it in the oven,
When it's brown on top, you stop!

4 Read again and write T (true) or F (false).

1 You need two small potatoes. F
2 You need a piece of meat. ___
3 You need some butter. ___
4 You cook the peas in milk. ___
5 You put the fish in a dish. ___
6 You put the cheese on top. ___

68 Unit 8 Food Reading: a recipe

Lesson Five SB page 68

Skills Time!

Skills development
Reading: read and understand a recipe; read for specific information about ingredients and instructions

Language
Core: *potato, butter, cheese, salt, pepper, peas*
Recycled: vocabulary and structures seen previously
Extra: *dish, tell, a piece of, milk, a lot of, mash (v), pot, hot, put, mix, mashed potatoes, on top, oven*

Materials
CD 81–82; *Food* flashcards 124–129

Oxford iTools Digital classroom • Unit 8 • Skills Time!

Warmer

- Use flashcards 124–129 to elicit the vocabulary for the food. Model any unknown words
- Ask children which two words rhyme (*cheese* and *peas*).
- Check understanding of *salt* and *pepper*. Then play *Do it!* (see page 9).

1 Listen, point, and repeat. 81

- Ask children to open their books and look at the pictures in Exercise 1. Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part of the recording. Children repeat.
- Play the recording through. Children listen and point, then repeat the words chorally.

2 What food can you see in the pictures below?

- Say *My favorite dish is* the one you like best. Check children understand *dish* and ask a few children what their favorite dish is. They should give the local name, e.g. *My favorite dish is koshary / som tam / borscht.*
- Ask *What is the text about? (how to cook a dish / cooking a fish)* Ask *What do you need to cook the dish? (salt, pepper, fish, potatoes, butter, milk, and peas).*

3 Listen and read. 82

- Play the recording. Children listen and follow along. Ask them to point to the ingredients as they hear them.
- Ask comprehension questions, e.g. *How many potatoes do you need? What do you cook in milk?*
- Answer questions and check understanding of the words *mash* (to crush and break up), *pot*, and *oven*.
- Play the recording again. Ask children to circle the words from Exercise 1 in the text.

4 Read again and write *T* (true) or *F* (false).

- Explain that children are going to read sentences and decide if they are true or false.
- Look at the example, then allow time for children to read the text again and write *T* or *F* for the sentences.

Differentiation

Below level:

- Ask children to find and circle these words in Exercise 3: *potatoes, meat, butter, peas, fish,* and *cheese*. Do the example in Exercise 4 together. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to write a few sentences about their favorite dish. Use the text in Exercise 3 as a model. If time permits, children can draw a picture of the dish too.

ANSWERS

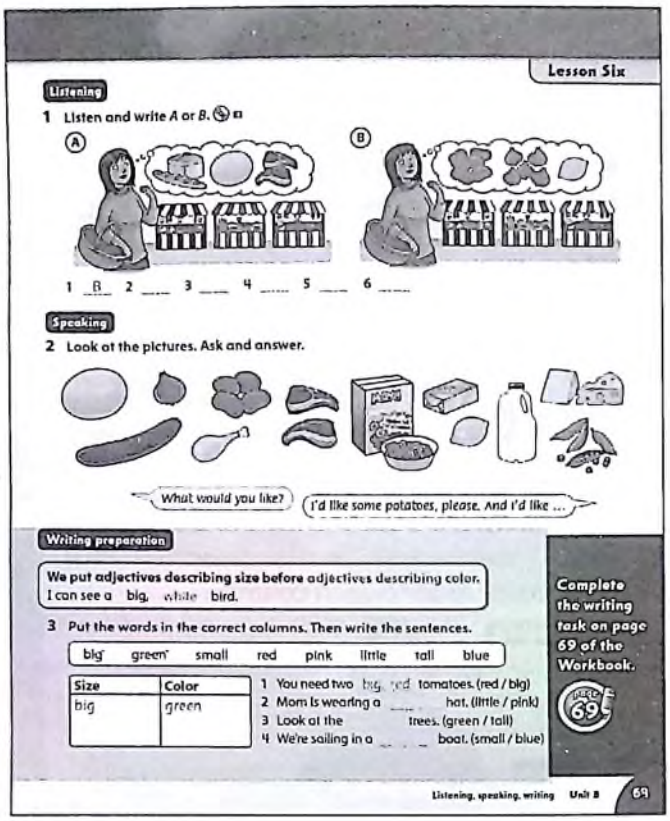
1 F 2 F 3 T 4 F 5 T 6 T

Further practice

Workbook page 62

Unit 8 extra writing worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 8 • Reading


Lesson Six

Listening

1 Listen and write A or B.

1 B 2 ___ 3 ___ 4 ___ 5 ___ 6 ___

Speaking

2 Look at the pictures. Ask and answer.

What would you like? I'd like some potatoes, please. And I'd like ...

Writing preparation

We put adjectives describing size before adjectives describing color.
I can see a big, white bird.

3 Put the words in the correct columns. Then write the sentences.

big green small red pink little tall blue

Size	Color
big	green

1 You need two big, red tomatoes. (red / big)
2 Mom is wearing a ___ hat. (little / pink)
3 Look at the ___ trees. (green / tall)
4 We're sailing in a ___ boat. (small / blue)

Complete the writing task on page 69 of the Workbook.

Listening, speaking, writing Unit 8 69

Lesson Six SB page 67

Skills Time!

Skills development
Listening: listen for and understand specific words
Speaking: perform a shopping dialogue
Writing: identify and order adjectives for size and color; write instructions for making a sandwich (Workbook)

Language
Recycled: vocabulary and structures seen previously

Materials
CD 79; *Food* flashcards 124–129

Oxford iTools Digital classroom • Unit 8 • Skills Time!

Warmer

- Tell children to open their books and look at the pictures in Exercise 1.
- Ask children to tell you the food in the pictures (*bread, melon, meat, potatoes, onions, lemon*).
- Ask *What is the woman doing? (She's shopping).* Ask questions, e.g. *Where can she buy the (bread)?* Ask children to point to the stalls.

1 Listen and write *A* or *B*. 83

- Tell children they are going to hear a recording of a woman shopping. They must listen to each dialogue and choose picture A or B.
- Play the recording. Children point to the correct answer.
- Play the recording again, pausing after each dialogue for children to write *A* or *B*.
- Play the recording again. Children check their answers.

ANSWERS
1. B 2. A 3. A 4. B 5. B 6. A

2 Look at the pictures. Ask and answer.

- Ask two children to read the speech bubbles for the class.
- Tell children they are going shopping. They must take turns saying what they would like.
- Ask children to work in pairs, asking for two things each time and keep changing roles until you tell them to stop.
- Ask some pairs to ask and answer their questions for the class.

3 Put the words in the correct columns. Then write the sentences.

- Ask children to close their books. Write this on the board: *A big, yellow melon and a small, green pea.*
- Ask one child to come to the board and underline the colors.
- Then ask another child to underline the words for size.
- Ask children to open their books. Look at the Writing box with the class. Read the sentence. Children repeat.
- Ask children to look at the examples in Exercise 3 and check understanding.
- Let children complete the exercise individually, then check answers with the class.

Differentiation

Below level:
- Practice adjective order with some of the foods in Exercise 2, e.g. *a big, yellow melon, small, brown potatoes,* etc. Then fill in the chart together. Look at the example sentence together. Children may work alone or in pairs to finish the activity.

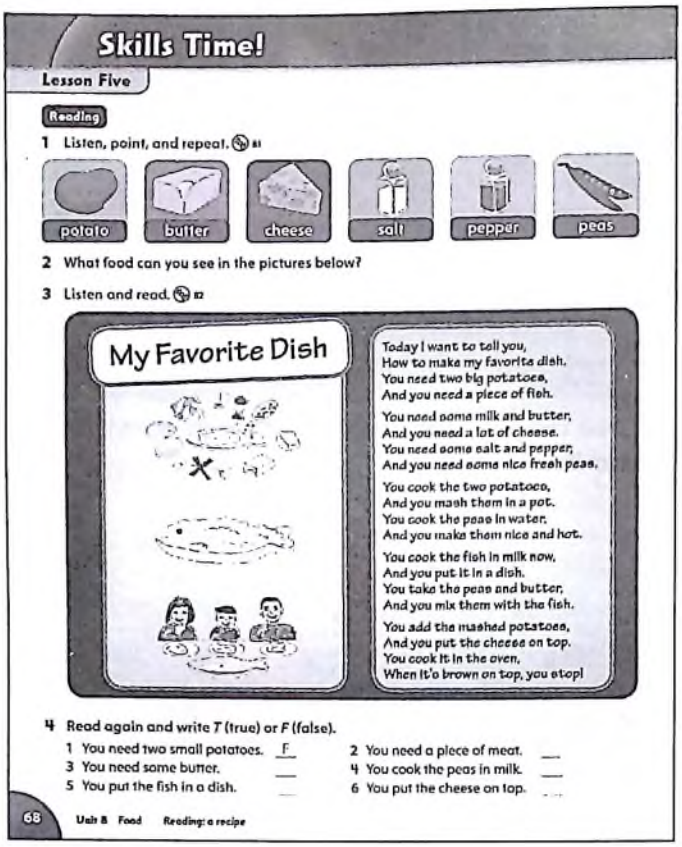
At level:
- Children complete the activity.

Above level:
- After children finish, ask children to add two more adjectives to their charts. Then switch books with a partner and write a few more sentences in their notebooks. If time permits, children share their sentences with their partners or the class.

ANSWERS
Size: big, small, little, tall **Color:** green, red, pink, blue
1. big, red **2.** little, pink **3.** tall, green **4.** small, blue

Further practice

Workbook page 69 (children write instructions)
Unit 8 test, Assessment and Resource CD-ROM
Online Practice • Unit 8 • Listening, Speaking, and Writing



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat. 81

potato butter cheese salt pepper peas

2 What food can you see in the pictures below?

3 Listen and read. 82

My Favorite Dish

Today I want to tell you,
How to make my favorite dish.
You need two big potatoes,
And you need a piece of fish.

You need some milk and butter,
And you need a lot of cheese.
You need some salt and pepper,
And you need some nice fresh peas.

You cook the two potatoes,
And you mash them in a pot.
You cook the peas in water,
And you make them nice and hot.

You cook the fish in milk now,
And you put it in a dish.
You take the peas and butter,
And you mix them with the fish.

You add the mashed potatoes,
And you put the cheese on top.
You cook it in the oven,
When it's brown on top, you stop!

4 Read again and write T (true) or F (false).

1 You need two small potatoes. F
2 You need a piece of meat. ___
3 You need some butter. ___
4 You cook the peas in milk. ___
5 You put the fish in a dish. ___
6 You put the cheese on top. ___

68 Unit 8 Food Reading: a recipe

Lesson Five SB page 68

Skills Time!

Skills development

Reading: read and understand a recipe; read for specific information about ingredients and instructions

Language

Core: *potato, butter, cheese, salt, pepper, peas*

Recycled: vocabulary and structures seen previously

Extra: *dish, tell, a piece of, milk, a lot of, mash (v), pot, hot, put, mix, mashed potatoes, on top, oven*

Materials

CD 81–82; *Food* flashcards 124–129

Oxford iTools Digital classroom • Unit 8 • Skills Time!

Warmer

- Use flashcards 124–129 to elicit the vocabulary for the food. Model any unknown words
- Ask children which two words rhyme (*cheese* and *peas*).
- Check understanding of *salt* and *pepper*. Then play *Do it!* (see page 9).

1 Listen, point, and repeat. 81

- Ask children to open their books and look at the pictures in Exercise 1. Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part of the recording. Children repeat.
- Play the recording through. Children listen and point, then repeat the words chorally.

2 What food can you see in the pictures below?

- Say *My favorite dish is* the one you like best. Check children understand *dish* and ask a few children what their favorite dish is. They should give the local name, e.g. *My favorite dish is koshary / som tam / borscht.*
- Ask *What is the text about? (how to cook a dish / cooking a fish)* Ask *What do you need to cook the dish? (salt, pepper, fish, potatoes, butter, milk, and peas).*

3 Listen and read. 82

- Play the recording. Children listen and follow along. Ask them to point to the ingredients as they hear them.
- Ask comprehension questions, e.g. *How many potatoes do you need? What do you cook in milk?*
- Answer questions and check understanding of the words *mash* (to crush and break up), *pot*, and *oven*.
- Play the recording again. Ask children to circle the words from Exercise 1 in the text.

4 Read again and write *T* (true) or *F* (false).

- Explain that children are going to read sentences and decide if they are true or false.
- Look at the example, then allow time for children to read the text again and write *T* or *F* for the sentences.

Differentiation

Below level:

- Ask children to find and circle these words in Exercise 3: *potatoes, meat, butter, peas, fish,* and *cheese*. Do the example in Exercise 4 together. Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to write a few sentences about their favorite dish. Use the text in Exercise 3 as a model. If time permits, children can draw a picture of the dish too.

ANSWERS

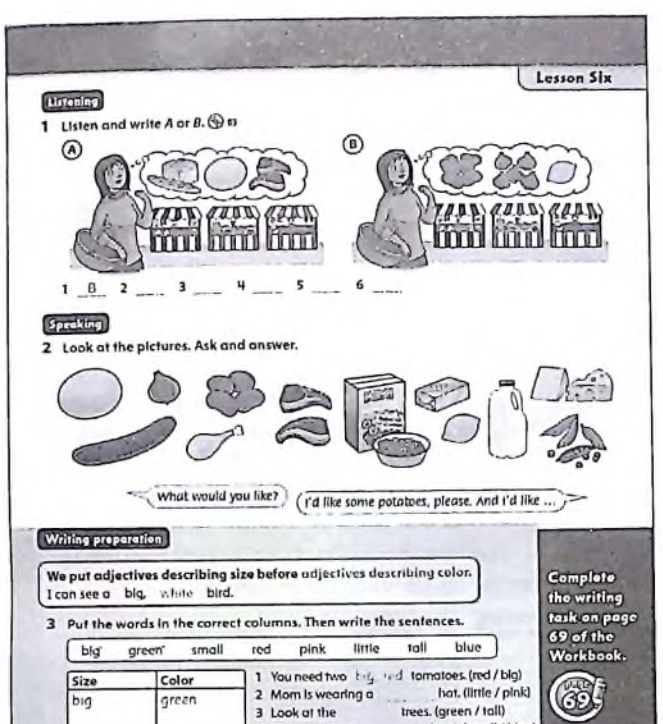
1 F 2 F 3 T 4 F 5 T 6 T

Further practice

Workbook page 62

Unit 8 extra writing worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 8 • Reading


Lesson Six

Listening

1 Listen and write A or B. 83

A B

1 B 2 ___ 3 ___ 4 ___ 5 ___ 6 ___

Speaking

2 Look at the pictures. Ask and answer.

What would you like? I'd like some potatoes, please. And I'd like ...

Writing preparation

We put adjectives describing size before adjectives describing color.
I can see a big, white bird.

3 Put the words in the correct columns. Then write the sentences.

big green small red pink little tall blue

Size	Color
big	green

1 You need two big red tomatoes. (red / big)
2 Mom is wearing a ___ hat. (little / pink)
3 Look at the ___ trees. (green / tall)
4 We're sailing in a ___ boat. (small / blue)

Complete the writing task on page 69 of the Workbook.

Listening, speaking, writing Unit 8 69

Lesson Six SB page 67

Skills Time!

Skills development

Listening: listen for and understand specific words

Speaking: perform a shopping dialogue

Writing: identify and order adjectives for size and color; write instructions for making a sandwich (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 83; *Food* flashcards 124–129

Oxford iTools Digital classroom • Unit 8 • Skills Time!

Warmer

- Tell children to open their books and look at the pictures in Exercise 1.
- Ask children to tell you the food in the pictures (*bread, melon, meat, potatoes, onions, lemon*).
- Ask *What is the woman doing? (She's shopping).* Ask questions, e.g. *Where can she buy the (bread)?* Ask children to point to the stalls.

1 Listen and write *A* or *B*. 83

- Tell children they are going to hear a recording of a woman shopping. They must listen to each dialogue and choose picture A or B.
- Play the recording. Children point to the correct answer.
- Play the recording again, pausing after each dialogue for children to write *A* or *B*.
- Play the recording again. Children check their answers.

ANSWERS

1. B 2. A 3. A 4. B 5. B 6. A

2 Look at the pictures. Ask and answer.

- Ask two children to read the speech bubbles for the class.
- Tell children they are going shopping. They must take turns saying what they would like.
- Ask children to work in pairs, asking for two things each time and keep changing roles until you tell them to stop.
- Ask some pairs to ask and answer their questions for the class.

3 Put the words in the correct columns. Then write the sentences.

- Ask children to close their books. Write this on the board: *A big, yellow melon and a small, green pea.*
- Ask one child to come to the board and underline the colors.
- Then ask another child to underline the words for size.
- Ask children to open their books. Look at the Writing box with the class. Read the sentence. Children repeat.
- Ask children to look at the examples in Exercise 3 and check understanding.
- Let children complete the exercise individually, then check answers with the class.

Differentiation

Below level:

- Practice adjective order with some of the foods in Exercise 2, e.g. *a big, yellow melon, small, brown potatoes,* etc. Then fill in the chart together. Look at the example sentence together. Children may work alone or in pairs to finish the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, ask children to add two more adjectives to their charts. Then switch books with a partner and write a few more sentences in their notebooks. If time permits, children share their sentences with their partners or the class.

ANSWERS

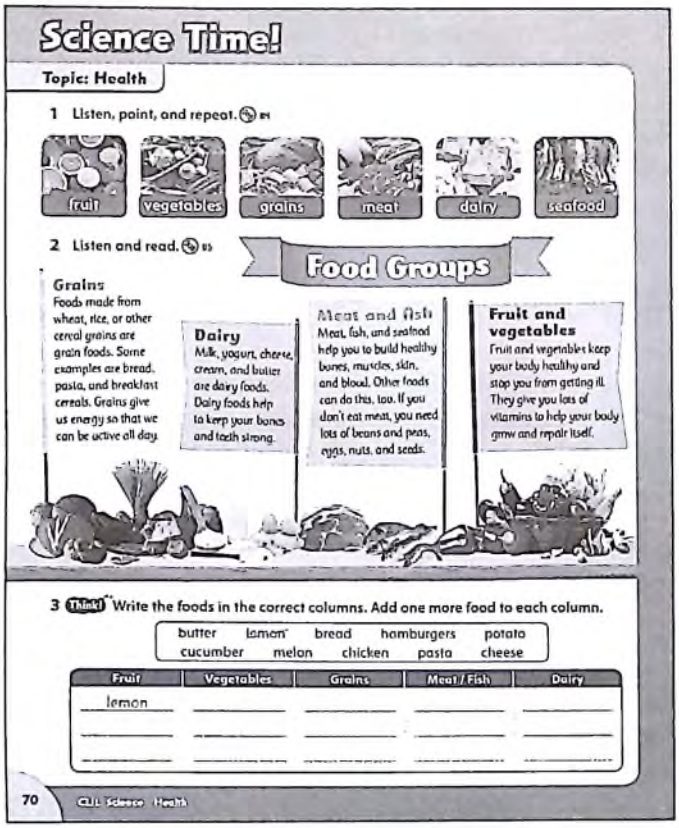
Size: big, small, little, tall **Color:** green, red, pink, blue

1. big, red 2. little, pink 3. tall, green 4. small, blue

Further practice

Workbook page 69 (children write instructions)
Unit 8 test, Assessment and Resource CD-ROM
Online Practice • Unit 8 • Listening, Speaking, and Writing

Science Time!



Topic: Health SB page 70

Learning outcomes

To learn some useful content and language about food

Language

Core: *fruit, vegetables, grains, meat, dairy, seafood*

Extra: *wheat, energy, active, bones, muscles, blood, nuts, seeds, vitamins, repair*

Materials

CD 84–85; CLIL Time! 3 flashcards 130–135

Oxford iTools Digital classroom • Science Time! • Health

Warmer

Critical Thinking

- Ask children to name all the foods they know in English. Write the words on the board. Ask children to say whether they like / dislike each of the foods on the board.

Lead-in

- Hold up flashcards 130–135 and say the words for children to repeat.
- Shuffle all the flashcards and hold them up in a different order for children to chorus the words.

1 Listen, point, and repeat. 84

- 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.

2 Listen and read. 85

- 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 foods are (grain foods)? What do (dairy foods) do? Which foods (help you grow healthy skin)?*
- Ask children to name the food items in the pictures.

3 Think! Write the foods in the correct columns. Add one more food to each column.

Critical Thinking

- Explain that we want to sort the foods in the box into the correct groups. Have children say what kind of food each food item is.

Collaboration

- Children complete the chart in pairs, then add one more food item to each column.
- Have children tell the class which foods belong to each group. Check the answers with the class.

Differentiation

Below level:

- Divide the class into five groups. Assign one food group to each group of children. Have children work together to list three foods belonging to their group (two from the box and one extra).
- Have each group report back to the class. Other groups can listen and complete the chart.

At level:

- Children complete the activity.

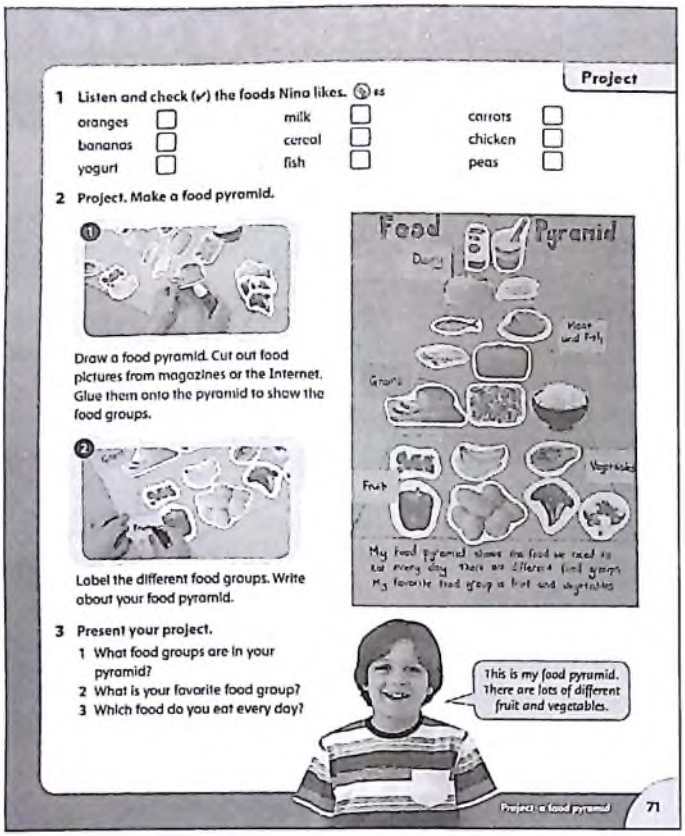
Above level:

- Have children work individually to complete the chart with the words from the box and extra ideas of their own.
- Have children ask and answer questions in pairs (e.g. *A: What kind of food is milk? B: It's a dairy food. What kind of food is an apple? A: It's fruit.*).
- Check answers by inviting pairs of students to ask and answer questions in front of the class.

ANSWERS

Fruit lemon, melon **Vegetables** potato, cucumber
Grains bread, pasta **Meat / Fish** hamburgers, chicken
Dairy butter, cheese

Further practice
Workbook page 70
Online Practice • Science Time!



Project SB page 71

Learning outcomes

To listen and check the correct foods

To make a food pyramid

Language

This is my food pyramid. There are lots of different fruit and vegetables.

Materials

CD 86; CLIL Time! 3 flashcards 130–135; card / paper; pictures from magazines or the Internet; 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 name foods which belong to each food group.

1 Listen and check (✓) the foods Nina likes. 86

- Explain that you are going to play a recording of a girl and a boy talking about food. Children need to listen and check the foods which the girl likes.
- Play the recording once through. Play again, pausing after each exchange so that children have time to think about their answers.
- Check answers with the class.

ANSWERS

oranges, carrots, cereal, milk, cheese, chicken

2 Project. Make a food pyramid.

Creativity

- Explain that children are going to make a food pyramid. Ask children if they know what a food pyramid is (*a diagram showing the foods we need to eat and the amounts we need to eat them in*). Ask *What do you need to make this project?* Elicit *card* or *paper, pictures from magazines or the internet, scissors, glue.*
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Divide the class into pairs. Hand out card, scissors, glue and magazines, or print-outs from the Internet to each pair. Have children work together to draw a pyramid, fill each section with pictures of food, and label the sections of the pyramid.
- Ask children to write about their food pyramid (e.g. how many food groups there are, what foods are in each food group, and what their favorite food group is).

Differentiation

Below level:

- Have children work in groups of five. Assign each child a food group. Children then cut out pictures for their food group and glue them onto the correct section of the pyramid.

At level:

- Complete the activity as suggested.

Above level:

- Encourage children to add more information to their pyramids, such as captions for each section of the pyramid, explaining why we need each of the food groups.

3 Present your project.

Communication

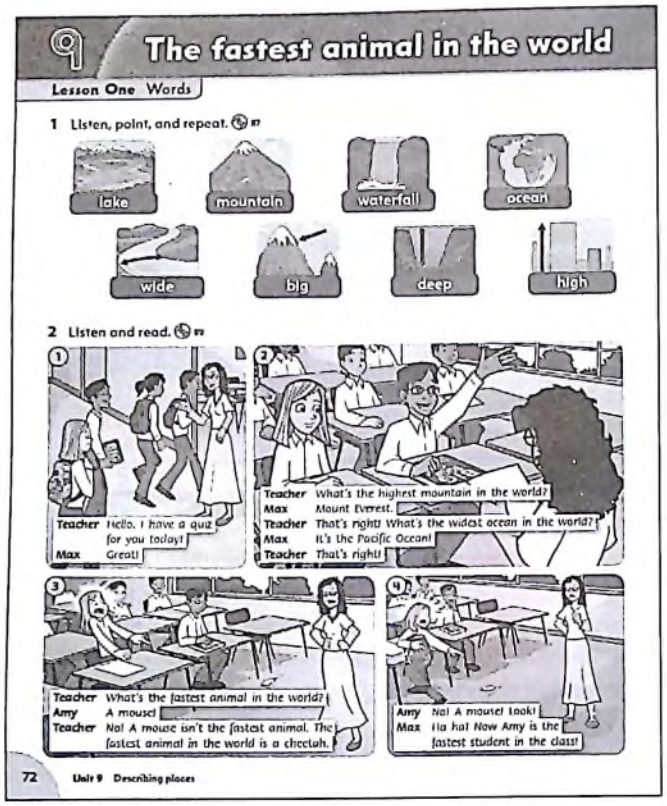
- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed food pyramid, or using the example in the Student Book. Hold up the food pyramid and talk about the different food groups, as in the example. Point to the pictures as you mention them.
- Children talk in groups. Encourage children to include language from previous units as they talk about their projects (e.g. *Cereal is a grain food. I have cereal with milk for breakfast every morning. Milk is a dairy food.*).
- Invite individual children to stand up and present their projects to the class.

Further practice

Workbook page 71

Online Practice • Science Time!

9 The fastest animal in the world



Lesson One SB page 72

Words

Learning outcomes

To identify and describe different places

To understand a short story

Language

Core: *lake, mountain, waterfall, ocean, wide, big, deep, high*

Extra: *animal, quiz, (in the) world, That's right!, cheetah*

Materials

CD 87–88; *Describing places* flashcards 136–143

Oxford iTools Digital classroom • Unit 9 • Words/Story

Warmer

- Elicit the vocabulary with flashcards 136–143. Hold the flashcards up and model any unknown words.
- Say all the words again. Children repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 87

- Ask children to open their books and look at the pictures.
- Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part. Children repeat.
- Play the recording again. Children listen and point, then repeat chorally.

Differentiation

Below level:

- Play *I spy* (see page 8) using flashcards 136–143, but remain the "spy" for the first round. When students feel confident, let them be the spy.

At level:

- Put the flashcards for lake, mountain, waterfall, and ocean around the room. Call out words. If it's a place, children point to it. If it's an adjective, children do the action.

Actions:

wide – spread your arms wide

big – move your arms in a big circle

high – point to the ceiling

deep – point at the ground

Above level:

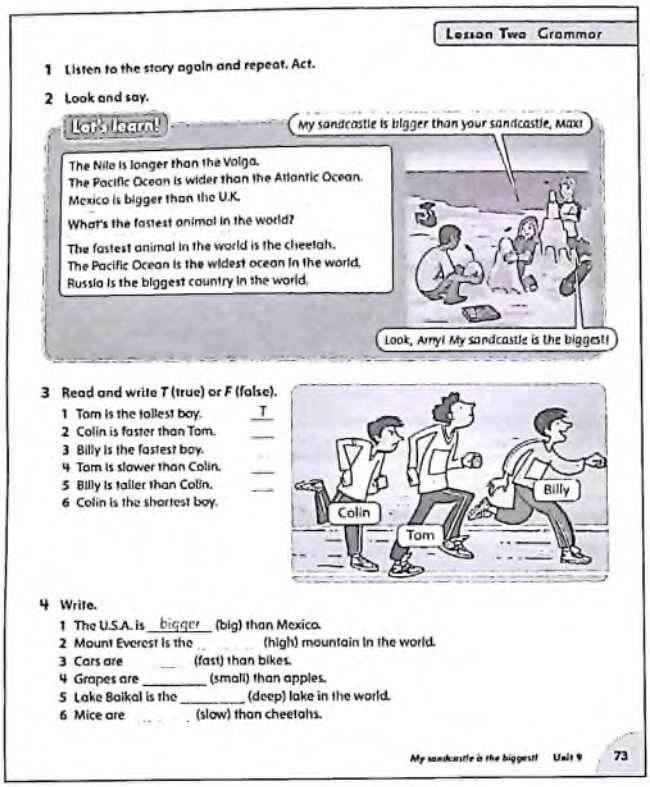
- Ask children to draw an imaginary place using the words from the lesson. When they finish, put them in pairs to talk about their pictures. Monitor and help as needed.

2 Listen and read. 88

- Focus on the story. Talk about each frame and ask questions, e.g. *Where are the children? What does Amy see / do?*
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. *Why is Max happy? Why is Amy scared?*
- Play the recording again. Check understanding of new vocabulary, e.g. *cheetah*.
- Ask children to find the places from Exercise 1 that appear in the story (*mountain* and *ocean*).

Further practice

Workbook page 72
Online Practice • Unit 9 • Words



Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

The Nile is longer than the Volga.
The Pacific Ocean is wider than the Atlantic Ocean.
Mexico is bigger than the U.K.

What's the fastest animal in the world?

The fastest animal in the world is the cheetah.
The Pacific Ocean is the widest ocean in the world.
Russia is the biggest country in the world.

My sandcastle is bigger than your sandcastle, Max!

Look, Amy! My sandcastle is the biggest!

3 Read and write T (true) or F (false).

1 Tom is the tallest boy. T
2 Colin is faster than Tom. ___
3 Billy is the fastest boy. ___
4 Tom is slower than Colin. ___
5 Billy is taller than Colin. ___
6 Colin is the shortest boy. ___

Colin
Tom
Billy

4 Write.

1 The U.S.A. is bigger (big) than Mexico.
2 Mount Everest is the _____ (high) mountain in the world.
3 Cars are _____ (fast) than bikes.
4 Grapes are _____ (small) than apples.
5 Lake Baikal is the _____ (deep) lake in the world.
6 Mice are _____ (slow) than cheetahs.

My sandcastle is the biggest! Unit 9 73

Lesson Two SB page 73

Grammar

Learning outcomes

To identify comparative and superlative forms of short adjectives

To notice changes to spelling in the formation of comparative and superlative adjectives

To act out a story

Language

Core: *The Nile is longer than the Volga. The Pacific Ocean is wider than the Atlantic Ocean. Mexico is bigger than the U.K. What's the fastest animal in the world? The fastest animal in the world is the cheetah. The Pacific Ocean is the widest ocean in the world. Russia is the biggest country in the world.*

Extra: *sandcastle, grape, mice*

Materials

CD 88; *Describing places* flashcards 136–143

Oxford iTools Digital classroom • Unit 9 • Grammar

Warmer

- Ask children what happened in the story. Ask *Where are Max and Amy? What does the teacher have for them? What does Amy see? Is she happy? What does she do?*
- Write *high, wide,* and *fast* on the board. Tell children to look at page 72 and find three words in the story that start with these words (*highest, widest, fastest*).

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 the teacher, Max, and Amy, and one child to move a toy mouse.
- As a class, decide on the actions for the story.
- Play the recording again. Children mime the actions as they listen and say their character's lines.
- Let children practice acting out the story in groups. Ask one or two groups to act out the story in the front.

2 Look and say.

- Ask individual children questions with the comparative form, e.g. *Am I taller than you? Is a mouse faster than a cheetah?* Elicit *Yes* or *No.*
- Draw three sandcastles on the board, ranging from big to small, across the board from left to right. Ask children to write *Leo, Max,* or *Amy* above each.
- Ask *Is Max's sandcastle bigger than Amy's sandcastle? (No.) Is it smaller than Amy's sandcastle? (Yes.)*
- Read the sentences in the *Let's learn!* chart, pausing for children to repeat.
- Copy the sentences onto the board and erase the red letters. Ask children to read the sentences, filling in the missing letters.
- Write *What's the... in the world?* on the board. Put the flashcard for *big* and one of the places flashcards in the space to elicit a new sentence.

3 Read and write *T* (true) or *F* (false).

- Look at the example, then let children complete the exercise individually. Check answers together.

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

4 Write.

- Children complete the exercise individually. Check that they recognize *mice* as the irregular plural of *mouse.*

Differentiation

Below level:

- Look at the *Let's learn!* box again. Ask how many rivers are in the first sentence *(two)*. Remind children *-er* is used with two objects or people, but *-est* is used for three or more. Look at the example in Exercise 4 together. Ask children how many countries are in the sentence *(two)*. Children then complete the activity on their own. Monitor and help as needed.

At level:

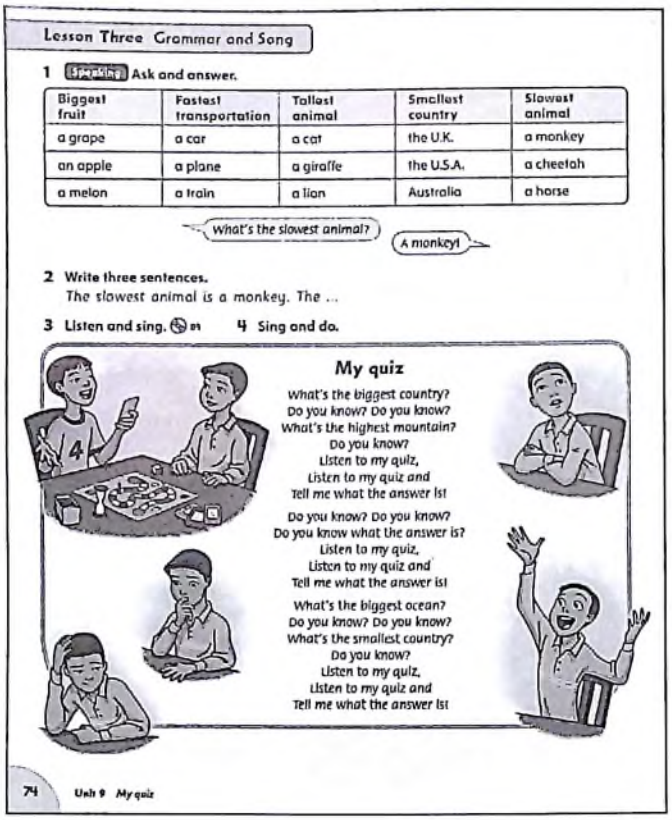
- Children complete the activity.

Above level:

- After children finish, put them in groups of three. Have them make sentences about their height as in Exercise 3. If time permits, children can share their sentences with the class.

ANSWERS
1. bigger 2. highest 3. faster 4. smaller
5. deepest 6. slower

Further practice
Grammar Time, Workbook page 133
Workbook page 73
Online Practice • Unit 9 • Grammar



Lesson Three Grammar and Song

1 Speaking Ask and answer.

Biggest fruit	Fastest transportation	Tallest animal	Smallest country	Slowest animal
a grape	a car	a cat	the U.K.	a monkey
an apple	a plane	a giraffe	the U.S.A.	a cheetah
a melon	a train	a lion	Australia	a horse

What's the slowest animal? A monkey!

2 Write three sentences.
The slowest animal is a monkey. The ...

3 Listen and sing. 89 4 Sing and do.

My quiz

What's the biggest country?
Do you know? Do you know?
What's the highest mountain?
Do you know?
Listen to my quiz,
Listen to my quiz and
Tell me what the answer is!

Do you know? Do you know?
Do you know what the answer is?
Listen to my quiz,
Listen to my quiz and
Tell me what the answer is!

What's the biggest ocean?
Do you know? Do you know?
What's the smallest country?
Do you know?
Listen to my quiz,
Listen to my quiz and
Tell me what the answer is!

74 Unit 9 My quiz

Lesson Three SB page 74

Grammar and Song

Learning outcomes
To ask and answer questions using short superlative adjectives
To write sentences with superlative adjectives
To use superlative adjectives and places in the context of a song

Language
Extra: *answer (n)*

Materials
CD 89; *Describing places* flashcards 136–143

Oxford iTools Digital classroom • Unit 9 • Grammar and Song

Warmer

- Write *big, fast, tall, small,* and *slow* in a column on the board.
- Write *biggest* opposite the word *big* in a second column, then ask children for the other adjectives.

1 Ask and answer.

- Write *mouse, elephant,* and *cheetah* on the board. Ask children *What's the biggest / smallest / fastest animal?* Children ask and answer more quiz questions. Ask them to turn to page 74.
- Ask two children to read the speech bubbles for the class, and ask the class to find the information.
- Children work in pairs and ask the questions in the chart.
- Ask some pairs to ask and answer their questions in front of the class.

2 Write three sentences.

- Read the example with children. Make sure they understand how to use the chart from Exercise 1.
- Ask children to write another three sentences, using the chart and the example for help.
- Ask some children to read their sentences for the class.

Differentiation

Below level:

- Write scrambled sentences on the board, e.g. *a melon / biggest fruit / is / the.* Ask children to help you put the sentence in order. Say the sentences together. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, put them into pairs. Have them look at the chart in Exercise 1 and make as many sentences with *-er* as they can. Make it a game by giving students a time limit and one point for each correct sentence.

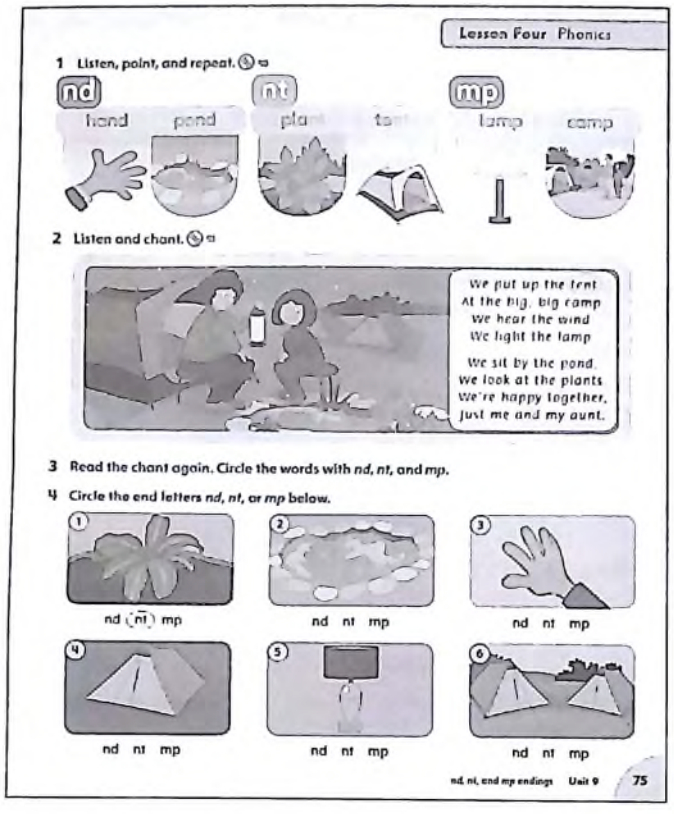
3 Listen and sing. 89

- Point to the pictures in the song and ask *What are the children doing? (They're playing a quiz game.) Is he thinking? Does he know the answer?*
- Play the recording. Children listen and look at the pictures.
- Play the recording again. Children follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording. Children sing along.

4 Sing and do.

- As a class, decide on the actions for the song.
- Practice the actions together.
- Play the recording. Children listen and do the actions.

Further practice
Workbook page 74
Online Practice • Unit 9 • Grammar and Song



Lesson Four SB page 75

Phonics

Learning outcomes

To pronounce the sounds /nd/, /nt/, and /mp/ and associate them with the letters *nd*, *nt*, and *mp* in word endings

To identify these consonant clusters in a chant

Language

Core: *hand, pond, plant, tent, lamp, camp*

Extra: *put up, wind (n), light (v), just*

Materials

CD 90–91; Phonics cards 20–21 (field, belt); Phonics cards 22–24 (pond, tent, lamp)

Oxford iTools Digital classroom • Unit 9 • Phonics

Warmer

- Hold up the phonics cards for *pond*, *tent*, and *lamp*. Say the words. Children repeat several times.
- Divide the class into three groups and assign each group one of the words. Tell children to stand and say the word when you hold up their card.
- Silently hold up the cards at random. Children stand and say their words.

1 Listen, point, and repeat. 90

- 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. Children listen and point to the pictures.
- Play the second part. Children repeat chorally.
- Play the whole recording (more than once if necessary). Children point and repeat again.

2 Listen and chant. 91

- Ask children to look at the picture and say the words from Exercise 1 (*pond, lamp, tent, camp, plant*).
- Play the chant. Children listen.
- Play it again, pausing for children to repeat.
- Play it once more. Children join in and follow along.

3 Read the chant again. Circle the words with *nd*, *nt*, and *mp*.

- Write the letters *nd*, *nt*, and *mp* in different places on the board.
- Focus on the word *tent* in the chant and ask children to point to the correct letters on the board.
- Ask children to find and circle the other words with *nd*, *nt*, and *mp*.
- Check answers by asking children to say the words.

ANSWERS

tent, camp, wind, lamp, pond, plants, aunt

4 Circle the end letters *nd*, *nt*, or *mp* below.

- Ask children to look at the first picture. Ask *What's this? (a plant) What letters does it have?*
- Children complete the exercise individually, then check answers together.

Differentiation

Below level:

- Write the phonics words on the board with blanks for the last two letters. Ask children to write *nd*, *nt*, or *mp* in the blanks. Say the words. Then children 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 *nd*, *nt*, and *mp*. Give students 3–5 minutes to fill it with more words they know. Make it a game by putting students into teams. Give one point for each correct word. The team with the most points wins.

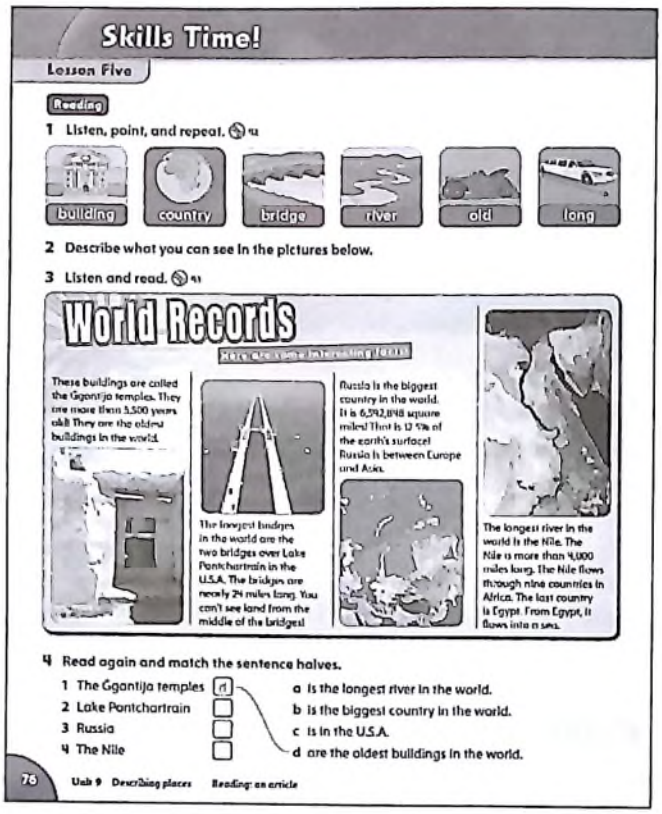
ANSWERS

1. nt 2. nd 3. nd 4. nt 5. mp 6. mp

Further practice

Workbook page 75

Online Practice • Unit 9 • Phonics


Skills Time!
Lesson Five
Reading
1 Listen, point, and repeat.
building
country
bridge
river
old
long
2 Describe what you can see in the pictures below.
3 Listen and read.
World Records
4 Read again and match the sentence halves.
1 The Ggantija temples
2 Lake Pontchartrain
3 Russia
4 The Nile
a is the longest river in the world.
b is the biggest country in the world.
c is in the U.S.A.
d are the oldest buildings in the world.
76 Unit 9 Describing places Reading: an article

Lesson Five SB page 76

Skills Time!

Skills development

Reading: read and understand a website about world records; read for specific information

Language

Core: *building, country, bridge, river, old, long*

Recycled: vocabulary and structures seen previously

Extra: *world record, interesting, fact, temple, nearly, mile, land, middle, square mile, earth, surface, time zone, Europe, Asia, flow (through / into), Africa, last (adj)*

Materials

CD 92–93; *Describing places* flashcards 144–149

Oxford iTools Digital classroom • Unit 9 • Skills Time!

Warmer

- Elicit the vocabulary with flashcards 144–149.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 92

- Ask children to open their books and look at Exercise 1. Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part of the recording. Children repeat.
- Play the whole recording. Children listen and point, then repeat chorally.

2 Describe what you can see in the pictures below.

- Children look at the pictures and the title. Ask *What is the text about?* (*records, facts, places, countries*).
- Ask *What can you see in the pictures?*

3 Listen and read. 93

- Play the recording. Children listen and follow along.
- Answer children's questions. Check that they understand *temple, the earth's surface,* and *flows.*
- Explain that the time is different in different places in the world, and time zones show us what time it is.
- Play the recording. Children circle the words from Exercise 1.
- Ask comprehension questions, e.g. *How old are the Ggantija Temples? Where are the longest bridges in the world?*

4 Read again and match the sentence halves.

- Look at the example. Allow time for children to read the text again and match the other sentence halves.
- Check answers. Ask children to read the sentences.

Differentiation

Below level:

- Play *Quick flash* (see page 8). Then ask children to find the words in the text in Exercise 3. Look at the example together. Remind children to look at the text for help.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to write sentences with the vocabulary words in Exercise 1. Encourage them to talk about a place they know, using oldest and *longest.*

ANSWERS

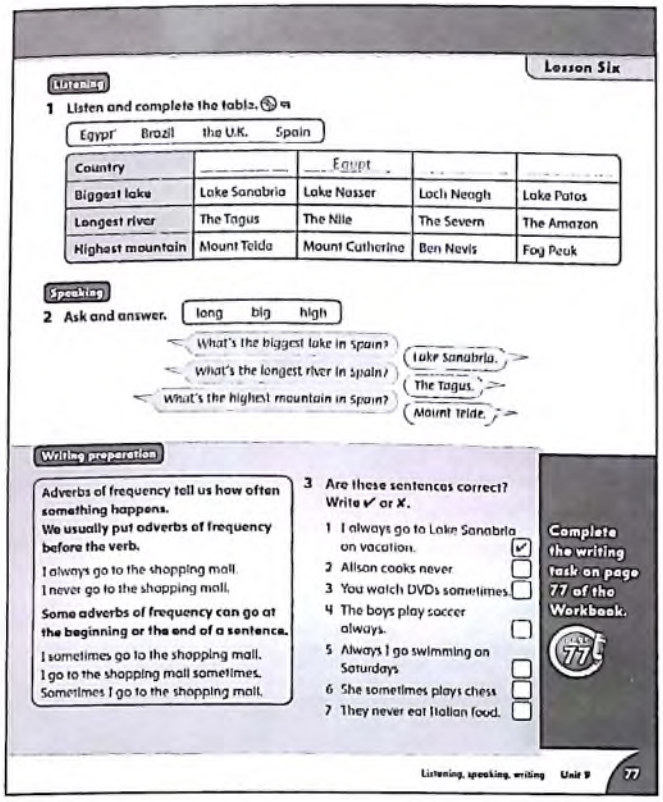
1. d 2. c 3. b 4. a

Further practice

Workbook page 76

Unit 9 extra writing worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 9 • Reading



Lesson Six

Listening

1 Listen and complete the table. 94

Egypt Brazil the U.K. Spain

Country	_____	Egypt	_____	_____
Biggest lake	Lake Sanabria	Lake Nasser	Loch Neagh	Lake Patos
Longest river	The Tagus	The Nile	The Severn	The Amazon
Highest mountain	Mount Teide	Mount Catherine	Ben Nevis	Fog Peak

Speaking

2 Ask and answer. long big high

What's the biggest lake in Spain? Lake Sanabria.
What's the longest river in Spain? The Tagus.
What's the highest mountain in Spain? Mount Teide.

Writing preparation

Adverbs of frequency tell us how often something happens.
We usually put adverbs of frequency before the verb.
I always go to the shopping mall.
I never go to the shopping mall.
Some adverbs of frequency can go at the beginning or the end of a sentence.
I sometimes go to the shopping mall.
I go to the shopping mall sometimes.
Sometimes I go to the shopping mall.

3 Are these sentences correct? Write ✓ or ✗.

1 I always go to Lake Sanabria on vacation. ✓
2 Alison cooks never ☐
3 You watch DVDs sometimes. ☐
4 The boys play soccer always. ☐
5 Always I go swimming on Saturdays ☐
6 She sometimes plays chess ☐
7 They never eat Italian food. ☐

Complete the writing task on page 77 of the Workbook.

Listening, speaking, writing Unit 9 77

Lesson Six SB page 77

Skills Time!

Lesson objectives

Listening: listen for specific words and match them to information in a chart

Speaking: ask and answer questions about places

Writing: understand where the adverbs of frequency *always*, *sometimes*, and *never* can go in sentences; write about things you do (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 94; *Describing places* flashcards 144–149

Oxford iTools Digital classroom • Unit 9 • Skills Time!

Warmer

- Write *country*, *lake*, *river*, and *mountain* on the board above four circles.
- Write the names of two countries, two lakes, two rivers, and two mountains randomly around the board, outside the circles. Use local names that children will know.
- Point to the words. Ask children to tell you if they are countries, lakes, rivers, or mountains.
- Ask children questions, e.g. *Is it a high mountain? Is it the longest river in (your country)?*

1 Listen and complete the table. 94

- Tell children they are going to hear a recording of a teacher asking quiz questions.
- Look at the chart with children. Tell them to find the correct place in the chart and write the country. (The information won't be in the same order.)
- Play the recording. Children find the correct places in the chart.
- Play the recording again, pausing after each dialogue for children to complete the chart.
- Play it again. Children check their answers.

ANSWERS

1. Egypt 2. Spain 3. Brazil 4. the U.K.

2 Ask and answer.

- Have children ask and answer questions about the chart in Exercise 1.
- Children work in pairs and do the exercise. They should ask about two places each.

3 Are these sentences correct? Write ✓ or ✗.

- Write ✓, ✓, ✓, and ✗ in different places on the board.
- Say *always*, *sometimes*, and *never*. Children point to the correct symbol(s) on the board. Write *I get up at six o'clock.* Then read *I always get up at six o'clock.*
- Point to the sentence and ask where *always* goes. Do this by moving your hand along the sentence or asking a child to come and point.
- Repeat with another sentence for *never*.
- Read the sentences in the Writing box. Pause for children to repeat.
- Ask which word can go in different places (*sometimes*).
- Look at the example and check understanding. Let children finish, then check answers.

Differentiation

Below level:

- Scramble the first two example sentences and write them on the board. Ask children to help put them in the correct order. Point out the location of *always* and *never*. Then look at the three examples with *sometimes*. Review the different places it can go. Ask children to circle the adverbs in Exercixse 3, then 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.

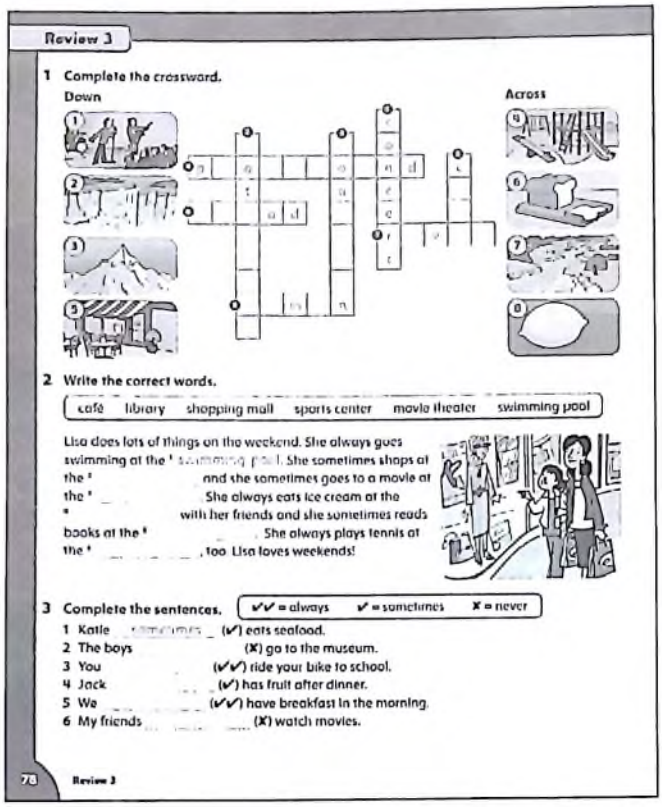
ANSWERS

1. ✓ 2. ✗ 3. ✓ 4. ✗ 5. ✗ 6. ✓ 7. ✓

Further practice

Workbook pages 77 (children write about the things they do)
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 3

1 Complete the crossword.

Down

Across

2 Write the correct words.

café library shopping mall sports center movie theater swimming pool

Lisa does lots of things on the weekend. She always goes swimming at the ' '. She sometimes shops at the ' ' and she sometimes goes to a movie at the ' '. She always eats ice cream at the ' ' with her friends and she sometimes reads books at the ' '. She always plays tennis at the ' ', too. Lisa loves weekends!

3 Complete the sentences. ✓✓ = always ✓ = sometimes ✗ = never

1 Katie _____ (✓) eats seafood.
2 The boys _____ (✗) go to the museum.
3 You _____ (✓✓) ride your bike to school.
4 Jack _____ (✓) has fruit after dinner.
5 We _____ (✓✓) have breakfast in the morning.
6 My friends _____ (✗) watch movies.

78 Review 3

Review Lesson SB page 78

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

CD 106; Flashcards 102–149

Oxford iTools Digital classroom • Review 3

Warmer

- Sing *My quiz* from Student Book page 74.

Lead-in

- Use a variety of flashcards 102–149 to recycle vocabulary from the previous three units. Play *Cross the river* (see page 8) to review the different words children have learned.

1 Complete the crossword.

- Have children 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 "As" that they will say and spell the "across" words and the "Bs" 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. She / He writes the words as other children in the class call out the answers.

ANSWERS

1. down – concert 2. down – waterfall
3. down – mountain 4. across – playground
5. down – café 6. across – bread 7. across – river
8. across – lemon

2 Write the correct words.

- Review the meaning and pronunciation of the words in the 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. swimming pool 2. shopping mall 3. movie theater
4. café 5. library 6. sports center

3 Complete the sentences.

- Review the language *sometimes, always, never*. Have children work individually to complete the exercise.
- 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.
- For Exercise 3, have children say the correct word as a class before they write it in their books.

At level:

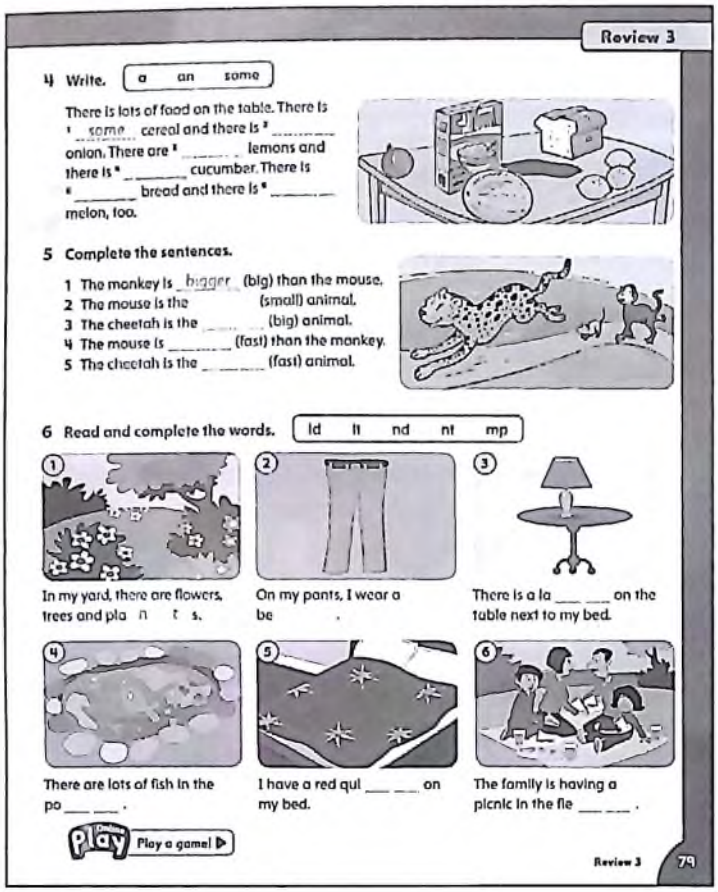
- Children complete the activities.

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, ask children to copy the structure of the text, but to change the words to be about their own lives on the weekend and the things that they do.
- After Exercise 3 put children into pairs. Have each pair tell each other things that they *sometimes, always,* and *never* do.

ANSWERS

1. sometimes 2. never 3. always 4. sometimes
5. always 6. never



Review 3

4 Write. a an some

There is lots of food on the table. There is ¹ some cereal and there is ² _____ onion. There are ³ _____ lemons and there is ⁴ _____ cucumber. There is ⁵ _____ bread and there is ⁶ _____ melon, too.

5 Complete the sentences.

1 The monkey is bigger (big) than the mouse.
2 The mouse is the _____ (small) animal.
3 The cheetah is the _____ (big) animal.
4 The mouse is _____ (fast) than the monkey.
5 The cheetah is the _____ (fast) animal.

6 Read and complete the words. ld lt nd nt mp

1 In my yard, there are flowers, trees and pla n t s.
2 On my pants, I wear a be .
3 There is a la _____ on the table next to my bed.
4 There are lots of fish in the po _____ .
5 I have a red qui _____ on my bed.
6 The family is having a picnic in the fie _____ .

Play Play a game! ▶

Review 3 79

Review Lesson SB page 79

4 Write.

- Revise the language of *a, an, some.*
- Have children work individually to complete the exercise.
- Have children compare their answers in pairs.
- Check the answers with the whole class.

ANSWERS

1. some **2.** an **3.** some **4.** a **5.** some **6.** a

5 Complete the sentences.

- Review the use and spelling of comparative and superlative adjectives with the class. Remind students of when we "double the consonant."
- 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. bigger **2.** smallest **3.** biggest **4.** faster **5.** fastest

6 Read and complete the words.

- Ask children to look at the pictures. Elicit the words for the main things in the pictures (*yard, pants, table, pond, bed, picnic*).
- Have children complete the exercise.
- Check answers with the class.

Differentiation

Below level:

- For Exercise 4, revise the food language before children complete the activity. Remind children of the use of *a, an, some.*
- For Exercise 5, revise the animal words before children complete the activity. Prepare children by drawing other animals on the board and eliciting the idea of *small, smaller, smallest, big, bigger, biggest,* and *fast, faster, fastest.*
- Focus on the different sounds before beginning Exercise 6. Review the sounds and spelling of *ld, lt, nd, nd, mp.* Drill the individual sounds in each pair and show how they blend.

At level:

- After Exercise 5, ask children to think of another animal that is smaller than a cheetah, an animal that is faster than a monkey, and an animal that is bigger than a mouse.

Above level:

- After Exercise 4 ask children to draw a table in their notebooks. Tell them to draw different food items (and amounts) on the table.
- Put children into pairs and tell them to look at each other's pictures and say sentences about what is on the table, using *a, an,* and *some.*
- After Exercise 5 have children brainstorm a list of different animals. They then write sentences comparing those animals using the words *small, smaller, smallest, big, bigger, biggest,* and *fast, faster, fastest.*
- Have children take turns to write one sentence on the board.
- For Exercise 6, ask children to think of one more word for each sound combination. 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.

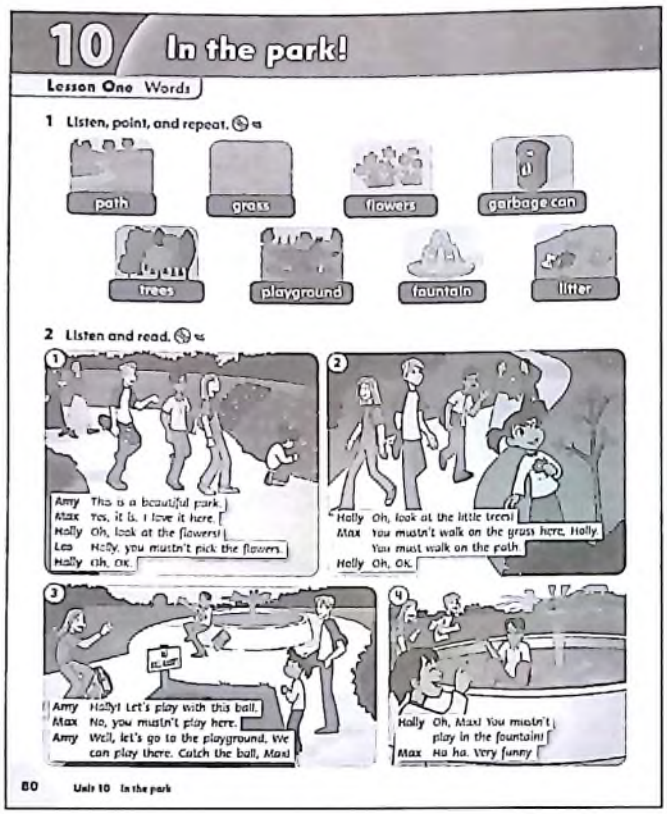
ANSWERS

1. nt **2.** lt **3.** mp **4.** nd **5.** lt **6.** ld

Further practice

Workbook pages 78 & 79
Writing portfolio worksheet 3, 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

10 In the park!



Lesson One SB page 80

Words

Learning outcomes

To identify different things in a park

To understand a short story

Language

Core: *path, grass, flowers, garbage can, trees, playground, fountain, litter*

Extra: *pick, catch*

Materials

CD 95–96; *In the park* flashcards 150–157, paper and colored pencils; Values 4 poster and worksheets, Assessment and Resource CD-ROM (optional)

Oxford iTools Digital classroom • Unit 10 • Words/Story

Warmer

- Elicit the vocabulary with the *In the park* flashcards 150–157. Hold them up one at a time and model any unknown words. Say all the words again. Children repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 95

- Play the first part of the recording. Children listen and point to the appropriate pictures of places in a park.
- Play the second part of the recording. Children repeat.
- Play the whole recording again. Children listen and point, then repeat the words chorally.

Differentiation

Below level:

- Do the "at level" activity, but have children fill in a chart instead. Tell children to draw three columns, one for each sentence prompt. Underneath, they can write all the words that could complete each sentence. Monitor and elicit as needed.

At level:

- Tell children to think about a local park and write what they can see there, using the words from Exercise 1. Elicit *swing, slide, seesaw,* and *pool* from Level 1, Unit 5. Write *My park is…* and *My park has a / some…* on the board. Ask children to write three sentences about their local park. Ask some children to read their sentences aloud.

Above level:

- Have children do the "at level" activity, but ask them to write more than three sentences and / or ask them to tell a story about the park.

2 Listen and read. 96

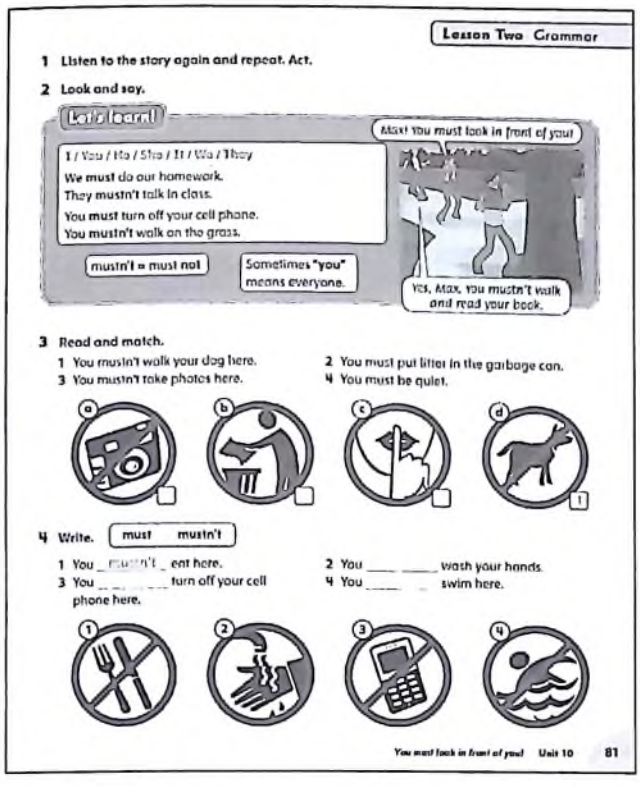
- Focus children's attention on the story. Talk about each frame and ask questions, e.g. *Where are the children? What does Leo / Max have? Who is playing with a ball?* Encourage predictions.
- Play the recording. Children listen and follow along.
- Ask comprehension questions, e.g. *What does Holly want to pick? Who falls into the fountain?*
- Check understanding of the phrase *pick flowers* by miming the action. Play the recording again. Children follow along.
- Ask children to find the words from Exercise 1 that appear in the story (*flowers, trees, grass, path, playground, fountain*).

Further practice

Workbook page 80

Values 4 worksheets, Units 10–12, Assessment and Resource CD-ROM

Online Practice • Unit 10 • Words


Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I / You / He / She / It / We / They

We must do our homework.
They mustn't talk in class.
You must turn off your cell phone.
You mustn't walk on the grass.

mustn't = must not

Sometimes "you" means everyone.

Max! You must look in front of you!

Yes, Max, you mustn't walk and read your book.

3 Read and match.

1 You mustn't walk your dog here.
2 You must put litter in the garbage can.
3 You mustn't take photos here.
4 You must be quiet.

4 Write. must mustn't

1 You _ mustn't _ eat here.
2 You _____ wash your hands.
3 You _____ turn off your cell phone here.
4 You _____ swim here.

You must look in front of you! Unit 10 81

Lesson Two SB page 81

Grammar

Learning outcomes

To understand and use *must* and *mustn't*

To act out a story

Language

Core: *We must do our homework. They mustn't talk in class. You must turn off your cell phone. You mustn't walk on the grass.*

Extra: *cell phone, in front of, walk (a dog), be quiet, wash your hands*

Materials

CD 96; *In the park* flashcards 150–157

Oxford iTools Digital classroom • Unit 10 • Grammar

Warmer

- Put the flashcards for *grass, flowers, path, playground,* and *fountain* on the board.
- With books closed, ask questions about the story, pointing to the flashcards: *Who wants to pick the flowers? Who walks on the grass? Who wants to go to the playground? Who falls into the fountain?*

1 Listen to the story again and repeat. Act.

- Play the recording, pausing. Children repeat.
- Divide the class into groups of four to play Amy, Max, Holly, and Leo.
- As a class, decide on the actions for the story.
- Play the recording a second time. Children mime the actions as they listen and say their character's lines.
- Let children practice acting out the story in groups, then ask one or two groups to act out the story in front.

2 Look and say.

- Turn to page 81. Focus on the picture in the *Let's learn!* box. Ask two children to read the speech bubbles.
- Mime reading and walking at the same time. Ask children if it's a good thing to do.
- Read the sentences in the main part of the chart, pausing after each one. Children repeat them.
- Copy the sentences onto the board. Point to each sentence and ask *Is this good or bad?*
- Erase the red words and ask children to tell you what the missing words are.
- Point to the word *you* in the sentences on the board. Make sure children understand this means "all people".
- Write *You must* and *You mustn't* on the board. Hold up the flashcards for *path* and *litter* next to *must*, and the flashcards for *flowers* and *fountain* next to *mustn't*. Elicit new rules.

Differentiation

Below level:

- Play *Simon says…* (see page 9) with children. Use the rules from the story on page 80. When children feel comfortable, ask one of them to be Simon.

At level:

- Ask children to draw a poster of one of the rules. Then ask some children to come to the front. Have their classmates guess which rule they drew.

Above level:

- Ask children to think of more rules for things they must or mustn't do. Ask them to make a poster with at least one of them.

3 Read and match.

- Point to each picture and ask children to tell you if it's something you *must* or *mustn't* do.
- Read the first sentence. Ask children to find the correct picture, then complete the exercise.

ANSWERS

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

4 Write.

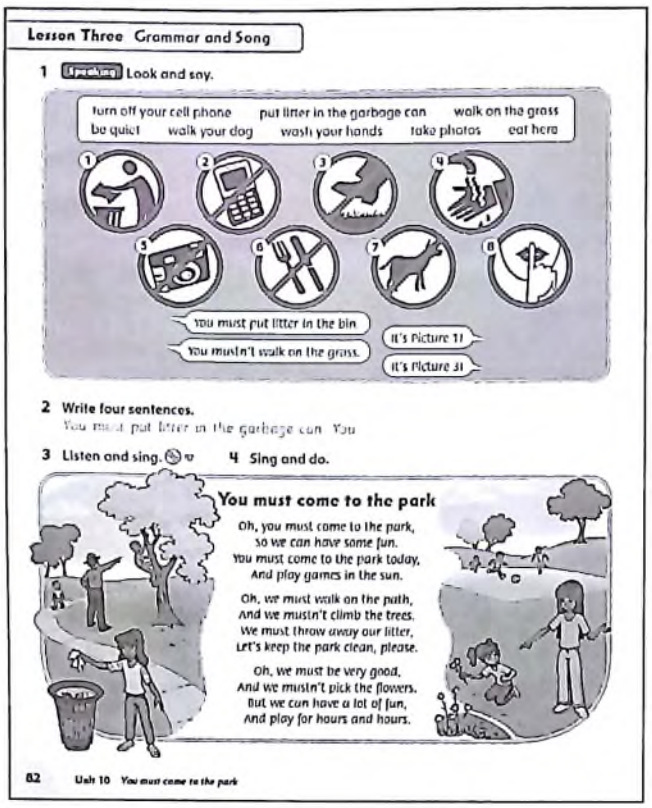
- Look at the example with the class. Ask children to think of a place they mustn't eat (*the library, the classroom*).
- Children complete the exercise individually. Check that children understand why the answer to sentence 3 is *must*.

ANSWERS

1. mustn't 2. must 3. must 4. mustn't

NOTE: Now go to Workbook page 134 for children to practice the grammar structure before doing Workbook page 81.

Further practice
Grammar Time, Workbook page 134
Workbook page 81
Online Practice • Unit 10 • Grammar


Lesson Three Grammar and Song

1 Look and say.

turn off your cell phone | put litter in the garbage can | walk on the grass
be quiet | walk your dog | wash your hands | take photos | eat here

You must put litter in the bin. It's Picture 1
You mustn't walk on the grass. It's Picture 3

2 Write four sentences.
You must put litter in the garbage can. You

3 Listen and sing. 97 4 Sing and do.

You must come to the park

Oh, you must come to the park,
So we can have some fun.
You must come to the park today,
And play games in the sun.

Oh, we must walk on the path,
And we mustn't climb the trees.
We must throw away our litter,
Let's keep the park clean, please.

Oh, we must be very good,
And we mustn't pick the flowers.
But we can have a lot of fun,
And play for hours and hours.

82 Unit 10 You must come to the park

Lesson Three SB page 82

Grammar and Song

Learning outcomes

To say and write phrases with *must* and *mustn't*

To use *must* and *mustn't* in the context of a song

Language

Extra: *keep clean, be good, hours and hours*

Materials

CD 97; *In the park* flashcards 150–157

Oxford iTools Digital classroom • Unit 10 • Grammar and Song

Warmer

- Play *Cross the river* (see page 8). Write *You must* and *You mustn't* on the board. Hold up different flashcards next to *must* or *musn't* to elicit rules.

1 Look and say.

- Ask two children to read the speech bubbles aloud.
- Ask the class to point to the correct pictures in Exercise 1.
- In pairs, children do the exercise. They should ask about three pictures each.
- Ask some pairs to ask and answer for the class.

2 Write four sentences.

- Read the example with the class. Ask children to find the corresponding picture in Exercise 1.
- Tell children to choose four more pictures from Exercise 1 and use the phrases in the box to write sentences.
- Monitor and help where necessary.
- Ask some children to read their sentences for the class.

Differentiation

Below level:

- Look at number 1 with children. Ask which rule it is *(litter)*. Ask if it's *must* or *mustn't*. Elicit must. Ask who *(you)*. Then build the sentence together. Do another example if needed. Children write at least one sentence independently. Monitor and help as needed.

At level:

- Children complete the activity.

Above level:

- After children finish, they write four more sentences with the rest of the rules from Exercise 1.

3 Listen and sing. 97

- Ask children to look at the pictures. Point to the children walking on the path, climbing the tree, putting litter in the garbage can, playing with a ball, and picking the flowers. Ask *What is he / she doing? What are they doing?*
- You may wish to elicit four rules for the things in the pictures. (*You must walk on the path. You mustn't climb the trees. You must put litter in the garbage can. You mustn't pick the flowers.*)
- Play the recording. Children listen and point to the pictures.
- Play the recording again. Children follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.
- Repeat (more than once if you wish).

4 Sing and do.

- As a class, decide on the actions for the song (see below).
- Practice the actions with the class.
- Play the recording. Children listen and do the actions.

Song actions to mime

come to the park / walk on the path – walking
have some fun / have a lot of fun – wave your hands
play games in the sun / play for hours and hours – throwing a ball
climb the trees – climbing a tree
put litter in the garbage can – dropping litter in the can
pick the flowers – picking flowers

Further practice

Workbook page 82
Online Practice • Unit 10 • Grammar and Song


Lesson Four Phonics

1 Listen, point, and repeat.

rain train Monday tray case race

2 Listen and chant.

It's Monday today,
And I can play.
Outside there's rain,
But I'm in with my trains.
I open my case,
And the trains have a race!

3 Read the chant again. Circle the words with *ai*, *ay*, and *a_e*.

4 Match and write.

ai
ay
a_e

Long vowel sound e Unit 10 83

Lesson Four SB page 83

Phonics

Learning outcomes

To pronounce the long vowel sound /eɪ/

To associate the sound /eɪ/ with the letters *ai*, *ay* and *a_e* in words

To practice the sound /eɪ/ in the context of a chant

Language

Core: *rain, train, Monday, tray, case, race*

Materials

CD 98–99; Phonics cards 22–24 (pond, tent, lamp); Phonics cards 25–26 (train, race)

Oxford iTools Digital classroom • Unit 10 • Phonics

Warmer

- Hold up the phonics cards for *train* and *race*, saying each word several times. Children repeat.
- Hold one card in each hand, facing you, and quickly flash them at random. Children repeat.
- Put the cards on different sides of the room and point to them. Children repeat the words.

1 Listen, point, and repeat. 98

- Ask children to look at the words and pictures in their books. Tell them they are going to hear a recording of the different words.
- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part. Children repeat chorally.
- Play the whole recording (more than once if necessary) for children to point and repeat again.

2 Listen and chant. 99

- Ask children to look at the picture. Ask *Where is the boy? What is he doing? (playing with a toy train) Is it sunny outside?*
- Play the recording. Children listen to the chant.
- Play the chant again, pausing. Children repeat.
- Play the chant once more for children to join in and follow.
- Ask children to circle the objects in the picture from the chant (*rain* and *trains*).

3 Read the chant again. Circle the words with *ai*, *ay*, and *a_e*.

- Focus attention on the word *Monday* in the chant and ask children to find it in Exercise 1. Ask children to tell you what the blue letters are.
- Ask children to find and circle the other words with *ai*, *ay*, or *a_e* in the chant.

ANSWERS

Monday, today, play, rain, trains, case, trains, race

4 Match and write.

- Ask children to look at the first picture and say the words they see (*Monday*, and *Tuesday / Wednesday / Thursday*).
- Ask *What letters are in Monday?* Check understanding, then let children complete the exercise.
- Check answers by writing *ai*, *ay*, and *a_e* on the board. Ask individual children to point to the correct letters.

Differentiation

Below level:

- Write *ai*, *ay*, and *a_e* on the board. Use phonics flashcards 25–26 to review the words together. Then give one card to each child. Ask him / her to put the card 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 small groups. Ask them to make a chart with three columns. Label them *ai*, *ay*, and *a_e*. Give students 3–5 minutes to fill the chart with more words they know.

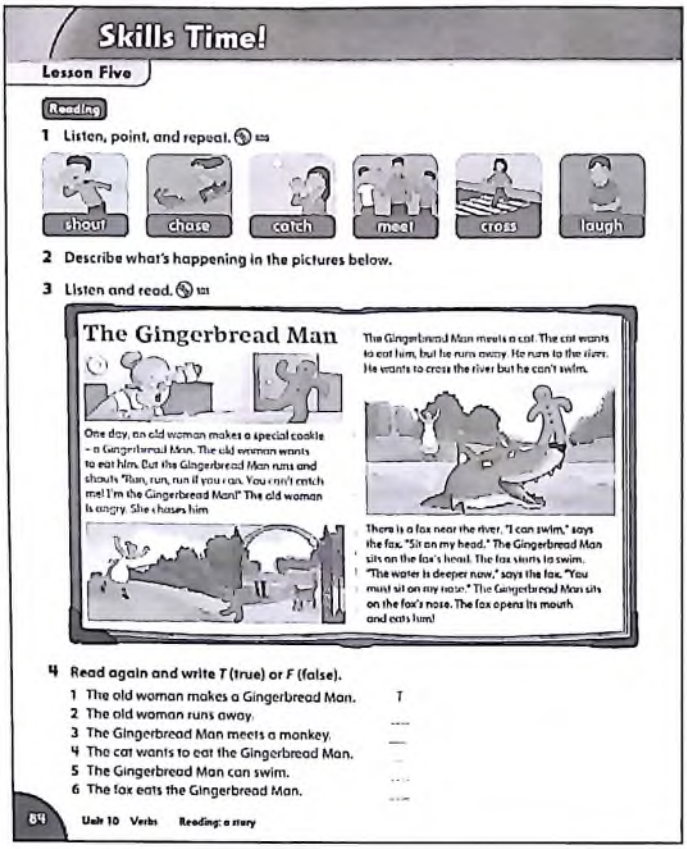
ANSWERS

1. Monday, ay 2. rain, ai 3. case, a_e 4. tray, ay
5. train, ai 6. race, a_e

Further practice

Workbook page 83

Online Practice • Unit 10 • Phonics



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat. 100

shout chase catch meet cross laugh

2 Describe what's happening in the pictures below.

3 Listen and read. 101

The Gingerbread Man

One day, an old woman makes a special cookie – a Gingerbread Man. The old woman wants to eat him. But the Gingerbread Man runs and shouts "Run, run, run if you can. You can't catch me! I'm the Gingerbread Man!" The old woman is angry. She chases him.

The Gingerbread Man meets a cat. The cat wants to eat him, but he runs away. He runs to the river. He wants to cross the river but he can't swim.

There is a fox near the river. "I can swim," says the fox. "Sit on my head." The Gingerbread Man sits on the fox's head. The fox starts to swim. "The water is deeper now," says the fox. "You must sit on my nose." The Gingerbread Man sits on the fox's nose. The fox opens its mouth and eats him!

4 Read again and write *T* (true) or *F* (false).

1 The old woman makes a Gingerbread Man. T
2 The old woman runs away. ___
3 The Gingerbread Man meets a monkey. ___
4 The cat wants to eat the Gingerbread Man. ___
5 The Gingerbread Man can swim. ___
6 The fox eats the Gingerbread Man. ___

84 Unit 10 Verbs Reading: a story

Lesson Five SB page 84

Skills Time!

Skills development

Reading: read and understand a classic children's story; read and understand key information about the story

Language

Core: *shout, chase, catch, meet, cross, laugh*

Recycled: vocabulary and structures seen previously

Extra: *gingerbread (man), ready, fox, near, start to, head*

Materials

CD 100–101; *Verbs* flashcards 158–163

Oxford iTools Digital classroom • Unit 10 • Skills Time!

Warmer

- Elicit the verbs for flashcards 158–163. Model unknown words.
- Hold the flashcards up in a different order and repeat.
- Show the children flashcards at random and ask them to call out the word.

1 Listen, point, and repeat. 100

- Ask children to open their books and look at the pictures in Exercise 1. Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part. Children repeat.
- Play the whole recording again. Children listen and point, then repeat the words chorally.

2 Describe what's happening in the pictures below.

- Ask children to look at the pictures. Ask what kind of text it is (*a story*). Explain that the little man is a gingerbread man: a type of ginger cookie made in the U.S..
- Ask children to describe what is happening in the pictures (in their own language) and ask what they think happens. Repeat what they say in English, to reinforce the vocabulary, e.g. *Yes, there's an old woman in this picture. The gingerbread man is running away.*
- Ask questions to encourage predictions, e.g. *Who makes the gingerbread man? Where does it go? Who wants to catch it?*

3 Listen and read. 101

- Play the recording. Children follow along.
- Check answers to the questions you asked before children read, then answer any other questions.
- If your country does not have foxes, or the species looks very different, explain that foxes live in the countryside in Britain and are related to dogs and wolves.
- Play the recording again. Ask children to circle the words from Exercise 1 in the text (all are present).

4 Read again and write *T* (true) or *F* (false).

- Let children read the text again and write *T* or *F*.
- Check answers and ask comprehension questions, e.g. *Does the old woman want to eat the gingerbread man? What animals does the gingerbread man meet?*

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 old woman make? Who runs away?* Children find the answers in the text, then complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, ask children what they think happened the next day. Put children into groups to draw or write new stories. Monitor and help as needed. If time permits, children can tell their stories to the class.

ANSWERS

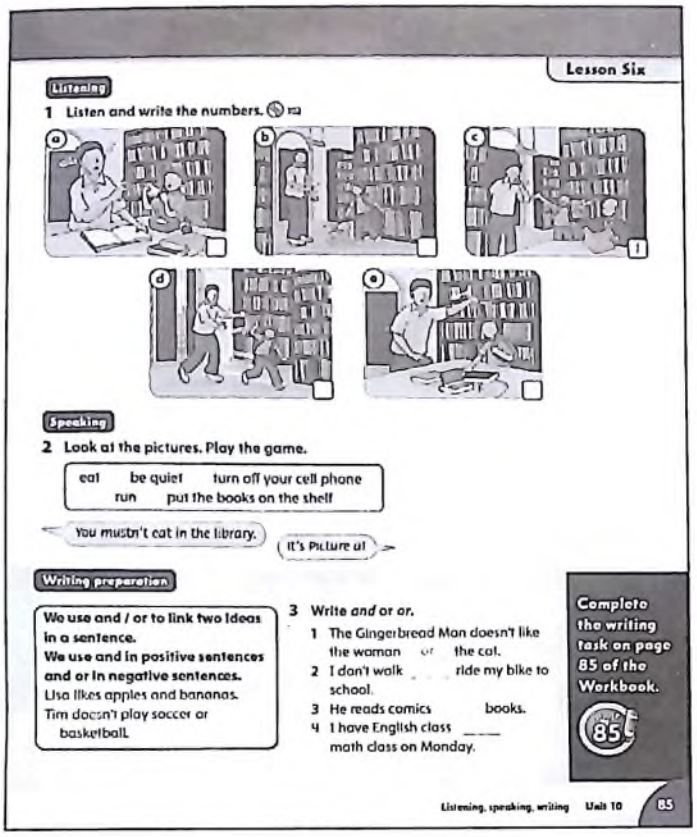
1. T 2. F (The gingerbread man runs away.) 3. F (The gingerbread man meets a cat.) 4. T 5. F (The gingerbread man can't swim.) 6. T

Further practice

Workbook page 84

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

Online Practice • Unit 10 • Reading


Lesson Six

Listening

1 Listen and write the numbers. 102

Speaking

2 Look at the pictures. Play the game.

eat be quiet turn off your cell phone
run put the books on the shelf

You mustn't eat in the library. It's Picture a!

Writing preparation

We use and / or to link two ideas in a sentence.
We use and in positive sentences and or in negative sentences.
Lisa likes apples and bananas.
Tim doesn't play soccer or basketball.

3 Write *and* or *or*.
1 The Gingerbread Man doesn't like the woman or the cat.
2 I don't walk ___ ride my bike to school.
3 He reads comics ___ books.
4 I have English class ___ math class on Monday.

Complete the writing task on page 85 of the Workbook.

Listening, speaking, writing Unit 10 85

Lesson Six SB page 85

Skills Time!

Skills development

Listening: listen to and understand descriptions of actions

Speaking: talk about rules and identify pictures

Writing: use *and* and *or*; write a school rules poster (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *shelf*

Materials

CD 102; *Verbs* flashcards 158–163

Oxford iTools Digital classroom • Unit 10 • Skills Time!

Warmer

- Tell children to look at the pictures in Exercise 1. Ask *Where are the people? (In a library.)*
- Point to the first three pictures. Ask *What is the boy doing? (eating a sandwich, turning off his cell phone, making a noise).* Point to the last two pictures. Ask *Does he run in the library? Where are the books? Does he put them back on the shelf?*

1 Listen and write the numbers. 102

- Tell children they are going to hear a recording of the boy and his dad in the library. They must listen and number the pictures.
- Play the recording. Children point to the correct pictures.
- Play the recording again, pausing after each dialogue for children to write the numbers.

ANSWERS

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

2 Look at the pictures. Play the game.

- Ask two children to read the speech bubbles. Children point to the correct picture in Exercise 1.
- Children choose words from the box and make rules with *You must / You mustn't*. The partner finds the picture.

3 Write *and* or *or*.

- Ask children to close their books. Write on the board: *Lisa likes apples. Lisa likes bananas. Tim doesn't play soccer. Tim doesn't play basketball.* Ask *Does Lisa like apples? Does she like bananas?* Elicit *Yes.* Say *Yes, Lisa likes apples and bananas.*
- Ask *Does Tim play soccer? Does he play basketball?* Elicit *No,* then say *No, Tim doesn't play soccer or basketball.*
- Erase the middle part of both sentences to leave these new sentences: *Lisa likes apples … bananas. Tim doesn't play soccer … basketball.*
- Say the complete sentences. Children repeat, with *and* and *or*. Children open their books and check the sentences in the Writing box.
- Look at the example. Children complete the exercise.

Differentiation

Below level:

- Write the example sentences on the board. Ask children to underline *and* or *or*. Ask *What does Lisa like?* Elicit *apples* and *bananas*. Circle those words. Do the same for Tim's sentences, but cross out *soccer* and *basketball* to reinforce the negative. Practice by making more sentences, e.g. *I like science ___ math*. Elicit the conjunction. Look at the example together. Then students complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to write sentences about things they like and don't like. Use the sentences on page 85 as models. If time permits, children can share their sentences with the class.

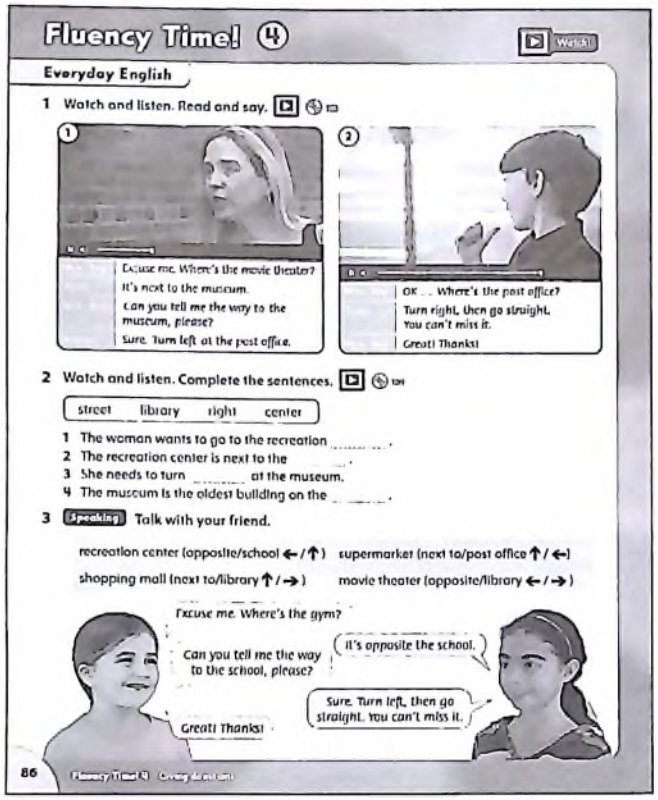
ANSWERS

1. or 2. or 3. and 4. and

Further practice

Workbook page 85 (children write a school rules poster)
Unit 10 test, Assessment and Resource CD-ROM
Online Practice • Unit 10 • Listening, Speaking, and Writing

Fluency Time! 4



Everyday English SB page 86

Learning outcomes

To learn some useful language for giving directions

Language

Can you tell me the way to…? Turn left… Where's…? Turn right, then go straight. You can't miss it.

Materials

CD 103–104; Fluency DVD Fluency Time! 4

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

Warmer

- Tell children they are going to learn some useful language for giving directions. Ask if they know any phrases for asking for / giving directions. Write their suggestions on the board.
- Teach the phrases *Turn left*, *Turn right*, *Go straight*. Use them to play *Simon Says* (see page 9). The children mime walking at their desks, turning to face left / right / the front.

1 Watch and listen. Read and say. 103

- Focus on the pictures. Ask children to say where the people are (*in the street / town*). Ask children what they think is happening in the pictures.
- Play the DVD. Children watch and listen.
- 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. 104

- Show the children the sentences and explain that they need to listen and complete the sentences with the words in the box.
- Play the first part and focus on the example.
- Play the DVD, pausing after each item. Children write their answers.
- Ask children to read the sentences aloud.

ANSWERS

1. center 2. library 3. right 4. street

3 Talk with your friend.

- In pairs, children make dialogues of their own.
- Show children the arrows and ask them what they represent (→ = turn right, ← = turn left, ↑ = go straight).
- Ask two children to read the example dialogue.
- In pairs, children read the example dialogue, then choose prompts from the box to make new dialogues.
- Monitor children's performance. Invite some pairs to act out their dialogues in front of the class.

Differentiation

Below level:

- Break the dialogue up into two 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 from the box. Make sure children switch roles.

At level:

- Children complete the activity.

Above level:

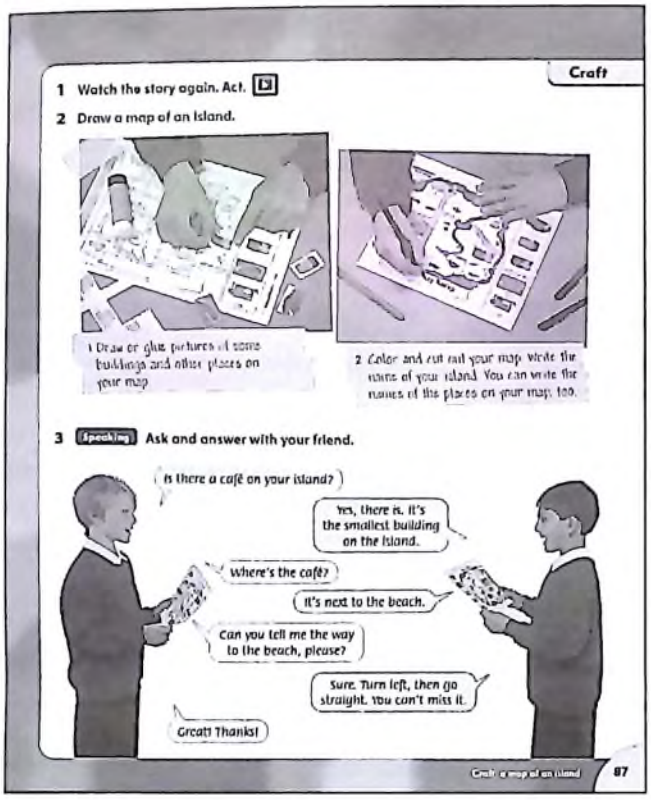
- Extend the activity by having children think of places in their own town. Switch partners and start new dialogues.

Watch the DVD!

- Ask children to close their books.
- Play Fluency DVD Fluency Time! 4 Everyday English. Children watch and listen.

Further practice

Workbook page 86
Fluency Time! 4, Fluency DVD
Online Practice Fluency Time! 4



Craft SB page 87

Learning outcomes

To draw a map of an island

To ask for and give directions

Language

Is there a...?; Yes, there is.; Can you tell me the way to...? Turn left...; Where's...? Turn right, then go straight. You can't miss it.

Materials

Fluency DVD Fluency Time! 4 (optional); Fluency Craft 4 (see Assessment and Resource CD-ROM) (one template per child); completed map; colored pencils / markers / crayons, scissors , and glue for each group of children

Oxford iTools Digital classroom • Fluency Time! 4 • Craft

1 Watch the story again. Act.

- Draw children's attention to the story in Exercise 1 on page 86. Ask children what they remember.
- Play the Fluency DVD Fluency Time! 4 scenes 1–3. If you don't have time, read the dialogue on page 86.
- Invite children to act out the dialogue. Encourage them to use different places and directions to make their own variations.

2 Draw a map of an island.

- Focus on the pictures. Ask what the child in the pictures is doing (*sticking pictures of places onto a map of an island).*
- Ask *What do you need to make the map?* Elicit *colored pencils, scissors, glue.*
- Divide the class into groups. Give each child a map template (see Fluency Craft 4, Assessment and Resource CD-ROM). Give each group colored pencils / pencils / crayons, scissors, and glue.
- Use the pictures and instructions to help children make their maps. Demonstrate with your completed map. Make sure children understand the process.
- Move around the class as children work, asking questions, e.g. *Where's the...? Can you tell me how to get to...?*

NOTE: If you don't have time to use photocopies, ask children to draw island outlines on a piece of paper, then draw places and streets.

3 Ask and answer with your friend.

- Focus on the photo. Tell the children they are going to use their islands to make dialogues.
- Ask two children to read the example dialogue.
- Children talk in pairs, taking turns to ask questions about their partner's island, as in the example.
- Encourage children to add language to their dialogues, e.g. *What's next to the (café)? Is the movie theater near the beach?*
- Invite some pairs to act out their dialogues for the class.

Differentiation

Below level:

- Simplify the "at level" game. Tell one student to pick a place on the map but don't say where. He / She uses *left*, *right*, and *straight* to give directions. When they arrive, switch roles. Monitor and help as needed.

At level:

- Play a game in pairs. Children choose a starting place for their partner, e.g. *You're at the café*, then direct him / her to another place without saying the destination, e.g. *Turn left. Now go straight.* When their partner reaches the destination, the first child asks *Where are you?* Their partner answers *I'm at the (beach!).* Children swap roles and play again.

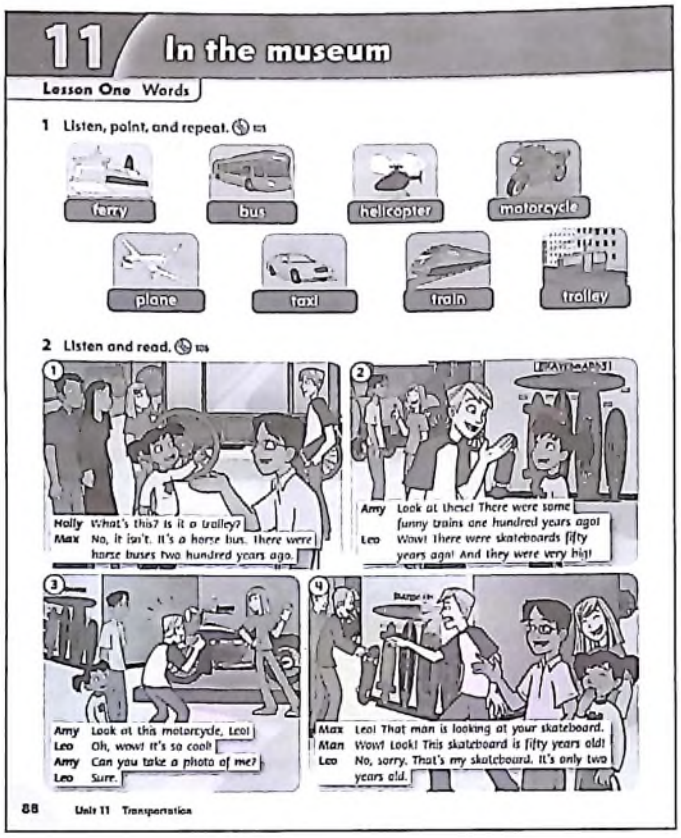
Above level:

- Extend the "at level" activity by planning a fun day on the island. In pairs, children choose three places to visit, and give directions from one place to the next. Encourage them to use *first*, *next*, *then*, and *finally*.

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

11 In the museum



Lesson One SB page 88

Words

Learning outcomes

To identify different types of transportation

To understand a short story

Language

Core: *ferry, bus, helicopter, motorcycle, plane, taxi, train, trolley*

Extra: *horse bus, hundred, skateboard (n), cool*

Materials

CD 105–106; *Transportation* flashcards 164–171

Oxford iTools Digital classroom • Unit 11 • Words/Story

Warmer

- Elicit the transportation vocabulary using flashcards 164–171. Hold the flashcards up one at a time and model any unknown words.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 105

- Play the first part of the recording. Children listen and point to the transportation pictures.
- Play the second part for children to repeat.
- Play the whole recording again. Children listen and point, then repeat the words chorally.

Differentiation

Below level:

- Play *Quick flash* (see page 8) using the new vocabulary. Repeat until children feel comfortable with the new words.

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.

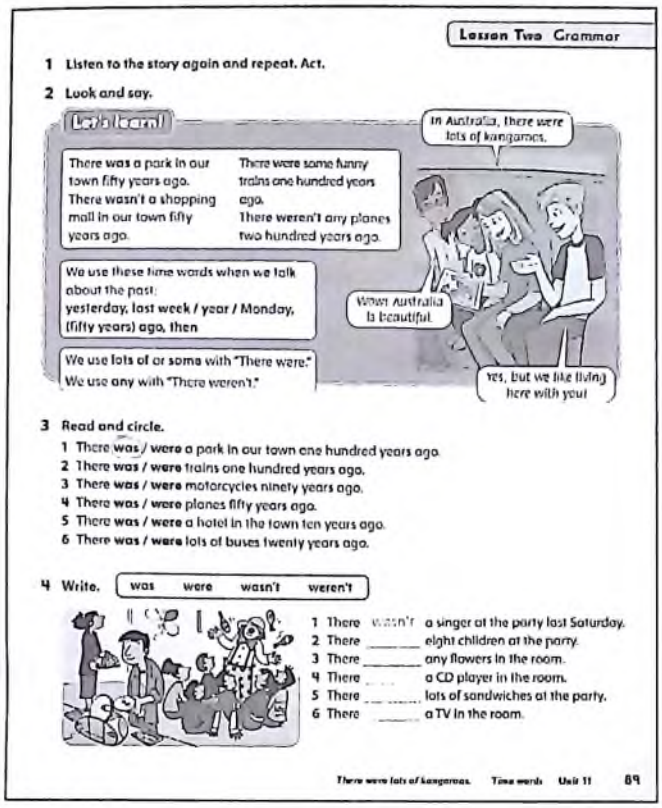
2 Listen and read. 106

- Focus children's attention on the story. Talk about each frame with the class and ask questions, e.g. *Where are the children? (in a museum), Who takes a photo? (Leo), Where is Leo's skateboard? (next to the old skateboards).*
- Play the recording. Children listen and follow along in their books.
- Ask comprehension questions, e.g. *What bus do they see? (a horse bus), Were there skateboards 50 years ago? (yes), How old is Leo's skateboard? (two years old).*
- Play the recording again. Children follow in their books.

Further practice

Workbook page 88

Online Practice • Unit 11 • Words



Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

There was a park in our town fifty years ago. There wasn't a shopping mall in our town fifty years ago.

There were some funny trains one hundred years ago. There weren't any planes two hundred years ago.

We use these time words when we talk about the past: yesterday, last week / year / Monday, (fifty years) ago, then

We use lots of or some with "There were." We use any with "There weren't."

In Australia, there were lots of kangaroos.

Wow! Australia is beautiful.

Yes, but we like living here with you!

3 Read and circle.

1 There was / were a park in our town one hundred years ago.
2 There was / were trains one hundred years ago.
3 There was / were motorcycles ninety years ago.
4 There was / were planes fifty years ago.
5 There was / were a hotel in the town ten years ago.
6 There was / were lots of buses twenty years ago.

4 Write. was were wasn't weren't

1 There wasn't a singer at the party last Saturday.
2 There _____ eight children at the party.
3 There _____ any flowers in the room.
4 There _____ a CD player in the room.
5 There _____ lots of sandwiches at the party.
6 There _____ a TV in the room.

There were lots of kangaroos. Time words Unit 11 89

Lesson Two SB page 89

Grammar

Learning outcomes

To understand *there was / were* and *there wasn't / weren't* for talking about things in the past

To understand simple past time expressions

To understand the use of the quantifiers *lots of, some,* and *any* with *there was / were* and *there wasn't / weren't*

To act out a story

Language

Core: *There was / wasn't a ... in our town fifty years ago. There were / weren't any ... two hundred years ago. yesterday, last week / year / Monday, (fifty years) ago, then, there were + lots of / some, there weren't + any*

Extra: *hotel, party*

Materials

CD 106; *Transportation* flashcards 164–171

Oxford iTools Digital classroom • Unit 11 • Grammar

Warmer

- With books closed, ask children to look at the flashcards on the board. Ask if they can remember what transportation words were in the story (*bus, train, motorcycle*).
- Ask questions about the story, e.g. *Where were the children?*

1 Listen to the story again and repeat. Act.

- Play the recording, pausing for children to repeat the lines.
- Divide the class into groups of five to play Holly, Max, Amy, Leo, and the man.
- As a class, decide on the actions for the story.
- Play the recording a second time. Children mime the actions as they listen and say their character's lines.
- Children practice acting out the story in groups

2 Look and say.

- Draw three circles on the board. Write *There were* and *There weren't* on the left and right and *?* in the middle.
- Tell children you are going to say some words. They must tell you which things there were or weren't 200 years ago.
- Say *computers* and elicit *There weren't computers.*
- Repeat with other words and write them in the circles, e.g. *TVs, horses, phones, houses, helicopters, books, skateboards.*
- If children are unsure about a word, write it in the *?* circle.
- Hold up the *Transportation* flashcards and repeat. Place any flashcards children don't know in the *?* circle.
- Read the sentences in the *Let's learn!* chart, pausing after each one for children to repeat. Copy the sentences on the board. Erase the red letters and ask children to tell you what the missing letters are.

3 Read and circle.

- Look at the example with children. Ask *How many parks are there?* Repeat the sentence for *two parks.*
- Let children complete the exercise, then check answers.

ANSWERS

1. was **2.** were **3.** were **4.** were **5.** was **6.** were

4 Write.

- Look at the picture and the example with the class. Ask *Is there a singer in the picture?*
- Let children complete the exercise, then check answers.

Differentiation

Below level:

- Ask children to look at the *Let's learn!* box again. Ask *What was in the town fifty years ago?* Elicit *a park.* Ask *How many parks?* Elicit *one.* Repeat with the remaining sentences. Then look at the example together. Have students find the subject in each sentence (*singer, children, flowers, CD player, sandwiches,* and *TV*) and circle them. Then children use the picture to complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to write at least two more sentences about the picture, e.g. *There were three balloons.*

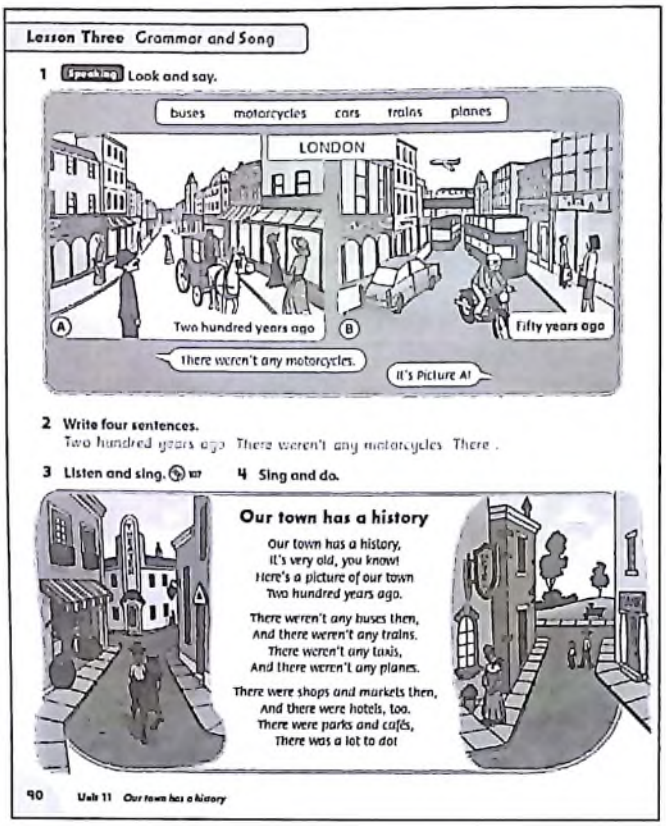
ANSWERS

1. wasn't **2.** weren't **3.** weren't **4.** was **5.** were **6.** wasn't

NOTE: Now go to Workbook page 134 for children to practice the grammar structure before doing Workbook page 89.

Further practice

Grammar Time, Workbook page 134
Workbook page 89
Online Practice • Unit 11 • Grammar



Lesson Three SB page 90

Grammar and Song

Learning outcomes

To describe pictures using *there was* and *there wasn't* + *lots of*, *some*, and *any*

To use *there was / wasn't* and *there were / weren't* in the context of a song

Language

Extra: *history, shop, market*

Materials

CD 107; paper and colored pencils (optional)

Oxford iTools Digital classroom • Unit 11 • Grammar and Song

Warmer

- Ask children to open their books and look at the pictures in Exercise 1.
- Ask children to say what they see in the pictures, and write them on the board (*shops, houses, people, a horse, a plane, a car, buses, a motorcycle, a train*).

1 Look and say.

- Ask two children to read the speech bubbles for the class.
- Ask children which picture doesn't have a motorcycle.
- Say a positive sentence, e.g. *There were planes.* Ask *Which picture has a plane?*
- In pairs, children do the exercise. They should say two or three things each.

2 Write four sentences.

- Read the example with children and check understanding. They can write positive or negative sentences.
- Ask children to write another four sentences about the pictures, using the example to help them.
- Ask some children to read their sentences for the class.

Differentiation

Below level:

- Look at the pictures in Exercise 1. Ask children questions about the pictures, e.g. *Were there buses 200 years ago?* Then look at Picture A and make sentences together. Then children practice on their own with Picture B.

At level:

- Children complete the activity.

Above level:

- After children finish, have them draw a picture of an imaginary place from ten years ago. Ask children to write sentences about their picture and include some transportation words. If time permits, children can share with the class.

3 Listen and sing. 107

- Ask children to look at the pictures and name places and things (*a theater, a shop, a hotel, a horse, a park, a bank*).
- Play the recording. Children listen and look at the pictures.
- Play the recording again. Children to follow the words.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording. Children to sing along.

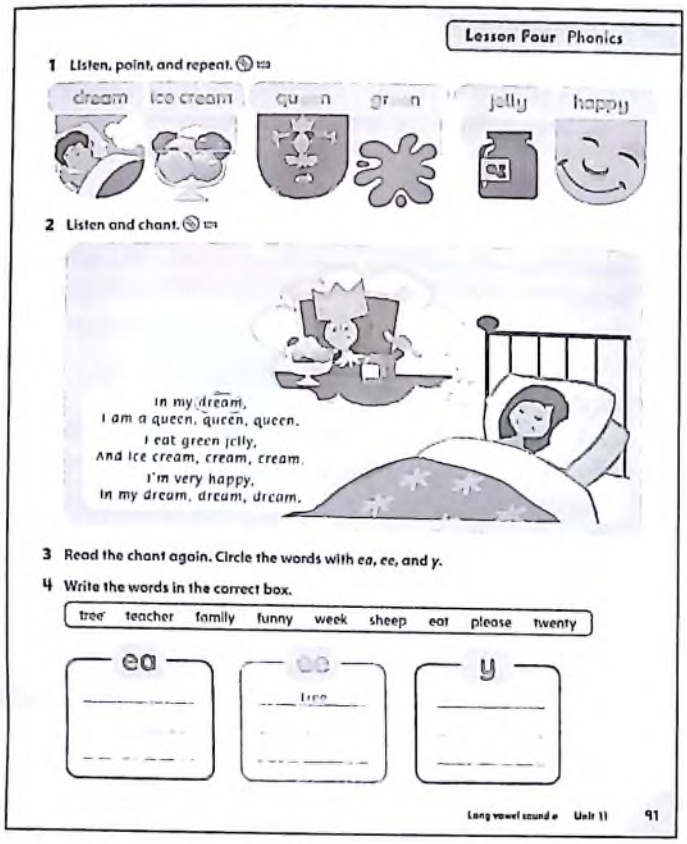
4 Sing and do.

- As a class, decide on the actions for the song.
- Practice the actions with the class.
- Play the recording. Children listen and do the actions.

Further practice

Workbook page 90

Online Practice • Unit 11 • Grammar and Song


Lesson Four Phonics

1 Listen, point, and repeat.

dream ice cream queen green jelly happy

2 Listen and chant.

In my dream,
I am a queen, queen, queen.
I eat green jelly,
And ice cream, cream, cream.
I'm very happy,
In my dream, dream, dream.

3 Read the chant again. Circle the words with ea, ee, and y.

4 Write the words in the correct box.

tree teacher family funny week sheep eat please twenty

ea ee y

Long vowel sound e Unit 11 91

Lesson Four SB page 91

Phonics

Learning outcomes

To pronounce the sound /i:/

To associate the sound /i:/ with the letters *ea*, *ee*, and *y*

To identify and repeat the sound /i:/ in a chant.

Language

Core: *dream, ice cream, queen, green, jelly, happy*

Extra: *eat, very*

Materials

CD 108–109; *Transportation* flashcards 168 and 170 (plane, train); Phonics cards 27–28 (ice cream, jelly)

Oxford iTools Digital classroom • Unit 11 • Phonics

Warmer

- Hold up the phonics cards for *ice cream* and *jelly*, saying the words for children to repeat.
- Explain what jelly is, if it is not common in your country (a sweet made from fruit juice, thickeners, and sugar).
- If there is something green in your classroom, you can add this word to your warmer. Point to the object(s) and say *green*. Children repeat.
- Point to the phonics cards (and anything green) several times until children are comfortable.

1 Listen, point, and repeat. 108

- Ask children to look at the words and pictures in their books. Tell them that they are going to hear a recording of different words with the sound /i:/. 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.
- Play the whole recording (more than once if necessary). Children point and repeat again.

2 Listen and chant. 109

- Ask children to look at the picture. Ask *What is the girl doing?* Elicit *She's sleeping / dreaming*. Ask *Who is she in her dream? What is she eating? What color is the jelly?*
- Play the recording. Children listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play it once more. Children join in and follow.
- Ask children to look at the picture and circle the objects in the chant.

3 Read the chant again. Circle the words with *ea*, *ee*, and *y*.

- Write the letters *ea*, *ee*, and *y* on the board. Focus attention on the word *dream* in the chant and point to the letters on the board. Ask *Which letters are in "dream"?*
- Ask children to find and circle other words with *ea*, *ee*, and *y* in the chant.

ANSWERS

dream, queen (x3), green, jelly, ice cream (x3), happy, dream (x3)

4 Write the words in the correct box.

- Look at the example and check understanding, then let children complete the exercise individually.
- Check answers. Ask individual children to point to the correct letters on the board as you read the words from the box.

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*, *ee*, and *y* on top. Ask children to come to the front and sort the words.

At level:

- Play *Quick flash* (see page 8). Practice each word at least once. Try having confident students come to the front and mouth the words for children to guess.

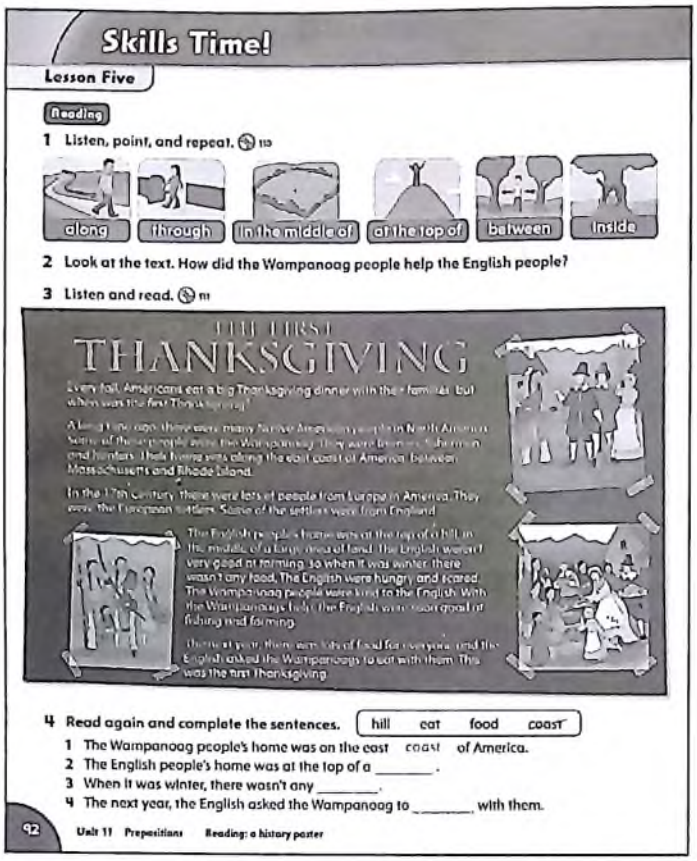
Above level:

- 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

ea: teacher, eat, please **ee:** tree, week, sheep
y: family, funny, twenty

Further practice
Workbook page 91
Online Practice • Unit 11 • Phonics



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat. 110

along | through | in the middle of | at the top of | between | inside

2 Look at the text. How did the Wampanoag people help the English people?

3 Listen and read. 111

THE FIRST THANKSGIVING

Every fall, Americans eat a big Thanksgiving dinner with their families, but when was the first Thanksgiving?

A long time ago, there were many Native American people in North America. Some of these people were the Wampanoag. They were farmers, fishermen and hunters. Their home was along the east coast of America, between Massachusetts and Rhode Island.

In the 17th Century, there were lots of people from Europe in America. They were the European settlers. Some of the settlers were from England.

The English people's home was on the top of a hill in the middle of a large piece of land. The English weren't very good at farming, so when it was winter, there wasn't any food. The English were hungry and scared. The Wampanoag people were kind to the English. With the Wampanoags' help, the English were soon good at fishing and farming.

That year, there was lots of food for everyone, and the English asked the Wampanoags to eat with them. This was the first Thanksgiving.

4 Read again and complete the sentences. hill | eat | food | coast

1 The Wampanoag people's home was on the east coast of America.
2 The English people's home was at the top of a _____.
3 When it was winter, there wasn't any _____.
4 The next year, the English asked the Wampanoag to _____ with them.

92 Unit 11 Prepositions Reading: a history poster

Lesson Five SB page 92

Skills Time!

Skills development

Reading: read and understand a history poster; read for specific information

Language

Core: *along, through, in the middle of, at the top of, between, inside*

Recycled: vocabulary and structures seen previously

Extra: *hidden, rocky, desert, capital city, explorer, wonder (n)*

Materials

CD 110–111; *Prepositions* flashcards 172–177; paper and color pencils (optional)

Oxford iTools Digital classroom • Unit 11 • Reading

Warmer

- Tell children they are going to learn words to talk about where things are.
- Use flashcards 172–177 to introduce the prepositions of movement and place.
- Say the words for children to repeat, using gestures where appropriate to reinforce meaning.
- Hold the flashcards up in a different order and repeat.
- Show the children the flashcards at random and ask them to say the words.

1 Listen, point, and repeat. 110

- Focus on the pictures in Exercise 1. Play the recording. Children listen and point to the pictures, then listen and repeat the words, first chorally, then individually.

Differentiation

Below level:

- Play *Mime the word* (see page 8). Say each word and have children gesture with their hands (e.g. point to the middle of their palm for *in the middle of*) to show you the location.

At level:

- Give children paper. Ask them to do a quick drawing of each sentence you read: *She walked along the path. / He walked through the door. / The flower is in the middle of the table. / The bird is at the top of the tree. / The frog is between the rocks. / The cat is inside the box.*

Above level:

- After children finish, repeat the sentences in random order. Children label each picture with the correct sentence.

2 Look at the text. How did the Wampanoag people help the English people?

- Ask the children to look at the pictures and say what kind of text it is (*a history poster*) and what place it is about (*Thanksgiving*).
- Ask questions to help children make predictions, e.g. *What do you think Thanksgiving is? Where does it happen?*
- Ask children to look quickly and find where the first Thanksgiving took place (*America*). Ask children who was there (*Native Americans* and *English settlers*).

3 Listen and read. 111

- Play the recording. Children listen and follow along, then play it a second time and answer any questions.
- Ask comprehension questions, e.g. *What is Thanksgiving? Where was the first Thanksgiving? What did they do?*

4 Read again and complete the sentences.

- Explain that the children are going to complete the sentences about the text with the words in the box.
- Look at the example and ask the children to find the relevant part of the text.
- Let children complete the activity, then check answers as a class.

ANSWERS

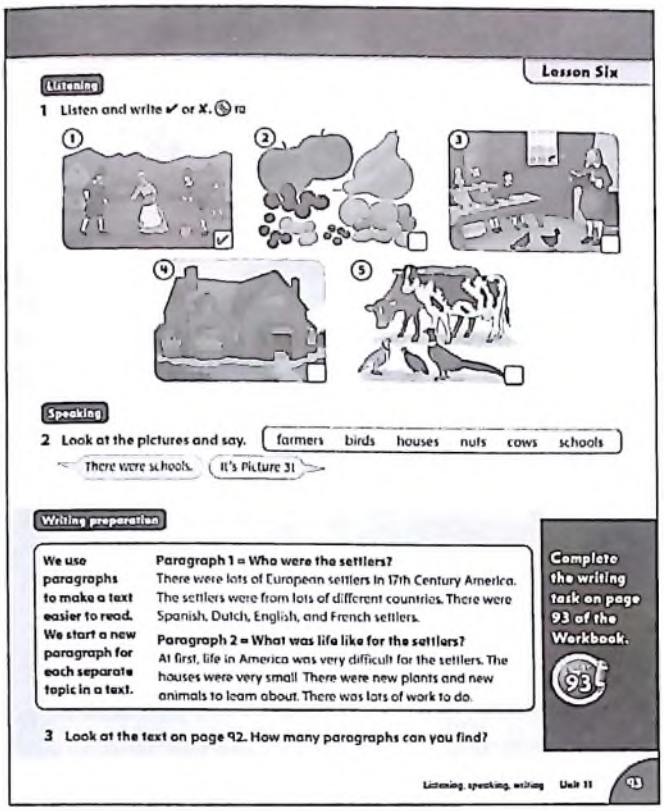
1. coast 2. hill 3. food 4. eat

Further practice

Workbook page 92

Unit 11 extra writing worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 11 • Reading


Lesson Six

Listening

1 Listen and write ✓ or ✗. 112

Speaking

2 Look at the pictures and say. farmers birds houses nuts cows schools

There were schools. It's Picture 3!

Writing preparation

We use paragraphs to make a text easier to read. We start a new paragraph for each separate topic in a text.

Paragraph 1 = Who were the settlers?
There were lots of European settlers in 17th Century America. The settlers were from lots of different countries. There were Spanish, Dutch, English, and French settlers.

Paragraph 2 = What was life like for the settlers?
At first, life in America was very difficult for the settlers. The houses were very small. There were new plants and new animals to learn about. There was lots of work to do.

Complete the writing task on page 93 of the Workbook.

3 Look at the text on page 92. How many paragraphs can you find?

Listening, speaking, writing Unit 11 93

Lesson Six SB page 93

Skills Time!

Skills development

Listening: understand a conversation about European settlers in America

Speaking: making statements about the past with *There was / There were*

Writing: understand how texts are organized into paragraphs; write a description of your town now and in the past (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

CD 112

Oxford iTools Digital classroom • Unit 11 • Writing

Warmer

- Tell the children to open their books and look at the pictures in Exercise 1. Ask them to say what they see in each picture (settlers, fruit and nuts, schoolroom, house, animals). Ask the children what they can remember about the first Thanksgiving.

1 Listen and write ✓ or ✗. 112

- Tell children they are going to hear a recording of two people talking about settlers in America. Listen carefully and write a ✓ for *yes* or an ✗ for *no*.
- Play the first item. Children listen. Ask them what they see in the picture (settlers on a farm). Ask them if the picture matches what they heard. Elicit *yes*. Play the rest of the recording, pausing after each item for the children to complete the activity.

ANSWERS

1. ✓ 2. ✗ 3. ✓ 4. ✗ 5. ✓

2 Look at the sentences. Ask and answer.

- Ask children to look at the sentences in Exercise 1 and think of some questions about Thanksgiving using the information in the notes. They can also use the text on page 92 to form questions.
- Ask a pair of children to read the example exchange.
- Children work in pairs. They take turns to ask and answer questions about America in the past.
- Ask some pairs to ask and answer for the class.

3 Look at the text on page 92. How many paragraphs can you find?

- Read the text and the two paragraphs in the Writing box with the children.
- Ask *What is paragraph 1 / 2 about?*
- Ask children to turn to page 92 and count the number of paragraphs.
- You might want to write *a big meal, the Wampanoag people, the European settlers, and the first Thanksgiving* on the board (in jumbled order). Ask children to tell you which paragraph matches each topic.

Differentiation

Below level:

- Look at the text on page 92 with students. Ask children where they see spaces in the text and to count them. Then go back and elicit the topic for each paragraph, using information questions (i.e. *who, what, when*, etc.). Help as needed.

At level:

- Children complete the activity.

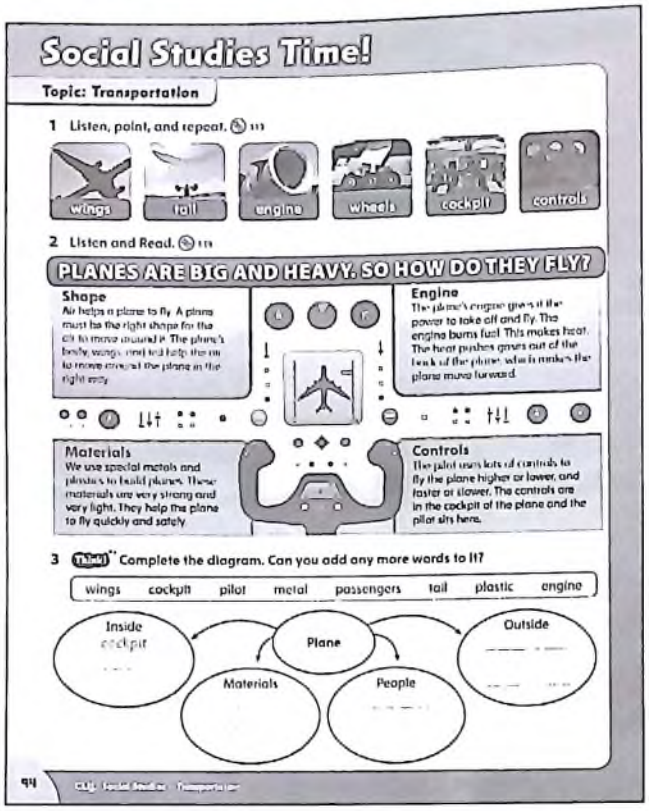
Above level:

- After children finish, ask children to look back at the texts on pages 76 and 84, and count the number of paragraphs they find.

Further practice

Workbook page 93 (children write a description of their town now and in the past)
Unit 11 test, Assessment and Resource CD-ROM
Online Practice • Unit 11 • Listening, Speaking, and Writing

Social Studies Time!



Topic: Transportation SB page 94

Learning outcomes

To learn some useful content and language about planes

Language

Core: *wings, tail, engine, wheels, cockpit, controls*

Extra: *burn, fuel, heat, gas, material, metal, plastic*

Materials

CD 113–114; CLIL Time! 4 flashcards 178–183

Oxford iTools Digital classroom • Social Studies Time! • Transportation

Warmer

Critical Thinking

- Ask children to name all the types of transportation they know. Write the words on the board. Ask children how often / when they use each type of transportation.

Lead-in

- Hold up flashcards 178–183 and say the words for children to repeat. Hold up the flashcards, one at a time, and ask *Is this the plane's (tail) / Are these the plane's (wings)?* Encourage children to answer *Yes* or *No*.

1 Listen, point, and repeat. 113

- 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.
- Hand flashcards 178–183 to a child. Say the new words in random order. Tell the child to stick the flashcards on the board in the correct order.

2 Listen and read. 114

- 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 gives the plane power to take off and fly? What do we use to build planes? How does the pilot make the plane go higher or lower?*
- Ask children to point to the wings, tail, and controls in the pictures.

3 Think! Complete the diagram. Can you add any more words to it?

Critical Thinking

- Ask children to say what we can find inside / outside a plane, what materials we can use to build planes and what people we can find on a plane.

Collaboration

- Children work in pairs to complete the diagram and add other ideas if possible. Help children to translate their ideas if necessary.
- Invite children to tell you which words belong in each group.

Differentiation

Below level:

- Divide the class into four groups. Assign one section of the diagram to each group.
- Have children in each group work together to complete their section of the diagram and think of extra words if possible.
- Have each group report back to the class. Other groups can listen and complete the rest of the diagram.

At level:

- Children complete the activity.

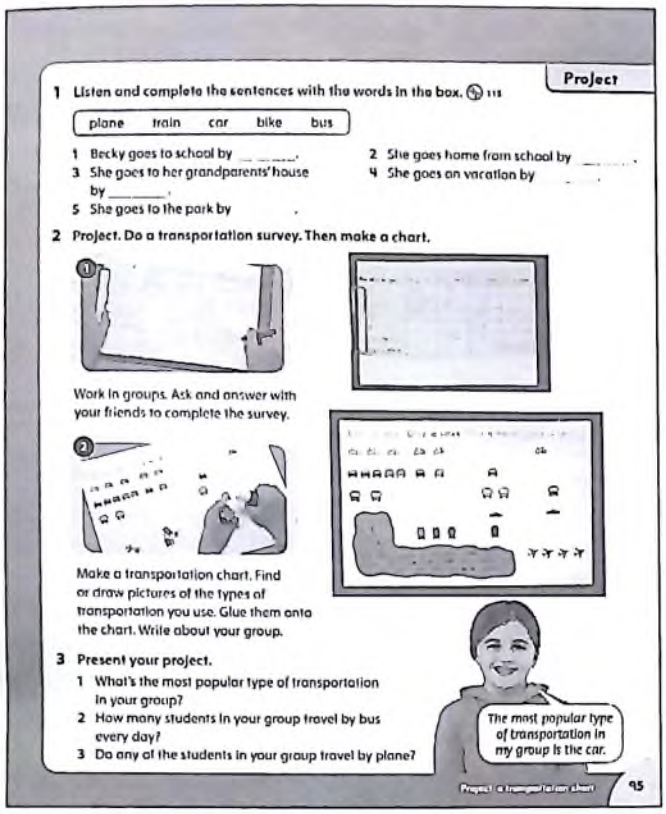
Above level:

- Have children work individually to complete the diagram and think of extra words.
- Have children work in pairs and choose a different type of transportation.
- Have children create a similar Venn diagram for their chosen type of transportation.

ANSWERS

Inside cockpit, engine **Materials** metal, plastic
People pilot, passengers **Outside** wings, tail

Further practice
Workbook page 94
Online Practice • Social Studies Time!


Project

1 Listen and complete the sentences with the words in the box. 115

plane train car bike bus

1 Becky goes to school by _____.
2 She goes home from school by _____.
3 She goes to her grandparents' house by _____.
4 She goes on vacation by _____.
5 She goes to the park by _____.

2 Project. Do a transportation survey. Then make a chart.

Work in groups. Ask and answer with your friends to complete the survey.

Make a transportation chart. Find or draw pictures of the types of transportation you use. Glue them onto the chart. Write about your group.

3 Present your project.

1 What's the most popular type of transportation in your group?
2 How many students in your group travel by bus every day?
3 Do any of the students in your group travel by plane?

The most popular type of transportation in my group is the car.

Project: A transportation chart

95

Project

SB page 95

Learning outcomes

To listen and complete sentences

To do a transportation survey, then make a chart

Language

The most popular type of transportation in my group is the car.

Materials

CD 115; CLIL Time! 4 flashcards 178–183; card or paper; colored pens or pencils; scissors; glue

Oxford iTools Digital classroom • Social Studies Time! • Project

Warmer

- Stick five of the flashcards on the board. Ask children to say which flashcard is missing. Repeat with other flashcards.

1 Listen and complete the sentences with the words in the box. 115

- Explain that you are going to play a recording of a boy and a girl talking about transportation. Children need to complete the sentences with the words in the box.
- Play the recording once through. Play again, pausing after each exchange so that children have time to think about their answers.
- Invite children to read out the completed sentences to the class.

ANSWERS

1. bus 2. car 3. train 4. plane 5. bike

2 Project. Do a transportation survey. Then make a chart.

Creativity

- Explain that children are going to do a transportation survey, then make a chart to show the results of the survey.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Divide the class into groups of four or five. Hand out sheets of paper (one for each child). Model the survey grid on the board for children to copy. Tell children to write ways of traveling in the first column and phrases to show frequency in the first row of the chart. Children then ask and answer questions in their groups to complete their surveys.
- Hand out large sheets of paper or card (one for each group). Model the chart on the board for children to copy.
- The children cut out pictures of types of transportation and glue them on their chart to show how often the children in their group use each type of transportation.
- Have children write sentences about their group, e.g. how many people in their group use cars, and how often the people in their group travel by train.

Differentiation

Below level:

- Ask children to suggest types of transportation (e.g. *bus, train, bike, plane, car*). Write their suggestions on the board as phrases, e.g. *catch a bus, travel by train / car, fly in a plane, ride a bike.*
- Ask questions to children around the class using the phrases on the board, e.g. *How often do you (catch a bus)?* Elicit answers, e.g. *once a year, every day, once a week.* Write these phrases on the board. Tell children to use the phrases on the board to complete their survey charts.

At level:

- Children complete the activity.

Above level:

- Encourage children to include other types of transportation in their survey, e.g. *taxi, trolley, ferry.* They can draw pictures of these types of transportation and include extra sentences about them.

3 Present your project.

Communication

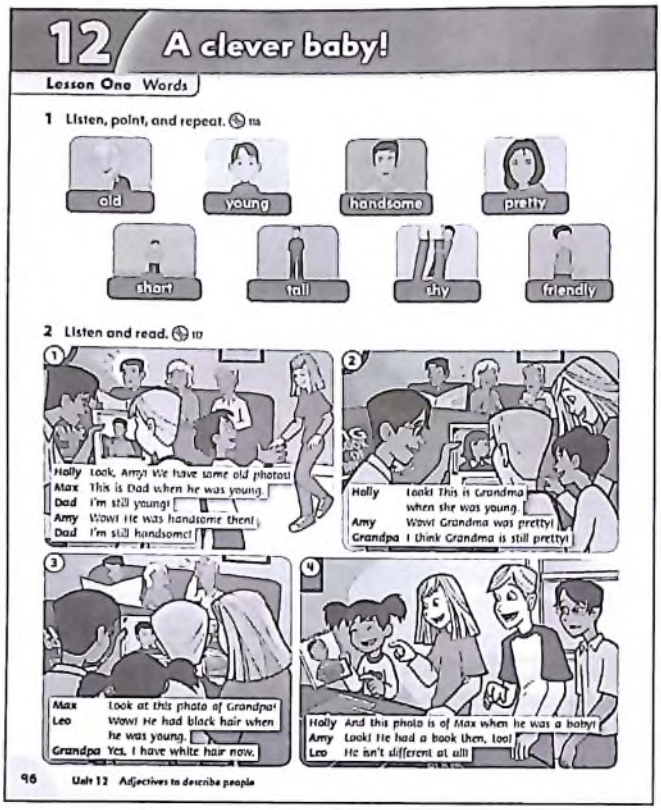
- Put children into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed chart, or using the example in the Student Book. Read out the text and point to the types of transportation you mention.
- Invite individual children to stand up and present their projects to the class.

Further practice

Workbook page 95

Online Practice • Social Studies Time!

12 A clever baby!



Lesson One SB page 96

Words

Learning outcomes

To identify different adjectives to describe people
To understand a short story

Language

Core: *old, young, handsome, pretty, short, tall, shy, friendly*
Extra: *clever, still (adv), baby, different, (not) at all*

Materials

CD 116–117; *Transportation* flashcards 164–171; *Adjectives to describe people* flashcards 184–191

Oxford iTools Digital classroom • Unit 12 • Words/Story

Warmer

- Tell children they are going to learn some words to describe people. Elicit the vocabulary using flashcards 184–191. Hold the flashcards up one at a time and model any unknown words.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 116

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

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.

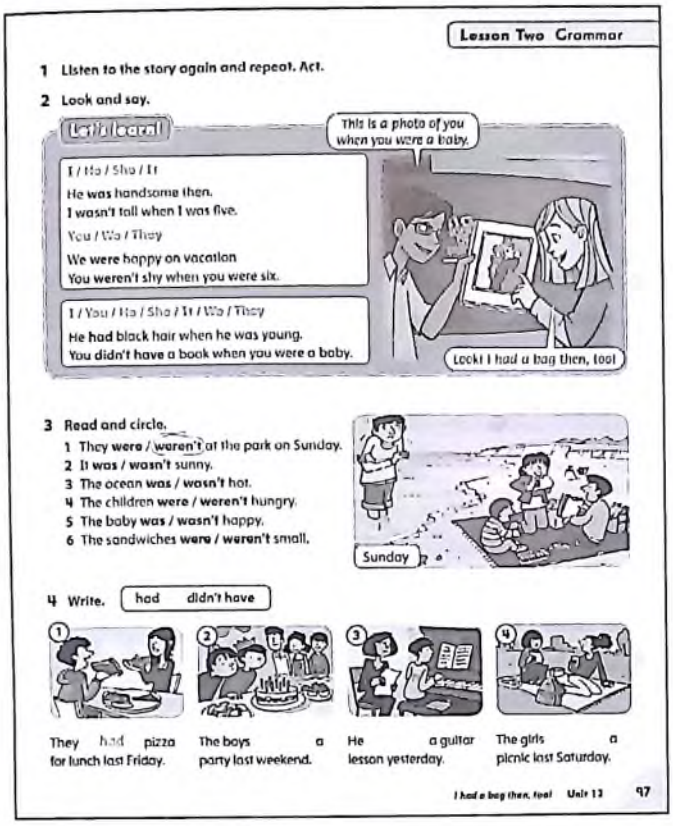
Above level:

- 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. 117

- Focus children's attention on the story. Talk about each frame with the class and ask questions, e.g. *What are the children looking at? What is Dad doing? Who do you think the baby in the photo is?* Encourage predictions about the story.
- Play the recording. Children listen and follow along.
- Ask comprehension questions, e.g. *What color was Grandpa's hair when he was young? What color is it now?*
- Play the recording again. Children read and follow again.
- Ask children to find the words from Exercise 1 that appear in the story (*old, young, handsome, pretty*).

Further practice
Workbook page 96
Online Practice • Unit 12 • Words


Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I / He / She / It
He was handsome then.
I wasn't tall when I was five.
You / We / They
We were happy on vacation
You weren't shy when you were six.

I / You / He / She / It / We / They
He had black hair when he was young.
You didn't have a book when you were a baby.

This is a photo of you when you were a baby.

Look! I had a bag then, too!

3 Read and circle.
1 They were / weren't at the park on Sunday.
2 It was / wasn't sunny.
3 The ocean was / wasn't hot.
4 The children were / weren't hungry.
5 The baby was / wasn't happy.
6 The sandwiches were / weren't small.

Sunday

4 Write. had didn't have

They had pizza for lunch last Friday.
The boys a party last weekend.
He a guitar lesson yesterday.
The girls a picnic last Saturday.

I had a bag then, too! Unit 12 97

Lesson Two SB page 97

Grammar

Learning outcomes

To identify affirmative and negative simple past forms of *be*

To identify and use the affirmative and negative simple past forms of *have*

To act out a story

Language

Core: *He was handsome then. I wasn't tall when I was five. We were happy on vacation. You weren't shy when you were six. He had black hair when he was young. You didn't have a book when you were a baby.*

Extra: *on vacation, pizza, picnic*

Materials

CD 117; *Adjectives to describe people* flashcards 184–191

Oxford iTools Digital classroom • Unit 12 • Grammar

Warmer

- With books closed, ask questions about the story. Ask *What do the children look at? Who do they see in the photos? (Dad, Grandma, Grandpa, and Max) What color was Grandpa's hair? What color is it now? Was Max different then?*

1 Listen to the story again and repeat. Act. 117

- Play the recording, pausing for children to repeat.
- Divide the class into groups of six to play Holly, Max, Dad, Amy, Grandpa, and Leo.
- As a class, decide on the actions for the story.
- Play the recording a second time. Children mime the actions as they listen and say their character's lines.
- Let children practice acting out the story in groups, then ask one or two groups to act out the story at the front.

2 Look and say.

- Write some words for toys on the board, e.g. *bike, ball, kite.* Check that children remember the words.
- Say *I had lots of toys when I was a baby. I had a (bike).*
- Ask children to tell you something they had when they were babies.
- Repeat with *I didn't have,* and something you have now, like a cell phone.
- Read the sentences in the chart, pausing after each one for children to repeat the sentence.
- Copy the sentences from the chart onto the board, then erase the red letters. Ask children what the missing letters are.
- Erase *handsome* and *tall* in the first two sentences and place suitable flashcards from 184–191 next to each blank to elicit new sentences, e.g. *He was young then.*

Differentiation

Below level:

- Ask children to look at the bottom of the *Let's Learn!* box. Read the examples. Children repeat. Swap out the pronouns 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:

- Put past time phrases on the board (e.g. last Saturday, yesterday, last month). After children finish, ask them to write new sentences for the phrases on the board. If time permits, children can share with the class.

3 Read and circle.

- Focus on the picture. Ask *Where are they? Is the water hot? How many children are there? What are they eating?*
- Look at the example, then let children do the exercise individually. Check answers with the class.

ANSWERS

1. weren't 2. was 3. wasn't 4. were 5. was 6. weren't

4 Write.

- Look at the example, then let children do the exercise individually. Check answers with the class.

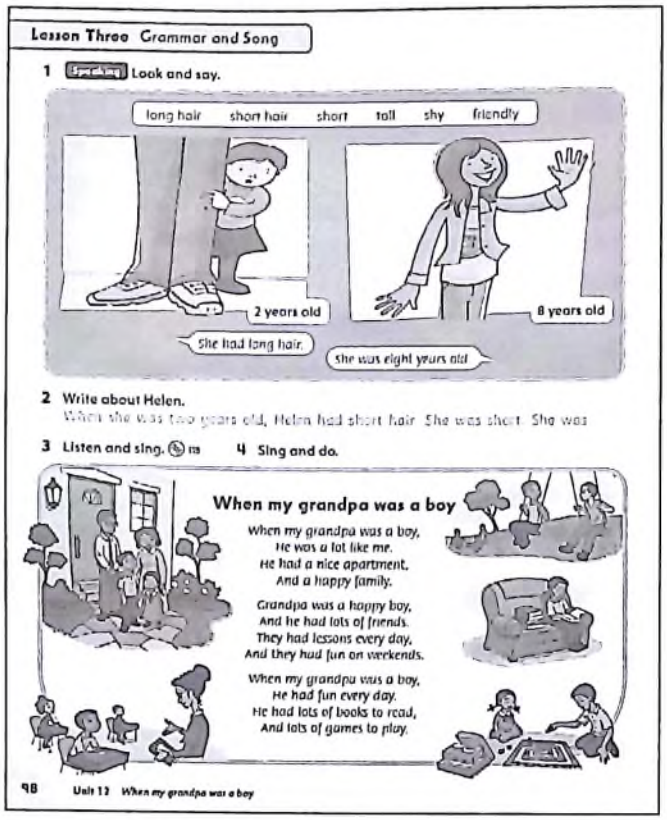
ANSWERS

1. had 2. had 3. didn't have 4. had

NOTE: Now go to Workbook page 135 for children to practice the grammar structure before doing Workbook page 97.

Further practice

Grammar Time, Workbook page 131
Workbook page 97
Online Practice • Unit 12 • Grammar


Lesson Three Grammar and Song

1 Look and say.

long hair | short hair | short | tall | shy | friendly

2 years old

8 years old

She had long hair.

She was eight years old.

2 Write about Helen.

When she was two years old, Helen had short hair. She was short. She was

3 Listen and sing. 118

4 Sing and do.

When my grandpa was a boy

When my grandpa was a boy,
He was a lot like me.
He had a nice apartment,
And a happy family.

Grandpa was a happy boy,
And he had lots of friends.
They had lessons every day,
And they had fun on weekends.

When my grandpa was a boy,
He had fun every day.
He had lots of books to read,
And lots of games to play.

98 Unit 12 When my grandpa was a boy

Lesson Three SB page 98

Grammar and Song

Learning outcomes

To talk about a person in the past using *was* and *had*

To use *was* and *had* in the context of a song

Language

Extra: *like (adj), game*

Materials

CD 118; *Adjectives to describe people* flashcards 184–191

Oxford iTools Digital classroom • Unit 12 • Grammar and Song

Warmer

- Hold up the *Adjectives to describe people* flashcards one at a time. Ask children to tell you the words.
- Play *What's missing?* to review the adjectives (see page 9).
- Ask questions about the story characters to practice some of the words, e.g. *Is Holly tall or short? Is Leo shy or friendly?*

1 Look and say.

- Ask children to open their books and look at the pictures in Exercise 1.
- Tell children that the girl's name is Helen. Ask how old she is in each picture.
- Ask a pair of children to read the speech bubbles for the class. The rest of the class point to the correct picture.
- Check understanding and ask children to work in pairs. They should say two or three things each.

2 Write about Helen.

- Read the example together and ask children to tell you the third sentence about Helen when she was two (*She was shy*).
- Ask children to write three sentences about Helen when she was eight years old. Children should use the examples for help.

Differentiation

Below level:

- Look at the pictures in Exercise 1 and ask children to choose the words in the box that describe Helen at two and eight years old. Review another way by asking *When did Helen have short hair?* Elicit and help as needed. Focus children's attention on the writing prompt in Exercise 2. Encourage children to write at least one more sentence about Helen on their own.

At level:

- Children complete the activity.

Above level:

- After children finish, put them into pairs. They ask their classmates about their personalities at two years old and now, e.g. *Were you shy? Are you shy now?* Encourage children to write their partner's answers down. If time permits, children can share what they found out.

SUGGESTED ANSWER

When she was eight years old, Helen had long hair. She was tall. She was friendly.

3 Listen and sing. 118

- Point to the pictures in the song and ask questions, e.g. *Where is the boy? Who is he with?*
- Make sure children understand the word *games* for board games.
- Play the recording. Children listen and point to the pictures in their books.
- Play the recording again. Children follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.
- Repeat (more than once if you wish).

4 Sing and do.

- Ask children to look at the pictures. As a class decide on actions for the song.
- Practice the actions with the class.
- Play the recording. Children listen and do the actions.

Further practice

Workbook page 98

Online Practice • Unit 12 • Grammar and Song



Lesson Four SB page 99

Phonics

Learning outcomes

To pronounce the sound /aɪ/

To associate the sound /aɪ/ with the letters *igh*, *y* and *i_e*

To identify words containing the sound /aɪ/ in a chant

Language

Core: *night, light, sky, dry, smile, shine*

Materials

CD 119–120; Phonics cards 29–30 (night, shine)

Oxford iTools Digital classroom • Unit 12 • Phonics

Warmer

- Draw a picture of the moon and stars on the board, and ask *Is it day or night?*
- Hold up the phonics card for *night* and *shine*, saying the words for children to repeat.
- Point to the phonics cards and ask *Is the sun shining? Are the stars shining?*
- Put the phonics cards up on the board and point to them several times until children are familiar.

1 Listen, point, and repeat. 119

- Ask children to look at the words and pictures in their books. Check understanding for *dry*. You may tell children that in some countries, people have a machine to dry clothes.
- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat chorally.
- Play the whole recording (more than once if necessary) Children point and repeat again.

2 Listen and chant. 120

- Focus on the picture. Ask *Is it day or night? Is the boy smiling? What can you see in the sky? Are the stars shining?*
- Play the recording. Children listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant once more. Children join in and follow.

3 Read the chant again. Circle the words with *igh*, *y*, and *i_e*.

- Write the letters *igh*, *y*, and *i_e* on the far right, far left, and in the middle of the board.
- Focus attention on the word *night* in the chant. Children point to the letters that make the sound /aɪ/ in *night*.
- Ask children to find and circle the other words with *igh*, *y*, and *i_e* in the chant.

ANSWERS

dry, night, sky, light, white, smile, shines, night

4 Match and write.

- Ask children to look at the example and point to the letters in *shine*.
- Ask children to look at the pictures and write the words, then match them with the letters.

Differentiation

Below level:

- Use the phonics flashcards to review the words. Write *igh*, *y*, and *i_e* on the board. Show each flashcard. Children say the word and point to the sound. Then they complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to think of words that rhyme with the ones from the lesson. Put children into pairs or groups and give them 3–5 minutes to write as many as they can. Then ask them to group the words with the same spelling (*igh*, *y*, or *i_e*). Monitor and check answers.

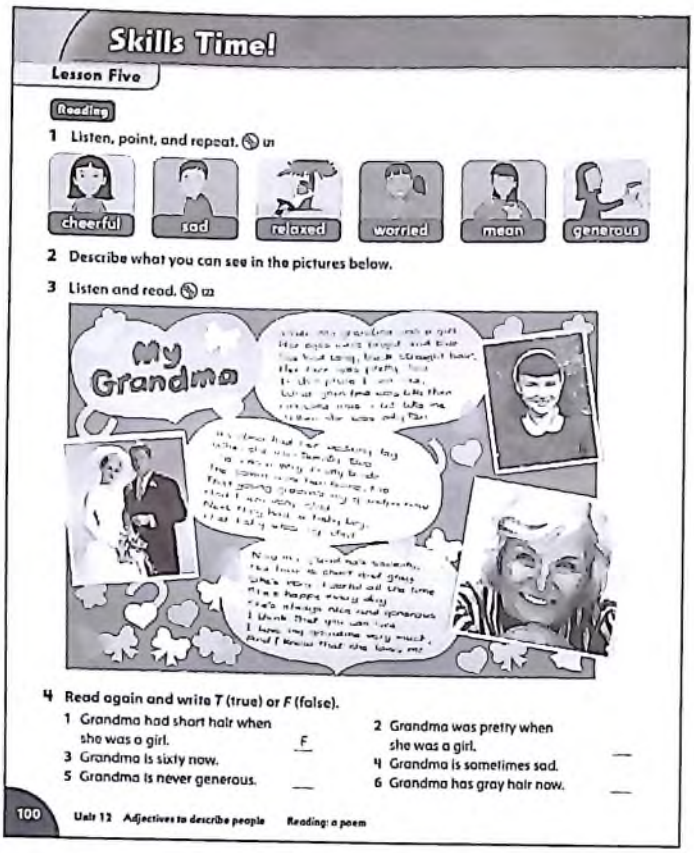
ANSWERS

1. i_e, shine 2. igh, night 3. i_e, smile 4. y, dry
5. igh, light 6. y, sky

Further practice

Workbook page 99

Online Practice • Unit 12 • Phonics



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat. 121

cheerful sad relaxed worried mean generous

2 Describe what you can see in the pictures below.

3 Listen and read. 122

My Grandma

4 Read again and write T (true) or F (false).

1 Grandma had short hair when she was a girl. F
2 Grandma was pretty when she was a girl. —
3 Grandma is sixty now. —
4 Grandma is sometimes sad. —
5 Grandma is never generous. —
6 Grandma has gray hair now. —

100 Unit 12 Adjectives to describe people Reading: a poem

Lesson Five SB page 100

Skills Time!

Skills development

Reading: read and understand a poem about a member of the family; read for specific information

Language

Core: *cheerful, sad, relaxed, worried, mean, generous*

Recycled: vocabulary and structures seen previously

Extra: *eyes, bright, be like, be like someone, wedding day, bride, groom, glad, all the time*

Materials

CD 121–122; *Adjectives to describe people* flashcards 192–197

Oxford iTools Digital classroom • Unit 12 • Skills Time!

Warmer

- Use flashcards 192–197 to introduce the new vocabulary to describe people, modeling the words. Use facial gestures and mimes when you introduce the words *cheerful, sad, relaxed,* and *worried.*
- To check understanding of *mean* and *generous,* write the words on the board, then say *I want / don't want to give you candy.* Ask children to tell you the words.
- Hold the flashcards up in a different order and repeat the words.
- Show the children flashcards at random and ask them to call out the words.

1 Listen, point, and repeat. 121

- Ask children to open their books and look at the pictures in Exercise 1.
- Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part of the recording. Children repeat.
- Play the whole recording. Children listen and point, then repeat the words chorally.

2 Describe what you can see in the pictures below.

- Ask children to look at the pictures. Ask children what kind of text it is (*a poem*) and what it's about (*a grandma*).
- Ask children to tell you what is in the photos (*a young girl, a bride, an old woman*). Ask *Which photo is Grandma when she was a girl? Which photo is Grandma's wedding?* Children point to the correct pictures.

3 Listen and read. 122

- Play the recording. Children listen and follow along.
- Answer children's questions. Play the recording again, and ask children to find two words from Exercise 1 in the text (*cheerful* and *generous*).

4 Read and write *T* (true) or *F* (false).

- Tell children they are going to read some sentences about the text, decide if they are true or false, and write *T* or *F* for each sentence.
- Ask children to find the photo of Grandma when she was a girl, then look at the example with the class.
- Allow time for children to re-read the text answers individually.
- Review answers with the class. Ask children to read the sentences aloud. The class must call out *True* or *False.*

Differentiation

Below level:

- Ask children to look at the text again. Turn the sentences in Exercise 4 into comprehension questions, e.g. *When Grandma was a girl, what kind of hair did she have? How old is Grandma now?* Children find the answers in the text, then complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them about their grandparents. Have them write a short text about one of them. Use Exercise 3 as a model. If time permits, children can share with the class.

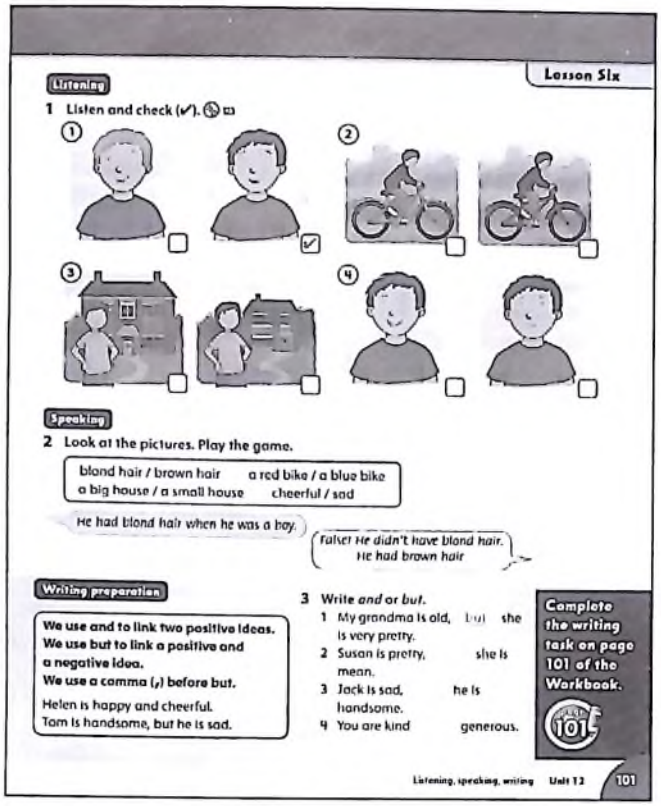
ANSWERS

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

Further practice

Workbook page 100

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



Lesson Six

Listening

1 Listen and check (✓). 123

Speaking

2 Look at the pictures. Play the game.

blond hair / brown hair — a red bike / a blue bike
a big house / a small house — cheerful / sad

He had blond hair when he was a boy.

False! He didn't have blond hair. He had brown hair

Writing preparation

We use *and* to link two positive ideas.
We use *but* to link a positive and a negative idea.
We use a comma (,) before but.
Helen is happy and cheerful.
Tom is handsome, but he is sad.

3 Write *and* or *but*.
1 My grandma is old, but she is very pretty.
2 Susan is pretty, she is mean.
3 Jack is sad, he is handsome.
4 You are kind generous.

Complete the writing task on page 101 of the Workbook.

Listening, speaking, writing Unit 12 101

Lesson Six SB page 101

Skills Time!

Lesson objectives

Listening: listen and understand specific words to choose the correct picture

Speaking: make true and false statements about a person from memory

Writing: understand and use the linkers *and* and *but* in sentences; write about the people in a family photo (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *good-looking, blond*

Materials

CD 123; *Adjectives to describe people* flashcards 192–197

Oxford iTools Digital classroom • Unit 12 • Skills Time!

Warmer

- Ask children to look at the pictures in Exercise 1.
- Describe the pictures, e.g. *His hair is blond / brown. His bike is red / blue. His house is big / small. He is very miserable / cheerful.* Tell children to point to the correct picture.

1 Listen and check (✓). 123

- Tell children they are going to hear two people talking about some old photos. They must listen and check the correct pictures. Play the whole recording. Children point to the correct answer.
- Play the recording again, pausing after each dialogue Children check the correct picture.

ANSWERS

1. second picture (brown hair) 2. first picture (blue bike) 3. second picture (small house) 4. first picture (cheerful boy)

2 Look at the pictures. Play the game.

- Ask two children to read the speech bubbles for the class.
- Tell children they are going to say true and false things about the grandpa in Exercise 1.
- Tell children they must listen to their friends and say *True* or *False*. If the sentence is false, they must correct it.
- In pairs, children do the exercise. Monitor and help where necessary.
- Ask some children to say true or false things about Grandpa for the whole class. The class calls out *True* or *False*. Choose children to correct any false statements.

3 Write *and* or *but*.

- Read the sentences in the Writing box with the children.
- Ask children to tell you two good things about Helen, then write *happy and cheerful* on the board. Write + + above the words.
- Ask children to tell you one good and one bad thing about Tom, then write *handsome, but sad* on the board. Write +, – above the words.
- Check understanding, then let children do the exercise.

Differentiation

Below level:

- Play *Target words TPR* (see page 9). Read the example sentences in Exercise 3 as well as these: *He has brown hair and blue eyes. / They have a small house, but they are happy. / Her bike is fast and new. / It is raining, but we are cheerful.* Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, ask children to make a few more sentences on their own. Use the ones in Exercise 3 as models. If time permits, children can share with the class.

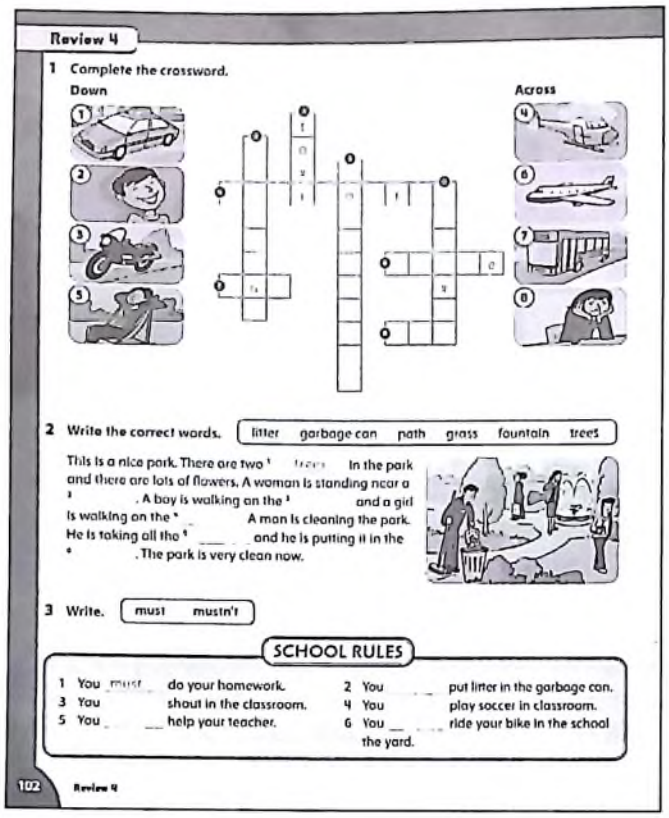
ANSWERS

1. but 2. but 3. but 4. and

Further practice

Workbook page 101 (children write about a family photo)
Writing skills worksheet, Units 10–12, Assessment and Resource CD-ROM
Unit 12 test, Assessment and Resource CD-ROM
Online Practice • Unit 12 • Listening, Speaking and Writing

Review 4



Review 4

1 Complete the crossword.

Down

Across

2 Write the correct words. litter garbage can path grass fountain trees

This is a nice park. There are two ¹ trees In the park and there are lots of flowers. A woman is standing near a ² . A boy is walking on the ³ and a girl is walking on the ⁴ . A man is cleaning the park. He is taking all the ⁵ and he is putting it in the ⁶ . The park is very clean now.

3 Write. must mustn't

SCHOOL RULES

1 You must do your homework.
2 You put litter in the garbage can.
3 You shout in the classroom.
4 You play soccer in classroom.
5 You help your teacher.
6 You ride your bike in the school the yard.

102 Review 4

Review Lesson SB page 102

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

CD 106; Flashcards 150–197

Oxford iTools Digital classroom • Review 4

Warmer

- Sing *When my grandpa was a boy* from Student Book page 98.

Lead-in

- Use a variety of flashcards 150–197 to recycle vocabulary from the previous three units.

1 Complete the crossword.

- Have children 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 "As" that they will say and spell the "across" words and the "Bs" 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. She / He writes the words as other children in the class call out the answers.

ANSWERS

1. down – taxi 2. down – cheerful
3. down – motorcycle 4. across – helicopter
5. down – relaxed 6. across – plane 7. across – bus
8. across – sad

2 Write the correct words.

- Review the meaning and pronunciation of the words in the 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. trees 2. fountain 3. grass 4. path 5. litter
6. garbage can

3 Write.

- Review the language *must* and *mustn't*. Drill the words with the class.
- Have children work individually to complete the exercise.
- 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.
- For Exercise 3, have children say the correct word as a class before they write it in their books.

At level:

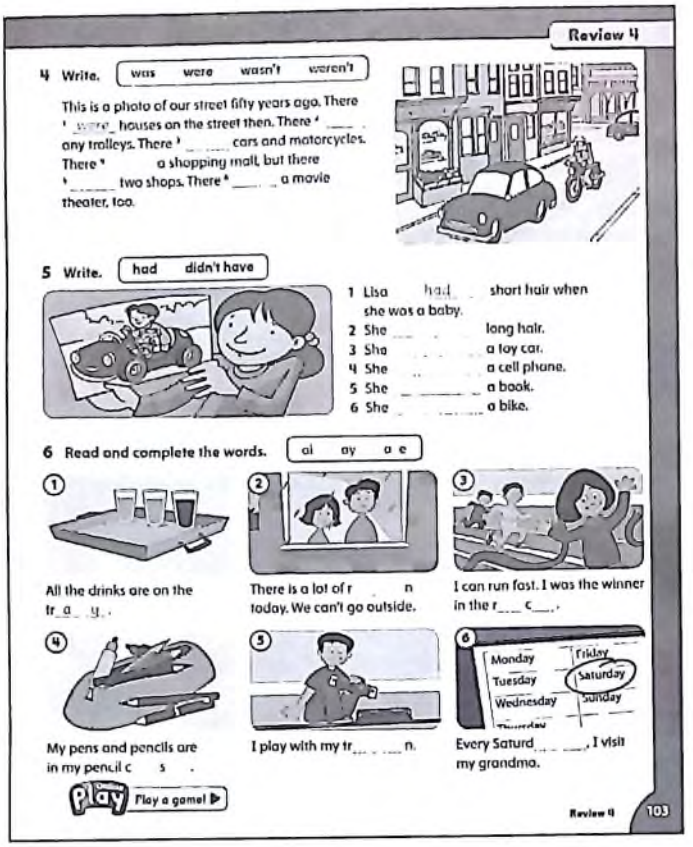
- Children complete the activities.

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, ask children to copy the structure of the text, but to change the words to be about a park that is near their house, or to draw a picture of a park and to describe it.
- After Exercise 3, put children into pairs. Have each pair tell each other things that they must and mustn't do at school.

ANSWERS

1. must 2. must 3. mustn't 4. mustn't
5. must 6. mustn't


Review 4

4 Write. was were wasn't weren't

This is a photo of our street fifty years ago. There ¹ were houses on the street then. There ² ____ any trolleys. There ³ ____ cars and motorcycles. There ⁴ ____ a shopping mall, but there ⁵ ____ two shops. There ⁶ ____ a movie theater, too.

5 Write. had didn't have

1 Lisa had short hair when she was a baby.
2 She ____ long hair.
3 She ____ a toy car.
4 She ____ a cell phone.
5 She ____ a book.
6 She ____ a bike.

6 Read and complete the words. ai ay a_e

All the drinks are on the tr_a_y.

There is a lot of r n today. We can't go outside.

I can run fast. I was the winner in the r___c___.

My pens and pencils are in my pencil c s .

I play with my tr___n.

Every Saturd___, I visit my grandma.

Monday Tuesday Wednesday Friday Saturday Sunday

Play Play a game!

Review 4 103

Review Lesson SB page 103

4 Write.

- Revise the language of *was, were, wasn't,* and *weren't.*
- Have children work individually to complete the exercise.
- Have children compare their answers in pairs.
- Check the answers with the whole class.

ANSWERS

1. were 2. weren't 3. were 4. wasn't
5. were 6. was

5 Write.

- Revise the language of *had* and *didn't have.*
- 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. had 2. didn't have 3. had 4. didn't have
5. didn't have 6. didn't have

6 Read and complete the words.

- Ask children to look at the pictures. Elicit the words for the main things in the pictures (*drinks / tray, rain, race, pencil case, train, Saturday*).
- Have children complete the exercise.
- Check answers with the class.

Differentiation

Below level:

- For Exercise 4, revise words about places before children do the activity. Ask children to name the things they can see in the picture. Write the words on the board.
- For Exercise 5, put a chart on the board. At the top of the left column put a "check" and on the top of the right column put a "cross." Complete the activity as a class, putting the things she had in the left column and the things she didn't have in the right column.
- Children complete the activity by referring to the chart on the board.
- Focus on the different spelling of the same sound before beginning Exercise 6. Review the spelling of the *ay* sound.

At level:

- After Exercise 5, ask children to think of one thing they had and didn't have when they were young. Write the ideas on the board and see how many answers are the same in the class.

Above level:

- After Exercise 4, ask children to imagine what their street looked like 50 years ago.
- Ask children to write a short list of things that were and weren't there.
- Ask individual children to read out their list and write new ideas on the board.
- After Exercise 5, have children brainstorm a list of things they did and didn't have when they were a baby.
- Put children into pairs to share their ideas.
- Ask children to report back to the class about their partner, e.g. *Maria had a teddy bear when she was a baby. She didn't have a kite.*
- Have children take turns to write one sentence on the board about their partner.
- For Exercise 6, ask children to think of one more word for each spelling of the *ay* 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.

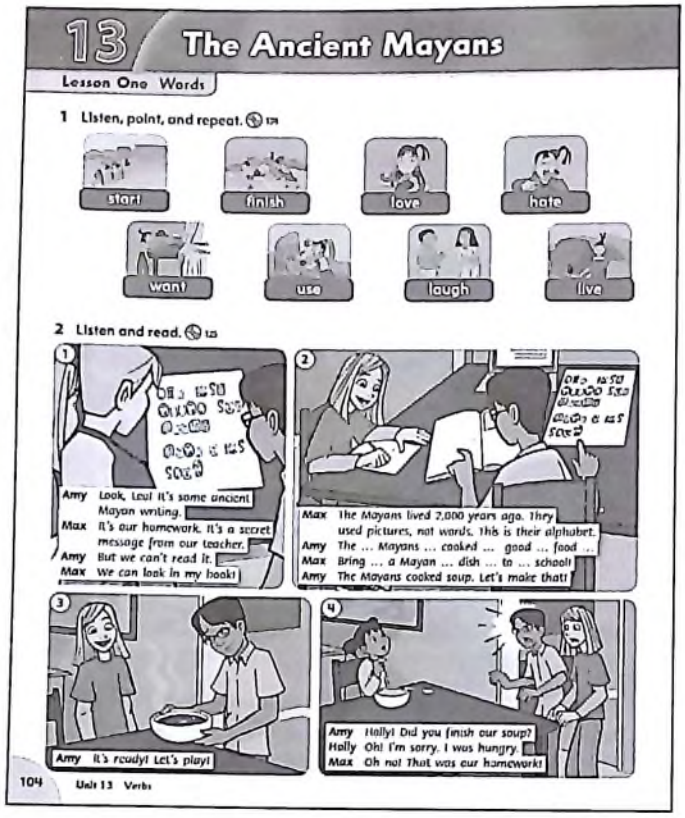
ANSWERS

1. ay 2. ai 3. a_e 4. a_e 5. ai 6. ay

Further practice

Workbook pages 102 & 103
Writing portfolio worksheet 4, Assessment and Resource CD-ROM
Progress test 4, Assessment and Resource CD-ROM
Skills test 4, Assessment and Resource CD-ROM
Online Practice • Review 4

13 The Ancient Mayans



Lesson One SB page 104

Words

Learning outcomes

To understand new and recycled verbs

To understand a short story

Language

Core: *start, finish, love, hate, want, use, laugh, live*

Extra: *Ancient Mayan, look, writing (n), secret message, word, alphabet, bring, dish (meal)*

Materials

CD 124–125; *Verbs* flashcards 198–205; a piece of paper with a 2.5 inch hole cut in it (optional)

Oxford iTools Digital classroom • Unit 13 • Words/Story

Warmer

- Tell children they are going to learn some verbs.
- Elicit the vocabulary using flashcards 198–205. Hold the flashcards up one at a time. Model any unknown words.
- Say the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 124

- Ask children to open their books and look at the pictures in Exercise 1.
- Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part. Children repeat.
- Play the whole recording. Children listen and point, then repeat the words chorally.

Differentiation

Below level:

- Put children in pairs. Write the vocabulary words on pieces of paper, and give one to each pair. Also 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 the *Verbs* flashcards and paper with a 2.5-inch hole cut in to play *Can you see?* (see page 8).

Above level:

- Play *Can you see?* but ask children to make sentences, e.g. *I hate onions.*

2 Listen and read. 125

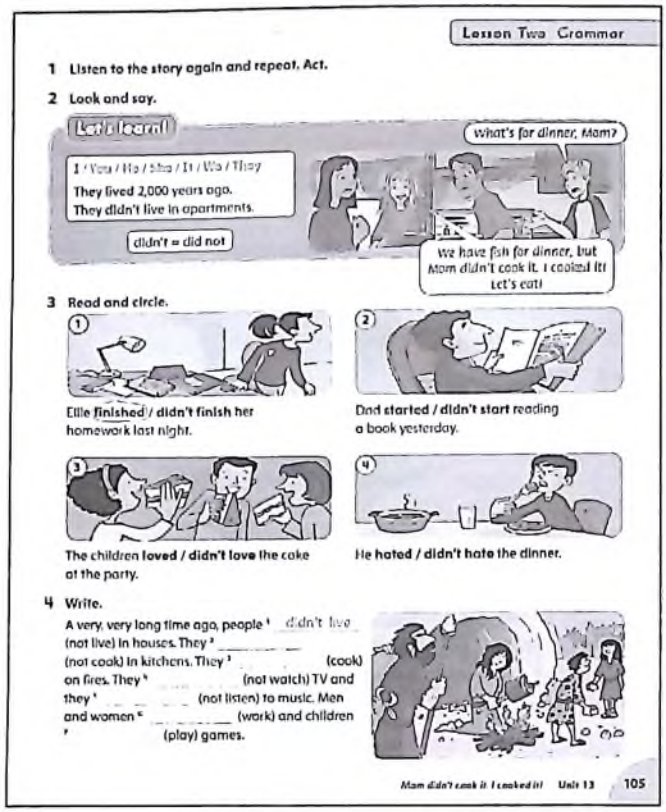
- Focus on the story. Talk about each frame and ask questions, e.g. *What are the children looking at? Are they doing homework?* Encourage predictions.
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. *Can they read the message? What do Amy and Max cook?*
- Play the recording again. Children follow along.
- Ask children to find the words from Exercise 1 in the story (*live* and *use*).

Further practice

Workbook page 104

Values 5 worksheets, Units 13–15, Assessment and Resource CD-ROM

Online Practice • Unit 13 • Words


Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I / You / He / She / It / We / They
They lived 2,000 years ago.
They didn't live in apartments.
didn't = did not

what's for dinner, Mom?

We have fish for dinner, but Mom didn't cook it. I cooked it! Let's eat!

3 Read and circle.

1 Ellie finished / didn't finish her homework last night.

2 Dad started / didn't start reading a book yesterday.

3 The children loved / didn't love the cake at the party.

4 He hated / didn't hate the dinner.

4 Write.

A very, very long time ago, people [1] didn't live (not live) in houses. They [2] _____ (not cook) in kitchens. They [3] _____ (cook) on fires. They [4] _____ (not watch) TV and they [5] _____ (not listen) to music. Men and women [6] _____ (work) and children [7] _____ (play) games.

Mom didn't cook it. I cooked it! Unit 13 105

Lesson Two SB page 105

Grammar

Learning outcomes

To understand the simple past of regular verbs (affirmative and negative)

To act out a story

Language

Core: *They lived 5,000 years ago. They didn't live in apartments.*

Extra: *cake, a long time ago, men (pl), women (pl)*

Materials

CD 125; *Verbs* flashcards 198–205

Oxford iTools Digital classroom • Unit 13 • Grammar

Warmer

- With books closed, ask what happened in the story. Ask *Can Amy and Max read the secret message? What do they cook? Who eats the soup?*
- Ask what children remember about the ancient Mayans. Ask questions to help them, e.g. *What did they use in their alphabet?*

1 Listen to the story again and repeat. Act.

- Play the recording, pausing for children to repeat.
- Divide the class into groups of three to play Amy, Max, and Holly.
- As a class, decide on the actions for the story.
- Play the recording again. Children mime the actions as they listen and say their character's lines.
- Let children practice acting out the story in groups, then ask one or two groups to act out the story in front.

2 Look and say.

- Ask children to turn to page 105. Focus on the picture in the *Let's learn!* box. Ask two children to read the speech bubbles. Ask *Do Leo and Dad want to eat the fish?*
- Read the sentences in the chart, pausing after each one. Children repeat. Copy the sentences onto the board and erase the red letters.
- Ask children to tell you the missing letters.
- Write *The Ancient Mayans ... soup* on the board. Hold up the *love* and *hate* flashcards to elicit new sentences.
- Write *loved* and *hated* on the board, underlining the *d*.
- Hold up the flashcards for the other verbs, one by one. Elicit the verbs, then their simple past forms. Write each one on the board.
- Point to each of the past verbs on the board. Ask children to say the negative form.

3 Read and circle.

- Look at the example with children and check their understanding.
- Let children complete the exercise, then check answers.

ANSWERS

1. finished 2. started 3. loved 4. hated

4 Write.

- Focus on the picture and ask questions, e.g. *What is the mom doing? (She's cooking.) What are the kids doing? (They're playing.)*
- Look at the example and check understanding, then children complete the exercise individually.

Differentiation

Below level:

- Ask children to look at the *Let's learn!* box again. Read the examples and have children repeat. Swap out the pronouns for extra practice. Point out the difference between the positive and the negative. Look at the example in Exercise 4 together, then children finish 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 a second paragraph about people who lived a very long time ago. Encourage them to use their imaginations.

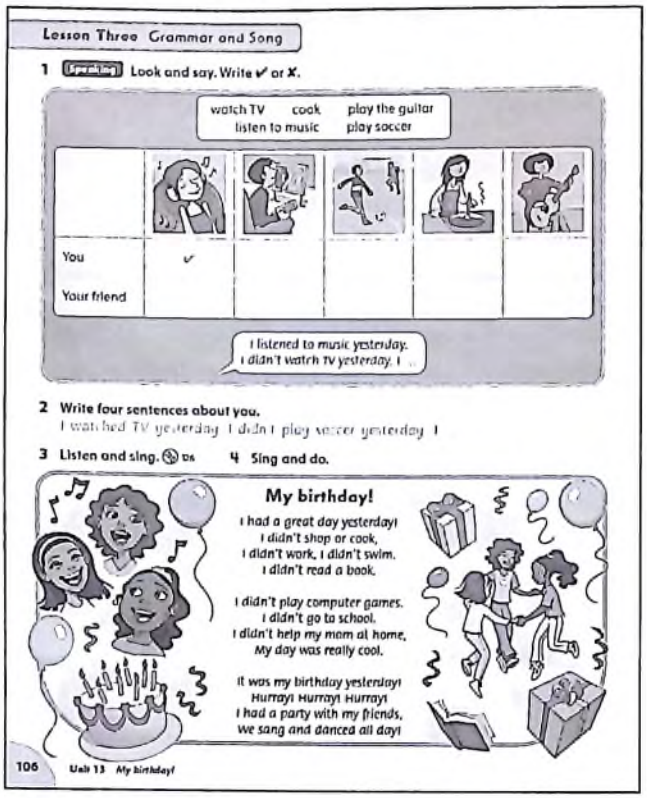
ANSWERS

1. didn't live 2. didn't cook 3. cooked
4. didn't watch 5. didn't listen 6. worked 7 played

NOTE: Now go to Workbook page 136 for children to practice the grammar structure before doing Workbook page 105.

Further practice

Grammar Time, Workbook page 136
Workbook page 105
Online Practice • Unit 13 • Grammar


Lesson Three Grammar and Song

1 Look and say. Write ✓ or ✗.

watch TV cook play the guitar
listen to music play soccer

You ✓
Your friend

I listened to music yesterday.
I didn't watch TV yesterday. ✗

2 Write four sentences about you.
I watched TV yesterday. I didn't play soccer yesterday. ✗

3 Listen and sing. CD 126 4 Sing and do.

My birthday!

I had a great day yesterday!
I didn't shop or cook,
I didn't work, I didn't swim,
I didn't read a book.

I didn't play computer games.
I didn't go to school.
I didn't help my mom at home.
My day was really cool.

It was my birthday yesterday!
Hurray! Hurray! Hurray!
I had a party with my friends.
We sang and danced all day!

106 Unit 13 My birthday!

Lesson Three SB page 106

Grammar and Song

Learning outcomes

To use simple past regular 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

Extra: *birthday, party, Hooray!, sang (sing), dance*

Materials

CD 126; *Verbs* flashcards 198–205

Oxford iTools Digital classroom • Unit 13 • Grammar and Song

Warmer

- Play a miming game. With books closed, mime the actions in Exercise 1 and elicit the words.
- Choose children to mime one of the actions you have demonstrated. The class guesses the correct word.

1 Look and say. Write ✓ or ✗.

- Ask children to open their books and look at the pictures in Exercise 1.
- Point to the pictures. Ask *What is the boy doing?* Elicit *He's watching TV / playing soccer.* Ask *What is the girl doing?* Elicit *She's listening to music / cooking / playing the guitar.*
- Ask children to look at the word box. Make sure children understand that *TV* is an abbreviation of *television*. Model both forms. Children repeat.
- Ask a child to read the speech bubble for the class. Point to the picture of the boy watching TV and ask *Check or cross out?*
- In pairs, children must tell their friend what they did / didn't do yesterday and check or cross out the pictures.
- Tell children to imagine doing two of these things if they didn't do any of them.
- Monitor and help where necessary.

2 Write four sentences about you.

- Read the example with the children and check understanding.
- Ask children to write four sentences about what they did yesterday, using their answers in Exercise 1.
- Ask some children to read their sentences for the class.

Differentiation

Below level:

- Look at the pictures in Exercise 1. Ask children to tell you the activities. Review another way by asking questions, e.g. *Did you (cook) yesterday?* Elicit answers. Focus children's attention on the writing prompt in Exercise 2. Encourage children to write at least one more sentence about themselves.

At level:

- Children complete the activity.

Above level:

- After children finish, put children into pairs. They ask their classmates about their day, e.g. *Did you (watch TV) yesterday?* Encourage children to write the answers down. If time permits, children can tell the class what they found out about their friend's day.

3 Listen and sing. CD 126

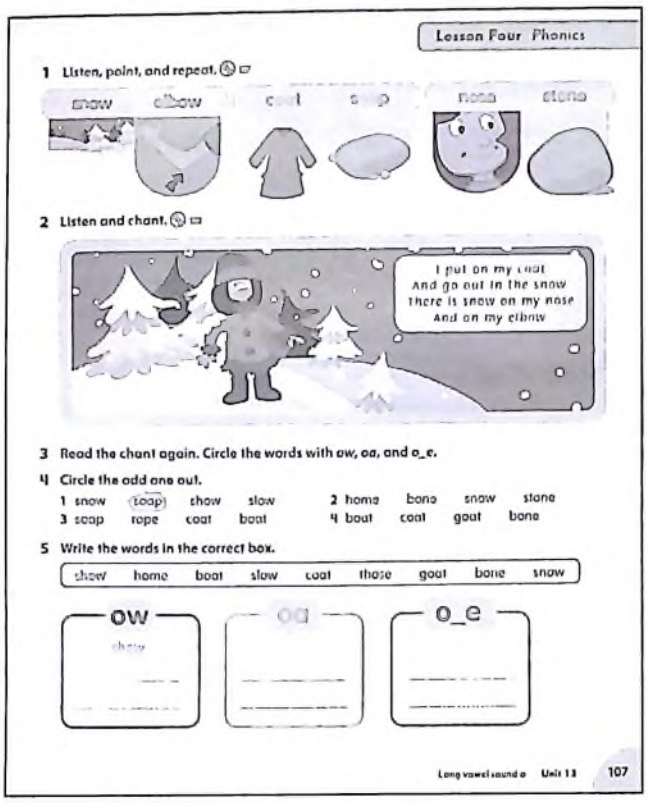
- Ask children to look at the song pictures. Ask *What are the children doing?* Elicit *They're singing and dancing.*
- Ask *What things can you see?* Elicit *balloons, a cake, presents, and a book.*
- Play the recording. Children listen and follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording. Children sing along.
- Do not focus on the irregular form of *sang*, but make sure children understand it.

4 Sing and do. CD 126

- As a class, decide on actions for the song.
- Practice the actions with the class.
- Play the recording. Children listen and do the actions.

Further practice

Workbook page 106
Online Practice • Unit 13 • Grammar and Song


Lesson Four Phonics

1 Listen, point, and repeat.

snow elbow coat soap nose stone

2 Listen and chant.

I put on my coat
And go out in the snow
There is snow on my nose
And on my elbow

3 Read the chant again. Circle the words with ow, oa, and o_e.

4 Circle the odd one out.

1 snow (soap) show slow
2 home bone snow stone
3 soap rope coat boat
4 boat coat goat bone

5 Write the words in the correct box.

show home boat slow coat those goat bone snow

ow oa o_e

Long vowel sound o Unit 13 107

Lesson Four SB page 107

Phonics

Learning outcomes

To pronounce the sound /əʊ/

To associate the sound /əʊ/ with the letters *ow*, *oa*, and *o_e* in words

To identify words containing the sound /əʊ/ in a chant

Language

Core: *snow, elbow, coat, soap, nose, stone*

Extra: *go out, bone, those*

Materials

CD 127–128; Phonics cards 31–32 (soap, nose); Level 2 Phonics cards 35–38 (rope, stone, bone, home) (optional)

Oxford iTools Digital classroom • Unit 13 • Phonics

Warmer

- Hold up the phonics cards for *soap* and *nose*. Say each word. Children repeat, pointing to the letters *oa* and *o_e*.
- Write *oa* and *o_e* on opposite sides of the board.
- Point to your elbow. Say the word several times. Then write it and the letters *ow* in the middle of the board.
- Point to your elbow and your nose. Mime washing your hands with soap. Ask children to say the words and point to the correct letters. Repeat several times.

1 Listen, point, and repeat. 127

- Ask children to look at the words and pictures in their books. Tell them they are going to hear different words with the sound /əʊ/.
- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part. Children repeat chorally.
- Play the recording. Children point and repeat again.

2 Listen and chant. 128

- Ask children to look at the picture. Ask *What's the weather like? (It's snowing.) What is the girl wearing? (a coat) What does she have on her elbow / nose? (snow).*
- Play the recording. Children listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play it once more. Children join in and follow.

3 Read the chant again. Circle the words with *ow*, *oa* and *o_e*.

- Focus attention on the word *coat*. Ask children to point to the letters that make the /əʊ/ sound.
- Ask children to find and circle other words with *ow, oa,* and *o_e* in the chant. Ask which words from Exercise 1 aren't in the chant (*soap* and *stone*).

ANSWERS

coat, snow (x2), nose, elbow

4 Circle the odd one out.

- Look at the example together and check understanding.
- Let children complete the exercise, then check answers.

Differentiation

Below level:

- Write *ow*, *oa*, and *o_e* on the board. Show each phonics card. Children say the word and point to its sound. Then they complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to think of words that rhyme with the ones on the page. Put children into pairs or groups. Ask them to write as many as they can. Then ask them to group the words with the same spelling (*ow*, *oa*, or *o_e*).

ANSWERS

1. soap 2. snow 3. rope 4. bone

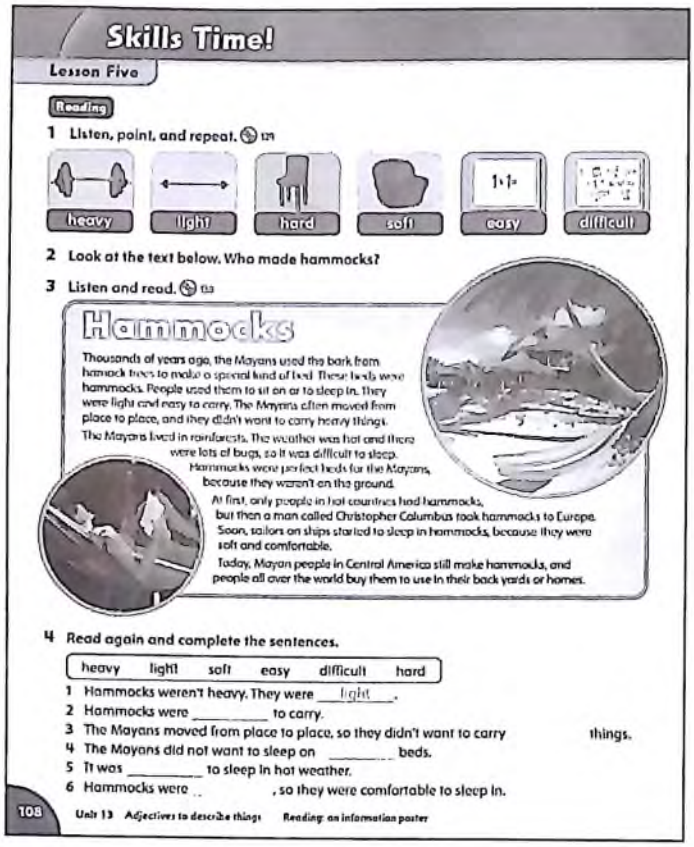
5 Write the words in the correct box.

- Look at the example and check understanding.
- Children complete the exercise, then check answers by writing the letters *ow, oa,* and *o_e* on the board.

ANSWERS

ow: show, slow, snow **oa:** boat, coat, goat
o_e: home, those, bone

Further practice
Workbook page 107
Online Practice • Unit 13 • Phonics



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat. 129

heavy light hard soft easy difficult

2 Look at the text below. Who made hammocks?

3 Listen and read. 130

Hammocks

Thousands of years ago, the Mayans used the bark from hamock trees to make a special kind of bed. These beds were hammocks. People used them to sit on or to sleep in. They were light and easy to carry. The Mayans often moved from place to place, and they didn't want to carry heavy things.

The Mayans lived in rainforests. The weather was hot and there were lots of bugs, so it was difficult to sleep.

Hammocks were perfect beds for the Mayans, because they weren't on the ground.

At first, only people in hot countries had hammocks, but then a man called Christopher Columbus took hammocks to Europe. Soon, sailors on ships started to sleep in hammocks, because they were soft and comfortable.

Today, Mayan people in Central America still make hammocks, and people all over the world buy them to use in their back yards or homes.

4 Read again and complete the sentences.

heavy light soft easy difficult hard

1 Hammocks weren't heavy. They were light.
2 Hammocks were _____ to carry.
3 The Mayans moved from place to place, so they didn't want to carry _____ things.
4 The Mayans did not want to sleep on _____ beds.
5 It was _____ to sleep in hot weather.
6 Hammocks were _____, so they were comfortable to sleep in.

108 Unit 13 Adjectives to describe things Reading: an information poster

Lesson Five SB page 108

Skills Time!

Skills development

Reading: read and understand a factual text about hammocks; read and understand descriptions in a text

Language

Core: *heavy, light, hard, soft, easy, difficult*

Recycled: vocabulary and structures seen previously.

Extra: *hammock, thousand, bark, bed, carry, rainforest, bug, ship, world, backyard*

Materials

CD 129–130; *Adjectives to describe things* flashcards 206–211

Oxford iTools Digital classroom • Unit 13 • Skills Time!

Warmer

- Tell children they are going to learn some words to describe objects.
- Use flashcards 206–211 to introduce the new vocabulary. Model each word. Mime or point to things to reinforce *heavy, light, hard,* and *soft.*
- Hold the flashcards up in a different order and repeat.
- Show the children flashcards at random and ask them to call out the word.

1 Listen, point, and repeat. 129

- Ask children to and look at the pictures in Exercise 1.
- Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part. Children repeat.
- Play the whole recording. Children listen and point, then repeat the words chorally.

2 Look at the text below. Who made hammocks?

- Ask children to look at the writing in the picture and remember the story. Ask *Is the text about the Vikings?* Elicit *No, it's about the Ancient Mayans.*
- Ask children if they can remember anything about the Mayans from the story.
- Ask children to look at the pictures and point to the fabric. Ask *What is this called?* Elicit *a hammock.* Point at the title as a prompt. Explain that the Ancient Mayans used this as a kind of bed.

3 Listen and read. 130

- Play the recording. Children listen and follow along.
- Answer any questions children have. You may wish to explain or draw pictures to check children understand *clay tablet* and *reed.*
- You may wish to check children understand *break, expensive,* and *rich.*
- Play the recording again. Ask children to circle words from Exercise 1 in the text (all are there except *hard*).

4 Read again and write.

- Look at the example with the class. Tell children they are going to complete sentences about things in the text.
- Let children read the text again and complete the other sentences individually.
- Ask children to read out the sentences.
- You might ask extra questions to check comprehension, e.g. *Was there paper 5,000 years ago? What was there? What did people make from papyrus?*

Differentiation

Below level:

- Review the vocabulary with *Adjectives* flashcards 206–211. Ask children to look at the text again. Turn the sentences in Exercise 4 into comprehension questions, e.g. *Were the hammocks light or heavy?* Children find the answers in the text, then complete the activity.

At level:

- Children complete the activity.

Above level:

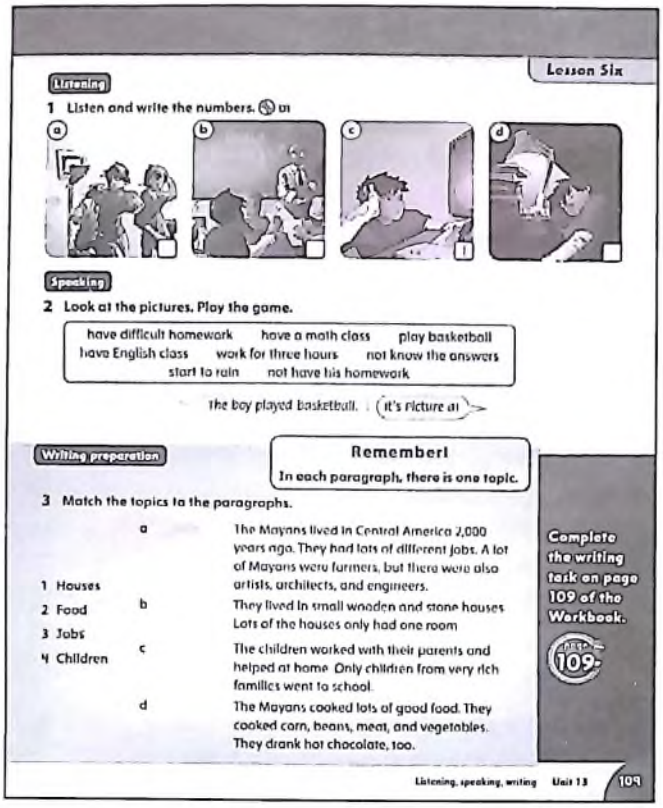
- After children finish, ask if they have ever been in a hammock. If they have, ask them to write a few sentences about it. If not, ask them to write about their favorite place to sit at home. Monitor and help. If time permits, children can share with the class.

ANSWERS

1. light 2. easy 3. heavy 4. hard
5. difficult 6. soft

Further practice

Workbook page 108
Unit 13 extra writing worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 13 • Reading



Lesson Six

Listening

1 Listen and write the numbers. 131

a b c d

Speaking

2 Look at the pictures. Play the game.

have difficult homework | have a math class | play basketball
have English class | work for three hours | not know the answers
start to rain | not have his homework

The boy played basketball. (It's picture a)

Writing preparation

Remember!
In each paragraph, there is one topic.

3 Match the topics to the paragraphs.

1 Houses
2 Food
3 Jobs
4 Children

a The Mayans lived in Central America 2,000 years ago. They had lots of different jobs. A lot of Mayans were farmers, but there were also artists, architects, and engineers.

b They lived in small wooden and stone houses. Lots of the houses only had one room.

c The children worked with their parents and helped at home. Only children from very rich families went to school.

d The Mayans cooked lots of good food. They cooked corn, beans, meat, and vegetables. They drank hot chocolate, too.

Complete the writing task on page 109 of the Workbook.

Listening, speaking, writing Unit 13 109

Lesson Six SB page 109

Skills Time!

Skills development

Listening: understand a sequence of events

Speaking: ask and answer questions about the events in pictures

Writing: match paragraphs with their topics; write about children in Ancient Egypt and today (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *terrible, Oh dear, yesterday, math, question, poor, So..., artist, writer, living room, parent*

Materials

CD 131; *Adjectives to describe things* flashcards 206–211

Oxford iTools Digital classroom • Unit 13 • Skills Time!

Warmer

- Tell children to open their books and look at the pictures in Exercise 1. Ask questions, e.g. *What are they playing? What lesson is it? What is he doing?*
- Encourage predictions about the topic of the listening.

1 Listen and write the numbers. 131

- Tell children they are going to hear a recording of a boy talking about yesterday at school. They must listen and number the pictures in order.
- Play the whole recording. Children point to the correct picture.
- Play the recording again, pausing after each dialogue for children to write the correct numbers.
- Check answers with the class. Ask *Was it a nice day?*

ANSWERS

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

2 Look at the pictures. Play the game.

- Ask two children to read the speech bubbles. Then ask children to point to the pictures.
- Tell children to look at the pictures and say things about Tom's day, using the words in the box. Their friend must find the correct picture.
- In pairs, children do the exercise. Tell them to choose three things each.
- Ask some children to say things about Tom's day in front of the whole class. The class must call out the picture.

3 Match the topics to the paragraphs.

- Ask children to turn to page 108 and look at the text again. Ask how many paragraphs there are (*four*).
- Tell children to turn back to page 109. Read the Writing box with the class and check understanding of the word *topic*.
- Let children complete the exercise, then check answers. Check understanding of the words *artists, architects,* and *engineers*.
- Ask comprehension questions, e.g. *Where did the Mayans live? Did all children go to school? What food was there?*

Differentiation

Below level:

- Ask children to read the topic words on the left. Ask what each one means and elicit answers. Then call on different children to read the paragraphs aloud. When they hear one of the topic words, they raise their hand. Then children complete the activity.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to look back at the text on page 108. Ask them to write topics for each paragraph. Answers may vary slightly. (Suggested answers: What is a hammock?, Mayan life, hammocks in Europe, and hammocks today). Monitor and help as needed.

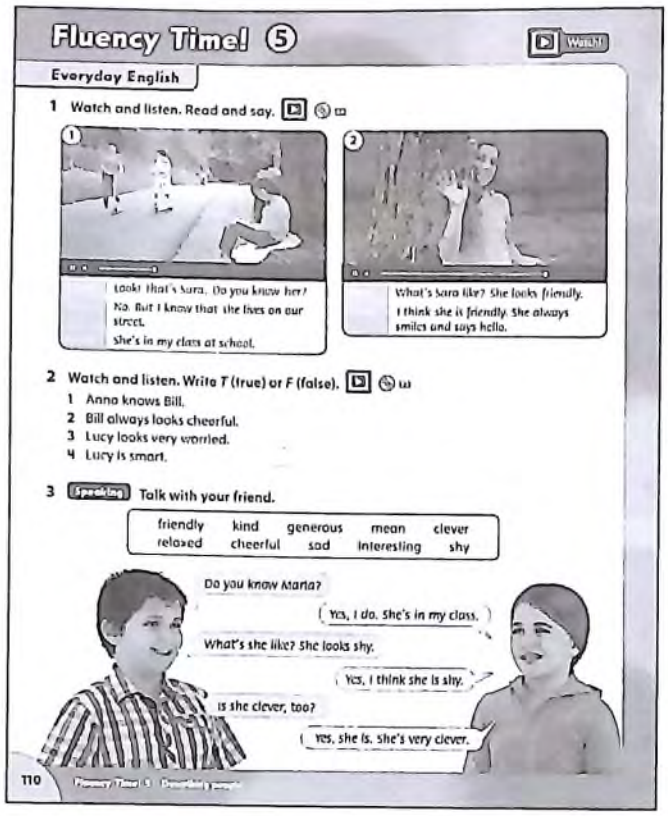
ANSWERS

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

Further practice

Workbook page 109 (children write about ancient times and today)
Unit 13 test, Assessment and Resource CD-ROM
Online Practice • Unit 13 • Listening, Speaking, and Writing

Fluency Time! 5



Everyday English SB page 110

Learning outcomes

To learn some useful language for describing people

Language

Do you know...?; I know that...; She looks...; I think...

Materials

CD 132–133; Fluency DVD Fluency Time! 5; Flashcards from Unit 12; photos of people from magazines / the Internet (optional)

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

Warmer

- Tell the class they are going to learn some useful language for describing people. Ask what English words they know for describing people's appearance and character. Use the flashcards from Unit 12 as prompts. Write their answers on the board under the headings *Appearance / Character* or use the flashcards.
- Describe a famous film character / actor / cartoon character (using adjectives for appearance and character). Children try to guess who it is.

1 Watch and listen. Read and say. 132

- Focus on the pictures. Ask children to say where the people are (*in the park*) and what they can see.
- Play the DVD. Children watch and listen.
- 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. Write *T* (true) or *F* (false). 133

- Show children the sentences and explain that they need to listen and decide whether they are true or false.
- Play the first part of the DVD. Focus on the example.
- Play the DVD. Children listen and complete the activity.
- Ask children to read the sentences aloud and say whether each sentence is true or false. If it's false, ask children to make the sentence negative (e.g. *Ben doesn't look cheerful.*).

ANSWERS

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

3 Talk with your friend.

- Ask children to work in pairs to make dialogues.
- Ask two children to read the example dialogue aloud.
- In pairs, children read the example, then choose another person to talk about, using words from the box.
- Monitor and help if necessary. Encourage children to say nice things about their classmates, e.g. *Maria isn't mean. She's very generous.* To practice negative adjectives, ask children to talk about characters from movies or stories rather than classmates.

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 and third ones. Encourage children to talk about different people and swap out the adjectives with others from the box. Make sure children switch roles for even practice.

At level:

- Children complete the activity.

Above level:

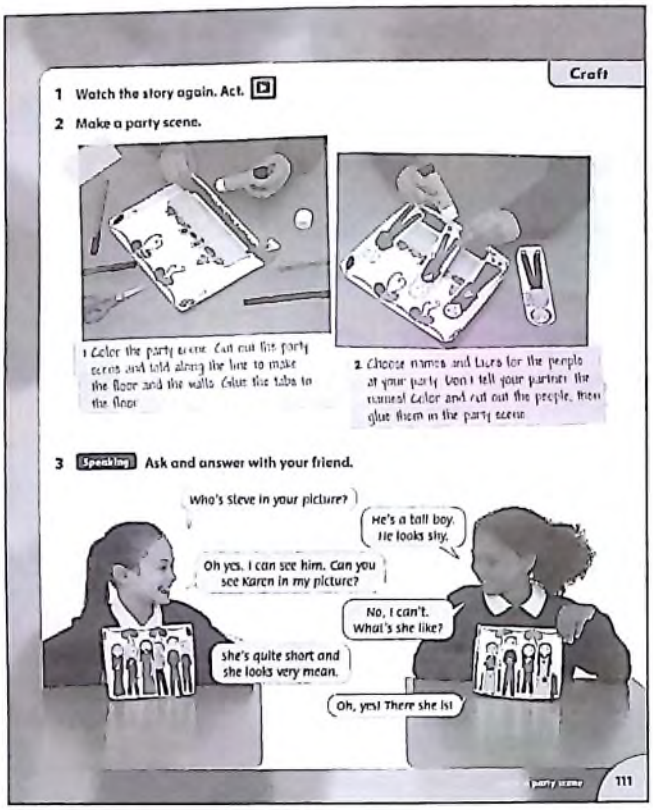
- Extend the activity by showing children photos of people from magazines or the Internet. Ask children to describe them. Then put into children groups. Give each group a few photos. Ask them to decide what each person is like, then report back to the class.

Watch the DVD!

- Ask children to close their books.
- Play Fluency DVD Fluency Time! 5 Everyday English. Children watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

Further practice

Workbook page 110
Fluency Time! 5, Fluency DVD
Online Practice • Fluency Time! 5



Craft SB page 111

Learning outcomes

To make a party scene

To describe people in a party scene

Language

Who's...?; What's he / she like?; She looks...; She's (quite)...

Materials

Fluency DVD Fluency Time! 5 (optional); Fluency Craft 5 (Assessment and Resource CD-ROM) (one set of templates 1 & 2 for each child); completed party scene; colored pencils / markers / crayons, scissors, and glue for each group of children

Oxford iTools Digital classroom • Fluency Time! 5 • Craft

1 Watch the story again. Act.

- Draw children's attention to the story in Exercise 1 on page 110. Ask children what they remember.
- Play the Fluency DVD Fluency Time! 5 scenes 1–3. If you don't have time for the DVD, read the dialogue on page 110.
- Invite pairs of children to act out the dialogue. Encourage them to change details to make their own variations.

2 Make a party scene.

- Focus on the pictures. Ask children to say what the child in the pictures is doing (*making a party scene with different people in it*).
- Ask *What do you need to make the party scene?* to elicit *colored pencils, scissors, glue.*
- Divide the class into groups. Give each child copies of the templates (see Fluency Craft 5, Assessment and Resource CD-ROM). Give each group colored pencils, scissors, and glue.
- Use the pictures and instructions to explain how to make the party scene. Demonstrate with your own completed scene. Make sure children understand what to do.
- Move around the class as children work, asking questions, e.g. *Who's this? What's his name? What's she like?*

NOTE: If you don't have time to use photocopies, ask children to draw a party scene on paper, giving different facial expressions to each of the people in the scene and writing the people's names on the back of the paper (behind each person).

3 Ask and answer with your friend.

- Focus on the photo. Tell children to use their party scenes to act out dialogues in pairs.
- Ask two children to read the example dialogue.
- Children can then act out dialogues in pairs, taking turns to ask about the people in their partner's scene.
- Children can swap partners to act out new dialogues.
- Invite some pairs to act out for the class.

Differentiation

Below level:

- Have children write the adjectives from pages 96 and 110 on slips on paper. In pairs, children look at their party scenes. Children try to do a simple ask and answer, e.g. *What's (Steve) like? / He's (tall) and (kind).* Use the papers for support. If making full sentences is hard, children can simply point to the adjectives. Monitor and help as needed.

At level:

- Children complete the activity.

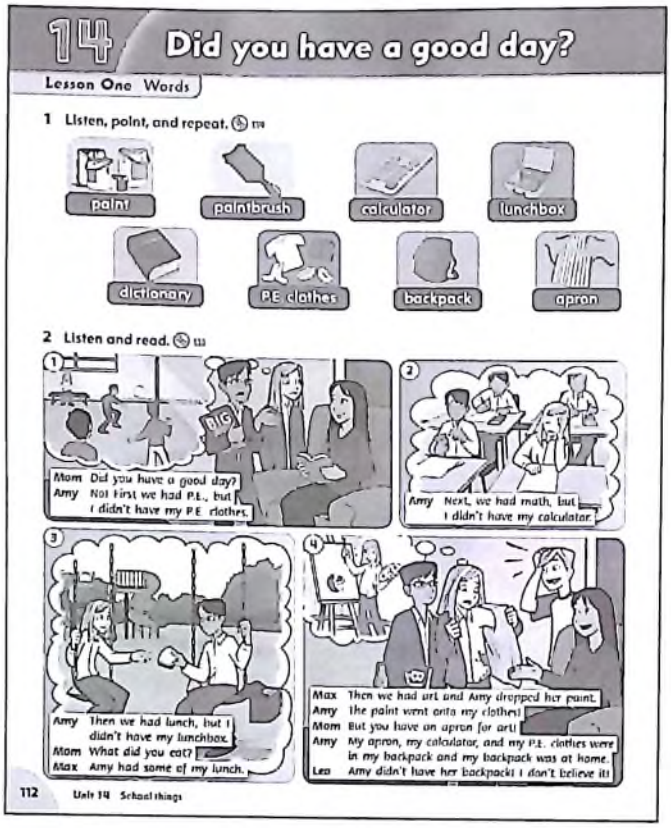
Above level:

- After children finish, ask children to write a few sentences about their party scene. Ask *Why is there a party? What happened?* If time permits, children can share with the class.

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

14 Did you have a good day?



Lesson One SB page 112

Words

Learning outcomes

To identify different things used at school

To understand a short story

Language

Core: *paint, paintbrush, calculator, lunchbox, dictionary, P.E. clothes, backpack, apron*

Extra: *drop, went (go), onto, clothes, believe, I don't believe it!*

Materials

CD 134–135; *School things* flashcards 212–219; Values 5 poster and Values 5 worksheets Assessment and Resource CD-ROM (optional)

Oxford iTools Digital classroom • Unit 14 • Words/Story

Warmer

- Pick up or point to classroom objects children have learned in previous levels, e.g. *eraser, pen, ruler,* etc. Ask *What's this?* and elicit the words. Tell children they are going to learn some more words for school things.
- Hold up flashcards 212–219 to elicit the new vocabulary. Model any unknown words.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 134

- Ask children to open their books and look at the pictures of the objects.
- Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part. Children repeat.
- Play the whole recording again. Children listen and point, then repeat the words chorally.

Differentiation

Below level:

- Play *Quick flash* (see page 8) to review the vocabulary words again. 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.

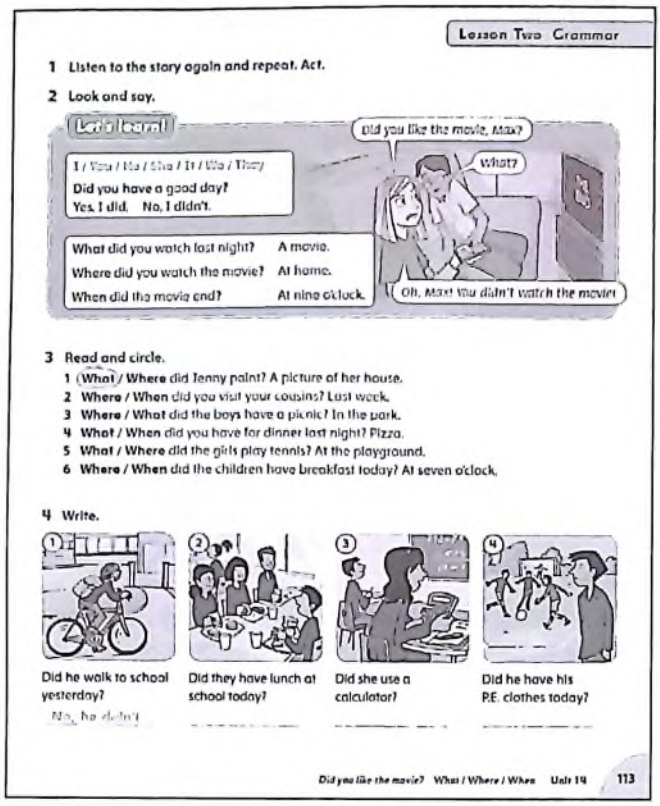
2 Listen and read. 135

- Focus children's attention on the story. Talk about each frame and ask questions, e.g. *Is Amy happy? What game are they playing?* Encourage predictions. Ask *Did Amy have a good day?*
- Play the recording. Children follow along.
- Ask comprehension questions, e.g. *Did Amy have P.E.? Did she have a calculator?*
- Play the recording again. Children follow along.
- Ask children to find the words from Exercise 1 that appear in the story (*P.E. clothes, calculator, lunchbox, paint, apron, backpack*).

Further practice

Workbook page 112

Online Practice • Unit 14 • Words


Lesson Two Grammar

1 Listen to the story again and repeat. Act.

2 Look and say.

Let's learn!

I / You / He / She / It / We / They
Did you have a good day?
Yes, I did. No, I didn't.

What did you watch last night? A movie.
Where did you watch the movie? At home.
When did the movie end? At nine o'clock.

Did you like the movie, Max?
What?
Oh, Max! You didn't watch the movie!

3 Read and circle.
1 (What) / Where did Jenny paint? A picture of her house.
2 Where / When did you visit your cousins? Last week.
3 Where / What did the boys have a picnic? In the park.
4 What / When did you have for dinner last night? Pizza.
5 What / Where did the girls play tennis? At the playground.
6 Where / When did the children have breakfast today? At seven o'clock.

4 Write.

Did he walk to school yesterday?
No, he didn't.

Did they have lunch at school today?

Did she use a calculator?

Did he have his P.E. clothes today?

Did you like the movie? What / Where / When Unit 14 113

Lesson Two SB page 113

Grammar

Learning outcomes

To understand simple past questions and short answers
To review the question words *what*, *when*, and *where*
To write short answers to simple past *Yes / No* questions
To act out a story

Language

Core: *Did you have a good day? Yes, I did. / No, I didn't. What did you watch last night? Where did you watch the movie? When did the movie finish?*

Materials

CD 135; *School things* flashcards 212–219

Oxford Tools Digital classroom • Unit 14 • Grammar

Warmer

- With books closed, write these school subjects on the board: *art, history, P.E., English, math.*
- Ask children what subjects Amy and Max had yesterday (*P.E., math, and art*).
- Ask children to put the three subjects in order.
- Children check their answers on page 112.

1 Listen to the story again and repeat. Act. 135

- Play the recording, pausing for children to repeat.
- Divide the class into groups of four to play Mom, Amy, Max, and Leo.
- As a class, decide on the actions for the story.
- Play the recording again. Children mime the actions as they listen and say their character's lines.
- Let children practice acting out the story in groups, then ask one or two groups to act out the story in front.

2 Look and say.

- Tell children to turn to page 113 and look at the picture in the *Let's learn!* box. Ask two children to read the speech bubbles aloud.
- Read the question and answers in the first part of the chart. Pause for children to repeat the sentences.
- Copy these sentences onto the board and erase the red letters. Ask children to tell you the missing letters.
- Write *Did Amy have…? No, she didn't* and *Yes, she did* on the board. Ask *Did Amy have a good day?* Elicit *No, she didn't.* Place *School things* flashcards (except the dictionary) at the end. Elicit new questions and answers about the story, e.g. *Did Amy have a paintbrush? Yes, she did.*
- Read the questions and answers in the second part of the chart. Pause for children to repeat.
- Write the questions on the board, but erase the question words. Ask children to tell you the question words.

3 Read and circle.

- Look at the example and check understanding. Let children do the exercise individually, then check answers.

ANSWERS
1. What 2. When 3. Where 4. What
5. Where 6. When

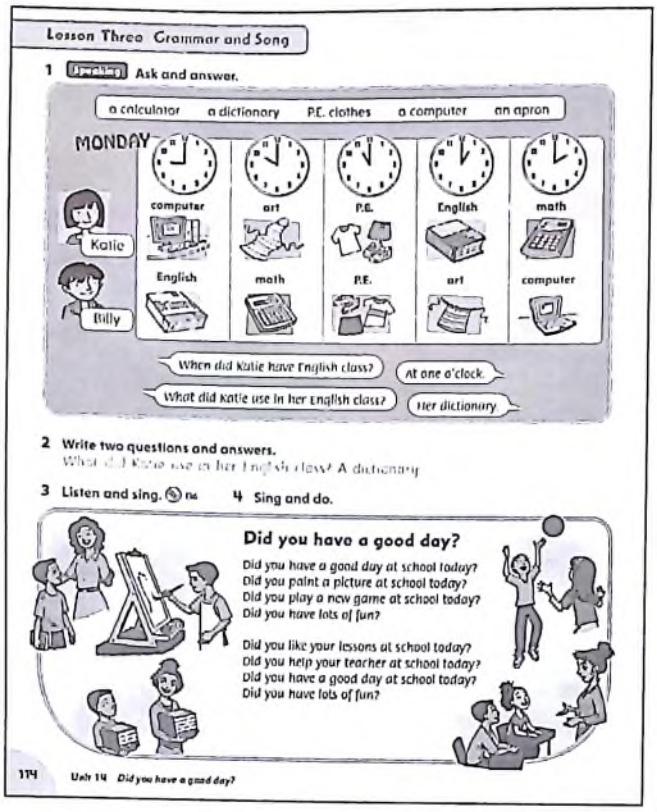
4 Write.

- Look at the example with the class and ask *Did he ride a bike to school yesterday?* Elicit *Yes, he did.*
- Let children do exercise individually, then check answers.

ANSWERS
1. No, he didn't. 2. Yes, they did. 3. Yes, she did.
4. No, he didn't.

NOTE: Now go to Workbook page 137 for children to practice the grammar structure before doing Workbook page 113.

Further practice
Grammar Time, Workbook page 137
Workbook page 113
Online Practice • Unit 14 • Grammar



Lesson Three SB page 114

Grammar and Song

Learning outcomes

To ask and answer simple past *Wh* questions

To write and answer simple past *Wh* questions

To see simple past questions in the context of a song

Language

Recycled: school things words; school subjects; verbs

Materials

CD 136; *School things* flashcards 212–219

Oxford iTools Digital classroom • Unit 14 • Grammar and Song

Warmer

- Ask children questions about their school day. Ask *What day is it today? Do you have a math / P.E. / art / computer lesson today? What time is it? Do you have your calculator / English dictionary / apron / P.E. clothes?*

1 Ask and answer.

- Ask children to open their books and look at the pictures in Exercise 1.
- Ask children *What lessons did they have? Are Katie and Billy in the same class?*
- Ask two children to read the speech bubbles aloud.
- Ask children to find the English lesson in Katie's day, then ask *When did Billy have an English lesson? (nine o'clock), What did Billy use in his English lesson? (his dictionary).*
- Ask children to do the exercise in pairs. They should ask and answer questions about five lessons each.
- Let children do the activity, then ask some children to ask questions to the whole class.

2 Write two questions and answers.

- Look at the example and check understandiing.
- Ask children to write two more questions and answers, using the example to help them.
- Ask some children to read their questions and answers.

Differentiation

Below level:

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

At level:

- Children complete the activity.

Above level:

- After children finish, put them into groups of three. One student (S1) talks about his / her routine, e.g. *I had art class at 11 o'clock on Monday.* S2 asks S3 questions about S1's day, e.g. *When did Suzy have art class?* Make sure children switch roles. Monitor and help as needed.

3 Listen and sing. 136

- Ask children to look at the song pictures. Ask *What are the children doing? (painting a picture, playing a game, helping the teacher, having a lesson / listening to the teacher).*
- Play the recording. Children listen and point to the pictures.
- Play the recording again. Children follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.

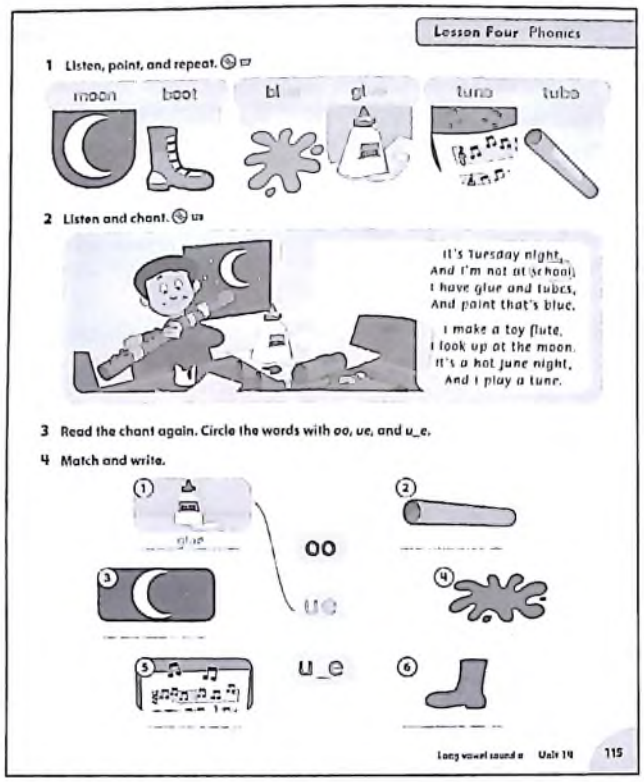
4 Sing and do.

- As a class, decide on the actions for the song.
- Practice the actions with the class.
- Play the recording. Children listen and do the actions.

Further practice

Workbook page 114

Online Practice • Unit 14 • Grammar and Song



Lesson Four SB page 115

Phonics

Learning outcomes

To pronounce the sound /u:/

To associate the sound /u:/ with the letters *oo*, *ue*, and *u_e* in words

To identify the sound /u:/ in a chant

Language

Core: *moon, boot, blue, glue, tune, tube*

Extra: *flute*

Materials

CD 137–138; Phonics cards 33–34 (moon, blue)

Oxford iTools Digital classroom • Unit 14 • Phonics

Warmer

- Mime playing a flute and remind children of the word *flute*.
- Say *I'm playing a flute* and write the word on the board, underlining the letters *u_e*.
- Hold up the phonics cards for *moon* and *blue*, saying the words several times for children to repeat.
- Put the phonics cards on the board. Point to the cards and the word *flute*. Children repeat several times.

1 Listen, point, and repeat. 137

- 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. Children repeat chorally.
- Play the whole recording (more than once if necessary). Children point and repeat again.
- Check children's understanding of *tune*, *tube*, and *glue*.

2 Listen and chant. 138

- Ask children to look at the picture. Ask *What does the boy have? (a flute), What can you see on the table? (glue and tubes), What can you see in the sky? (the moon).*
- Play the recording. Children listen to the chant.
- Play the chant again, stopping the CD after each line for children to repeat.
- Play it once more. Children join in and follow along.

3 Read the chant again. Circle the words with *oo*, *ue*, and *u_e*.

- Write the letters *oo*, *ue*, and *u_e* in different places on the board or on pieces of paper around the room.
- Focus attention on the word *school* in the chant. Ask children to point to the correct letters on the board.
- Ask children to find and circle the other words with *oo*, *ue*, and *u_e* in the chant.
- Go through the answers with the class.

ANSWERS

Tuesday, school, glue, tubes, blue, flute, moon, June, tune

4 Match and write.

- Ask children to look at the first picture. Ask *What's this? (glue).*
- Tell children they have to write the words and then match them with the letters that make the sound /u:/.
- Children do the rest of the exercise individually.
- Go through the answers with the class, asking children to say the words and point to the correct letters on the board.

Differentiation

Below level:

- Use the phonics flashcards to review the words. Write *oo*, *ue*, and *u_e* 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, ask them to think of words that rhyme with the ones from the lesson. Put children into pairs or groups and give them 3–5 minutes to write as many as they can. Then ask them to group the words with the same spelling (*oo*, *ue*, or *u_e*). Monitor and check answers.

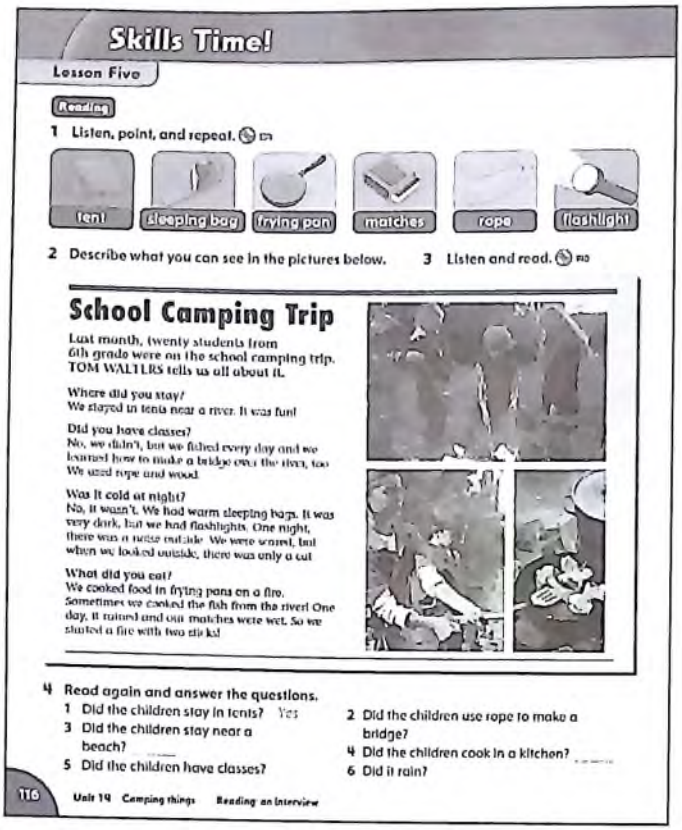
ANSWERS

1. glue, ue 2. tube, u_e 3. moon, oo 4. blue, ue
5. tune, u_e 6. boot, oo

Further practice

Workbook page 115

Online Practice • Unit 14 • Phonics



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat.

tent | sleeping bag | frying pan | matches | rope | flashlight

2 Describe what you can see in the pictures below. 3 Listen and read.

School Camping Trip

Last month, twenty students from 6th grade went on the school camping trip. TOM WALTERS tells us all about it.

Where did you stay?
We stayed in tents near a river. It was fun!

Did you have classes?
No, we didn't, but we fished every day and we learned how to make a bridge over the river, too. We used rope and wood.

Was it cold at night?
No, it wasn't. We had warm sleeping bags. It was very dark, but we had flashlights. One night, there was a noise outside. We were scared, but when we looked outside, there was only a cat.

What did you eat?
We cooked food in frying pans on a fire. Sometimes we cooked the fish from the river! One day, it rained and our matches were wet. So we started a fire with two sticks!

4 Read again and answer the questions.
1 Did the children stay in tents? Yes
2 Did the children use rope to make a bridge?
3 Did the children stay near a beach?
4 Did the children cook in a kitchen?
5 Did the children have classes?
6 Did it rain?

116 Unit 14 Camping things Reading an interview

Lesson Five SB page 116

Skills Time!

Skills development

Reading: read and understand a school magazine article about a camping trip; read for specific information

Language

Core: *tent, sleeping bag, frying pan, matches, rope, flashlight*

Recycled: vocabulary and structures seen previously

Extra: *6th grade, camping, trip, wood, warm, dark, noise, stick*

Materials

CD 139–140; *Camping things* flashcards 220–225

Oxford iTools Digital classroom • Unit 14 • Skills Time!

Warmer

- Hold up the flashcard for *tent* and model the word. Children repeat.
- Ask children *What do we use a tent for? (camping, sleeping).* Ask children if they go / like camping if this is appropriate in your country.
- Use flashcards 220–225 to introduce the other camping things, modeling each word for children to repeat.
- Hold the flashcards up in a different order and repeat.
- Show the children flashcards at random and ask them to call out the word.

1 Listen, point, and repeat. 139

- Ask children to open their books and look at the pictures in Exercise 1.
- Play the first part of the recording. Children listen and point to the appropriate picture.
- Play the second part of the recording. Children repeat.
- Play the recording all the way through again for children to listen and point, and then repeat the words chorally.

2 Describe what you can see in the pictures below.

- Ask children to look at the title of the text and the pictures. Ask children what kind of text it is (*a magazine article / an interview*) and what it's about (*a camping trip*).
- Ask *What are the children doing?* Elicit *They're sitting next to a fire. / They're cooking. / They're fishing.*
- Ask *Where did they sleep? What did they eat?* Write children's answers on the board.

3 Listen and read. 140

- Play the recording. Children follow along.
- Check answers to the questions you asked before children read the text, then check that children understand the words *warm, dark,* and *noise.*
- Play the recording a second time and ask children to circle the words from Exercise 1 in the text (all are in the text).

4 Read again and answer the questions.

- Explain that children are going to answer questions about the text. Look at the first question with the class.
- Allow time for children to read the text again and answer the other questions individually.
- Ask more comprehension questions, e.g. *What did they do every day? Were they cold at night? What happened one night? Did they start a fire? Did they use matches?*

Differentiation

Below level:

- Ask children to underline the vocabulary words they see in the text. Then ask questions based on the sentences in Exercise 4, e.g. *Where did the students stay? What did they use to make a bridge?* Then children complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, put them in pairs. One child is the reporter and asks questions about his / her partner's imaginary trip using the words from Exercise 1, e.g. *Did you sleep in a tent or a hotel?* If time permits, children switch roles.

ANSWERS

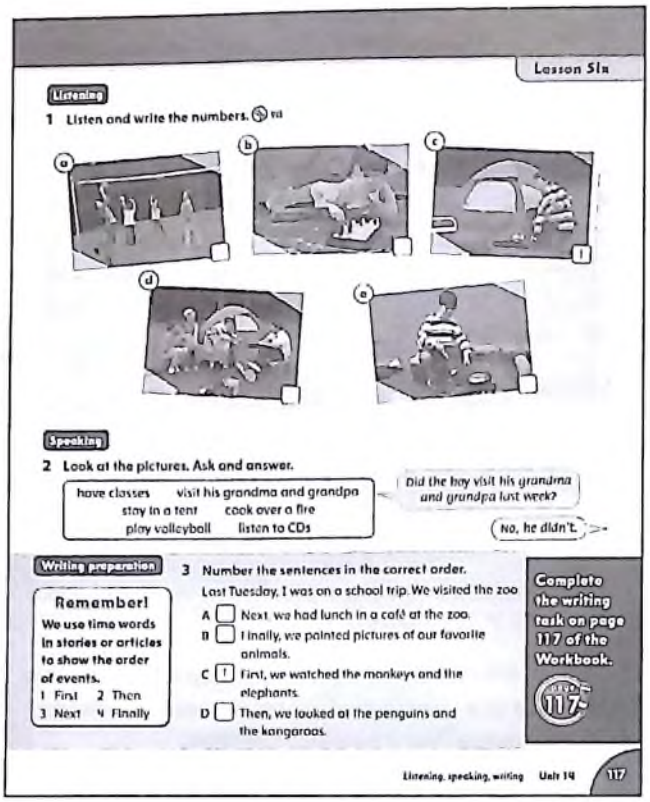
1. Yes. 2. Yes. 3. No. (They stayed near a river.) 4. No. (They cooked on a fire.) 5. No. (But they fished every day and learned to make a bridge.) 6 Yes.

Further practice

Workbook page 116

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

Online Practice • Unit 14 • Reading


Lesson Six

Listening

1 Listen and write the numbers. 141

a b c d e

Speaking

2 Look at the pictures. Ask and answer.

have classes visit his grandma and grandpa
stay in a tent cook over a fire
play volleyball listen to CDs

Did the boy visit his grandma and grandpa last week?

No, he didn't.

Writing preparation

3 Number the sentences in the correct order.

Last Tuesday, I was on a school trip. We visited the zoo.

A [ ] Next, we had lunch in a café at the zoo.
B [ ] Finally, we painted pictures of our favorite animals.
C [1] First, we watched the monkeys and the elephants.
D [ ] Then, we looked at the penguins and the kangaroos.

Remember!
We use time words in stories or articles to show the order of events.
1 First 2 Then
3 Next 4 Finally

Complete the writing task on page 117 of the Workbook.

Listening, speaking, writing Unit 14 117

Lesson Six SB page 117

Skills Time!

Skills development

Listening: understand a sequence of events

Speaking: ask and answer questions about past events: a boy's week.

Writing: understand time words and order sentences with time words in; write about your school day (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *campsite*

Materials

CD 141; *Camping things* flashcards 220–225

Oxford iTools Digital classroom • Unit 14 • Skills Time!

Warmer

- Play *Listen, point, and say* (see page 8) with the *Camping things* flashcards. Tell children to open their books and look at the pictures in Exercise 1. Ask *What camping things can you see? (a tent, a frying pan, a sleeping bag).*
- Ask questions about the pictures, e.g. *Where is the boy? What game is he playing? What is the boy doing?*

1 Listen and write the numbers. 141

- Tell children they are going to hear a recording of a boy telling a girl about his camping trip. Children must listen and number the pictures in order .
- Play the recording the whole way through for children to point to the correct answer.
- Play it again, pausing for children to write the numbers.
- Play the recording for children to check their answers.

ANSWERS

1. c (putting up a tent) 2. b (playing chess)
3. e (cooking food on the camp fire)
4. a (playing volleyball) 5. d (playing the guitar)

2 Look at the pictures. Ask and answer.

- Ask two children to read the speech bubbles for the class.
- Tell children they are going to ask and answer questions about what the boy did last week, using the ideas in the box. Check understanding.
- Children do the exercise in pairs. They should ask and answer two or three questions each.
- Ask some pairs to ask and answer questions for the class.

3 Number the sentences in the correct order.

- Ask children to close their books. Write *first, then, next,* and *finally* on the board in random order.
- Children to try and guess the correct order of these words and write them in their notebooks. Children have seen these time words in Unit 6, but they will be unsure.
- Ask children to open their Student Books and check the order in the Writing box.
- Look at the Writing box and the example with the class and check that children understand the exercise.
- Let children do the exercise individually, then check answers. Ask children to read out the sentences in order.
- Write the sentences in the correct order on the board.

Differentiation

Below level:

- Play *Target words TPR* (see page 9) for the four time words. Ask children to look back at Exercise 1. Tell them you will read some new sentences: *The children went on a camping trip. / First, they played games. / Then, they cooked on a fire. / Next, they played volleyball. / Finally, they played music.*

At level:

- Children complete the activity.

Above level:

- After children finish, they write four sentences of their own using the time words. Use the text from the exercise as a model. If time permits, children can illustrate their stories and / or share them with the class.

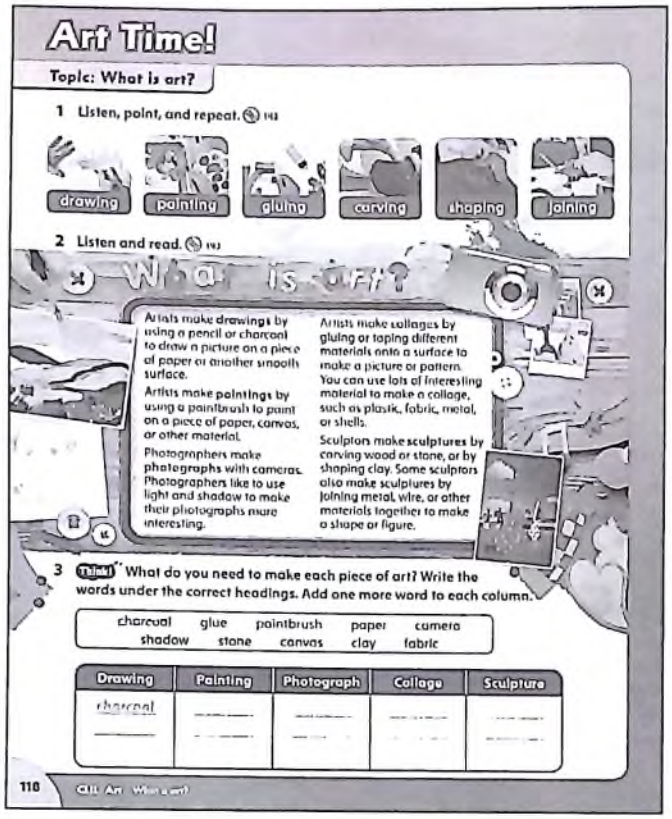
ANSWERS

1. C 2. D 3. A 4. B

Further practice

Workbook page 117 (children write about their school day)
Unit 14 test, Assessment and Resource CD-ROM
Online Practice • Unit 14 • Listening, Speaking, and Writing

Art Time!



Topic: What is art? SB page 118

Learning outcomes

To learn some useful content and language about art

Language

Core: *drawing, painting, gluing, carving, shaping, joining*

Extra: *charcoal, smooth, canvas, light, shadow, collage, surface, fabric, sculptor, sculpture, wire*

Materials

CD 142–143; CLIL Time! 5 flashcards 226–231

Oxford iTools Digital classroom • Art Time! • What is art?

Warmer

Critical Thinking

- Ask children to say what school subjects they know in English. Ask them to say what their favorite subject is and why they like it.

Lead-in

- Tell children that they are going to learn about art in this lesson.
- Hold up flashcards 226–231 and say the words for children to repeat.
- Shuffle all the flashcards and hold them up in a different order for children to chorus the words.

1 Listen, point, and repeat. 142

- 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.

2 Listen and read. 143

- 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 do (artists) make (drawings)? What can you make a painting on? What can you use to make a (collage)?*
- Ask children to point to the paintings, the photos, and the sculpture in the pictures.

3 Think! What do you need to make each piece of art? Write the words under the correct headings. Add one more word to each column.

Critical Thinking

- Have children say what we can use each item in the box for.

Collaboration

- Children complete the chart in pairs, adding one extra word to each column.
- Invite children to say which things we can use to make each piece of art.

Differentiation

Below level:

- Divide the class into five groups. Assign one piece of art to each group of children. Have children in each group work together to list three items that we can use to make their piece of art (including two from the box).
- Have each group report back to the class. Other groups can listen and complete the chart.

At level:

- Complete the activity as suggested.

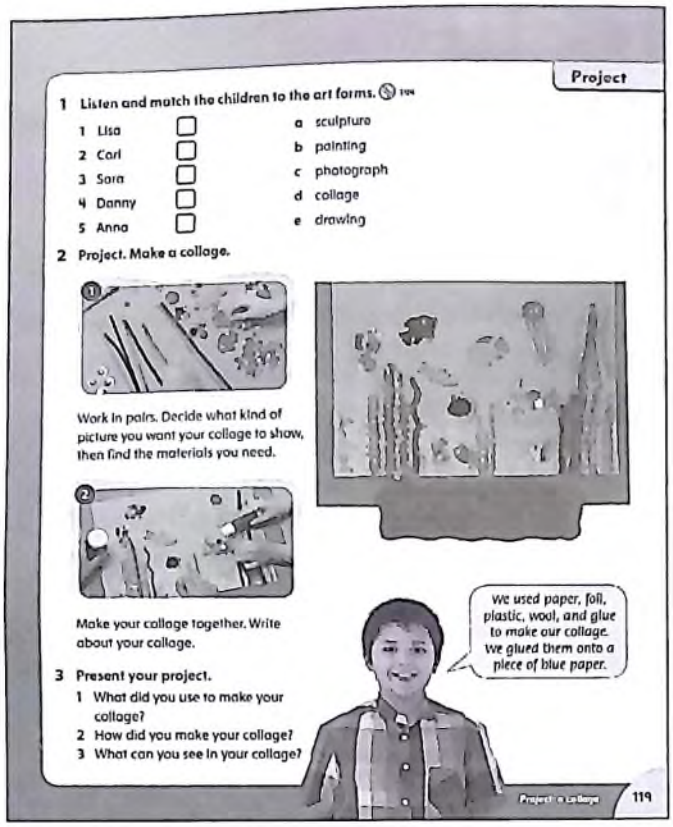
Above level:

- Have children work individually to complete the chart with the words from the box and extra ideas of their own.
- Have children ask and answer questions in pairs (e.g. *A: What can you use to make a drawing? B: You can use charcoal, paper, and a pencil.*)
- Check answers by inviting pairs of students to ask and answer questions in front of the class.

ANSWERS

Drawing charcoal, paper **Painting** paintbrush, canvas
Photograph camera, shadow **Collage** glue, fabric
Sculpture stone, clay

Further practice
Workbook page 118
Online Practice • Art Time!


Project

1 Listen and match the children to the art forms. 144

1 Lisa ☐ a sculpture
2 Carl ☐ b painting
3 Sara ☐ c photograph
4 Danny ☐ d collage
5 Anna ☐ e drawing

2 Project. Make a collage.

Work in pairs. Decide what kind of picture you want your collage to show, then find the materials you need.

Make your collage together. Write about your collage.

3 Present your project.
1 What did you use to make your collage?
2 How did you make your collage?
3 What can you see in your collage?

We used paper, foil, plastic, wool, and glue to make our collage. We glued them onto a piece of blue paper.

119

Project SB page 119

Learning outcomes

To listen and match children to art forms

To make a collage

Language

We used paper, foil, plastic, wool, and glue to make our collage. We glued them onto a piece of blue paper.

Materials

CD 144; CLIL Time! 5 flashcards 226–231; sheets of craft paper; items to make a collage (tissue paper, fabric, wool, buttons, foil, plastic, feathers, etc.)

Oxford iTools Digital classroom • Art Time! • Project

Warmer

- Mime one of the new words from the vocabulary set on Student Book page 118. Encourage children to guess the word. The first child to guess correctly can take a turn to mime a word for the rest of the class to guess.

1 Listen and match the children to the art forms. 144

- Explain that you are going to play a recording of five children talking about their pieces of art. Children need to listen and match the children's names to the pieces of art.
- Play the recording once through. Play again, pausing after each speaker so that children have time to think about their answers.
- Check answers by asking *What did (Lisa) make?*

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

2 Project. Make a collage.

Creativity

- Explain that children are going to make a collage. Ask *What do you need to make this project?* Elicit / Teach the words *fabric, paper, scissors, glue, buttons, foil, plastic,* etc.
- Focus on the instructions. Ask a child to read out the instructions to the class.
- Children work in pairs to decide what their collage is going to show (an underwater scene, a jungle, a beach, a garden, etc.), choose the materials they need, and make their collage.
- Move around the class, asking questions about the collages, e.g. *What's this? What are you using to make the (flowers)?*
- Ask children to write about their collage (e.g. what the collage shows and what materials they used).

Differentiation

Below level:

- As a class, decide on a theme for the collage (e.g. a forest). Discuss the type of things you might find in (a forest) (*trees, flowers, birds, deer*) and what materials could be used in the collage. Write children's suggestions on the board.
- Children work in pairs to complete their collages.
- Help children write short sentences about their collages.

At level:

- Complete the activity as suggested.

Above level:

- Have children write additional sentences in their descriptions of their collage, explaining how they made it, what their favorite part is and any other information they wish to include. You can display the collages and the descriptions around the classroom.

3 Present your project.

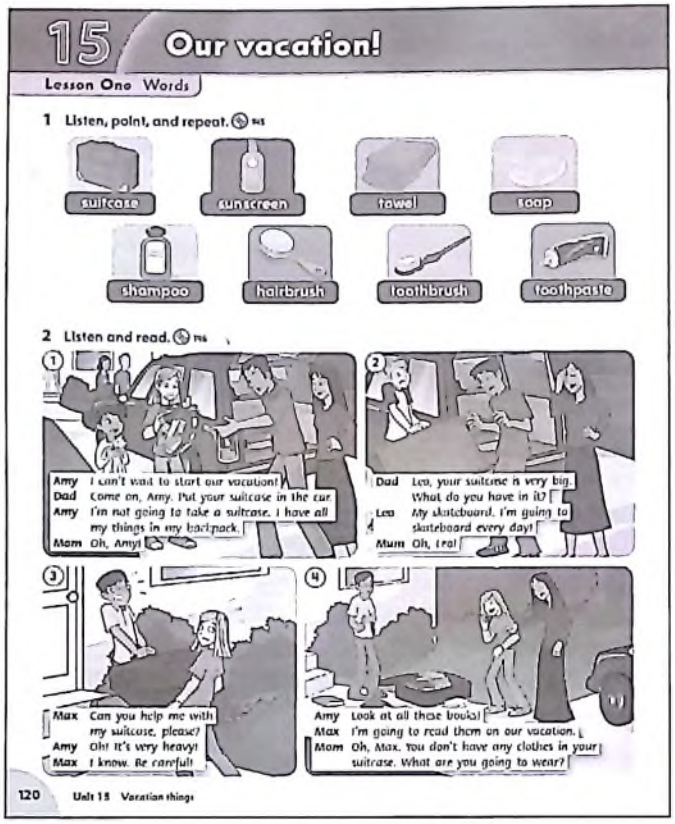
Communication

- 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 pointing to a completed collage, or using the example in the Student Book. Describe the collage or read out the text.
- Encourage children to include language from previous units as they talk about their projects (e.g. *There are lots of fish in our collage. There are shells, too.*).
- Invite children to stand up and present their projects to the class.

Further practice

Workbook page 119
Online Practice • Art Time!

15 Our vacation!



Lesson One SB page 120

Words

Learning outcomes

To identify different vacation things

To understand a short story

Language

Core: *suitcase, sunscreen, towel, soap, shampoo, hairbrush, toothbrush, toothpaste*

Extra: *I can't wait!*

Materials

CD 145–146; *Vacation things* flashcards 232–239

Oxford iTools Digital classroom • Unit 15 • Words/Story

Warmer

- Write the word *vacation* on the board. Ask children *When are the vacations? Do you want to go to the beach? What do you like doing on vacation?* Remind children of some activities they know in English.
- Elicit the new vocabulary using *Vacation things* flashcards 232–239.
- Hold the flashcards up and model any unknown words.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

1 Listen, point, and repeat. 145

- Play the first part of the recording. Children listen and point to the appropriate picture of vacation things.
- Play the second part. Children repeat.
- Play the whole recording. Children listen and point, then repeat the words chorally.

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 words instead of flashcards.

At level:

- Children close their books to play a memory game. Show the *Vacation things* flashcards one by one. Place each flashcard in order face up so children can see them. Pick one up and hold it so that they can't see it. Ask children to name the picture. Once they have said 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 children also write the words in their notebooks. Check their answers and spellings.

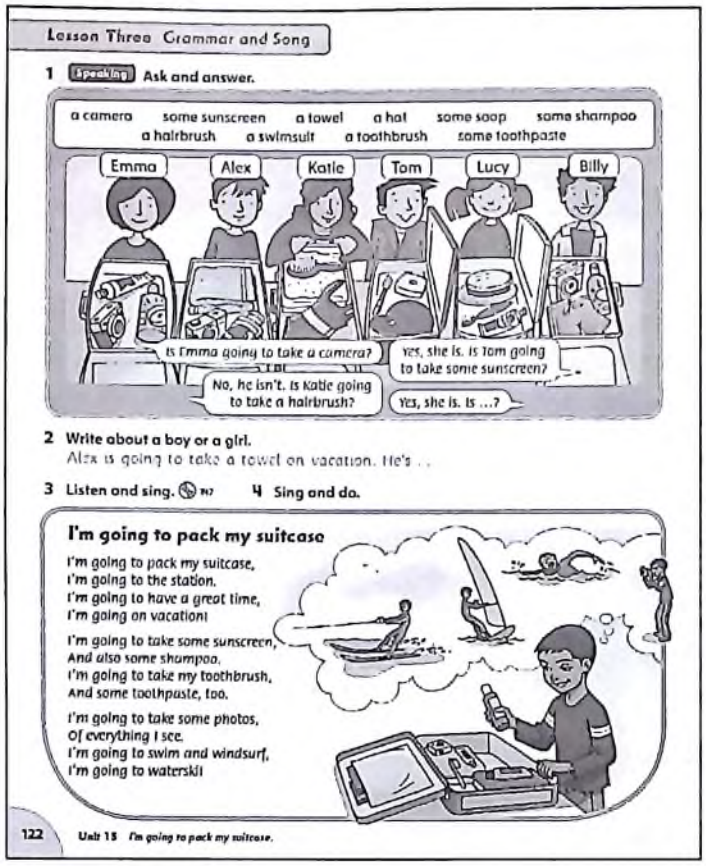
2 Listen and read. 146

- Focus on the story. Talk about each frame with the class and ask questions, e.g. *Where are they? What is Dad doing? Is Max's suitcase heavy?*
- Play the recording. Children listen and follow along.
- Ask comprehension questions, e.g. *Why is Leo's suitcase big? Does Max have any clothes in his suitcase?*
- Play the recording again. Children follow along.
- Ask children which word from Exercise 1 is in the story (*suitcase*).

Further practice

Workbook page 120

Online Practice • Unit 15 • Words



Lesson Three SB page 122

Grammar and Song

Learning outcomes

To ask and answer questions and write sentences about things people are going to take on vacation

To use *going to* and vacation things in the context of a song

Language

Extra: *pack (v), go away, have a great time, swimsuit*

Materials

CD 147; *Vacation things* flashcards 232– 239

Oxford iTools Digital classroom • Unit 15 • Grammar and Song

Warmer

- Play *Freeze* (see page 9). Use general action verbs and also include some of the activities in the song, e.g. *pack my suitcase, take photos, windsurf.*

1 Ask and answer.

- Children open their books and look at the pictures. Ask children to call out what they can see in the suitcases. Write the words on the board.
- Introduce the word *swimsuit*.
- Ask two children to read the speech bubbles aloud.
- Ask children to find Emma, Katie, and Tom in the pictures, and circle the items in the speech bubbles.
- Children do the exercise in pairs. They should ask one question about each child's suitcase.
- Ask some pairs to ask and answer for the class.

2 Write about a boy or a girl.

- Read the example with the children and ask them to tell you the other things in Alex's suitcase (*a camera and shampoo*).
- Ask children to choose another boy or girl and write about the things in his / her suitcase, using the example for help.
- Ask some children to read their sentences for the class.

Differentiation

Below level:

- Look at the picture together. Ask children to name the items in the suitcases, then make sentences together, e.g. *Emma has a camera, some sunscreen, and some toothpaste.* In pairs, children write about a boy or girl. Monitor and help as needed. Then children try to write about a second person on their own.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to draw their own suitcase with a few items in it. Children switch drawings with a partner, and make sentences about what's in the suitcase.

3 Listen and sing. 147

- Ask children to look at the song pictures. Ask *What is he going to do on vacation? (waterski, windsurf, swim, take photos), What is he going to take? (a camera, toothpaste, a toothbrush, shampoo, a towel, sunscreen).*
- Play the recording. Children listen and point to the pictures in their books.
- Play the recording again. Children follow along.
- Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.
- Play the recording for children to sing along.
- Repeat (more than once if you wish).

4 Sing and do.

- As a class, decide on the actions for the song.
- Practice the actions with the class.
- Play the recording. Children listen and do the actions.

Further practice

Workbook page 122

Online Practice • Unit 15 • Grammar and Song



Lesson Four SB page 123

Phonics

Learning outcomes

To pronounce the sound /ʊ/

To associate the sound /ʊ/ with the letters *oo* in words

To identify words containing the sound /ʊ/ in a chant

Language

Core: *book, wool, wood, hood, cook*

Extra: *feel*

Materials

CD 148–150; Phonics cards 35–36 (book, cook)

Oxford iTools Digital classroom • Unit 15 • Phonics

Warmer

- Hold up the phonics cards for *book* and *cook*. Ask *What's this?* Say *book* and *cook* several times. Children repeat.
- Divide the class into books and cooks. Ask children to stand and say their word when they see the picture.
- Hold up the phonics cards alternately. Children stand and say their words. Increase the pace as you repeat.

1 Listen, point, and repeat. 148

- Play the first part of the recording. Children listen and point to the pictures.
- Play the second part for children to repeat in chorus.
- Play the recording. Children point and repeat again.
- Check that children understand the words *wool* and *hood* by miming wearing a hood and a wool scarf or gloves, and asking *What can you make from wool?*

2 Listen and chant. 149

- Ask children to look at the picture. Ask *What is the girl reading? What is she wearing? (a coat with a hood) What is she sitting on? (some wood).*
- Play the recording. Children listen to the chant.
- Play the chant again, pausing for children to repeat.
- Play the chant again. Children join in and follow.

3 Read the chant again. Circle the words with *oo*.

- Focus attention on the word *hood* in Exercise 1 and ask children to find it in the chant.
- Ask children to find and circle the other words with *oo* in the chant. They are not all from Exercise 1.

ANSWERS

hood, wool, good, wood, book (x2), good, cook

4 Complete the words. Listen and check. 150

- Ask children to look at the first picture. Ask *What's this?*
- Ask children to look at the other pictures and write the letters to complete the words.
- Play the recording for children to check their answers.

ANSWERS

1. cook 2. book 3. hood 4. wool 5. wood

5 Write a word that rhymes.

- Draw a book on the board. Ask *What is it?* Ask *Does wool rhyme with book?* Elicit *No.*
- Ask children to look at the pictures and write the words that rhyme with *book* and *wood.*

Differentiation

Below level:

- Ask children if they remember what *rhyme* means. Elicit examples. Review the phonics words with flashcards, saying the words aloud together. Ask children to say what they see in the two pictures. Then they complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to write silly sentences using the rhyming words from the lesson, e.g. *You can't cook a book. / The hood is made of wood.*

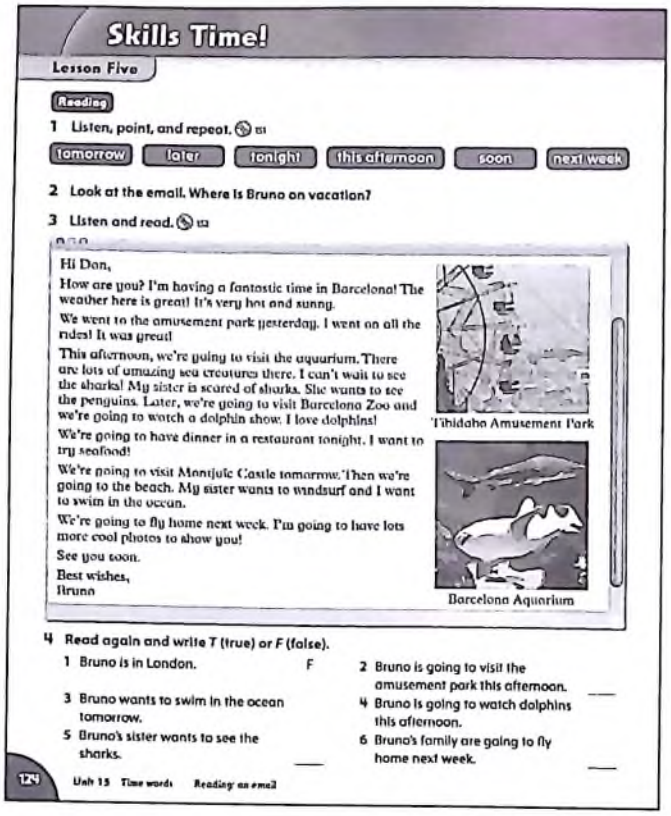
ANSWERS

1. cook 2. hood

Further practice

Workbook page 123s

Online Practice • Unit 15 • Phonics



Skills Time!

Lesson Five

Reading

1 Listen, point, and repeat. 151

tomorrow | later | tonight | this afternoon | soon | next week

2 Look at the email. Where is Bruno on vacation?

3 Listen and read. 152

Hi Dan,

How are you? I'm having a fantastic time in Barcelona! The weather here is great! It's very hot and sunny.

We went to the amusement park yesterday. I went on all the rides! It was great!

This afternoon, we're going to visit the aquarium. There are lots of amazing sea creatures there. I can't wait to see the sharks! My sister is scared of sharks. She wants to see the penguins. Later, we're going to visit Barcelona Zoo and we're going to watch a dolphin show. I love dolphins!

We're going to have dinner in a restaurant tonight. I want to try seafood!

We're going to visit Montjuic Castle tomorrow. Then we're going to the beach. My sister wants to windsurf and I want to swim in the ocean.

We're going to fly home next week. I'm going to have lots more cool photos to show you!

See you soon.

Best wishes,
Bruno

Tibidabo Amusement Park

Barcelona Aquarium

4 Read again and write T (true) or F (false).

1 Bruno is in London. F
2 Bruno is going to visit the amusement park this afternoon. ___
3 Bruno wants to swim in the ocean tomorrow. ___
4 Bruno is going to watch dolphins this afternoon. ___
5 Bruno's sister wants to see the sharks. ___
6 Bruno's family are going to fly home next week. ___

124 Unit 15 Time words Reading an email

Lesson Five SB page 124

Skills Time!

Skills development

Reading: read and understand an email; read for specific information

Language

Core: *tomorrow, later, tonight, this afternoon, soon, next week*

Recycled: vocabulary and structures seen previously

Extra: *amusement park, rides, aquarium, sea creatures, seafood*

Materials

CD 151–152

Oxford iTools Digital classroom • Unit 15 • Skils Time!

Warmer

- Ask *Are you going to have an English class this afternoon?* (if it's morning) or *What classes do you have this afternoon?* (if it's afternoon).
- Write *this afternoon* on the board.
- Ask the children to tell you what their next class is, or if it's the last class, what time they go home.
- Write *later* on the board. Say *Now, you're having an English class. Soon, you're going to* (whatever they're going to do). *What are you going to do later?*
- Ask the children similar questions to review or introduce the other target words, writing each word on the board, e.g. *What are you going to do tonight? What day is it tomorrow? Does school vacation start soon?*
- Check children's understanding of all the words.

1 Listen, point, and repeat. 151

- Focus on the words in Exercise 1. Play the recording. Children listen and point to the words. Then listen and repeat the words, first chorally, then individually.

2 Look at the email. Where is Bruno on vacation?

- Ask the children to look at the pictures and say what kind of text it is (*an email*) and what they think the email is about (*Bruno's vacation*).
- Ask questions to help the children to make predictions about the text, e.g. *What places do you think Bruno is visiting on his vacation? What do you think he has seen on his vacation?*
- Ask the children to quickly look through the text and find where Bruno is on vacation (*Barcelona*).

3 Listen and read. 152

- Play the recording. Children follow along. Play it a second time and answer any questions.
- Ask comprehension questions, e.g. *What is Bruno going to do (this afternoon / later / tonight / tomorrow)?*

4 Read again and write *T* (true) or *F* (false).

- Read the first sentence. Ask children to look at the email and find the sentence with the answer (*I'm having a fantastic time in Barcelona!*). Show the children the *F* as an example.
- Move around the class, helping if necessary.
- Invite children to read the sentences and say whether it's 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 again and underline the vocabulary words from the lesson. Turn the sentences in Exercise 4 into comprehension questions, e.g. *Where is Bruno? Where did he go yesterday?* Children find the answers in the text, then complete the activity independently.

At level:

- Children complete the activity.

Above level:

- After children finish, ask them to pretend to be Bruno's friend Dan. Write a reply to Bruno. Use the text in Exercise 3 as a model.

ANSWERS

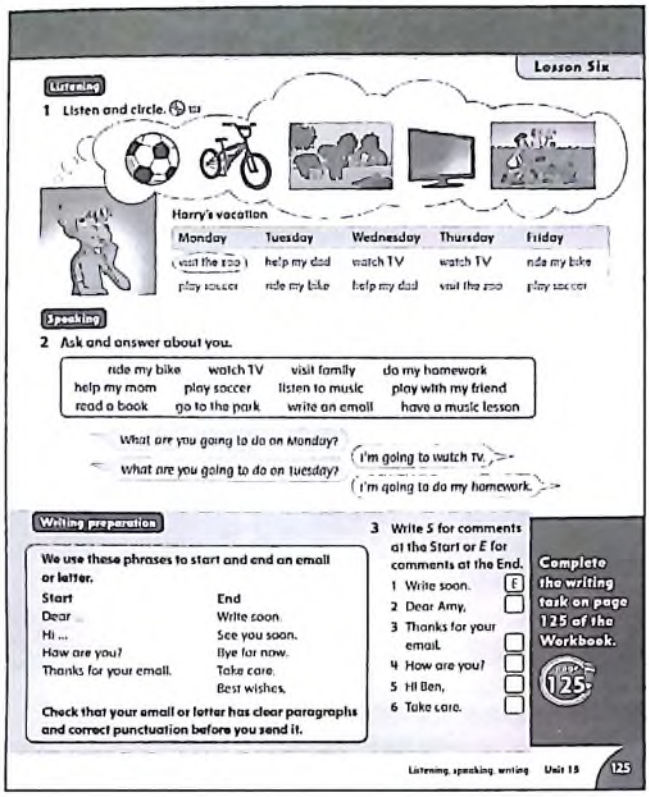
1. F 2. F 3. T 4. F 5. F 6. T

Further practice

Workbook page 124

Unit 15 extra writing worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 15 • Reading



Lesson Six SB page 125

Skills Time!

Lesson objectives

Listening: understand a conversation about a boy's vacation plans and listen for specific information

Speaking: ask and answer questions about your plans for next week

Writing: recognize phrases to start and end emails or letters; write an email (Workbook)

Language

Recycled: vocabulary and structures seen previously

Extra: *Dear..., Hi..., How are you?, Thanks for..., Write soon. See you soon. Bye for now. Take care. Love...*

Materials

CD 153; paper and colored pencils (optional)

Oxford iTools Digital classroom • Unit 15 • Skills Time!

Warmer

- With closed books, hold up your copy of the book to show children the email from Lesson 5. Ask *Where is Bruno on vacation?* Elicit *He's in Barcelona.*
- Ask *What is he going to do on vacation?* Elicit as much as children remember, e.g. *He's going to visit an aquarium / eat seafood / visit a castle / swim in the ocean.*
- Children open their books to page 125 and look at the pictures in Exercise 1.
- Ask *What is the boy going to do?* and encourage predictions. Don't correct children's predictions.

1 Listen and circle. 153

- Tell children they are going to hear a recording of Harry talking about his vacation plans. Ask *What's Harry going to do on Monday? (visit the zoo).*
- Play the whole recording. Children find the correct activities in the chart.
- Play the recording again, pausing for children to circle.
- Play the recording again. Children check their answers.

ANSWERS

Monday visit the zoo **Tuesday** ride my bike
Wednesday help my dad **Thursday** watch TV
Friday play football

2 Ask and answer about you.

- Ask two children to read the speech bubbles for the class.
- Tell children they are going to ask and answer questions about their plans for next week.
- Tell children to choose activities from the box when they answer.
- Check understanding, then let children work in pairs. Choose some pairs to ask and answer for the class.

3 Write *S* for comments at the Start or *E* for comments at the End.

- Read the information in the Writing box with children, pausing after each phrase for children to repeat it.
- Look at the example and check understanding, then let children do the exercise individually.

Differentiation

Below level:

- Put two columns on the board, labeled *Start* and *End*. Children close their books. Read the phrases in random order. Ask children to tell you which column to put each word, or ask children to write the words themselves.

At level:

- Children complete the activity.

Above level:

- After children finish, put children into pairs or groups. Ask them to think of other ways to start and end letters or emails. If time permits, they can make a poster with their ideas and share it with the class.

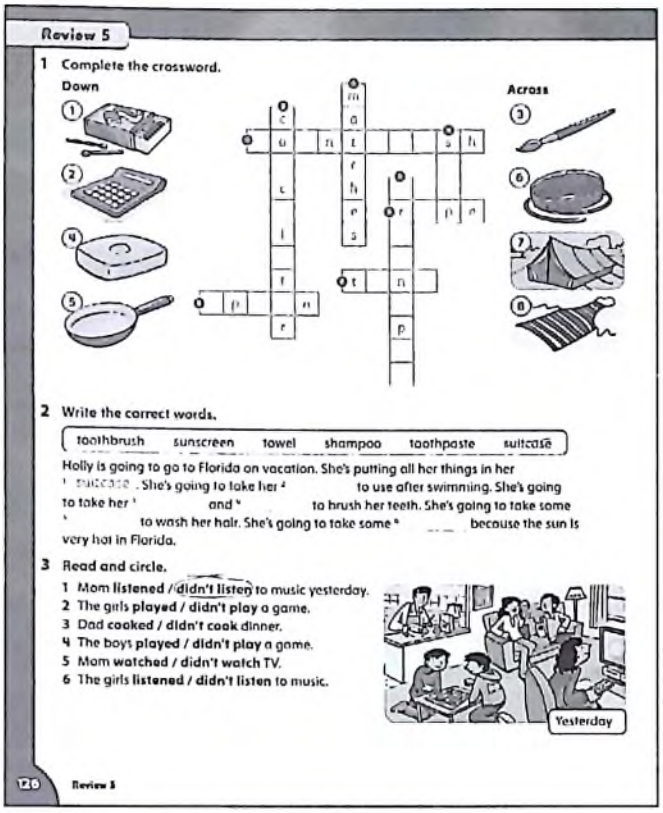
ANSWERS

1. E 2. S 3. S 4. S 5. S 6. E

Further practice

Workbook pages 125 (children write an email)
Writing skills worksheet, Units13–15, 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 SB page 126

Learning outcomes

To review vocabulary and structures taught in the previous three units

Language

Recycled: vocabulary and structures seen previously

Materials

CD 106; Flashcards 198–239

Oxford iTools Digital classroom • Review 5

Warmer

- Sing *I'm going to pack my suitcase* from Student Book page 122.

Lead-in

- Use a variety of flashcards 198–239 to recycle vocabulary from the previous three units.
- Play *Can you see?* (see page 8) to review the different words children have learned.

1 Complete the crossword.

- Have children 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 "As" that they will say and spell the "across" words and the "Bs" 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. She / He writes the words as other children in the class call out the answers.

ANSWERS

1. down – matches 2. down – calculator
3. across – paintbrush 4. down – soap
5. down – frying pan 6. across – rope
7. across – tent 8. across – apron

2 Write the correct words.

- Review the meaning and pronunciation of the words in the 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. suitcase 2. towel 3. toothbrush 4. toothpaste
5. shampoo 6. sunscreen

3 Read and circle.

- Review the simple past for positive and negative statements with children.
- Ask children to look at the picture and to tell their partner what they see.
- Have children work individually to complete the exercise.
- 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.

At level:

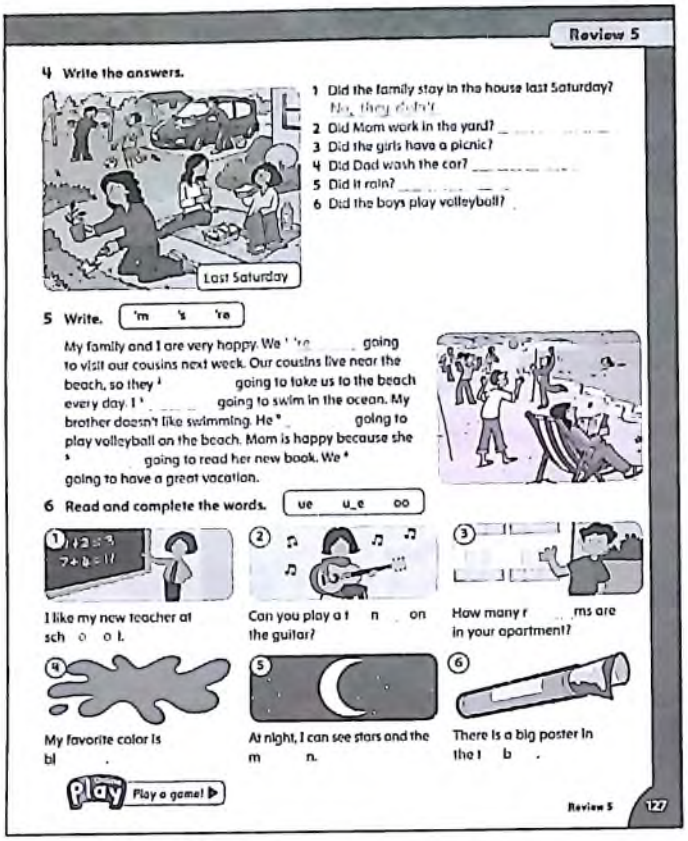
- Children complete the activities.

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, ask children to copy the structure of the text, but to change the words to be about a vacation that they are going on (or would like to).

ANSWERS

1. didn't listen 2. didn't play 3. cooked 4. played
5. watched 6. listened


Review 5

4 Write the answers.

1 Did the family stay in the house last Saturday?
No, they didn't.
2 Did Mom work in the yard? _____
3 Did the girls have a picnic?
4 Did Dad wash the car? _____
5 Did it rain? _____
6 Did the boys play volleyball?

Last Saturday

5 Write. 'm 's 're

My family and I are very happy. We ' 're going to visit our cousins next week. Our cousins live near the beach, so they ' going to take us to the beach every day. I ' going to swim in the ocean. My brother doesn't like swimming. He " going to play volleyball on the beach. Mom is happy because she ' going to read her new book. We " going to have a great vacation.

6 Read and complete the words. ue u_e oo

1 I like my new teacher at sch o o l.
2 Can you play a t n on the guitar?
3 How many r ms are in your apartment?
4 My favorite color is bl .
5 At night, I can see stars and the m n.
6 There is a big poster in the l b .

Play Play a game! ▶

Review 5 127

Review Lesson SB page 127

4 Write the answers.

- Revise the language of *did* and *didn't*.
- Have children work individually to complete the exercise.
- Have children compare their answers in pairs.
- Check the answers with the whole class.

ANSWERS

1. No, they didn't. **2.** Yes, she did. **3.** Yes, they did.
4. Yes, he did. **5.** No, it didn't. **6.** No, they didn't.

5 Write.

- Revise contractions. Write the full words, *we are, they are, I am, he is, she is, we are* on the board.
- Elicit the contractions from children.
- Drill the contractions, focusing on the weak sounds.
- 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. 're **2.** 're **3.** 'm **4.** 's **5.** 's **6.** 're

6 Read and complete the words.

- Ask children to look at the pictures. Elicit the words for the main things in the pictures (*teacher, guitar, apartment, paint, sky, poster*).
- Have children complete the exercise.
- Check answers with the class.

Differentiation

Below level:

- For Exercise 4, revise words about things to do outside in the yard before children start the activity. Ask children to name the things they can see in the picture. Write the words on the board.
- For Exercise 5, write the contracted words on the board so the box is more complete for the students to use as a prompt.
- Focus on the different spelling of the same sound before beginning Exercise 6. Review the spelling of the *oo* sound.

At level:

- After Exercise 4 have children talk with a partner about what they did yesterday.
- Have children report back about their partner to the class, saying one thing their partner did, and one thing they didn't do.

Above level:

- After Exercise 4, ask children to write three things that they did last weekend, and three things that they didn't do. They should not write full sentences, just the activities.
- Put children into pairs. Have the children swap notebooks and ask questions about the activities their partner has written down, e.g. *Did you play in the park with your brother?* Their partner answers, either *Yes, I did* or *No, I didn't.*
- Ask some students to report back to the class about things their partner did and didn't do.
- After Exercise 5, have children write a similar text about a day out with their family, that they would like to have in the future.
- Put children into pairs to check the use of correct contractions.
- Ask a few children to read out their texts for the class.
- For Exercise 6, ask children to think of one more word for each spelling of the *oo* 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

1. oo **2.** u_e **3.** oo **4.** ue **5.** oo **6.** u_e

Further practice

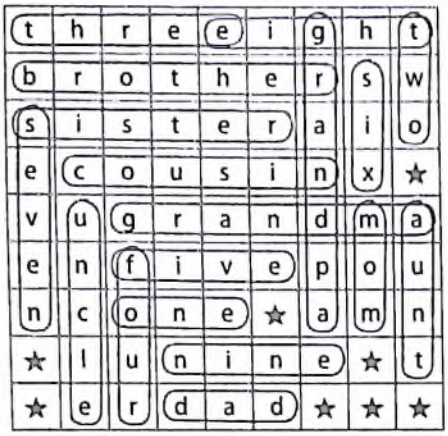
Workbook pages 126 & 127
Writing portfolio worksheet 5, Assessment and Resource CD-ROM
Progress test 5, Assessment and Resource CD-ROM
Skills test 5, Assessment and Resource CD-ROM
Online Practice • Review 5

Workbook answer key

Starter Unit

Page 4

1



family words:
mom, dad, grandma, grandpa, sister, brother, aunt, uncle, cousin
numbers:
one, two, three, four, five, six, seven, eight, nine

2 1 This is my sister.
2 This is my cousin.
3 This is my grandma.
4 This is my mom.
5 This is my dad.
6 This is my cousin.
7 This is my brother.
8 This is my uncle.
9 This is my aunt.
10 This is my grandpa.

Page 5

1 1 Giraffes 2 Cows 3 Hens 4 Horses

2 1 taller 2 bigger 3 smaller 4 bigger

3 1 were 2 was 3 were 4 were 5 was 6 was 7 was

Page 6

1 1 January 2 February 3 March 4 April 5 May 6 June 7 July 8 August 9 September 10 October 11 November 12 December

2 1 March 2 November 3 July 4 February 5 September 6 April

3 Children's own answers

Page 7

1 30 – thirty (a), 100 – one hundred (a), 50 – fifty (c), 45 – forty-five (d), 10 – ten (e), 22 – twenty-two (f), 39 – thirty-nine (g), 60 – sixty (h)

2 1 twenty-three 2 ten 3 thirty-six 4 sixty-nine 5 fifteen 6 one hundred

3 1 ten and seventy is eighty
2 forty and fifty is ninety
3 thirty and forty is seventy
4 twenty and eighty is one hundred
5 sixty and thirty is ninety

Unit 1

Page 8

1 1 Mexico 2 the U.S.A. 3 Vietnam 4 Brazil 5 Thailand 6 Australia 7 South Korea 8 Spain

2 Children's own answers

Page 9

1 1 She's from Spain.
2 I'm from the U.S.A.
3 You're from Brazil.
4 They're from Vietnam.
5 He's from Thailand.
6 We're from Australia.

2 1 I'm from Thailand.
2 He's from Vietnam.
3 We're from Brazil.
4 She's from Spain.

Page 10

1 1 Angela is eight. She's from Mexico.
2 Tom is ten. He's from Australia.
3 Ellie is nine. She's from Australia.
4 Carl is eight. He's from the U.S.A.
5 Lisa is nine. She's from Mexico.
6 Jack is ten. He's from the U.S.A.

2 Children's own answers

3 1 from 2 It's 3 meet 4 He's 5 are 6 are you 7 I'm 8 you

Page 11

1 1 snake 2 play 3 crayon 4 drink 5 spoon 6 brush

2 1 drink 2 snake 3 crayon 4 brush

3 1 drink 2 spoon 3 draw 4 crayon 5 play

Page 12

1 1 fall 2 season 3 summer 4 garden 5 winter 6 spring

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

Page 13

1 1 Is Leo from Thailand? No, he isn't.
2 Are you from the U.S.A? (Children's own answers)
3 Is your birthday in August? (Children's own answers)
4 Is Holly from Australia? No, she isn't.
5 Is your family from Spain? (Children's own answers)

2 Children's own answers

3 Children's own answers

Fluency Time! 1

Page 14

1 1 play, idea
2 Whose, turn
3 do, have
4 winner, Congratulations

2 1 Let's play Pairs!
1 Whose turn is it?
2 It's your turn.
3 I have more cards than you.
4 You're the winner.

Page 15

1 1 Tom 2 Anna 3 Tom 4 Anna and Dad

2 1 Let's, OK
2 whose, turn
3 Snap
4 eight, winner, Congratulations

3 Children's own answers

Unit 2

Page 16

1 (clockwise from top left) 6, 7, 8, 1, 5, 3, 2, 4

2 1 They play chess every day.
2 They play basketball in the park.
3 They take photos of their friends
4 They read comics in the evenings.

Page 17

1 1 He likes skateboarding. (F)
2 They like playing chess. (T)
3 I don't like reading comics. (F)
4 We don't like fishing. (T)

2 1 I don't like taking photos.
2 We like flying kites.
3 My brother doesn't like reading comics.
4 My sister doesn't like playing chess.
5 I like skateboarding.
6 I don't like fishing.

Page 18

1 1 d 2 c 3 b 4 a

2 Children's own answers

3 1 likes 2 chess 3 playing 4 like 5 drawing 6 I 7 photos 8 we

Page 19

1 1 space, face 2 stone, rope 3 line, white 4 cube, tube 5 nose, bone 6 kite, nine

2 1 There's a nose on my face.
2 I like riding my bike in June.
3 The cube has got six faces.
4 The kite is flying into space.

3 1 kite 2 rope 3 cube 4 space 5 face

Page 20

1 1 paint 2 cook 3 shop
4 visit family 5 play the guitar
6 play the piano

2 1 Kelly 2 Nuria 3 Diego
4 Diego 5 Nuria 6 Kelly
7 Nuria 8 Nuria 9 Diego
10 Kelly

Page 21

1 1 (It is) It's 2 (do not) don't
3 (are not) aren't 4 (I have) I've
5 (does not) doesn't 6 (He is) He's

2 First email is for Nuria. Second email is for Diego.
Short forms are: (Nuria's email) name's, I'm, I'm; (Diego's email) I'm, I'm, I'm, I'm

3 Children's own answers

Geography Time!

Page 22

1 (clockwise from top left) North America, Europe, Asia, Australia, Africa, Antarctica, South America

2 1 F 2 F 3 T 4 F 5 F 6 T
7 T 8 F

Page 23

1 1 It's in South America.
2 It's in North America.
3 It's in Africa.
4 It's in Asia.
5 It's in Europe.

2 1 America, isn't
2 what, North
3 Where's, Africa
4 that, it's
5 find, Europe

3 Children's own answers

Unit 3

Page 24

1 1 computer 2 DVD player
3 turn off 4 CD player
5 TV 6 MP3 player
7 turn on 8 camera

2 1 turn off 2 DVD player
3 TV 4 MP3 player 5 camera
6 computer 7 CD player
8 turn on

Page 25

1 1 Their 2 Our 3 Our 4 Their

2 1 Can I use your camera? No, you can't.
2 Can I watch TV? Yes, you can.
3 Can I listen to music / the CD player? No, you can't.
4 Can I read your book? Yes, you can.

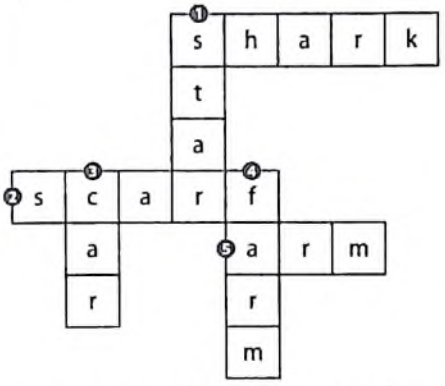
Page 26

1 1 Can you put on your coat, please?
2 Can you close the door, please?
3 Can you turn on the TV, please?
4 Can you open the window, please?
5 Can you help me (with my homework), please?
6 Can you turn off the music / CD player, please?

2 1 Can we watch a DVD?
2 Can we play our new CD?
3 Can we watch TV?
4 Can you watch a show with me?
5 Can we play out in the sun?
6 Can you play with me all day?

Page 27

1



2 1 car 2 park 3 scarf 4 shark

3 1 arm 2 parks 3 stars 4 cars
5 sharks

Page 28

1 1 stickers 2 comics 3 posters
4 postcards 5 pins 6 shells

2 1 volleyball soccer
2 brother friends
3 room book
4 40 50
5 living room bedroom
6 cat rabbit

Page 29

1 1 Can you switch on the computer?
2 I like cooking, shopping, and painting.
3 Do you have a camera?
4 I have a computer, a camera, and a TV.

2 I have a collection of postcards. I have 70. I have postcards from the U.S.A., Thailand, Australia, and from my country. My favorite postcard is from Australia. It's a kangaroo. Do you have any postcards?

3 (example answer) He has a collection of postcards. He has thirty postcards. He has postcards from Vietnam, Mexico, Thailand, and the U.S.A. His favorite postcard is from Thailand. It has a beach on it.

Review 1

Pages 30–31

1 1 playing 2 playing 3 taking
4 cooking 5 reading 6 doing
7 visiting

2 1 chess 2 shopping 3 fall
4 CD player 5 season 6 cooking

3 1 He 2 She 3 I 4 They
5 I 6 you

4 1 Can you turn on the TV, please? Yes, I can.
2 Can I paint, please? No, you can't.
3 Can I open the door? Yes, you can.
4 Can you close the window? No, I can't.

Unit 4

Page 32

1 (clockwise from top left) 1, 3, 5, 2, 6, 8, 7, 4

2 1 surf 2 windsurf 3 sail
4 dive 5 waterski 6 swim
7 snorkel 8 kayak

Page 31

1 1 They're sailing.
2 She isn't surfing.
3 They aren't kayaking.
4 He's waterskiing.

2 1 I'm swimming. She isn't swimming.
2 We aren't windsurfing. He's windsurfing
3 I'm not snorkeling. They're snorkeling.
4 We aren't surfing. They're surfing.

Page 34

1 1 c 2 e 3 a 4 d 5 b

2 a 11 b 8 c 9 d 10 e 3
f 1 g 2 h 7 i 4 j 5
k 6 l 12

Page 35

1 1 small 2 tall 3 mall 4 wall
5 ball

2 1 mall 2 tall 3 small
4 ball 5 all

3 1 all 2 mall 3 tall
4 ball 5 wall 6 small 7 all

Page 36

1 1 polluted 2 ugly 3 dangerous
4 clean 5 beautiful 6 safe

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

Page 37

1 1 writing 2 flying 3 watching
4 taking

2 1 zoo 2 taking
3 talking 4 writing

3 Children's own answers

Fluency Time! 2

Page 38

1 1 So do I. I like cooking, too.
2 I don't. I prefer reading comics.
3 Neither do I. But I like drawing.
4 I don't. I prefer playing volleyball.
5 So do I. I like playing basketball, too.

2 1 I don't. 2 So do I.
3 Neither do I. 4 I don't.

Page 39

1 1 Tom 2 Anna 3 Neither
4 Tom and Anna

2 1 c 2 a 3 d 4 b
(clockwise from top left) 3, 2, 4, 1

3 Children's own answers

Unit 5

Page 40

1

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

1 monkey 2 camel
3 kangaroo 4 flamingo 5 lizard
6 penguin 7 zebra 8 crocodile

2 1 It's a zebra.
2 It's a camel.
3 It's a kangaroo.
4 It's a flamingo.
5 It's a crocodile.
6 That's a monkey!

Page 41

1 1 Yes, he is. 2 Yes, it is.
3 No, it isn't. 4 Yes, they are.
5 No, they aren't. 6 Yes, she is.

2 1 Are you playing computer games?
2 Are you watching TV?
3 Are you listening to music?
4 Are you reading comics?

Page 42

1 1 Is Annie wearing a hat? Yes, she is.
2 Is Jo taking a photo? No, she isn't.
3 Is Liz writing in a notebook? Yes, she is.
4 Is Jo eating a sandwich? Yes, she is.
5 Is Annie writing in a notebook? No, she isn't.
6 Is Liz wearing a hat? No, she isn't.

2 1 No, they aren't. 2 Yes, they are.
3 No, they aren't. 4 Yes, they are.
5 No, they aren't. 6 Yes, they are.

Page 43

1 1 park 2 farm 3 scarf 4 arm
5 car 6 star

2 1 straw 2 fork 3 horse 4 paw

3 1 straw 2 paw 3 horse 4 fork
5 corn

Page 44

1 1 kind 2 sorry 3 free 4 funny
5 scared 6 angry

2 a 3 b 6 c 4 d 5 e 2 f 8
g 9 h 1 i 7

Page 45

1 1 "Goodbye," says the teacher.
2 "I'm taking a photo," says the boy.
3 "Open your books," she says. "Read the story."
4 "The monkeys are my favorite animals," says the girl.

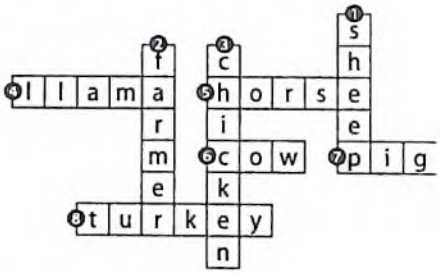
2 1 Flamingos 2 Monkeys

3 1 (example answer) Kangaroos are big and tall. They are brown and red. They have big feet and big ears. They live in Australia. They can run and jump.
2 (example answer) Crocodiles are big and long. They live in water. They can swim and walk. They are dangerous. They eat fish.

Science Time!

Page 46

1



2 1 llama 2 cow 3 turkey
4 sheep 5 chicken 6 pig

Page 47

1 1 No, there aren't. 2 Yes, there are.
3 No, there aren't. 4 Yes, there are.
5 No, there aren't. 6 Yes, there are.

2 1 some 2 favorite 3 funny
4 milk 5 any 6 lots
7 unusual 8 two

3 Children's own answers

Unit 6

Page 48

1 1 have breakfast 2 catch the bus
3 walk to school 4 brush my hair
5 have a shower 6 get up
7 brush my teeth 8 get dressed

2 1 Every morning I get up.
2 Every morning I brush my teeth.
3 Every morning I have breakfast.
4 Every morning I catch the bus.

Page 49

1 1 (e) Yes, he does. 2 (c) No, she doesn't. 3 (f) Yes, they do.
4 (a) Yes, she does. 5 (b) No, he doesn't. 6 (d) No, they don't.

2 1 Do you go to school?
2 Do you brush your hair?
3 Do you brush your teeth?
4 Do you get up late?
5 Do you have breakfast with your family?
6 Do you walk to school with your friends?

Page 50

1 1 He doesn't get up at seven fifteen. He gets up at seven thirty.
2 He doesn't have breakfast at eight o'clock. He has breakfast eight fifteen.
3 He doesn't catch the bus at eight thirty. He catches the bus at eight forty-five.

2 a I have a shower every day. 2
b I see my school friends every day. 6
c Then I go outside and play. 8
d I have my lessons every day. 5
e I do my homework every day. 7
f I have my breakfast every day. 3
g I get up early every day. 1
h I catch the school bus every day. 4

Page 51

1 1 oil 2 toy 3 soil 4 boy
5 oyster 6 coin

2 oy: boy, oyster, toy
oi: coin, soil, oil

3 1 stone 2 coat 3 gate 4 blue

4 1 boy 2 toy 3 coin

Page 52

1 1 every day 2 First 3 Then
4 Next 5 Finally 6 on the weekend

2 1 T 2 T 3 F 4 T 5 F
6 T 7 F

Page 53

1 1 My favorite movie is Toy Story.
2 Alice lives in Paris.
3 Mr. Jones is their teacher.
4 Max is Amy's cousin.

2 My family: Lucy Tim Steve Jill
My favorite things: Thursday Miss Wilson Finding Nemo July

3 Children's own answers

Review 2

Pages 54–55

1 1 have 2 do 3 brush 4 walk
5 get 6 play 7 catch

2 1 polluted 2 dolphin 3 water
4 ugly 5 beautiful 6 angry

3 1 he No, he isn't.
2 they Yes, they are.
3 you and Tim No, we aren't.
4 he Yes, he does.
5 we No, we don't.
6 she Yes, she does.

4 1 doesn't get 2 live 3 doesn't have 4 has 5 don't walk 6 gets

Unit 7

Page 56

1 1 shopping mall 2 movie theater
3 café 4 museum 5 library
6 playground 7 swimming pool
8 sports center

2 1 They're at the playground.
2 They're at the swimming pool.
3 They're at the café.
4 They're at the sports center.

Page 57

1 1 never 2 sometimes
3 always 4 never
5 sometimes 6 never

2 1 at 2 on 3 in 4 at 5 on
6 in

Page 58

1 1 Billy always plays tennis.
2 Katie sometimes plays soccer.
3 Billy sometimes plays basketball.
4 Ben never plays tennis.
5 Jenny never plays basketball.
6 Ben always plays soccer.

2 Children's own answers

3 1 sometimes (play computer games)
2 always (ride my bike)
3 sometimes (watch a DVD)
4 sometimes (fly my kite)
5 sometimes (snorkel in the ocean)
6 sometimes (read a book)
7 always (play my new guitar)
8 never (shop)
9 never (cook)
10 sometimes (surf the Internet)
11 sometimes (watch TV)
12 always (have a lot of fun)

Page 59

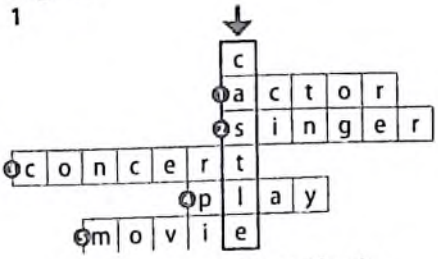
1 1 down out D
2 brown flower S
3 shout clown D
4 mouse round S
5 cow house D

2 1 clown 2 flowers 3 round
4 house 5 mouse

4 1 round 2 house 3 clown
4 flower 5 cow 6 mouse

Page 60

1



The new movie is *Dream Castle*.

2 a 3 b 8 c 5 d 4 e 1 f 9
g 7 h 2 i 6

3 1 T 2 F 3 F 4 F

Page 61

1

verb	adjective	preposition
lives	big	on
watch	old	on
sailing	little	in
goes	new	to

2 1 Mark 2 Ian 3 Katya 4 Sam

3 Children's own answers

Fluency Time! 3

Page 62

1 1 bad 2 good 3 terrible
4 good 5 good

1 1 Are you good at painting? No, I'm not. I'm bad at painting.
2 Are you good at painting? Yes, I am. I'm very good at painting.
3 Are you good at painting? No, I'm not. I'm terrible at painting.
4 Are you good at painting? Yes, I am. I'm good at painting.

Page 63

1 1 Tom 2 Anna 3 Sam 4 Tom
5 Anna 6 Sam

2 1 very bad at 2 terrible at
3 good at 4 kicking 5 a goal

3 Children's own answers

Unit 8

Page 64

1 1 noodles and meat 2 bread and cereal 3 meat and bread
4 cereal and noodles
5 a melon and a lemon
6 an onion and a cucumber
7 a lemon and an onion
8 a cucumber and a melon

2 cucumber, lemon, melon, onion, cereal, noodles, meat

Page 65

1 1 She'd like some rice.
2 He'd like some bread.
3 She'd like some cookies.
4 He'd like an apple.
5 She'd like an orange.
6 She'd like an egg.

2 1 Would you like some water? Yes, please.
2 Would you like some salad? No, thank you.
3 Would you like ice cream? No, thank you.
4 Would you like a banana? Yes, please.

Page 66

1 1 Would you like some onions, Stacy?
2 Would you like a melon, Stacy?
3 Would you like some meat, Ollie?
4 Would you like some cereal, Ollie?
5 Would you like a lemon, Emma?
6 Would you like a cucumber, Emma?

2 Children's own answers

3 a 6 b 2 c 7 d 3 e 4 f 9
g 5 h 11 i 12 j 1 k 8 l 10

Page 67

1 1 quilt 2 adult 3 field 4 child

2 1 child, T
2 belt, F
3 quilt, T
4 shield, F
5 field, F
6 adult, F

3 1 adult 2 field 3 quilt 4 shield

Page 68

1 1 peas 2 pepper 3 butter
4 cheese 5 potato 6 salt

2 two big potatoes, a piece of fish, milk, butter, a lot of cheese, salt, pepper, nice fresh peas

Page 69

1 1 He's playing with a small, blue ball.
2 She's wearing big, pink sunglasses.
3 You need a big, red onion.
4 He's sailing in a little, red boat.
5 We'd like a long, green cucumber.

2 1 bread 2 butter 3 cheese
4 grapes

3 Children's own answers

Science Time!

Page 70

1 1 meat 2 fruit 3 dairy
4 vegetables 5 seafood 6 grains

2 1 fruit 2 grains 3 meat
4 vegetables 5 protein 6 dairy

Page 71

1 1 No, she doesn't. 2 Yes, she does.
3 No, she doesn't. 4 Yes, she does.
5 Yes, she does. 6 No, she doesn't.

2 1 healthy, lots 2 like, don't
3 favorite, love 4 eat, with
5 about, chicken

3 Children's own answers

Unit 9

Page 72

1 1 four 2 eight 3 six 4 two

2 1 big waterfall
2 wide lake
3 high mountain
4 deep ocean

Page 73

1 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗
6 ✓ 7 ✗ 8 ✓ 9 ✓
1 shortest 2 shorter 3 slowest
4 slower 5 smaller 6 smallest

3 1 Yes, they are.
2 No, they aren't.
3 No, he isn't.

Page 74

1 1 faster A train is slower than a plane.
2 taller A mouse is shorter than a horse.
3 smaller Australia is bigger than Thailand.
4 slower A plane is faster than a car.
5 bigger Thailand is smaller than the U.S.A.
6 shorter A giraffe is taller than a horse.

2 1 a plane 2 Thailand 3 a giraffe
4 a car 5 the U.S.A. 6 a mouse

Page 75

1 1 hand 2 pond 3 lamp 4 tent

2 1 pond 2 sand 3 tent
4 lamp 5 camp 6 plant

3 1 tent 2 camp 3 wind 4 lamp
5 pond 6 plant 7 aunt

Page 76

1 1 old 2 bridge 3 country
4 river 5 long 6 building

2 1 oldest buildings, 5,500
2 longest bridges, 24
3 biggest country, 6,592,848 (7,000,000)
4 longest river, 4,000

Page 77

1 1 Sometimes
2 always, sometimes, never
3 sometimes
4 always, sometimes, never
5 Sometimes
6 always, sometimes, never

2 1 living 2 rivers 3 tennis
4 Saturdays 5 make 6 vacation
7 tomato 8 mall

3 Children's own answers

Review 3

Pages 78–79

1

t	h	e	a	t	e	r	s	m
e	o	c	e	a	n	u	i	r
b	b	u	i	l	d	i	n	g
p	c	c	c	a	r	b	g	b
o	e	u	e	k	i	u	e	r
t	n	m	r	e	i	t	r	i
a	g	b	e	c	i	t	y	d
t	o	e	a	h	p	e	u	g
o	b	r	l	i	i	r	c	e
o	n	i	o	n	n	b	o	i

1 a potato 2 a theater
3 a lake 4 some butter
5 a singer 6 a city 7 some cereal
8 a bridge 9 a cucumber
10 a building 11 an onion
12 an ocean

2 1 old 2 long 3 wide 4 deep
5 big

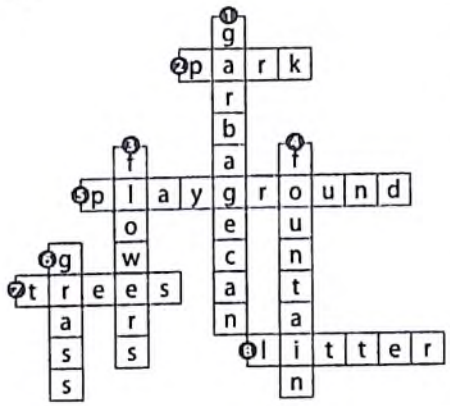
3 1 Are cars older than trains? Yes, they are.
2 Is Australia bigger than the U.S.A? No, it isn't.
3 Is the cheetah the fastest animal in the world? Yes, it is.
4 Are the Pontchartrain bridges the shortest in the world? No, they aren't.

4 1 Would you like some water? No, thanks.
2 Would you like some peas? Yes, please.
3 Would you like some cheese? Yes, please.
4 Would you like some apples? No, thanks.
5 Would you like some noodles? Yes, please.

Unit 10

Page 80

1



2 1 grass 2 litter 3 fountain
4 playground 5 flowers 6 path

Page 81

1 1 mustn't 2 mustn't 3 must
4 mustn't 5 mustn't

2 1 mustn't swim 2 must be
3 must do 4 mustn't pick

Page 82

1 1 You must wash your hands.
2 You mustn't walk your dog.
3 You must put litter in the garbage can.
4 You mustn't walk on the grass.
5 You must turn off your cell phone.

2 1 must 2 must 3 must
4 mustn't 5 must 6 must
7 mustn't

Page 83

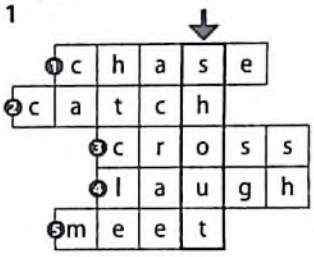
1 1 rain 2 Monday 3 race
4 train 5 tray 6 case

2 1 Monday 2 today 3 play
4 rain 5 train 6 case 7 race

3 1 tray 2 race 3 train
4 Monday 5 case 6 rain

Page 84

1



Extra word: shout

2 a 2 b 3 c 4 d 1 e 8
f 5 g 7 h 6 i 11 j 12
k 9 l 10

Page 85

1 1 or 2 and 3 or 4 and
5 and 6 or

2 1 teacher 2 comics 3 homework
4 MP3 player 5 quiet

3 Children's own answers

Fluency Time! 4

Page 86

1 1 library 2 swimming pool
3 café 4 supermarket

2 1 next to 2 left 3 right
4 go straight

Page 87

1 1 museum 2 post office
3 movie theater

2 1 movie theater, d 2 post office, b
3 tell, a 4 right, c

3 Children's own answers

Unit 11

Page 88

1 1 five taxis
2 seven motorcycles
3 two trains
4 four helicopters
5 four trolleys
6 two planes
7 one ferry
8 six buses

2 1 F 2 T 3 T 4 F
5 F 6 F 7 T 8 T

Page 89

1 1 There was 2 There were
3 There were 4 There was
5 There were 6 There was

2 1 There weren't
2 There were
3 There wasn't
4 There was
5 There wasn't
6 There weren't
7 There was
8 There were

Page 90

1 1 two hundred years ago
2 fifty years ago
3 two hundred years ago
4 two hundred years ago
5 fifty years ago
6 fifty years ago

2 1 There weren't any buses.
2 There were shops and markets.
3 There weren't any planes.
4 There were parks and cafés.
5 There weren't any trains.

Page 91

1 1 dream 2 queen 3 happy
4 jelly 5 ice cream
a happy b jelly c ice cream
d queen e dream

2 1 dream 2 queen 3 green
4 jelly 5 ice cream 6 happy

3 1 tree 2 family 3 please
4 ice cream 5 sheep

Page 92

1 1 through 2 along 3 inside
4 in the middle of 5 at the top of
6 between

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

Page 93

1 There are three topics.
Paragraph 1: homes
Paragraph 2: children
Paragraph 3: food

2 1 wasn't 2 was 3 weren't
4 were 5 are 6 is 7 isn't
8 aren't

3 Children's own answers

Social Studies Time!

Page 94

1

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

1 plane 2 cockpit 3 controls
4 wheel 5 engine 6 tail
7 wing 8 pilot

2 1 plane 2 pilot 3 cockpit
4 controls 5 wings 6 wheels
7 engine 8 tail

Page 95

1 1 d 2 e 3 b 4 c 5 a

2 1 bus 2 house 3 home 4 by
5 live 6 travels 7 summer
8 park

3 Children's own answers

Unit 12

Page 96

1 1 tall 2 old 3 shy 4 pretty
5 young 6 short 7 handsome
8 friendly

2 Picture 1:
He's shy. He's old. He's tall. He's handsome.
Picture 2:
She's young. She's pretty. She's friendly. She's short.

Page 97

1 1 The children weren't at the beach.
2 It wasn't hot. 3 Mom was hungry. 4 The children weren't sad. 5 It was windy. 6 Dad was wet.

2 1 He didn't have breakfast in the living room.
2 He had cereal for breakfast.
3 He didn't have a music class.
4 He had sandwiches and an apple for lunch.
5 He had dinner with his family.
6 He didn't have rice for dinner.

Page 98

1 1 friendly 2 short hair 3 short
4 young

2 Children's own answers

3 1 was 2 was 3 had 4 was
5 had 6 had 7 had 8 was
9 had 10 had

Page 99

1 1 six 2 pin 3 sit 4 fig
5 fish 6 pink

2 1 dry 2 night 3 sky 4 light
5 white 6 smile 7 shine

3 1 smile 2 dry 3 night 4 sky
5 light 6 shine

Page 100

1 1 sad, cheerful
2 worried, relaxed
3 mean, generous

2 1 F 2 F 3 T 4 T 5 T
6 F 7 F 8 F 9 T

Page 101

1 1 but 2 and 3 but 4 but

2 1 and 2 and 3 but 4 and

3 Children's own answers

Review 4

Pages 102–103

1 1 handsome 2 sorry
3 relaxed 4 old

2 1 The boys are walking along the path.
2 The man is inside the taxi.
3 The flowers are in the middle of the grass.
4 The bike is between the bus and the train.
5 The bird is on top of the tree.

3 1 must 2 mustn't 3 mustn't
4 must 5 mustn't 6 must

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

5 1 There wasn't
2 There was
3 There weren't
4 There weren't
5 There weren't
6 There were

Unit 13

Page 104

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

1 1 use 2 laugh 3 love 4 finish
5 live 6 want 7 start 8 hate

2 1 start 2 use 3 live 4 love
5 finish 6 hate 7 want 8 laugh

Page 105

1 1 Sunday 2 Sunday 3 Saturday
4 Sunday 5 Saturday 6 Saturday

2 1 worked, didn't play
2 didn't listen, watched
3 didn't watch, cooked
4 played, didn't watch

Page 106

1 1 played 2 watched 3 played
4 listened 5 played 6 watched

2 Children's own answers

3 Things I didn't do on my birthday:
I didn't shop or cook.
I didn't work or swim.
I didn't read a book.
I didn't play computer games.
I didn't go to school.
I didn't help my mom.
Things I did on my birthday:
I had a party with my friends.
I sang and danced.

Page 107

1 1 soap 2 nose 3 elbow 4 snow

2 1 coat 2 snow 3 nose 4 elbow

3 1 soap 2 coat 3 nose
4 elbow 5 stone 6 snow

Page 108

1 1 light 2 heavy 3 difficult
4 soft

2 Children's own answers

3 1 T 2 T 3 F 4 F 5 F 6 F
7 F 8 F

Page 109

1 * The Mayans had brown eyes and black hair. Men and women had long hair. They were not very tall. * There were lots of cities in Central America and lots of roads between the cities. People walked on these roads. They also traveled to different cities by river. * The Mayans didn't have stores and they didn't use money. There was a market in town. They exchanged food and drink and other things.

2 1 was 2 used 3 were 4 was
5 stayed 6 cooked 7 helped
8 studied

3 Children's own answers

Fluency Time! 5

Page 110

1 1 She looks sad.
2 I think he's friendly.
3 He's always generous.
4 She looks clever.

2 1 do, sad, too
2 know, class, looks, think, generous, very

Page 111

1 1 Do you know her?
2 I know that she lives in my street.
3 She's in my class at school.
4 I think she is friendly.

2 1 Look! That's Sara.
2 Do you know her?
3 I know that she lives on our street.
4 She's in my class at school.
5 What's Sara like?
6 She looks friendly.
7 I think she is friendly.
8 She always smiles and says hello.

3 Children's own answers

Unit 14

Page 112

1 1 apron 2 paint 3 paintbrush
4 backpack 5 lunchbox
6 dictionary 7 P.E. clothes
8 calculator

2 1 paintbrush 2 apron 3 paint
4 lunchbox 5 calculator
6 P.E. clothes 7 backpack
8 dictionary

Page 113

1 1 No, they didn't. 2 No, he didn't.
3 No, she didn't. 4 Yes, they did.

2 1 What did
2 When did
3 Where did
4 What did
5 When did
6 Where did

Page 114

1 1 Did you use a paintbrush at school yesterday?
Yes, I did.
2 Did you use a dictionary at school yesterday?
No, I didn't.
3 Did you use a calculator at school yesterday?
Yes, I did.
4 Did you use a lunchbox at school yesterday?
No, I didn't.
5 Did you use a backpack at school yesterday?
No, I didn't.

2 1 Did you have 2 Did you paint
3 Did you play 4 Did you have
5 Did you like 6 Did you help

Page 115

1 a 5 b 1 c 4 d 2 e 3

2 1 school 2 glue 3 tube 4 blue
5 flute 6 moon 7 June 8 tune

3 Pictures from left to right: 4, 1, 3, 2
1 moon 2 tune 3 tube 4 glue

Page 116

1 1 rope 2 tent 3 flashlight
4 matches 5 sleeping bag
6 frying pan

2 1 the ocean a river
2 a tent a bridge
3 matches flashlights
4 sheep cat
5 every one
6 a stone two sticks

Page 117

1 1 First 2 Then 3 Next 4 Finally

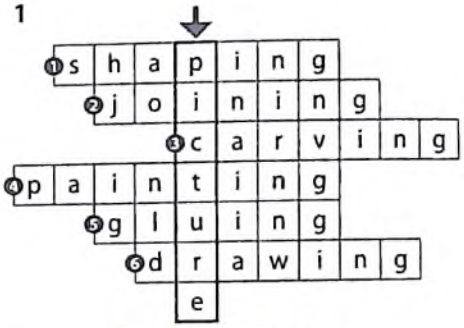
2 1 c 2 d 3 a 4 b

3 Children's own answers

Art Time!

Page 118

1



The extra word is picture

2 1 sculpture 2 painting 3 carving
4 joining 5 gluing 6 drawing

Page 119

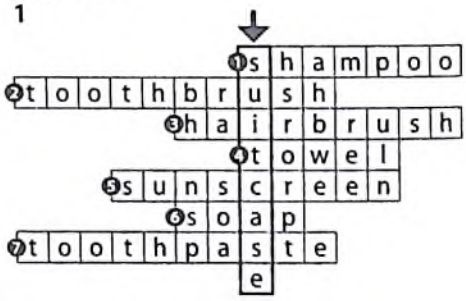
1 1 F 2 T 3 F 4 T 5 F

2 1 paper, cardboard 2 clay, horse
3 art, piece 4 paintbrush, colors
5 camera, white

3 Children's own answers

Page 120

1



Extra word: suitcase

2 1 sunscreen
2 suitcase
3 hairbrush
4 towel
5 toothpaste
6 soap
7 toothbrush
8 shampoo

Page 121

1 1 Yes, he is.
2 No, they aren't.
3 No, it isn't.
4 Yes, I am. / Yes, we are.
5 Yes, she is.
6 No, I'm not. / No, we aren't.

2 1 I'm going to make a cake.
2 We're going to play tennis.
3 He's going to read a book.
4 I'm going to have breakfast.
5 She's going to buy some shampoo.
6 They're going to listen to music.

Page 122

1 1 c 2 d 3 a 4 f 5 e 6 b

2 1 Alex is going to take some shampoo.
2 Emma and Billy are going to take a camera.
3 Billy is going to take a swimsuit.
4 Alex isn't going to take any sunscreen.

3 1 suitcase 2 time 3 vacation
4 take 5 going 6 some
7 photos 8 to

Page 123

1 1 wood 2 hood 3 book
4 cook 5 wool

2 1 hood 2 wool 3 good
4 wood 5 book 6 cook

3 Pictures from left to right: 2, 1, 4, 3
1 cook 2 wood 3 wool
4 hood

Page 124

1 1 this afternoon 2 later
3 tonight 4 tomorrow
5 next week 6 soon

2 1 No, he isn't.
2 Yes, he is.
3 No, she doesn't.
4 No, there isn't.
5 Yes, there are.
6 Yes, he is.

2 1 cold hot
2 boring great
3 this evening later
4 loves is scared of
5 museum castle
6 drive fly

Page 125

1 1 end 2 end 3 start
4 start 5 start 6 end

2 top row: 1, 4
bottom row: 2, 3
Start words (red): Hi, How are you?
End words (blue): Bye for now. Write soon.

3 Children's own answers

Review 5

Pages 126–127

1 My school things: apron, lunchbox, dictionary, calculator, P.E. clothes
My vacation things: shampoo, hairbrush, sunscreen, toothpaste, soap, towel

2 1 shaping 2 last night 3 rope
4 soon 5 frying pan
6 yesterday

3 1 I'm going to cook lunch tomorrow.
2 She played volleyball last Saturday.
3 We listened to my new CD yesterday.
4 He's going to play soccer next week.
5 They're going to watch TV tonight.
6 I cooked dinner last weekend.

4 didn't work, stayed, listened, went, cooked, didn't watch, played

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

April /'eɪprəl/
August /'ɔ:gəst/
aunt /ɑ:nt/
birthday /'bɜ:θdeɪ/
boy /bɔɪ/
brother /'brʌðə(r)/
cold /kɒld/
cousin /'kʌzn/
dad /dæd/
December /dɪ'sembə(r)/
eighty /'eɪti/
family /'fæmɪli/
faster than /'fɑ:stə(r) ðæn/
February /'februəri/
fifty /'fɪfti/
forty /'fɔ:ti/
girl /gɜ:l/
grandma /'grænmɑ:/
grandpa /'grænpɑ:/
hungry /'hʌŋgri/
January /'dʒænjuəri/
July /dʒu'laɪ/
June /dʒu:n/
March /mɑ:tʃ/
May /meɪ/
mom /mɑ:m/
name /neɪm/
ninety /'naɪnti/
November /nəʊ'vembə(r)/
October /ɒk'təʊbə(r)/
old /əʊld/
one hundred /wʌn 'hʌndrəd/
sad /sæd/
September /sep'tembə(r)/
seventy /'sevənti/
sister /'sɪstə(r)/
sixty /'sɪksti/
slower than /'sləʊə(r) ðæn/
smaller than /'smɔ:lə ðæn/
sunny /'sʌni/
taller than /'tɔ:lə ðæn/
ten /ten/
thirsty /'θɜ:sti/
thirty /'θɜ:ti/
too /tu:/
twenty /'twenti/
uncle /'ʌŋkl/
when /wen/

Unit 1

afternoon /ɑ:ftə'nu:n/
again /ə'geɪn/
all /ɔ:l/
around /ə'raʊnd/
Australia /ɒs'treɪlɪə/
bear /beə(r)/
because /bɪ'kɒz/
bird /bɜ:d/
Brazil /brə'zɪl/
brush /brʌʃ/
build /bɪld/
but /bʌt/
congratulations /kən,grætʃu'leɪʃnz/
crayon /'kreɪɒn/
cup /kʌp/
draw /drɔ:/
drink /drɪŋk/
fall /fɔ:l/
favorite /'feɪvərɪt/
find /faɪnd/
forest /'fɒrɪst/
friend /frend/
from /frɒm/
garden /'gɑ:dn/
go in /gəʊ 'ɪn/
hear /hɪə(r)/
hole /həʊl/
know /nəʊ/
lazy /'leɪzi/
Mexico /'meksɪkəʊ/
nice /naɪs/
now /naʊ/
one day /'wʌn deɪ/
our /'aʊə(r)/
photo /'fəʊtəʊ/
play (v) /pleɪ/
Really? /'ri:əli/
say /seɪ/
season /'si:zn/
sleepy /'sli:pi/
snake /sneɪk/
snap /snæp/
South Korea /saʊθ kə'riə/
Spain /speɪn/
spoon /spu:n/
spring /sprɪŋ/
summer /'sʌmə(r)/
Thailand /'taɪlænd/
(the) U.S.A. /ju:es'eɪ/
today /tə'deɪ/
turn /tɜ:rn/
Vietnam /,vi:et'næm/
wall /wɔ:l/
want /wɒnt/
whose /hu:z/
winner /'wɪnər/
winter /'wɪntə(r)/
yard /jɑ:rd/

Unit 2

address /ə'dres/
Africa /'æfrɪkə/
Antarctica /æn'tɑ:rktɪkə/
Asia /'eɪʃə/
Australia /ɔ:'streɪlɪə/
best /best/
bike /baɪk/
boring /'bɔ:rɪŋ/
can /kæn/
cook (v) /kʊk/
cube /kju:b/
do gymnastics /du: dʒɪm'næstɪks/
doll /dɒl/
Egyptian /e'dʒɪpʃ(ə)n/
email (n) /'i:meɪl/
email address /'i:meɪl ə'dres/
Europe /jʊrəp/
face /feɪs/
fish (n) /fɪʃ/
fish (v) /fɪʃ/
for /fɔ:(r)/
good /gʊd/
great /greɪt/
happy /'hapi/
hate /heɪt/
have fun /hæv 'fʌn/
Help! /help/
Hip, hooray! /hɪp hʊ'reɪ/
hobby /'hɒbi/
home /həʊm/
jump rope /'dʒʌmp rəʊp/

June /dʒuːn/
kite /kaɪt/
let's /lets/
like (v) /laɪk/
lots of /'lɒts əv/
lunch /lʌntʃ/
me /miː/
North America /nɔːrθ ə'merɪkə/
number /'nʌmbə(r)/
paint (v) /peɪnt/
penpal /'penpæl/
pet /pet/
picture /'pɪtʃə(r)/
play basketball /pleɪ 'bɑːskɪtbɔːl/
play chess /pleɪ 'tʃes/
play the guitar /pleɪ ðə gɪ'tɑː(r)/
play the piano /pleɪ ðə pi'ænəʊ/
play volleyball /pleɪ 'vɒlibɔːl/
read comics /riːd 'kɒmɪks/
rope /rəʊp/
send an email /send ən 'iːmeɪl/
shop (v) /ʃɒp/
skateboard (v) /'skeɪtbɔːd/
South America /saʊθ ə'merɪkə/
space /speɪs/
stay /steɪ/
stone /stəʊn/
take photos /teɪk 'fəʊtəʊz/
tennis /tenɪs/
time /taɪm/
together /tə'geðə(r)/
visit (family) /'vɪzɪt/
website /'websaɪt/
weekend /'wiːkend/
what /wɒt/
with /wɪð/
Wow! /waʊw/
write /raɪt/
you /juː/

Unit 3

about /ə'baʊt/
after /'aːftə(r)/
arm /ɑːm/
art /ɑːt/
bag /bæg/
broken /'brəʊkn/
buy /baɪ/
camera /'kæmərə/
car /kɑː(r)/
CD player /siː'diː pleɪə(r)/
class /klɑːs/
collect /kə'lekt/
collection /kə'lekʃn/
comics /'kɒmɪks/
computer /kəm'pjuːtə(r)/
cool /kuːl/
dinner /'dɪnə/
door /dɔː(r)/
DVD player /diːviː'diː pleɪə(r)/
farm /fɑːm/
funny /'fʌni/
give /gɪv/
how many /'haʊ meni/
(in the) sun /sʌn/
jacket /'dʒækɪt/
listen to /'lɪsən tuː/
MP3 player /em piː 'θriː pleɪə(r)/
morning /'mɔːnɪŋ/
my /maɪ/
new /njuː/
on /ɒn/
open (v) /'əʊpən/
park /pɑːk/
play a CD /pleɪ ə siː'diː/
pins /pɪnz/
postcards /'pəʊstkɑːdz/
posters /'pəʊstəz/
put on /pʊt ɒn/
rainy /'reɪni/
run /rʌn/
scarf /skɑːf/
school project /skuːl 'prɒdʒekt/
shark /ʃɑːk/
shells /ʃelz/
show (n) /ʃəʊ/
some of /'sʌm əv/
space /speɪs/
special /'speʃl/
star /stɑː(r)/
start /stɑːt/
stickers /'stɪkəz/
television /'teləvɪʒn/
thing /θɪŋ/
think /θɪŋk/
turn off... /tɜːn 'ɒf/
turn on... /tɜːn 'ɒn/
TV /tiː'viː/
use (v) /juːz/
watch /wɒtʃ/
wear /weə(r)/
Well... /wel/
your /jɔː(r)/

Unit 4

ball /bɔːl/
beach /biːtʃ/
beautiful /'bjuːtɪfl/
boat /bəʊt/
breathe /briːð/
call (v) /kɔːl/
clean /kliːn/
dangerous /'deɪndʒərəs/
dive /daɪv/
dolphin /'dɒlfɪn/
dream /driːm/
fall /fɔːl/
friendly /'frendli/
Great! /greɪt/
holiday /'hɒlədeɪ/
in common /ɪn 'kɒmən/
kayak /'kaɪæk/
look (for) /lʊk/
make /meɪk/
mall /mɔːl/
minute (n) /'mɪnɪt/
neither /'naɪdə(r)/
people /'piːpl/
perfect /'pɜːfɪkt/
place /pleɪs/
polluted /pə'luːtɪd/
prefer /prɪ'fɜː(r)/
safe /seɪf/
sail (v) /seɪl/
sandwich /'sænwɪtʃ/
sea /siː/
sit /sɪt/
small /smɔːl/
snorkel /'snɔːkl/
sound (n) /saʊnd/
stand on your hands /stænd ɒn jɔː 'hændz/
sun /sʌn/
sunglasses /'sʌnglɑːsɪz/
surf /sɜːf/
survey chart /'sɜːveɪ tʃɑːt/
swim /swɪm/
take /teɪk/
tall /tɔːl/
ugly /'ʌgli/
under /'ʌndə(r)/
wall /wɔːl/
water /'wɔːtə(r)/
waterski /'wɔːtəskiː/
which /wɪtʃ/
windsurf /'wɪndsɜːf/

Unit 5

angry /'æŋgri/
banana /bə'nɑːnə/
camel /'kæml/
chew /tʃuː/

chicken /'tʃɪkɪn/
climb /klaɪm/
come (here) /kʌm 'hɪə(r)/
corn /kɔ:n/
cow /kaʊ/
crocodile /'krɒkədaɪl/
desk /desk/
farmer /'fɑ:mə(r)/
flamingo /flə'mɪŋgəʊ/
fly /flaɪ/
fork /fɔ:k/
free /fri:/
front /frʌnt/
funny /'fʌni/
hold /həʊld/
horse /hɔ:s/
jungle /'dʒʌŋgl/
kangaroo /kæŋgə'ru:/
kind /kaɪnd/
later /'leɪtə(r)/
lion /'laɪən/
lizard /'lɪzəd/
llama /'lɑ:mə/
monkey /'mʌŋki/
mouse /maʊs/
mouth /maʊθ/
move /mu:v/
net /net/
naughty /'nɔ:ti/
notebook /'nəʊtbʊk/
over /'əʊvə/
paw /pɔ:/
penguin /'peŋgwɪn/
pig /pɪg/
roar (v) /rɔ:(r)/
run /rʌn/
run away /rʌn ə'weɪ/
scared /skeəd/
see /si:/
sheep /ʃi:p/
sleep /sli:p/
sorry /'sɒri/
sport /spɔ:t/
straw /strɔ:/
talk /tɔ:k/
teacher /'ti:tʃə(r)/
turkey /'tɜ:rki/
wait /weɪt/
woman /'wʊmən/
yawn (v) /jɔ:n/
zebra /'zebrə/
zoo /zu:/

Unit 6

a long way (from) /ə 'lɒŋ weɪ/
all day long /ɔ:l deɪ 'lɒŋ/
at home /ət 'həʊm/
at night /ət 'naɪt/
boy /bɔɪ/
brush my hair / teeth /brʌʃ maɪ 'heə(r), 'ti:θ/
catch the bus /kætʃ ðə 'bʌs/
city /'sɪti/
close to /'kləʊs tu:/
coin /kɔɪn/
cyber school /'saɪbə sku:l/
early /'ɜ:li/
every day /evri 'deɪ/
film (n) /fɪlm/
finally /'faɪnəli/
finish /'fɪnɪʃ/
first /fɜ:st/
get dressed /get 'drest/
get up (late / early) /get 'ʌp/
have a shower /hæv ə 'ʃaʊə(r)/
have breakfast /hæv 'brekfəst/
homework /'həʊmwɜ:k/
hour /aʊə(r)/
in the morning /ɪn ðə 'mɔ:nɪŋ/
Internet /'ɪntənet/
job /dʒɒb/
kilometer /'kɪləmi:tər, kɪ'lɒmɪtər/
late /leɪt/
lucky /'lʌki/
next /nekst/
oil /ɔɪl/
on the weekend /ɑ:n də 'wi:kend/
outside /aʊt'saɪd/
oyster /'ɔɪstə(r)/
ride /raɪd/
sheep /ʃi:p/
soil /sɔɪl/
sports day /'spɔ:ts deɪ/
start /stɑ:t/
student /'stju:dənt/
then /ðen/
town /taʊn/
toy /tɔɪ/
walk to school /wɔ:k tə 'sku:l/
work /wɜ:k/

Unit 7

3D computer animation /θri:'di: kəm'pju:tə(r) ˌænɪ'meɪʃn/
actor /'æktə(r)/
adventure /əd'ventʃə(r)/
ago /ə'gəʊ/
always /'ɔ:lweɪz/
bad at /'bad ət/
behind /bɪ'haɪnd/
café /'kæfeɪ/
castle /'kɑ:sl/
cloud /klaʊd/
clown /klaʊn/
come /kʌm/
comedy /kɒmədi/
concert /'kɒnsət/
cow /kaʊ/
difficult /'dɪfɪkəlt/
down /daʊn/
energy /'enədʒi/
ever /'evə(r)/
exciting /ɪk'saɪtɪŋ/
flower /'flaʊə(r)/
fly a kite /flaɪ ə 'kaɪt/
go into /gəʊ 'ɪntu:/
good at /gʊd ət/
house /haʊs/
library /'laɪbrəri/
mouse /maʊs/
movie /'mu:vi/
movie theater /'mu:vi 'θi:ətər/
museum /mju:'ziəm/
never /'nevə(r)/
only /'əʊnli/
out /aʊt/
place /pleɪs/
play (n) /pleɪ/
play soccer /pleɪ 'sɑ:kər/
playground /'pleɪgraʊnd/
quite /kwaɪt/
room /ru:m/
round /raʊnd/
same /seɪm/
scare /skeə(r)/
scream /skri:m/
shoe /ʃu:/
shopping mall /'ʃɒpɪŋ mɔ:l/
shout /ʃaʊt/
sing /sɪŋ/
singer /'sɪŋə(r)/
sometimes /'sʌmtaɪmz/
sports center /'spɔ:ts sentə(r)/
story /'stɔ:ri/
surf (the Internet) /sɜ:f/
surprise /sə'praɪz/
swimming pool /'swɪmɪŋ pu:l/
teenager /'ti:neɪdʒə(r)/
terrible at /'terəbl ət/
theater /'θɪətə/

ticket /'tɪkɪt/
try (v) /traɪ/
wonderful /'wʌndəfl/

Unit 8

a lot of /ə 'lɒt əv/
a piece of /ə 'pi:s əv/
add /æd/
adult /'ædʌlt, ə'dʌlt/
apple /'æpl/
belt /belt/
biscuit /'bɪskɪt/
bread /bred/
butter /'bʌtə(r)/
cereal /'sɪəriəl/
cheese /tʃi:z/
child /tʃaɪld/
cucumber /'kju:kʌmbə(r)/
dairy /'deri/
dish (crockery and meal) /dɪʃ/
egg /eg/
field /fi:ld/
fine /faɪn/
fresh /freʃ/
fries /fraɪz/
fruit /fru:t/
get /get/
grains /greɪns/
grey /greɪ/
healthy /'helθi/
hot /hɒt/
lemon /'lemən/
mash (v) /mæʃ/
mashed potatoes /mæʃt pə'teɪtəʊz/
meat /mi:t/
melon /'melən/
milkshake /'mɪlkʃeɪk/
mix /mɪks/
need /ni:d/
noodles /'nu:dlz/
onion /'ʌnjən/
on top /ɒn 'tɒp/
oven /'ʌvn/
over there /əʊvə 'ðeə(r)/
pasta /'pæstə/
pastries /'peɪstri:z/
peas /pi:z/
pepper /'pepə(r)/
pot /pɒt/
potato /pə'teɪtəʊ/
put /pʊt/
quilt /kwɪlt/
rice /raɪs/
salad /'sæləd/
sale /seɪl/
salt /sɒlt/
seafood /'si:fu:d/
shield /ʃi:ld/
sit down /sɪt 'daʊn/
supermarket /'su:pəmɑ:kɪt/
sure /ʃʊə(r), ʃɔ:(r)/
tell /tel/
the top /ðə 'tɒp/
vegetables /'vedʒtəblz/
week /wi:k/
would /wʊd/

Unit 9

Africa /'æfrɪkə/
animal /'ænɪməl/
answer (n) /'ɑ:nsə(r)/
Asia /'eɪʒə/
big /bɪg/
bigger than /'bɪgə ðən/
biggest /'bɪgɪst/
bridge /brɪdʒ/
building /'bɪldɪŋ/
camp /kæmp/
cheetah /'tʃi:tə/
country /'kʌntri/
deep /di:p/
earth /ɜ:θ/
Europe /'jʊərəp/
fact /fækt/
flow /fləʊ/
grape /greɪp/
hand /hænd/
high /haɪ/
highest /'haɪəst/
interesting /'intrəstɪŋ/
Italian /i'tæljən/
just /dʒʌst/
lake /leɪk/
lamp /læmp/
land (n) /lænd/
last (adj) /lɑ:st/
light (v) /laɪt/
long /lɒŋ/
longest /'lɒŋgɪst/
mice /maɪs/
middle /'mɪdl/
mile /maɪl/
mountain /'maʊntɪn/
nearly /'niəli/
ocean /'əʊʃn/
old /əʊld/
plant /plɑ:nt/
pond /pɒnd/
put up /pʊt 'ʌp/
quiz /kwɪz/
river /'rɪvə(r)/
sandcastle /'sændkɑ:sl/
square kilometer /skweə(r) 'kɪləmi:tər, kɪ'lɒmɪtər/
surface /'sɜ:fɪs/
temple /'templ/
tent /tent/
That's right! /'ðæts raɪt/
time zone /'taɪm zəʊn/
waterfall /'wɔ:təfɔ:l/
wide /waɪd/
wind (n) /wɪnd/
world /wɜ:ld/
world record /wɜ:ld 'rekɔ:d/

Unit 10

be good /bi gʊd/
be quiet /bi 'kwaɪət/
case /keɪs/
catch /kætʃ/
cell phone /sel'fəʊn/
chase /tʃeɪs/
cross (v) /krɒs/
flowers /'flaʊəz/
fountain /'faʊntɪn/
fox /fɒks
garbage can /'gɑ:bɪdʒ kæn/
gingerbread /'dʒɪndʒəbred/
go straight /gəʊ 'streɪt/
grass /grɑ:s/
keep (sth) clean /ki:p kli:n/
laugh /lɑ:f/
litter /'lɪtə(r)/
map /map/
meet /mi:t/
miss /mis/
Monday /'mʌndeɪ/
must /mʌst/
mustn't /'mʌsnt/
near /nɪə(r)/
next to /nekst tə/
opposite /'ɒpəzɪt/
path /pɑ:θ/
pick (flowers) /pɪk/
playground /'pleɪgraʊnd/
race (n) /reɪs/
rain (n) /reɪn/
shelf /ʃelf/
shout (v) /ʃaʊt/
start to /'stɑ:t tə/
train /treɪn/
tray /treɪ/

trees /triːz/
turn left / right /tɜːn left, raɪt/
walk (a dog) /wɔːk/
wash (your) hands /wɒʃ 'hændz/
way /weɪ/

Unit 11

along /ə'lɒŋ/
(at the) top of /'tɒp əv/
between /bɪ'twiːn/
bus /bʌs/
came /keɪm/
capital city /'kæpɪtl 'sɪti/
center /'sentər/
cockpit /'kɑːkpɪt/
controls /kən'troʊlz/
desert /'dezət/
dream /driːm/
ear /ɪə(r)/
empty /'empti/
engine /'endʒɪn/
England /'ɪŋgland/
explorer /ɪk'splɔːrə(r)/
ferry /'feri/
green /griːn/
happy /'hæpi/
helicopter /'helɪkɒptə(r)/
hidden /'hɪdn/
history /'hɪstri/
horse bus /'hɔːs bʌs/
hotel /həʊ'tel/
hundred /'hʌndrəd/
ice cream /'aɪs kriːm/
in the middle of /ɪn ðə 'mɪdl əv/
inside /ɪn'saɪd/
jelly /'dʒeli/
kitchen /'kɪtʃɪn/
last week / year / Monday /lɑːst 'wiːk, 'jɪə(r), 'mʌndeɪ/
learn /lɜːn/
life /laɪf/
lolly /'lɒli/
market /'mɑːkɪt/
motorcycle /'moʊtərsaɪkl/
most /məʊst/
move (along) /muːv/
north /nɔːθ/
party /'pɑːti/
plane /pleɪn/
queen /kwiːn/
rocky /'rɒki/
royal /'rɔɪəl/
shop (n) /ʃɒp/
skateboard (n) /'skeɪtbɔːd/
street /striːt/
taxi /'tæksi/
tail /teɪl/
through /θruː/
train /treɪn/
trolley /'trɑːli/
wheels /wiːlz/
wings /wɪŋz/
wonder /'wʌndə(r)/
yesterday /'jestədeɪ/

Unit 12

(not) at all /ət ɔːl/
all night /ɔːl 'naɪt/
all the time /ɔːl ðə 'taɪm/
baby /'beɪbi/
be like (someone) /biː laɪk/
blond /blɒnd/
bride /braɪd/
bright /braɪt/
cheerful /'tʃɪəfl/
clever /'klevə(r)/
different /'dɪfrənt/
dry /draɪ/
eyes /aɪz/
friendly /'frendli/
game /geɪm/
generous /'dʒenərəs/
glad /glæd/
good-looking /gʊd 'lʊkɪŋ/
groom /gruːm/
handsome /'hænsəm/
light (n) /laɪt/
like (prep) /laɪk/
mean /miːn/
miserable /'mɪzrəbl/
night /naɪt/
old /əʊld/
on holiday /ɒn 'hɒlədeɪ/
picnic /'pɪknɪk/
pizza /'piːzə/
pretty /'prɪti/
relaxed /rɪ'lækst/
shine (v) /ʃaɪn/
short /ʃɔːt/
shy /ʃaɪ/
sky /skaɪ/
smile /smaɪl/
still (adv) /stɪl/
tall /tɔːl/
wedding day /'wedɪŋ deɪ/
worried /'wʌrɪd/
young /jʌŋ/

Unit 13

a long time ago /ə 'lɒŋ taɪm ə'gəʊ/
alphabet /'ælfəbet/
Ancient Mayan /'eɪnʃ(ə)nt maɪ'ən/
artist /'ɑːtɪst/
bone /bəʊn/
break (v) /breɪk/
bring /brɪŋ/
card /cɑːd/
clay tablet /kleɪ 'tæblət/
coat /kəʊt/
come round /kʌm raʊnd/
dance /dɑːns/
difficult /'dɪfɪkəlt/
Do you know ...? /du ju nəʊ/
dry (v) /draɪ/
easy /'iːzi/
elbow /'elbəʊ/
face /feɪs/
finish /'fɪnɪʃ/
fish pie /fɪʃ paɪ/
floor /flɔː(r)/
go out /gəʊ aʊt/
hard /hɑːd/
hate /heɪt/
heavy /'hevi/
Hooray! /hʊ'reɪ/
interesting /'ɪntrəstɪŋ/
kind (of) /kaɪnd/
laugh /lɑːf/
light (adj) /laɪt/
live (v) /lɪv/
living room /'lɪvɪŋ rʊm/
look /lʊk/
love /lʌv/
men /men/
message /'mesɪdʒ/
nose /nəʊz/
other /'ʌðə(r)/
papyrus /pə'paɪrəs/
parent /'peərənt/
pie /paɪ/
poor /pʊə(r), pɔː(r)/
question /'kwestʃən/
reed /riːd/
rich /rɪtʃ/
secret /'siːkrət/
She looks ... /ʃi lʊks/
snow /snəʊ/
So... /səʊ/
soap /səʊp/
soft /sɒft/
start /stɑːt/
stone /stəʊn/

tea (meal) /tiː/
those /ðəʊz/
thousand /ˈθaʊzənd/
use (v) /juːz/
want /wɒnt/
wet /wet/
women /ˈwɪmɪn/
word /wɜːd/
writer /ˈraɪtə(r)/
writing (n) /ˈraɪtɪŋ/
yesterday /ˈyestədeɪ/

Unit 14

apron /ˈeɪprən/
backpack /ˈbækpæk/
believe /bɪˈliːv/
blue /bluː
boot /buːt/
calculator /ˈkælkjəleɪtə(r)/
camping /ˈkæmpɪŋ/
campsite /ˈkæmpsaɪt/
carving /ˈkɑːrvɪŋ/
clothes /kləʊðz/
dictionary /ˈdɪkʃnri/
drawing /ˈdrɔːɪŋ/
flashlight /ˈflæʃlaɪt/
flute /fluːt/
frying pan /ˈfraɪɪŋ pæn/
glue /gluː/
gluing /gluːɪŋ/
joining /dʒɔɪnɪŋ/
lunchbox /ˈlʌntʃbɒks/
matches /ˈmætʃɪz/
moon /muːn/
onto /ˈɒntu/
paint /peɪnt/
painting /ˈpeɪntɪŋ/
paintbrush /ˈpeɪntbrʌʃ/
PE clothes /piːˈiː klouðz/
rope /rəʊp/
shaping /ʃeɪpɪŋ/
sleeping bag /ˈsliːpɪŋ bæg/
stay in a tent /steɪ ɪn ə ˈtent/
stick /stɪk/
tent /tent/
trip /trɪp/
tube /tjuːb/
tune /tjuːn/
warm (adj) /wɔːm/
went /went/
wood /wʊd/
Year (8) /ˈjɪə(r)/

Unit 15

amusement park
book /bʊk/
cook /kʊk/
creature /ˈkriːtʃə(r)/
Dear… /ˈdɪə(r)/
feel /fiːl/
go away /gəʊ əˈweɪ/
hairbrush /ˈheəbrʌʃ/
hood /hʊd/
later /ˈleɪtə(r)/
next week /nekst ˈwiːk/
pack (v) /pæk/
present /ˈprezənt/
restaurant /ˈrestrɒnt/
seafood /ˈsiːfuːd/
shampoo /ʃæmˈpuː/
shark /ʃɑːk/
soap /səʊp/
soon /suːn/
suitcase /ˈsuːtkeɪs/
sunscreen /ˈsʌnskriːn/
swimsuit /ˈswɪmsuːt/
Take care. /teɪk keə(r)/
this afternoon /ðɪs ɑːftəˈnuːn/
tomorrow /təˈmɒrəʊ/
tonight /təˈnaɪt/
toothbrush /ˈtuːθbrʌʃ/
toothpaste /ˈtuːθpeɪst/
towel /ˈtaʊəl/
weather /ˈweðə(r)/
windsurf /ˈwɪndsɜːf/
wood /wʊd/
wool /wʊl/

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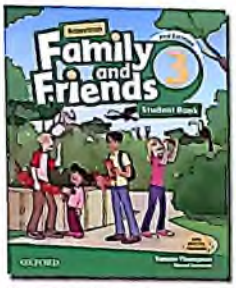

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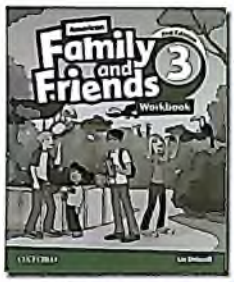

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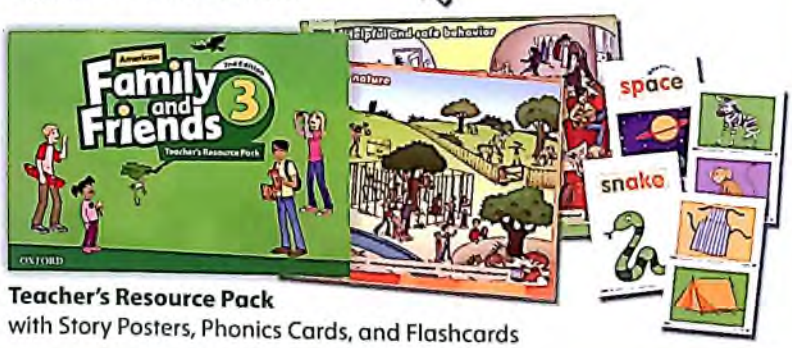

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