

Second Edition

Hill Hip Hooray!

Teacher's Edition

3



PEARSON

Longman

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	Grammar	Vocabulary
1	At Jack's house	
Learn 1	What day is it today? Today is Sunday.	Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
Learn 2	When's your math test? It's on (Monday).	Activities: math test, piano lesson, class play, sports day, music performance, field trip, birthday party, soccer game
Learn 3	Where's he/she going? He's/She's going to the classroom. Is he/she going to the classroom? Yes, he/she is. / No, he/she isn't.	Rooms at school: classroom, art room, music room, science lab, computer lab, gym, auditorium, cafeteria
2	At the market	
Learn 1	Do you want to play tag? Sure, let's do it. / I'm sorry, I can't. / No, not right now.	Activities: play tag, play hopscotch, play hide-and-seek, roller-skate, go swimming, trade cards
Learn 2	Do you/they have any paper? Yes, I/we/they have some paper. / No, I/we/they don't have any paper. Does he/she have any paper? Yes, he/she has some paper. / No, he/she doesn't have any paper.	Stationery items: paper, cardboard, paint, ink, tape, glue, string, correction fluid
Learn 3	How many pairs of scissors/cutting knives do you/they have? I/We/They have one pair of scissors/one cutting knife. How many pairs of scissors/cutting knives does he/she have? He/She has (two) pairs of scissors/(two) cutting knives.	Stationery items: scissors, cutting knives, paintbrushes, crayons, folders, paper clips, rubber bands, push pins
3	Morning surprise	
Learn 1	What do you/they want to do? I/We/They want to ride my/our/their skateboard(s). What does he/she want to do? He/She wants to ride his/her skateboard.	Activities: ride (my) skateboard, call a friend, watch a movie, write an email, eat a pizza, make a cake
Learn 2	What can you/they/he/she see? I/We/They/He/She can see a desk. Can you/they/he/she see a desk (in the bedroom)? Yes, I/we/they/he/she can. / No, I/we/they/he/she can't.	Household items: a desk, a rug, a bed, a sink, a sofa, a closet, a bookshelf, a toilet
Learn 3	How many fans can you/they/he/she see (in the living room)? I/We/They/He/She can see one fan/(two) fans.	Household items: fan, stove, dresser, bathtub, computer, aquarium, refrigerator, air conditioner
4	Inside the castle	
Learn 1	I/You/We/They always (go swimming). He/She always (goes swimming).	Adverbs of frequency: always, usually, sometimes, never
Learn 2	What do you/they do on weekends? I/We/They always/usually/sometimes walk. What does he/she do on weekends? He/She always/usually/sometimes walks.	Activities: walk, pick flowers, play with puzzles, go fishing, go hiking, go shopping, go to the movies, visit (my) grandparents
Learn 3	Do you/they ever play baseball before/after school? Yes, I/we/they do. / No, I/we/they don't. Does he/she ever play baseball before/after school? Yes, he/she does. / No, he/she doesn't.	Sports: baseball, basketball, dodgeball, soccer, badminton, tennis, table tennis, field hockey

	Grammar	Vocabulary
5	Back at home	
Learn 1	What time is it? It's 2:00.	Time: 2:00, 2:05, 2:10, 2:15, 2:20, 2:25, 2:30, 2:35, 2:40, 2:45, 2:50, 2:55, 3:00
Learn 2	When do you get up? I usually get up at (6:30). When does he/she get up? He/She usually gets up at (6:30).	Daily routines: get up, have breakfast, leave for school, have lunch, go home, take a nap, have dinner, go to sleep
Learn 3	What instrument can you/he/she play? I/He/She can play the drums. / I/He/She can't play any instruments. Can you/he/she play the drums? Yes, I/he/she can. / No, I/he/she can't.	Musical instruments: drums, harp, flute, piano, guitar, violin, trumpet, tambourine
6	Jack finds Dad's gold	
Learn 1	What are you/they looking for? I'm/They're looking for (Jake's) T-shirt. What's he/she looking for? He's/She's looking for (Jake's) T-shirt.	Clothing and accessories: T-shirt, sweater, hat, sandals, gloves, sunglasses
Learn 2	Is this/that your/his/her sweatshirt? Yes, it is. / No, it isn't. Are these/those your/his/her jeans? Yes, they are. / No, they aren't.	Clothing: sweatshirt, raincoat, uniform, cap, jeans, socks, sneakers, boots
Learn 3	Where was it/he/she? It/He/She was in the hallway. Where were you/they? I was/We were/They were in the hallway.	Locations: in the hallway, on the stairs, on the floor, on the rack, behind the door, behind the curtain, inside the cage, outside the window
7	Jack frees Dad	
Learn 1	Was he/she at the airport earlier? Yes, he/she was. / No, he/she wasn't. Were you/they at the airport earlier? Yes, I was/we were/they were. / No, I wasn't/we weren't/they weren't.	Places: airport, restaurant, hospital, post office, train station, police station
Learn 2	What do you/they like to eat? I/We/They like to eat cheese. What does he/she like to eat? He/She likes to eat cheese.	Food: cheese, meat, soup, fruit, salad, dessert, sushi, vegetarian food
Learn 3	What do you/they have for breakfast? I/We/They always/usually/sometimes have cereal. What does he/she have for breakfast? He/She always/usually/sometimes has cereal.	Food: cereal, yogurt, jam, butter, toast, eggs
8	Flying home	
Learn 1	How long were you/they away from home? I was/we were/they were away for an hour. How long was he/she away from home? He/She was away for an hour.	Time: an hour, a day, a week, a month, a year, a decade
Learn 2	What month is it? It's January.	Months: January, February, March, April, May, June, July, August, September, October, November, December
Learn 3	When's your/his/her birthday? My/His/Her birthday is on (January) 1st.	Ordinal numbers: first (1st)–twenty-first (21st)

Introduction

Hip Hip Hooray! Second Edition is a six-level primary course that features updated classic children's stories to motivate students for success in English.

The course presents over 1,000 target vocabulary items and 144 target language structures through a four-skills step-by-step sequence of presentation, practice and production. Students learn language through engaging stories, songs, chants, and a variety of practice activities.

Components

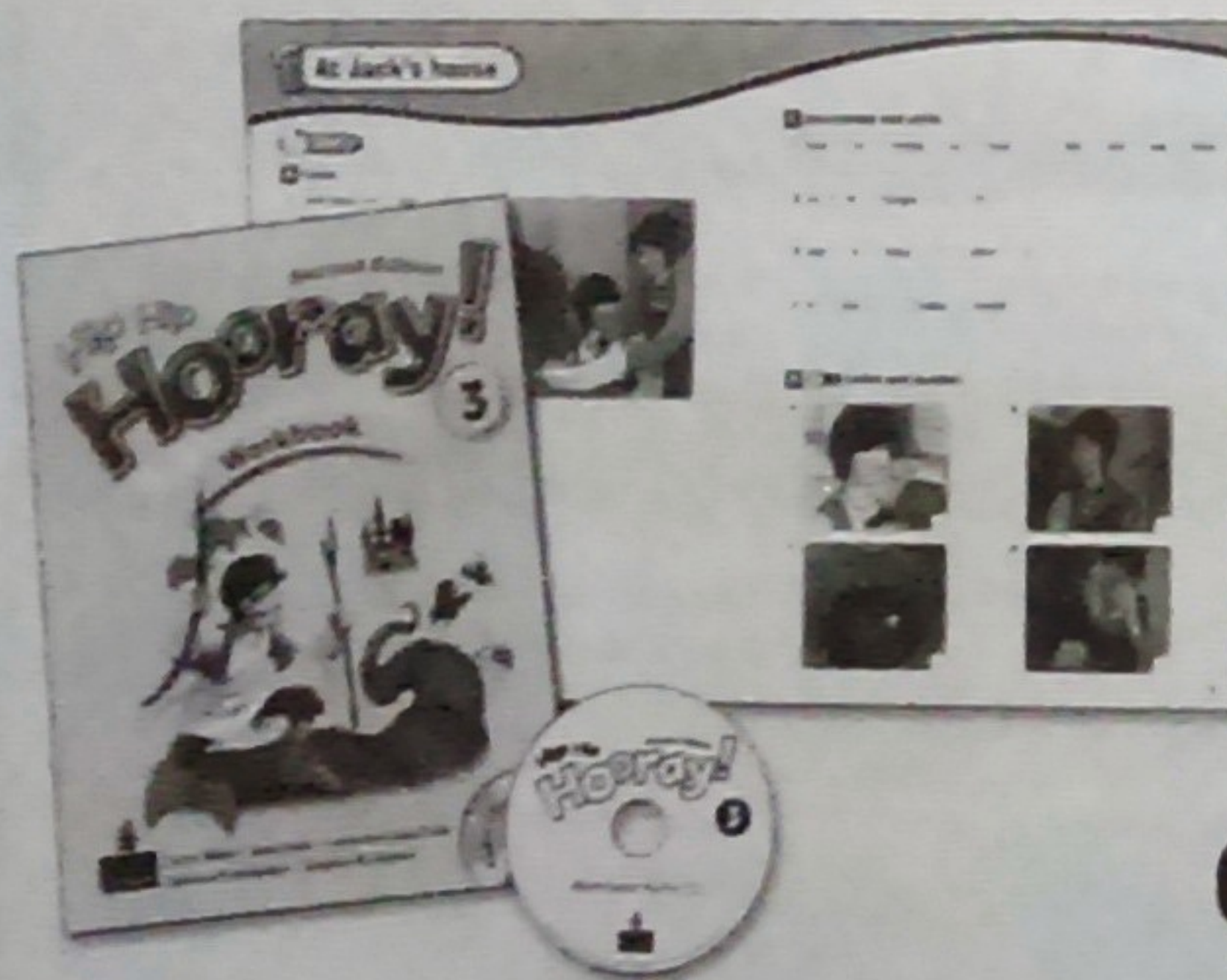
Student Book

The Student Book is the central component of *Hip Hip Hooray! Second Edition*. It is split into eight 12-page units with a 2-page review after every two units. Each unit contains three presentations of target vocabulary and language structures that are recycled throughout the course. The Student Book includes songs, chants, a variety of practice activities and an updated classic children's story in the form of a comic strip that runs through the eight units. It comes with its own audio CD containing the story audio and songs/chants only.



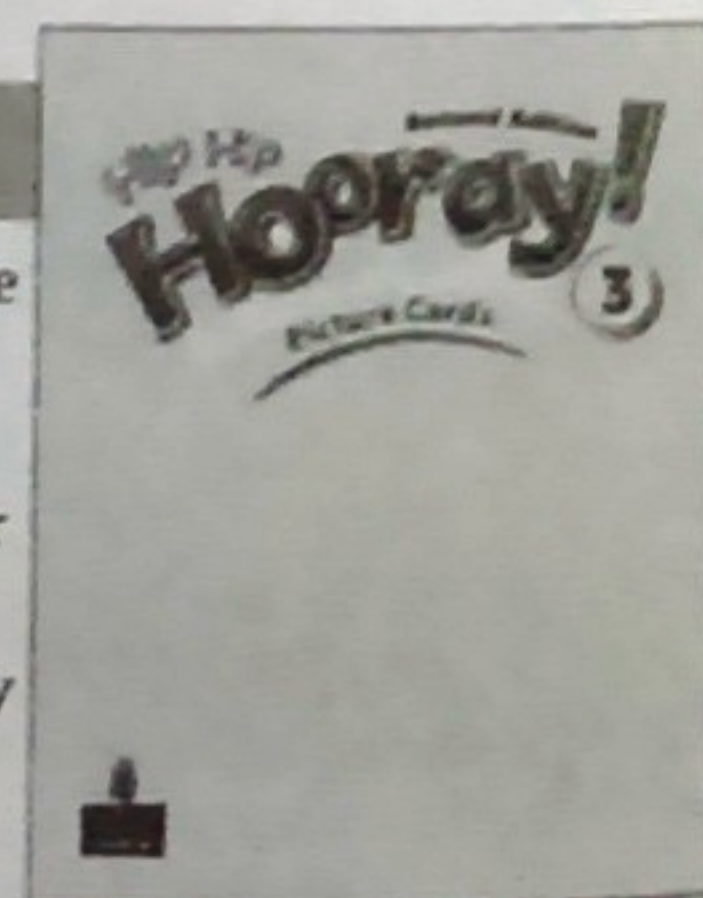
Workbook

The Workbook follows the structure of the eight units in the Student Book. There is one page of activities for each of the 12 pages of the Student Book unit to provide reinforcement for the language learning in the Student Book. The Workbook comes with its own audio CD for listening activities, and can be used in class or for homework.



Picture Cards

The Picture Cards include all the target vocabulary items in the Student Book. One side shows the color picture, while the other side shows the word. They are large cards for use in vocabulary presentations or reinforcement activities.



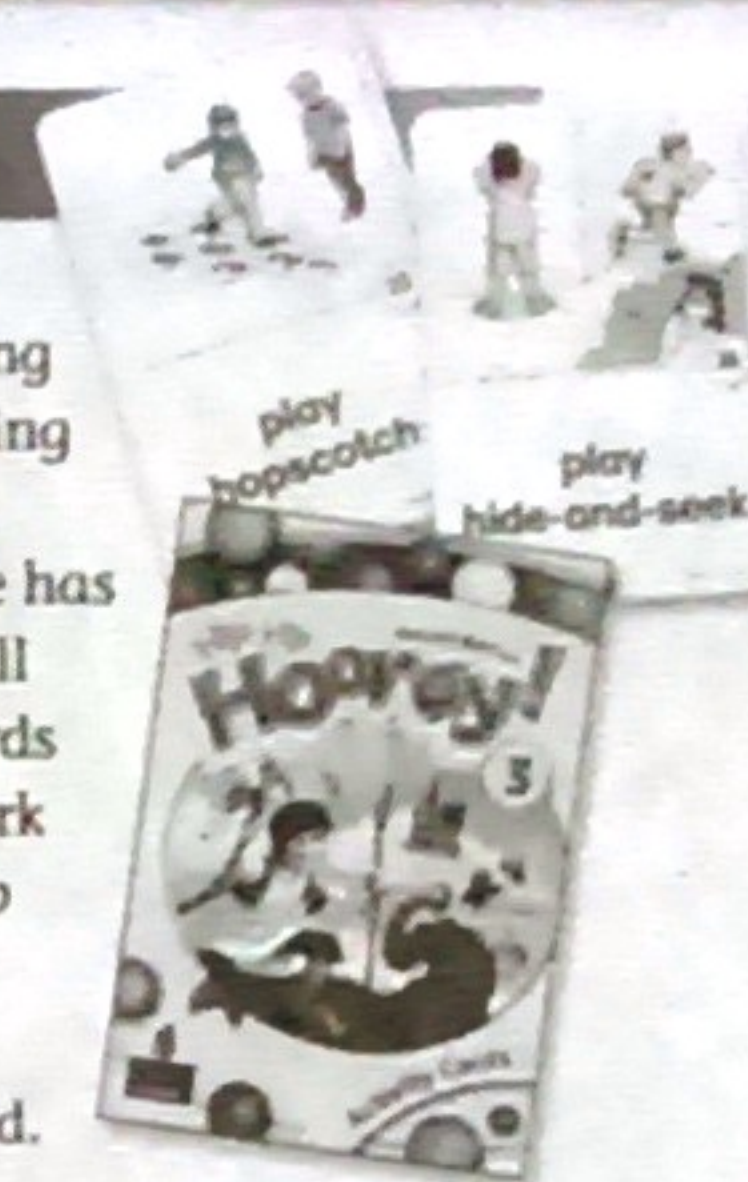
Class Audio CDs

The Class Audio CDs contain all the listening activities, language models, songs, chants, and story episodes from the Student Book. There are two CDs for each Student Book: CD A covers Units 1-4 and the first two reviews; CD B covers Units 5-8 and the last two reviews.



Activity Cards

The Activity Cards are similar to common playing cards with one side showing the color picture and the word, while the other side has an identical pattern on all cards. They are small cards for use when students work in pairs or in small group activities. All the target vocabulary items in the Student Book are included.



Poster Pack

The Poster Pack contains eight large posters of the story episodes in the Student Book. Each poster covers the two story episodes in each unit. They can be put up on the wall to increase the opportunities for students to practice reading, and to assist in story role-plays and picture talk.



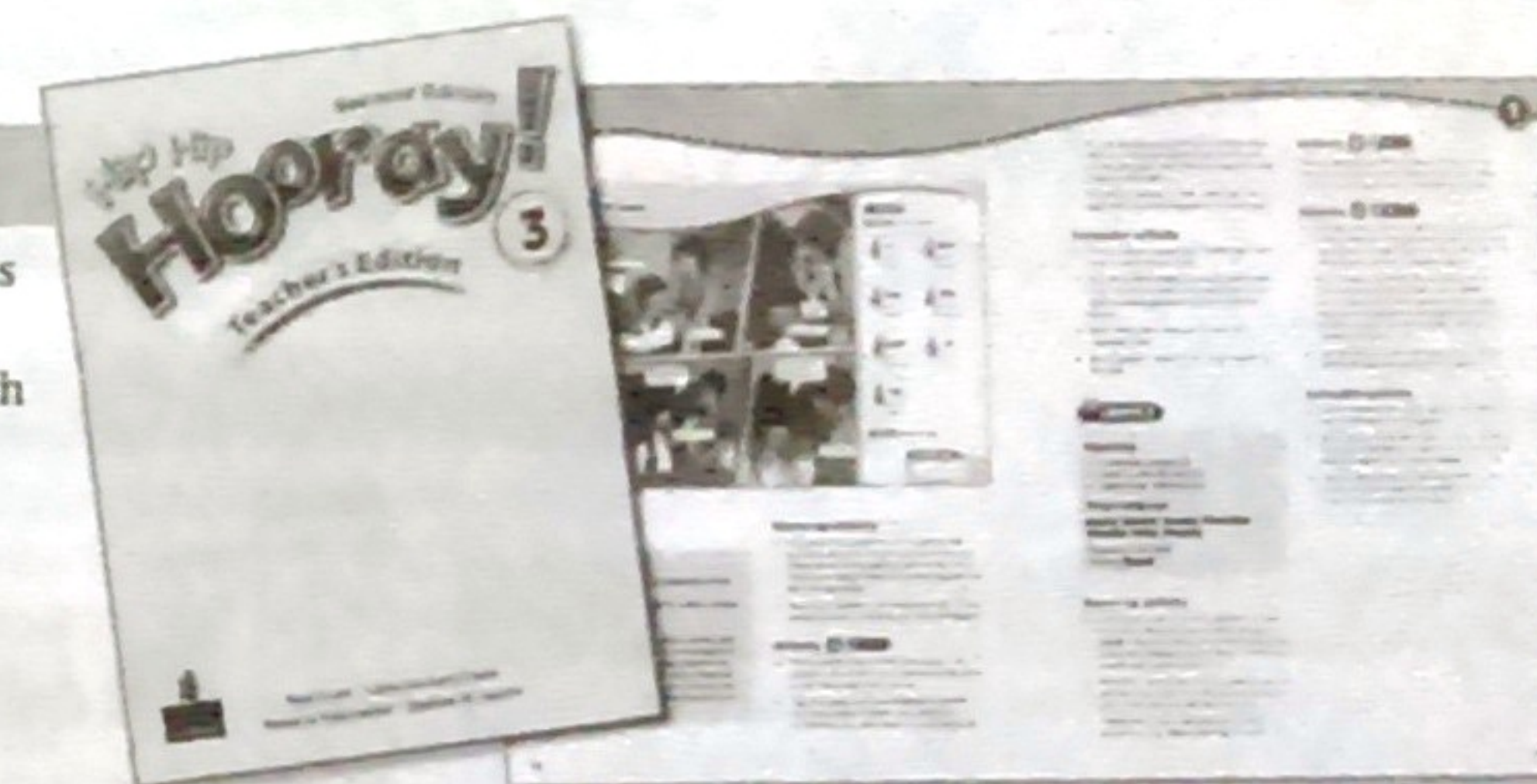
Active Teach

The Active Teach is a full digital version of the Student Book. It contains audio- and answer-tagged Student Book pages, interactive practice activities, picture cards with audio and karaoke-style songs and chants. It can be used to engage students in classroom practice on an interactive whiteboard, a flat surface via a projector, or a computer as an eBook.



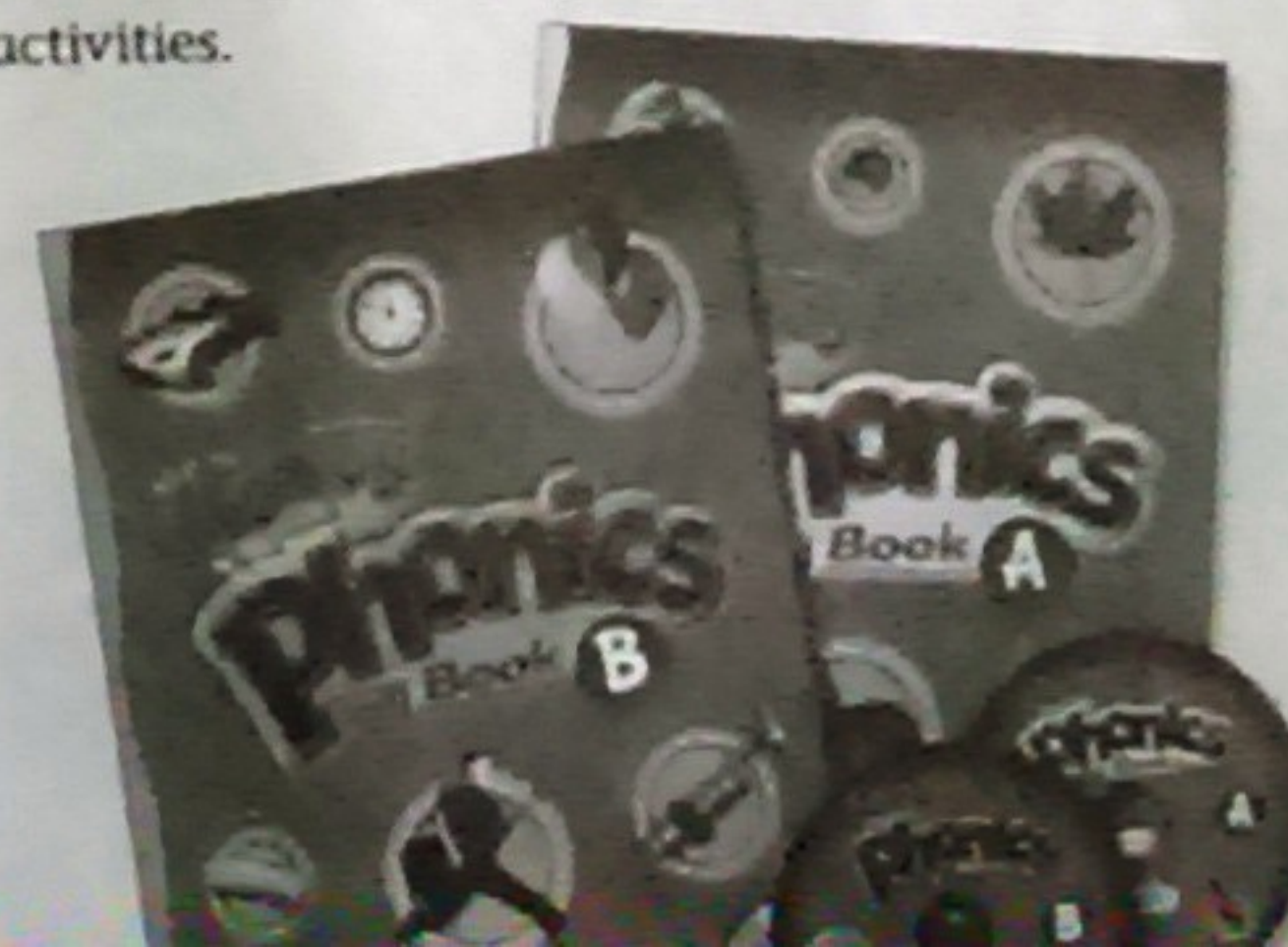
Teacher's Edition

The Teacher's Edition provides lesson plans for every section of the Student Book. The lesson plans follow a step-by-step approach and include ideas for warm-up activities to begin lessons, and optional extension activities. It also includes photocopiable activity sheets, an activity bank, the Workbook answer key and the Workbook audio script.



Phonics Book A & B

The two levels of Phonics Books use a systematic syllabus to teach the rules and relationship between letters and sounds, and develop phonemic awareness and reading. Each Phonics Book comes with an audio CD for presentations and listening activities.



www.HipHipHoorayOnline.com

The course website provides support and downloadable materials for teachers, including the *Hip Hip Hooray! Second Edition* Test Bank, a section for parents with Home Practice Support Guides, and an Online Learning Center for students. The Online Learning Center includes:

- Progress reports for performance tracking of all target language
- Listen-and-record tool for pronunciation practice
- Dictation tasks for listening and writing practice, with automatic scoring
- Interactive practice activities for grammar reinforcement, with automatic scoring



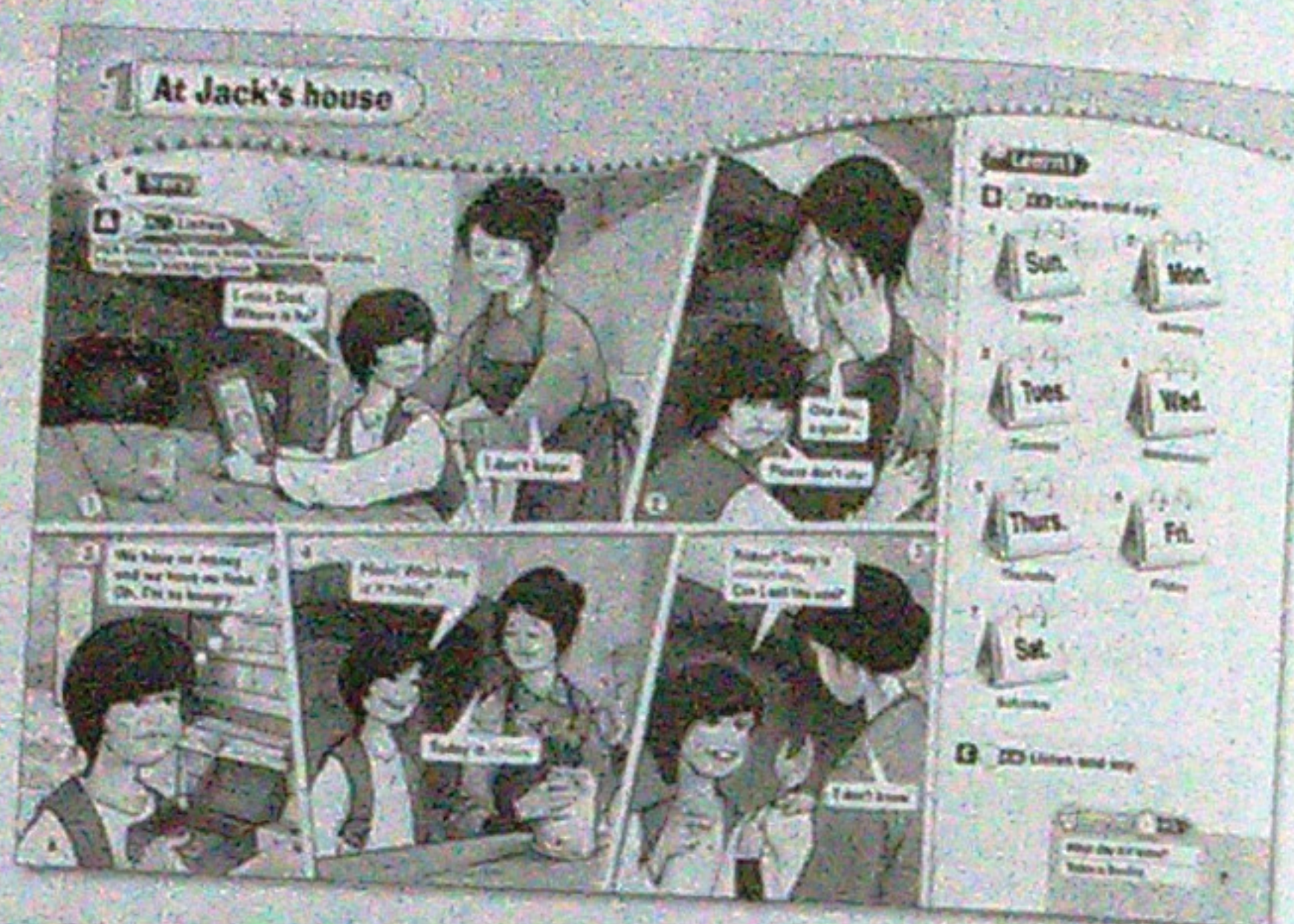
Unit Description

First story episode

Each unit of the *Hip Hip Hooray! Second Edition* Student Book begins with an episode of the story that runs through the eight units of the book. The first target language structure of the unit is presented by the characters in the story.

Students will

- find the story engaging and motivating.
- see the target structure modeled in context.



Song/Chant

A fun song/chant and accompanying listening tasks reinforce the language of Learn 1. A separate music-only track for each song/chant can be used for "karaoke" style performance.

Students will

- practice new language in a fun and rhythmic way.
- improve fluency through producing language rapidly without pauses.

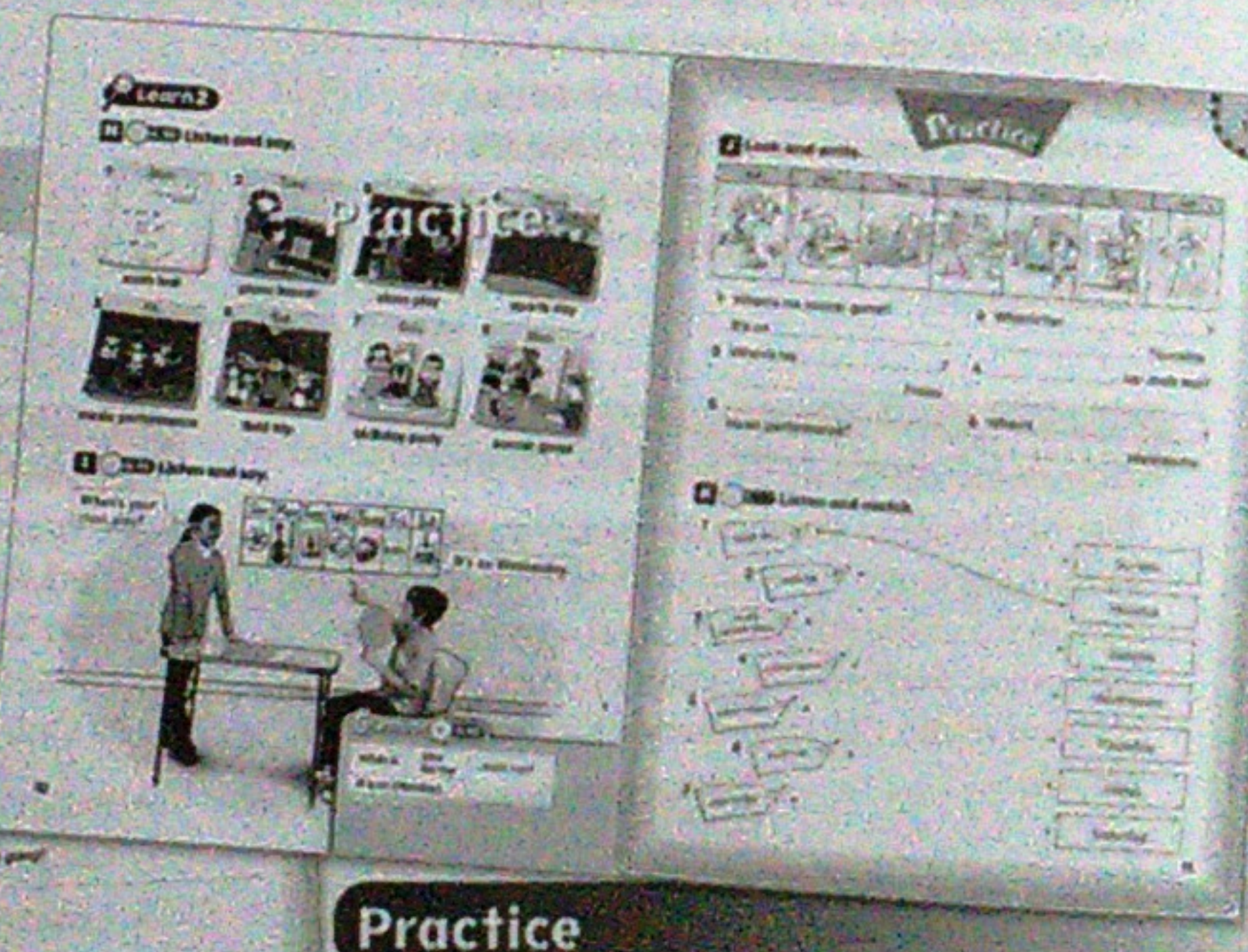


Learn 1, 2 and 3

Three language presentation sections in each unit introduce students to new target vocabulary and structures through clear images, real-world modeling and formal grammar tables.

Students will

- be introduced to new language in a clear and understandable way.
- be able to substitute vocabulary into newly-acquired language structures.



Practice

Each Learn section is supported by a page of practice activities. The activities provide reinforcement of target language through a combination of listening, reading and writing.

Students will

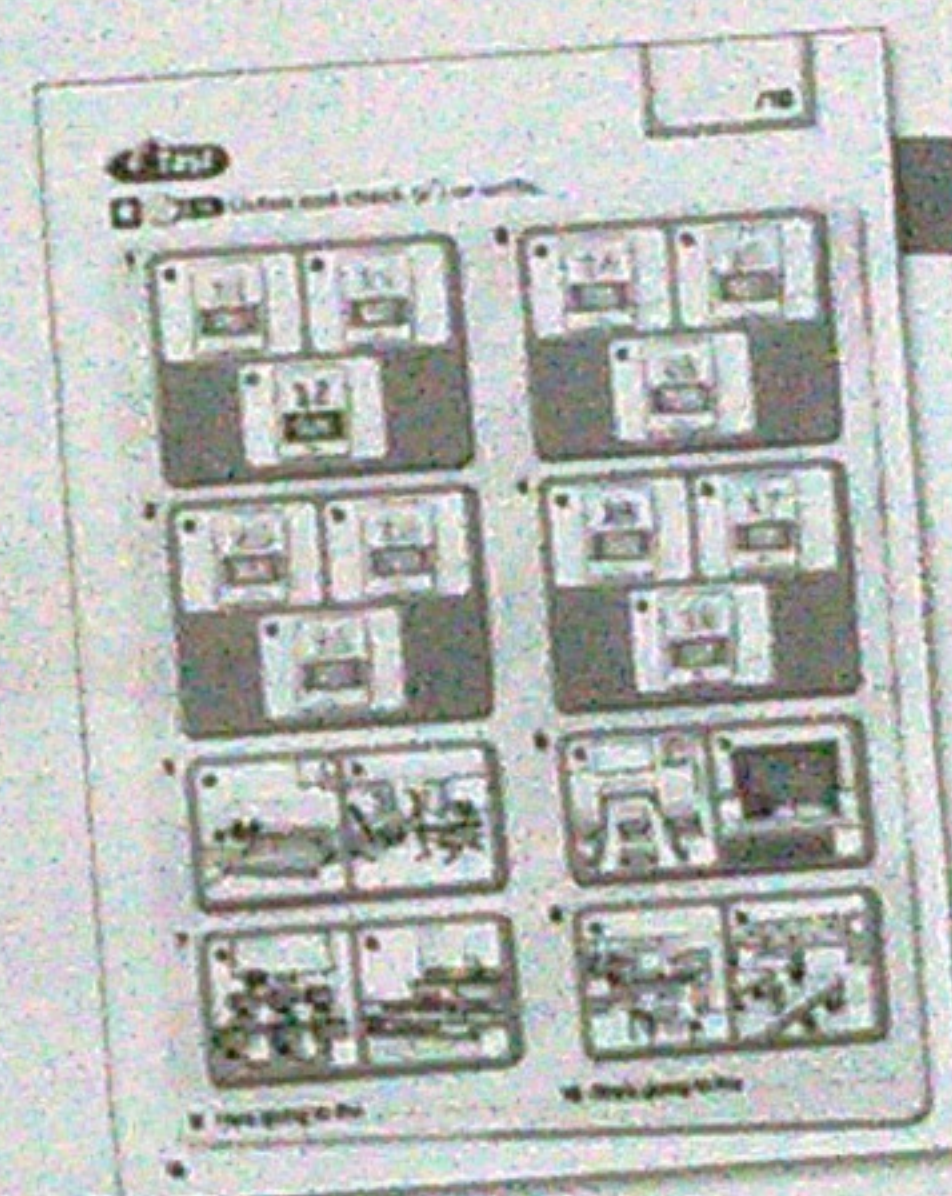
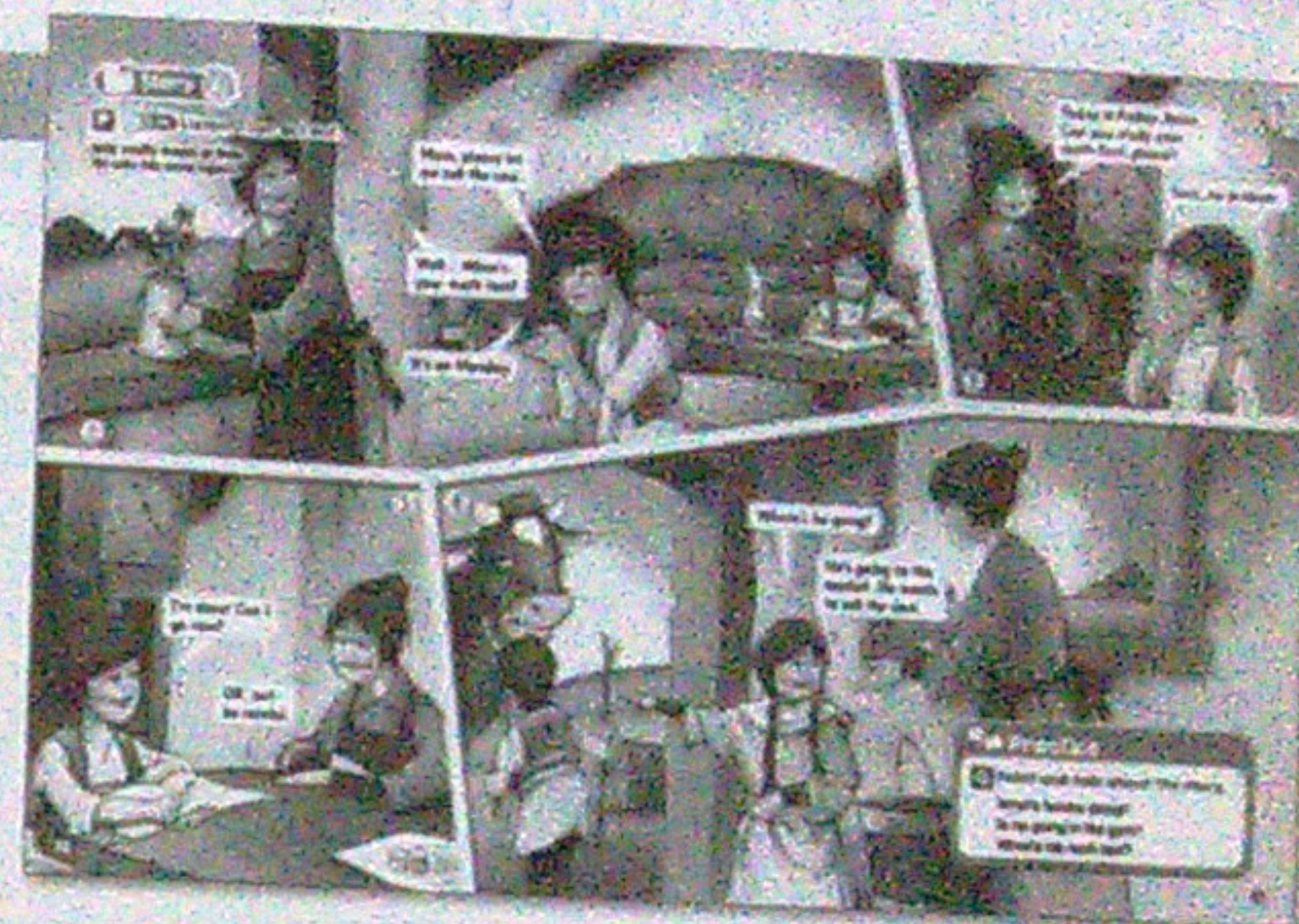
- apply newly learned language through meaningful practice.
- develop listening, reading and writing skills.

Second story episode

The second story episode in each unit consolidates the target language from the Learn sections in the unit. Prompts are provided to enable students to talk about the story scenes using both target and recycled language.

Students will

- see how the new language they have learned is used in conversation.
- practice language through role-play.



Test

Each unit contains a listening- and reading-based test to formally assess student progress.

Students will

- be able to see their progress.
- understand their strengths and weaknesses.

Have fun!

Each unit ends with an informal progress check in the form of a speaking activity that reviews target language.

Students will

- be able to practice language in a fun and supportive format with classmates.
- be motivated by competitive activities.

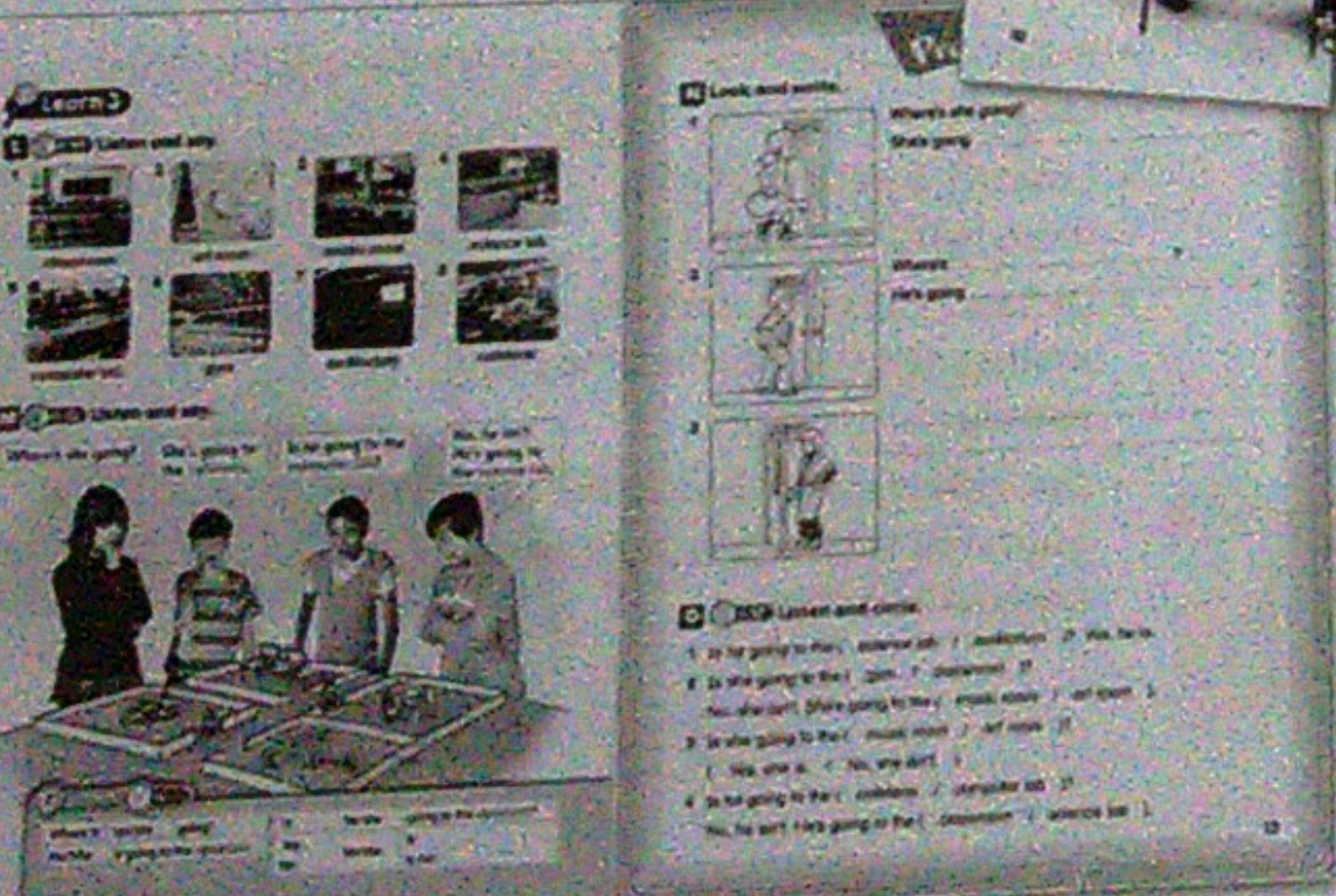


Review

A review section after every two units provides extensive listening and speaking practice of target language learned in the preceding two units and recycled language from earlier units.

Students will

- be motivated to practice language using stickers.
- use language in role-play.



Course planning

The following are suggested lesson schedules, depending on the number of lessons allocated. The course can be extended to suit any number of lessons through use of the variety of components and support activities.

	30 lessons per level	32 lessons per level	36 lessons per level	40 lessons per level	60 lessons per level	68 lessons per level	96 lessons per level	144 lessons per level	180 lessons per level	280 lessons per level	
Unit 1	1-3	1-3	1-4	1-4	1-7	1-8	1-11	1-17	1-21	1-32	Unit 1
Unit 2	4-6	4-6	5-8	5-8	8-14	9-16	12-22	18-34	22-42	33-64	Unit 2
Review	7	7-8	9	9-10	15	17	23-24	35-36	43-45	65-70	Review
Unit 3	8-10	9-11	10-13	11-14	16-22	18-25	25-35	37-53	46-66	71-102	Unit 3
Unit 4	11-13	12-14	14-17	15-18	23-29	26-33	36-46	54-70	67-87	103-134	Unit 4
Review	14	15-16	18	19-20	30	34	47-48	71-72	88-90	135-140	Review
Unit 5	15-17	17-19	19-22	21-24	31-37	35-42	49-59	73-89	91-111	141-172	Unit 5
Unit 6	18-20	20-22	23-26	25-28	38-44	43-50	60-70	90-106	112-132	173-204	Unit 6
Review	21-22	23-24	27	29-30	45	51	71-72	107-108	133-135	205-210	Review
Unit 7	23-25	25-27	28-31	31-34	46-52	52-59	73-83	109-125	136-156	211-242	Unit 7
Unit 8	26-28	28-30	32-35	35-38	53-59	60-67	84-94	126-142	157-177	243-274	Unit 8
Review	29-30	31-32	36	39-40	60	68	95-96	143-144	178-180	275-280	Review
	3 lessons per unit	3 lessons per unit	4 lessons per unit	4 lessons per unit	7 lessons per unit	8 lessons per unit	11 lessons per unit	17 lessons per unit	21 lessons per unit	32 lessons per unit	
1st page - Story	1	1	1	1	1	1	1	1-2	1-2	1-3	1st page - Story
2nd page - Learn 1					2	2	2	3-4	3-4	4-6	2nd page - Learn 1
3rd page - Song/Chant					3	3	3	5	5	7-9	3rd page - Song/Chant
4th page - Practice	2	2	2	2	4	4	4	6	6-7	10-11	4th page - Practice
5th page - Learn 2					5	5	5	7-8	8-9	12-14	5th page - Learn 2
6th page - Practice					6	6	6	9	10-11	15-16	6th page - Practice
7th page - Learn 3	3	3	3	3	7	7	7	10-11	12-13	17-19	7th page - Learn 3
8th page - Practice					8	8	8	12	14-15	20-21	8th page - Practice
9th page - Story					9	9	9	13-14	16-17	22-24	9th page - Story
10th page - Practice	4	4	4	4	10	10	10	15	18-19	25-27	10th page - Practice
11th page - Test					11	11	11	16	20	28-29	11th page - Test
12th page - Have fun!					12	12	12	17	21	30-32	12th page - Have fun!

Lesson structure

All *Hip Hip Hooray! Second Edition* Student Book units follow the same unit structure and can be taught using the same pattern. The lesson plans provided in this Teacher's Edition are for each section of the unit and can be taught at various paces depending on lesson times.

Warm-up activity

This is a gentle, short introduction activity to get the class back into using English and to review previously taught language. The activity should be fun and engaging for students.

Student Book activities

This part of the lesson plan explains the activities in each section of the unit, with steps for presentation, setting up and conducting activities, and checking.

Extension activity

This is an optional classroom activity that can be used to further practice language covered in the lesson. The activity often makes use of Picture Cards or Activity Cards, and sometimes requires simple preparation before the lesson.

Lesson timings

Depending on the time allocated, the following is a breakdown of a typical lesson.

Classroom activity	Lesson time (minutes)						
Warm-up	5	5	5	5	5	10	15
Homework check	2	5	5	5	5	10	15
Student Book activities	10	12	15	15	20	30	40
Extension activity	10	15	15	20	25	35	45
Homework assignment	3	3	5	5	5	5	5
Total minutes	30	40	45	50	60	90	120

1 At Jack's house

Story

A Listen.
Jack lives on a farm with his mom and sister. They have nothing to eat.

1 I miss Dad. Where is he?
I don't know.

2 One day, a giant...
Please don't cry.

3 We have no money and we have no food. Oh, I'm so hungry.

4 Mom! What day is it today?
Today is Friday.

5 Friday? Today is market day. Can I sell the cow?
I don't know.

Learn 1

B Listen and say.

1 Sun. Sunday	2 Mon. Monday
3 Tues. Tuesday	4 Wed. Wednesday
5 Thurs. Thursday	6 Fri. Friday
7 Sat. Saturday	

C Listen and say.

Grammar A3
What day is it today?
Today is Sunday.

Story

Objectives

- Introduce the story and characters of *Jack and the Beanstalk*
- Present Learn 1 structure in a story context

Storyline

Jack is talking to his mom about his dad, and says that he misses him. Jack's mom begins to tell Jack about a giant, but then starts to cry. Jack is hungry as his family has no money to buy food. He realizes that today is market day and suggests selling the cow, but his mom isn't sure.

Warm-up activity

- Put up the story poster on the board and ask questions about the people and the scenes, e.g., *Where are the mother and her son? Are they rich? Where is the father? What do you think happened to him? Are they happy?*
- Encourage students to be imaginative by asking questions, such as *What do you think will happen?*

Activity A A2

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *miss, giant, cry* and *market day*.

- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Divide students into groups of three and have each student choose a role.
- Play the audio and have students repeat only their character's lines. Encourage them to use gestures and expressions as depicted in the poster.
- Have them switch roles and practice the dialogues again.
- Invite groups to perform the story in front of the class.

Learn 1

Objectives

- Learn days of the week
- Learn to ask what day it is
- Learn to say what day it is

Target language

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

What day is it today?
Today is Sunday.

Warm-up activity

- Use Picture Cards 1-7. Have students sit down in a circle. Hold up Picture Card 1 and say, *Monday*. Pass the card to the student sitting next to you. He/She names it and passes it to the next student who names it and so on.
- When the card returns to you, repeat the process with the next card. Have the cards circulate in order. Then pass around random cards.
- Alternatively, have students make simple statements, e.g., *Today is Monday*, for each card.

Activity B A3

Have students focus on the days of the week. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C A4-5

- Play the audio for the target structures and have students find the dialogue in the story scenes. (*What day is it today? Today is Friday.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Divide students into seven groups and assign a day of the week to each group.
- Hold up one of Picture Cards 1-7, e.g., *Tuesday*. Call out, *What day is it today?* The correct group should answer, e.g., *Today is Tuesday*.
- Repeat until students become confident. Then invite individual students to take on the teacher's role and ask the question.

Song

D Listen and write. Then sing.

La, la, la, la, la, la, la, la, la, la

Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday

What day is it today?

Today? Today is Friday.

No! Try again.

Today? Today is Sunday.

Sunday! Yeah! Bingo!

La, la, la, la, la, la, la, la, la, la

Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday

What day is it today?

Today? Today is Wednesday.

No! Try again.

Today? Today is Saturday.

Saturday! Yeah! Bingo!

E Listen and circle.

1 Sunday / Monday / Friday

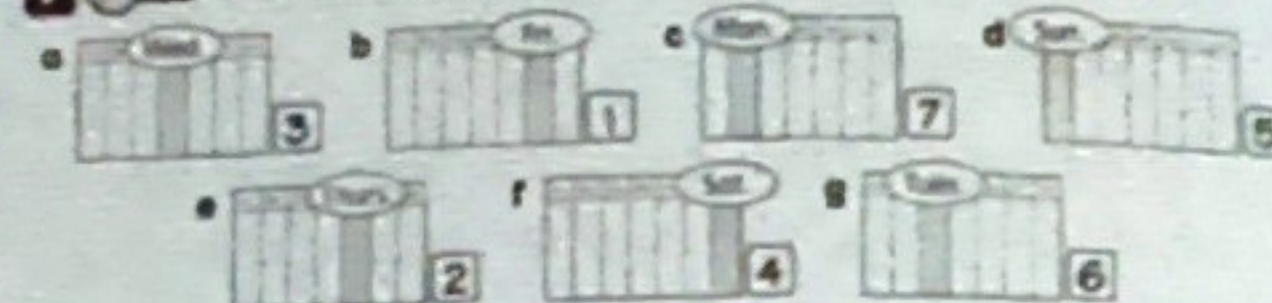
2 Wednesday / Thursday / Saturday

3 Monday / Wednesday / Tuesday

4 Sunday / Tuesday / Saturday

Practice

F Listen and number. Then write.



1 What day is it today?

Today is Friday.

2 What day is it today?

Today is Thursday.

3 What day is it today?

Today is Wednesday.

4 What day is it today?

Today is Saturday.

5 What day is it today?

Today is Sunday.

6 What day is it today?

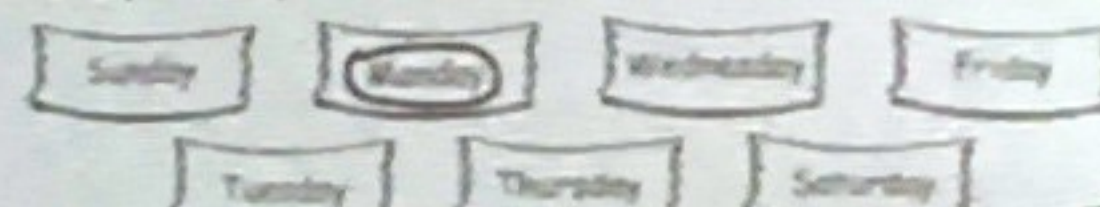
Today is Tuesday.

7 What day is it today?

Today is Monday.

G Look at a calendar. Circle and write.

What day is it today?



Today is Monday.

Suggested answers
Students' answers may vary.

- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Assign specific words or phrases to individual students to sing as a solo, e.g., the days of the week. Have the rest of the class sing all other parts that are not sung by the soloist.
- Instruct the class and soloists when to start and stop singing. Vary by assigning the solo parts to different students or pairs/groups.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Divide students into two groups. Hold up one of Picture Cards 1-7 and say, e.g., *What day is it today? It's Saturday.* Have students repeat.
- Hold up another card. Have one group ask the question and the other group answer accordingly.
- Continue in the same way. Have groups switch roles.

Activity F A 9

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have numbered the items correctly. Then have them write in the missing text. Walk around and monitor progress.

- Give out the answers and have students check their own or each other's answers.

Activity G

- Have students focus on the activity and explain how it should be completed.
- Prepare a calendar for students to look at and circle which day of the week today is.
- Ensure that students have circled the correct day of the week. Then have them write in the missing text. Walk around and monitor progress.

Extension activity

- Divide students into groups of seven. Have each group sit in a circle.
- The first student starts off by asking, *What day is it today?* The student sitting next to him/her replies, e.g., *Today is Tuesday.*, and asks the next student, *What day is it today?* That student should reply using a different day of the week. If a student repeats a day, he/she is out of the game.

Song

Objective

Practice target language from Learn 1 in a song

Warm-up activity

- Display Picture Cards 1-7 on the board in random order. Have a student put the picture cards in order.
- Have students close their eyes. Remove one card. Students open their eyes. The first student to name the missing card wins a point.
- Make the game more challenging by switching the order of the cards and removing more than one card at the same time.

Activity D A 6-7

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to write in the missing text.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.
- Play the audio and encourage students to sing along. When students are confident enough, try using the music-only version.

Activity E A 8

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

Learn 2

1 Listen and say.


math test


piano lesson


class play


sports day


music performance


field trip


birthday party


soccer game

2 Listen and say.

When's your class play?
It's on Wednesday.

When is your math test?
It's on (Monday).

Practice

1 Look and write.

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
						

- When's his soccer game?
It's on Sunday.
- When's her field trip?
It's on Thursday.
- When's his piano lesson?
It's on Friday.
- When's her math test?
It's on Monday.
- When's his music performance?
It's on Saturday.
- When's his class play?
It's on Wednesday.

3 Listen and match.

- class play
- field trip
- music performance
- math test
- piano lesson
- soccer game
- sports day

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Learn 2

Objectives

- Learn names of activities
- Learn to ask when someone is doing a certain activity
- Learn to say when an activity is happening

Target language

math test, piano lesson, class play, sports day, music performance, field trip, birthday party, soccer game

When's your math test?
It's on (Monday).

Warm-up activity

- Place Picture Cards 8-15 on a table (with the picture sides showing). Call out a few of the cards in random order.
- Have individual students come up to the board and line up the cards in the order you have called them.
- Vary the activity by calling out different cards faster and inviting different students.

Activity H A 10

Have students focus on the activities. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity I A 11-12

- Have students focus on the dialogue presenting the target structures. (When's your class play? It's on Wednesday.) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Give students a piece of paper each and ask them to divide it into seven sections like a calendar. Have them label each section with a day of the week.
- Put up Picture Cards 8-15 on the board. Have students write an activity under a day of the week in their calendars.
- Put students into pairs and have them ask and answer questions about the activities, e.g., When's your piano lesson? It's on Monday.

Practice

Objective

Practice target language from Learn 2

Warm-up activity

- Prepare sets of word cards for each of the target vocabulary items. Cut them apart into separate words.
- Put students into pairs and give each pair a set of cut-up cards. Have students put the cards together to form the phrases.
- Time the pairs. The winner is the fastest pair.

Activity J

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the pictures and write in the missing words. Walk around and monitor progress.

- Give out the answers and have students check their own or each other's answers.

Activity K A 13

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to do the matching.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Put students into pairs. Have each student choose an activity and tell their partners what day of the week that activity is, e.g., My soccer game is on Friday.
- Place Picture Cards 8-15 on a table. Invite a student to become an interviewer. Have him/her call out individual students. The students come to the front, pick the card of their partner's activity and show it. The interviewer asks, e.g., When is your partner's soccer game?
- The student should answer accordingly. His/Her partner should confirm the correct day.
- Continue in the same way by inviting different interviewers to come to the front.

Learn 3

Listen and say.



Listen and say.

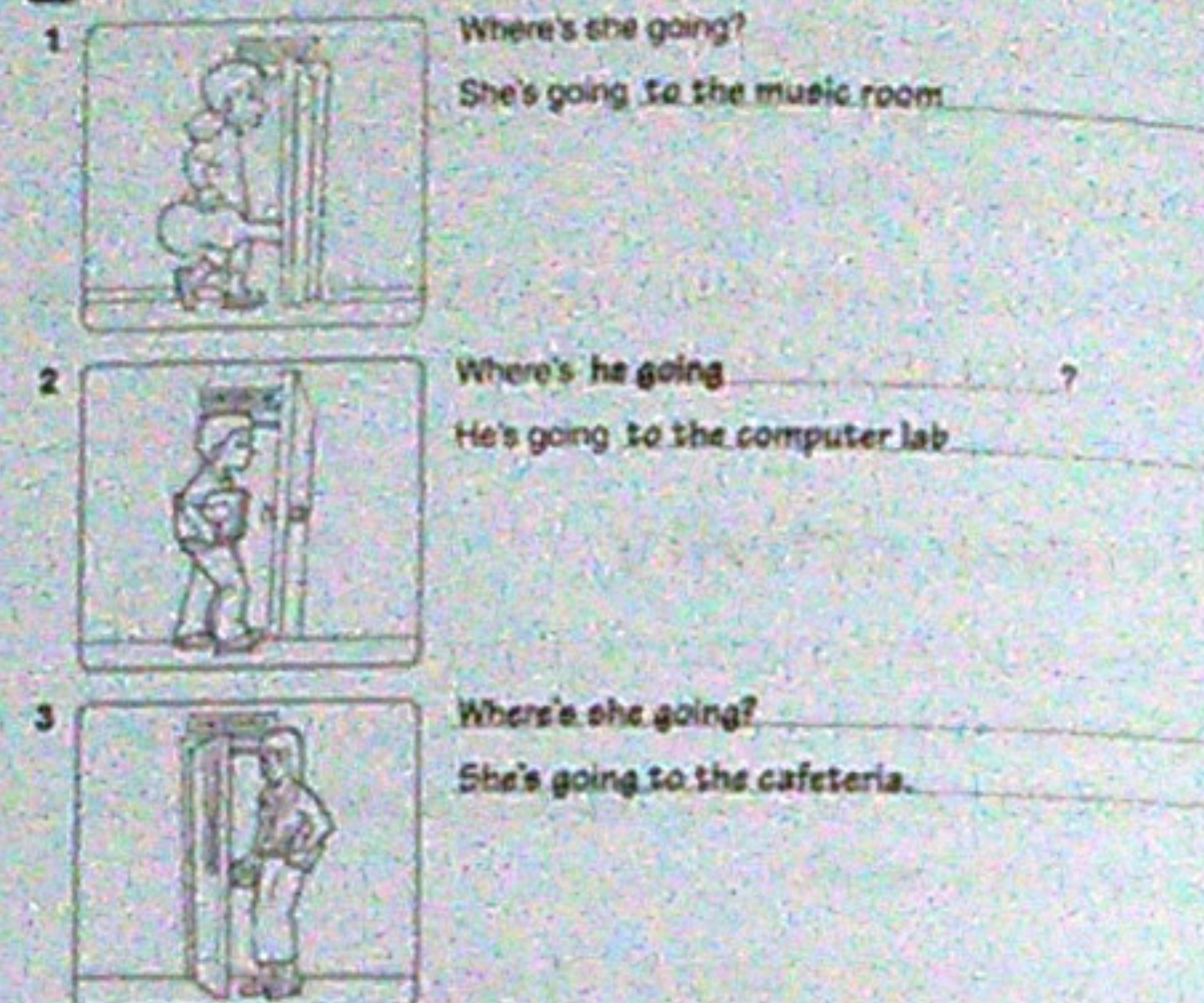
Where's she going? She's going to the cafeteria.
Is he going to the computer lab? No, he isn't. He's going to the science lab.



Where is he/she going? Is he/she going to the classroom?
He/She is going to the classroom. Yes, he/she is. / No, he/she isn't.

Practice

Look and write.



Where's she going?
She's going to the music room.

Where's he going?
He's going to the computer lab.

Where's she going?
She's going to the cafeteria.

Listen and circle.

- Is he going to the (science lab / auditorium)? Yes, he is.
- Is she going to the (gym / classroom)?
No, she isn't. She's going to the (music room / art room).
- Is she going to the (music room / art room)?
(Yes, she is / No, she isn't).
- Is he going to the (cafeteria / computer lab)?
No, he isn't. He's going to the (classroom / science lab).

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures with the vocabulary.

Extension activity

- Make two question cards by writing the words *Where* and *Is ... going* on them. Hold up a picture card, e.g., *gym*, and one of the question cards, e.g., *Is ... going*, and say, e.g., *Is she going to the gym? Yes, she is. / Is she going to the classroom? No, she isn't.*
- Repeat with another picture card, e.g., *computer lab*, and the *Where* question card, e.g., *Where's he going? He's going to the computer lab.*
- Have pairs of students come to the front and ask and answer questions according to the cards you show them.
- Vary by inviting individual students to take on the teacher's role and hold up the cards.

Activity N

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the pictures and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity D A 17

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Draw a school building on the board. Place the eight picture cards in a different location in the building. Prepare two pictures of a boy and a girl.
- Place the boy or girl next to a picture card, e.g., *art room*, and ask, e.g., *Where is he/she going? / Is he/she going to the cafeteria?* Have the class answer accordingly, e.g., *He/She's going to the art room. / No, he/she isn't.*
- Continue in the same way by varying the locations and using either the boy or girl.
- Then invite individual students to take on the role of the teacher and ask the questions.

Learn 3

Objectives

- Learn names of rooms at school
- Learn to ask where someone is going
- Learn to say where someone is going
- Learn to ask yes/no questions about where someone is going
- Learn to answer yes/no questions about where someone is going

Target language

classroom, art room, music room, science lab, computer lab, gym, auditorium, cafeteria

Where's he/she going?

He's/She's going to the classroom.

Is he/she going to the classroom?

Yes, he/she is. / No, he/she isn't.

Warm-up activity

- Place Picture Cards 16–23 on a table. Act out being at one of the places and have students guess the word. Say the word again and have students repeat. Continue with the other cards.
- Once students are more confident, invite volunteers to come to the front and take on the teacher's role.

Activity L A 14

Have students focus on the rooms at school. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity M A 15–16

- Have students focus on the dialogues presenting the target structures. (*Where's she going? She's going to the cafeteria. Is he going to the computer lab? No, he isn't. He's going to the science lab.*) Play the audio and have them follow. Then play the audio again and have students repeat.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- Say a sentence using the target structures and vocabulary, e.g., *She's going to the music room.*, then repeat the last word, i.e., *room*.
- Have students repeat the last word. Then say the last two words, i.e., *music room*. Have students repeat.
- Continue in the same way, adding one word at a time until students are fluently repeating the entire sentence.



Story

Objectives

- Continue the story of *Jack and the Beanstalk*
- Consolidate language from Learn 1-3

Storyline

Jack asks his mom again if he can sell the cow, and she agrees, as long as he studies for his math test first. After studying for his test, Jack leaves for market with the cow. His sister asks where he is going and his mom explains that he wants to sell the cow.

Warm-up activity

- Call out some sentences about the story, e.g., *Jack lives on a farm with his father*. Have students raise their hands if they think the sentences are true.
- Make the activity competitive by eliminating students who raise their hands if the sentence is false. Increase the pace as you say the sentences quickly.
- Alternatively, you can give points to students who can correct the false sentences, e.g., *Jack lives on a farm with his mother and sister*.

Activity **P** **A 18**

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.

- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *market* and *I'm done!*
- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Put up the story poster on the board and cover the speech bubbles with slips of paper.
- Have students close their books and work in pairs for 10 minutes to guess what each character is saying.
- Elicit each speech bubble from a different pair. If students find it hard to guess the words, show a little more of the sentence until they are finally able to guess.

Practice

Objectives

- Practice target language from Learn 1-3
- Develop reading comprehension skills

Warm-up activity

- Blindfold one student. Have another student say a character's line from the story while trying to disguise his/her voice.
- Have the blindfolded student guess who said the line.
- Continue in the same way with different students and characters' lines.

Activity **Q**

- Give a brief recap of the target structures from Learn 1-3.
- Have students identify examples of the target structures in the story scenes.

- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

- Divide students into three groups. Assign a character to each group and have them repeat the lines after you or after the audio.
- Invite a student from each group to come to the front. Have them act out the dialogues. Encourage them to be expressive and use gestures.

Test

R Listen and check (✓) or write.

1. a. b. c.

2. a. b. c.

3. a. b. c.

4. a. b. c.

5. a. b. c.

6. a. b. c.

7. a. b. c.

8. a. b. c.

9. He's going to the auditorium. 10. She's going to the art room.

Have fun!

S Spin and say.

How to spin:

Test

Objectives

- Review language from Learn 1-3 in a test format
- Assess listening skills

Warm-up activity

- Make copies of Picture Cards 1-23. Cut each one in half. Give out the halves to different students. Have students walk around the classroom to find the student with the other half.
- Invite each pair of students to come to the front once they have matched the halves. Students show and name their card.

Activity R A 19

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Put the picture cards from the unit face down in three piles according to categories: days, activities and rooms.
- Have individual students come to the front, pick a card from each pile and make sentences, e.g., *Today is Tuesday. I have my math test on Friday. I'm going to the classroom.*

- Give a point for each correct sentence. The winner is the student with most points.

Have fun!

Objective

Review and assess unit language through a communicative task

Warm-up activity

- Make a large grid on the board with nine squares and number each square.
- Make a list of nine words from the unit (three from each category: days, activities and rooms). Number each word from 1-9, without showing the students.
- Divide students into two teams, Team A and Team B. Have teams take turns calling out a number from 1-9. In the square that the team has chosen, write the corresponding word as well as the team's name (A or B).
- Once a team owns three squares in a row (down, across, or diagonally) with words coming from the same category they should call out, *Bingo!*

Activity S

- Put students into pairs or groups. Have them focus on the task and explain how to do it. If necessary, model the task to ensure all students are clear on what to do.
- Have students complete the task. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put them into different pairs or groups and have them do the task again.

Extension activity

- Put students into pairs. Each student chooses an activity and a room and tells his/her partner when that activity is and where he/she is going, e.g., *My piano lesson is on Saturday. I'm going to the music room.* Ask students to remember their partner's sentences.

- Call out a student's name, e.g., *Nina*. Have her/his partner come to the front and say, e.g., *Nina's piano lesson is on Saturday. She's going to the music room.*
- Give points to students who remember all the details and can make correct sentences. The winner is the student with most points.

2 At the market

Story

A Listen

Jack is at the market. He wants to buy a cow.

Cow! Cow! Who wants to buy a cow?

No, thanks.

Excuse me. Do you want to buy a cow?

I don't know. Maybe.

How much is it?

It's \$500.

Hmm...

Learn 1

B Listen and say.

1 play tag

2 play hopscotch

3 play hide-and-seek

4 roller-skate

5 go swimming

6 trade cards

C Listen and say.

Grammar

Do you want to play tag?
Sure, let's do it.
I'm sorry, I can't.
No, not right now.

Story

Objectives

- Continue the story of *Jack and the Beanstalk*
- Present Learn 1 structure in a story context

Storyline

Jack arrives at the market and tries to sell the cow. One man seems interested and asks Jack how much it is. When Jack says \$500, the man pauses to think.

Warm-up activity

- Ask students to open their books and look at the story scenes for one minute. Have them close their books.
- Call out each scene, e.g., Scene 1, and have students tell you what objects/actions/people they can remember, e.g., A woman has a chicken and a basket of vegetables.

Activity A A 20

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *Excuse me* and *Maybe*.

- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Read the dialogue substituting different words with a beep, e.g., Who wants to "beep" a cow?
- Have students supply the missing word without looking at the story scenes.
- Invite individual students to come to the front and take on the role of the teacher.

Learn 1

Objectives

- Learn vocabulary of activities
- Learn to ask if someone wants to do an activity
- Learn to respond appropriately to an invitation to do an activity

Target language

play tag, play hopscotch, play hide-and-seek, roller-skate, go swimming, trade cards

Do you want to play tag?

Sure, let's do it. / I'm sorry, I can't. / No, not right now.

Warm-up activity

- Put up Picture Cards 24-29 on the board. Act out one of the activities and have students point to the card. Elicit the English words for each card. If students don't know the English words, encourage them to name them in their native language. Say the English words and have students repeat.
- Continue in the same way until students are familiar with the new vocabulary items.

Activity B A 21

Have students focus on the activities. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C A 22-23

- Play the audio for the target structures and have students find the example in the story scenes. (Do you want to buy a cow?) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Prepare some word cards with the six activities on them. Make sure there is a card for each student.
- Give out the cards in random order. Have students walk around to find people with the same card asking, e.g., Do you want to play hide-and-seek? If the student has the same card, he/she answers, e.g., Sure, let's do it. If not, he/she refuses the invitation, e.g., I'm sorry, I can't. / No, not right now.
- Instruct students not to show each other their cards before the other student answers the question. If they have the same card, then they walk around together looking for other people with the same cards.
- Continue until students have formed six groups and each group includes students with the same activity.

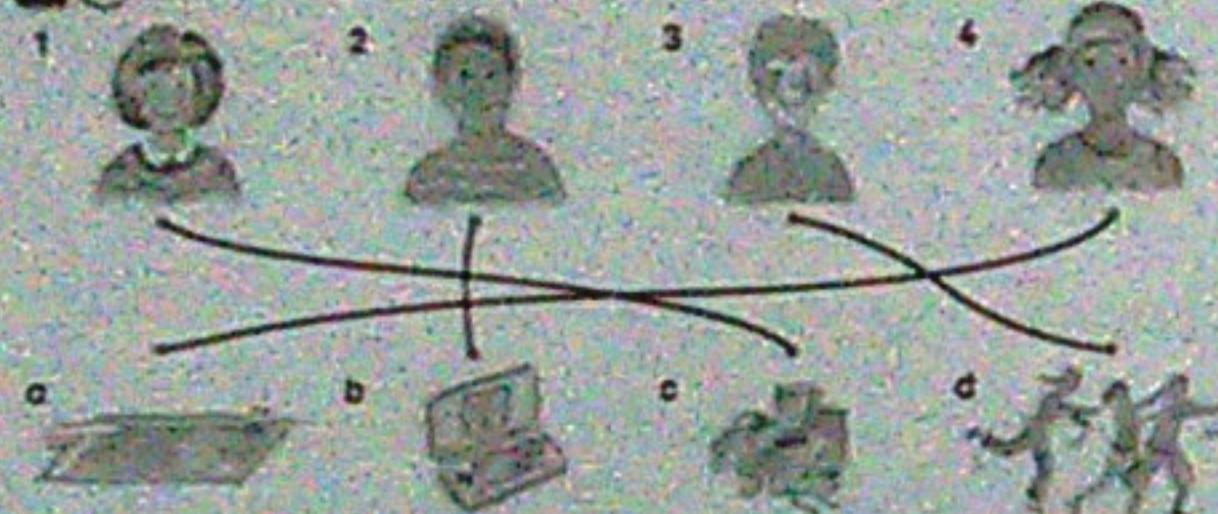
Song

D Listen and circle. Then sing.

Oh, where? Oh, where? Oh, where are you going?
 To the (gym / cafeteria / computer lab)
 Do you? Do you? Do you want to play
 (tag / hopscotch / hide-and-seek)
 No, not right now.

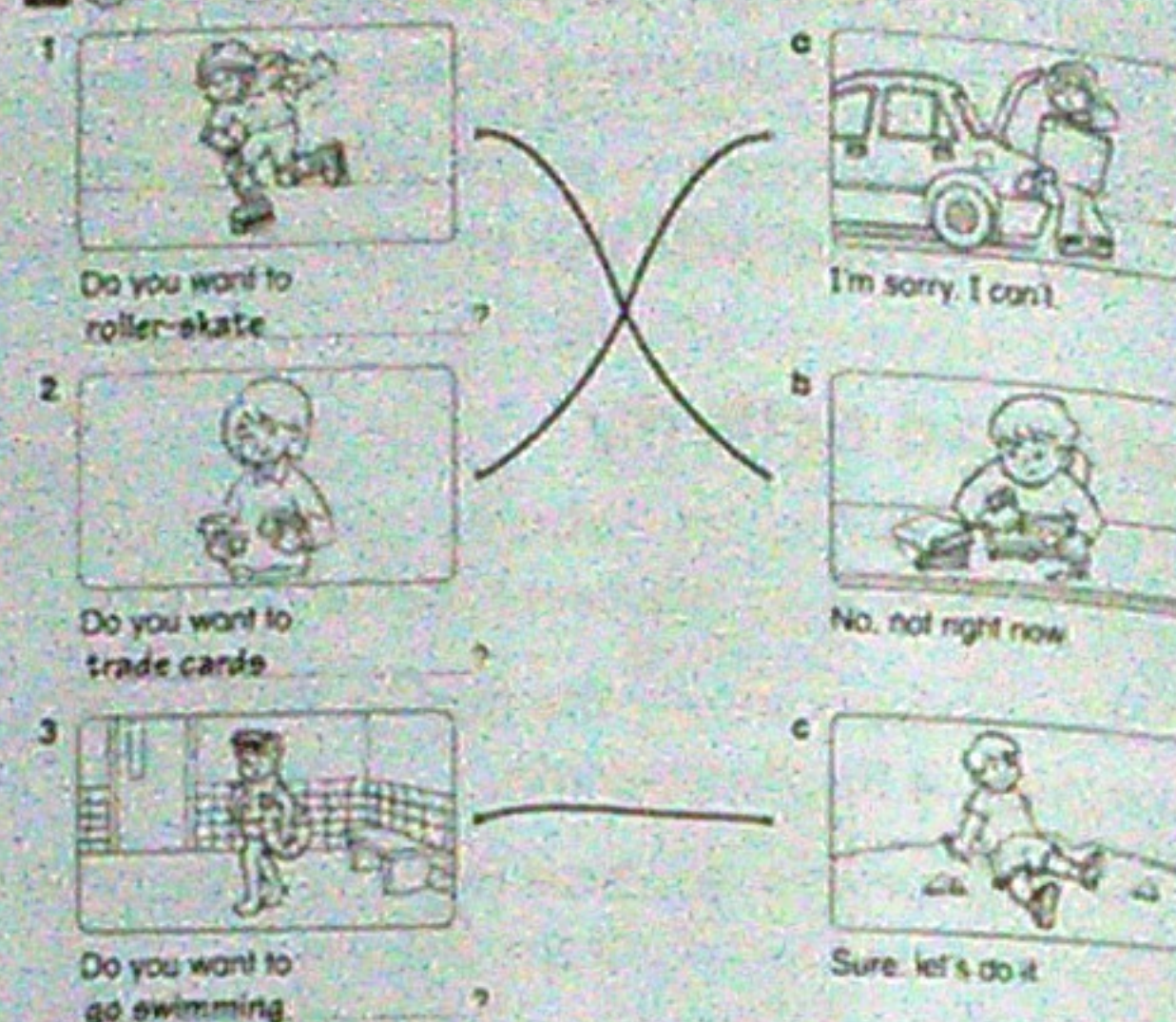
Oh, where? Oh, where? Oh, where are you going?
 To the (music room / art room / science lab)
 Do you? Do you? Do you want to
 (roller-skate / go swimming /
 trade cards)
 I'm sorry, I can't.

E Listen and match.



Practice

F Listen and match. Then write.



G Listen and number.



Song

Objective

Practice target language from Learn 1 in a song

Warm-up activity

- Display Picture Cards 16–29 on the board. Play the audio and have students point to the correct card when they hear the word.
- Make the activity more competitive by eliminating students who point to the wrong card.

Activity D A 24–25

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to circle the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.
- Play the audio and encourage students to sing along. When students are confident enough, try using the music-only version.

Activity E A 26

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to do the matching.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Assign different lines of the song to different pairs or groups of students, e.g., questions to some groups and answers to different groups.
- Have students sing only the assigned lines. Instruct them when to start and stop singing.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Have students choose an activity each. Invite a volunteer to act out his/her activity.
- Have the class ask the student questions to guess the activity, e.g., *Do you want to go swimming?* The first student to guess correctly comes to the front and acts out his/her activity for the rest of the class to guess.
- Continue in the same way until most students have had a turn.

Activity F A 27

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to do the matching.
- Check that students have matched the items correctly. Then have them write in the missing text. Walk around and monitor progress.

Activity G A 28

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Ask students to draw a table with three columns. Have them write an activity in each column. Encourage them to choose two activities from the unit and one activity of their own. Provide language support if students don't know the words in English.
- Have students walk around and find three other students who want to do each of their activities.
- Invite students to come to the front and report the results, e.g., *Kate, Mike and Joe want to trade cards. Jess, Ron and Eddy want to roller-skate. Eduardo, Nina and Golly want to play hopscotch.*

Learn 2

H Listen and say.



I Listen and say.



Do you have any paper?	Does he have any paper?
Yes, I have some paper.	Yes, he has some paper.
No, I don't have any paper.	No, he doesn't have any paper.

Practice

I Look and write.



- Does he have any paper?
No, he doesn't have any paper.
- Does he have any correction fluid?
Yes, he has some correction fluid.
- Does she have any tape?
Yes, she has some tape.
- Does she have any string?
No, she doesn't have any string.
- Do they have any paint?
Yes, they have some paint.

K Listen, circle and write (Y = Yes, N = No).



- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Prepare eight word cards with the target vocabulary. Have eight students come to the front and stand in a circle. Give each student a word card and one of Picture Cards 30-37.
- Have the first student ask the student next to him/her using the word card, e.g., *Do you have any tape?* If the student has the "tape" picture card, he/she answers, e.g., *Yes, I have some tape.* and shows the picture card. If not, he/she says, *No, I don't have any tape. I have some glue.* and shows the picture. Then he/she asks the next student the question using his/her word card.
- Continue in this way until each student in the circle has had a turn. Then invite another group of eight students and repeat the activity.

Activity J

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the picture and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity K A 32

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct pictures, and write Y or N in the answer spaces.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Learn 2

Objectives

- Learn names of stationery items
- Learn to ask yes/no questions about what someone has
- Learn to answer yes/no questions about what someone has

Target language

paper, cardboard, paint, ink, tape, glue, string, correction fluid

Do you/they have any paper?
Yes, I/we/they have some paper.
No, I/we/they don't have any paper.

Does he/she have any paper?
Yes, he/she has some paper.
No, he/she doesn't have any paper.

Warm-up activity

- Bring the eight stationery items to school. Put them in a bag.
- Have individual students come to the front of the class, stick their hands into the bag and guess the objects they are feeling.

Activity H A 29

Have students focus on the stationery items. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity I A 30-31

- Have students focus on the dialogue presenting the target structures. (*Does he have any glue? Yes, he has some glue.*) Play the audio and have them follow. Then play the audio again and have students repeat.

Practice

Objective

Practice target language from Learn 2

Warm-up activity

- Use Picture Cards 30-37. Invite four students to come to the board and give them two picture cards each. Have them hold up their cards for the class to see.
- Point to a student and ask, e.g., *Does he/she have some correction fluid?* The class should answer accordingly. Vary the questions as you elicit positive and negative answers.
- Continue in the same way until you have asked about each student.

Extension activity

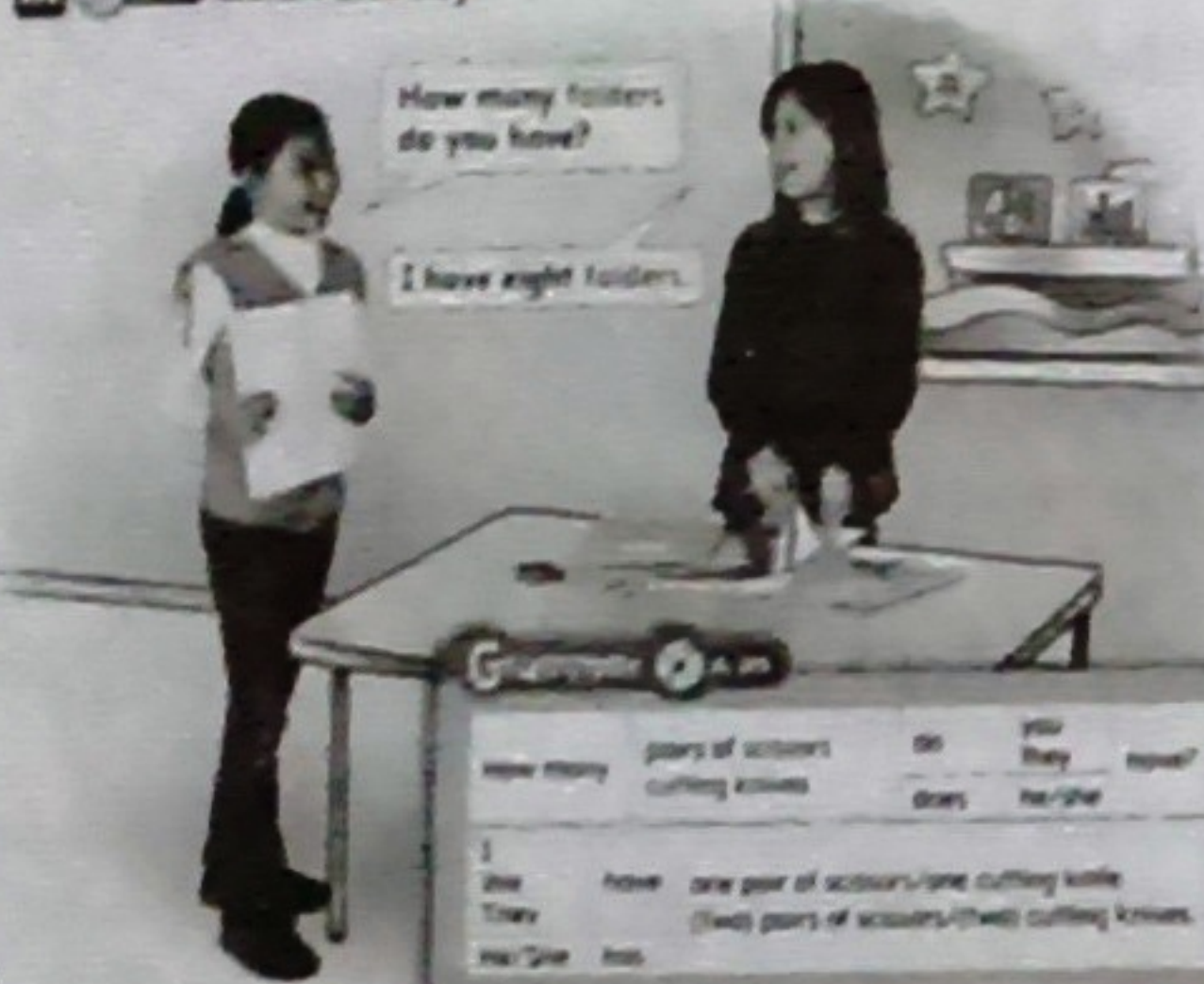
- Bring multiple sets of the eight stationery items and hide them in the classroom.
- Say, *Go!* and have students walk around the room and find the objects. Give students 5-6 minutes. Call out, *Stop!* and have students go back to their seats.
- Hold up one of Picture Cards 30-37 and ask students, e.g., *Do you have any ink?* Students who have found that object should hold it up and answer, e.g., *Yes, I have some ink.* Then the rest of the students should say, e.g., *No, I don't have any ink.*
- Continue in the same way with the other cards. Invite individual students to take on the teacher's role and ask the questions.

Learn 3

L Listen and say



M Listen and say



Practice

N Look, count and write.

- 1 He has 4 cutting knives.
- 2 He has 8 rubber bands.
- 3 He has 11 paper clips.
- 4 He has 2 pairs of scissors.
- 5 He has 2 folders.
- 6 He doesn't have any crayons.



- 7 She has 9 crayons.
- 8 She has 12 push pins.
- 9 She has 5 paintbrushes.
- 10 She has 1 pair of scissors.
- 11 She has 3 rubber bands.
- 12 She doesn't have any cutting knives.

O Listen and match.

- 1 cutting knives
- 2 crayons
- 3 paintbrushes
- 4 scissors
- 5 paper clips
- 6 push pins

14
40
80
18
66
15

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structure using the vocabulary.

Extension activity

- Put up Picture Cards 38-45 on the board. Have individual students come to the front and pick a card.
- The class should ask the student, e.g., *How many paintbrushes do you have?* He/she should count the objects in the picture and reply accordingly, e.g., *I have two paintbrushes.*
- If students can't count the objects, they can reply using the words *many/lots/a lot of*, e.g., *I have many rubber bands.*
- Continue until most students have had a turn.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- Put up Picture Cards 38-45 on the board. Divide students into three or four teams.
- Give students a command, e.g., *Run to the scissors.* Have a student on each team run to the card and touch it.
- Vary the activity with other commands, e.g., *Point to ...*, *Walk to ...*

Activity N

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Have students look at the pictures, count the number of each item, and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity O A 36

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to do the matching.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Put students into pairs. Have each student draw or write the eight stationery items and decide on how many of each item they have.
- Have students in each pair find out how many items his/her partner has by asking and answering questions, e.g., *How many cutting knives do you have?* *I have three cutting knives.* Encourage students to write down the number for each item.
- Invite individual students to come to the front and ask them how many items their partners have, e.g., *How many cutting knives does she have?*

Learn 3

Objectives

- Learn names of stationery items
- Learn to ask how many stationery items someone has
- Learn to say how many stationery items someone has

Target language

scissors, cutting knives, paintbrushes, crayons, folders, paper clips, rubber bands, push pins

How many pairs of scissors/cutting knives do you/they have?

I/We/They have one pair of scissors/one cutting knife.

How many pairs of scissors/cutting knives does he/she have?

He/She has (two) pairs of scissors/(two) cutting knives.

Warm-up activity

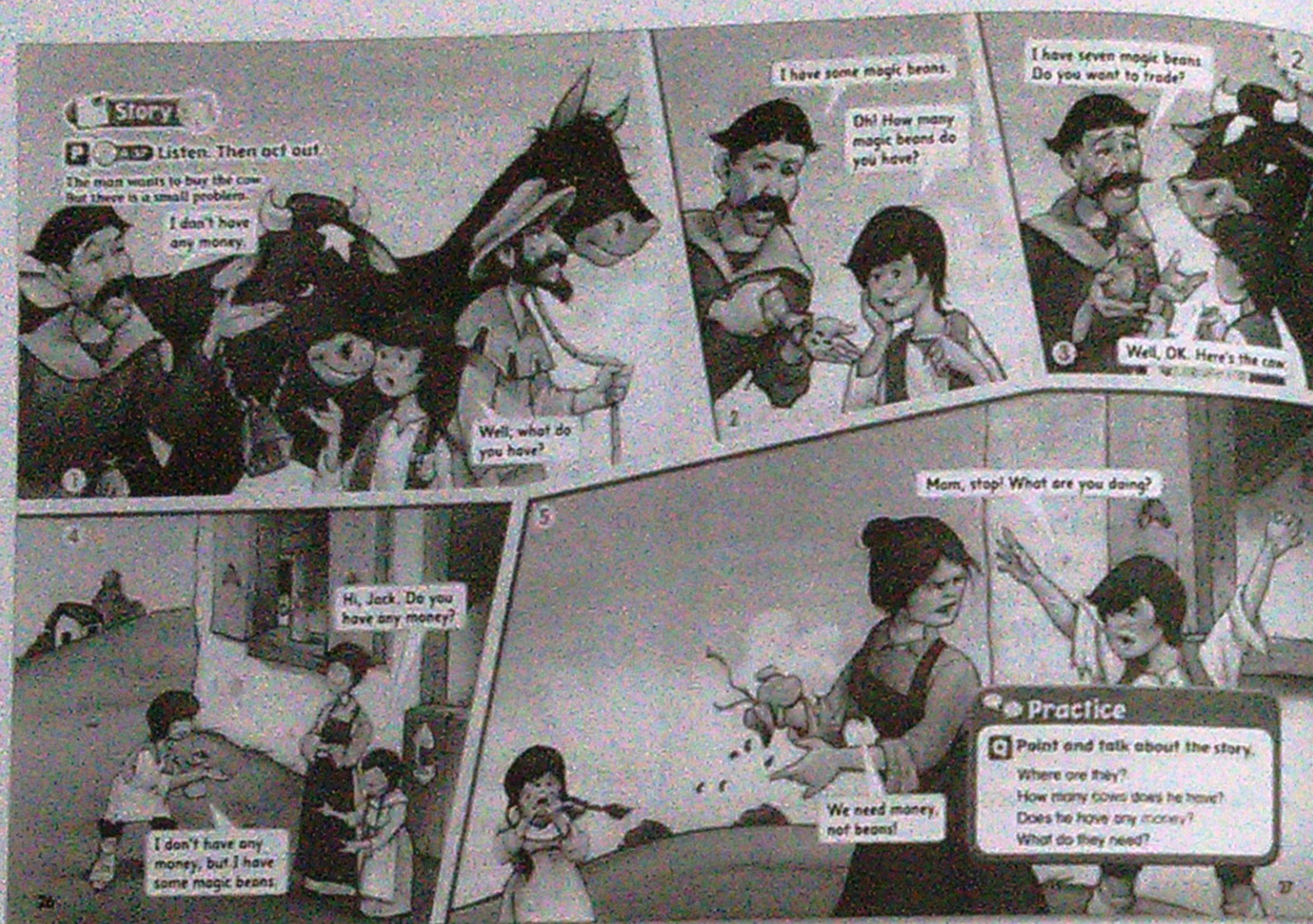
- Review numbers from 1 through 20. Point your finger upward. Students start to count 1, 2, 3, 4 ...
- If you point downward, they start counting backward, 4, 3, 2 ...
- If you point horizontally, they say the same number, 2, 2, 2 ...
- Make sure students do not pause.

Activity L A 33

Have students focus on the stationery items. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity M A 34-35

- Have students focus on the dialogue presenting the target structures. (*How many folders do you have? I have eight folders.*) Play the audio and have them follow. Then play the audio again and have students repeat.



- Divide students into groups and hand out a set of puzzle pieces to each group. Have them put the puzzle back together.
- Praise students who complete their puzzles quickly and ask them to read out the story.

Practice

Objectives

- Practice target language from Learn 1-3
- Develop reading comprehension skills

Warm-up activity

- Divide students into small teams. Have each team form a circle and have students hold hands. Give each team a balloon.
- As a team, they should try to keep the balloon in the air. When it touches someone's body, they ask that student a question about the story.
- Make the game more competitive by eliminating students who can't answer the question.

Activity Q

- Give a brief recap of the target structures from Learn 1-3.
- Have students identify examples of the target structures in the story scenes.
- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

- Divide students into groups of four. Assign roles in each group and have students repeat only their character's lines after the audio or you.

Story

Objectives

- Continue the story of Jack and the Beanstalk
- Consolidate language from Learn 1-3

Storyline

The man wants to buy the cow, but he doesn't have any money, only seven magic beans. Jack decides to trade the cow for the beans. But when he gets home and tells his mom, she is very angry. She throws the beans away and says that they need money, not beans!

Warm-up activity

Ask students to remember what has happened in the story so far. Ask questions to help them, e.g., *Where do Jack, his mom and his sister live? Do they have lots of money? When's market day?*

Activity P A 37

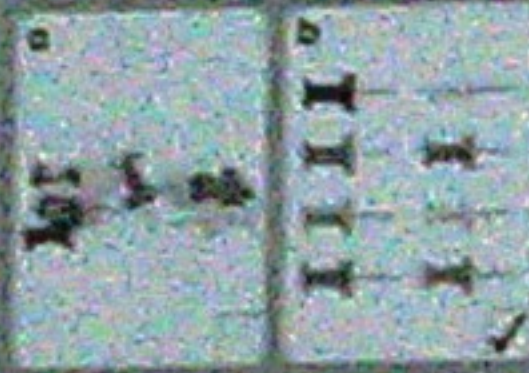
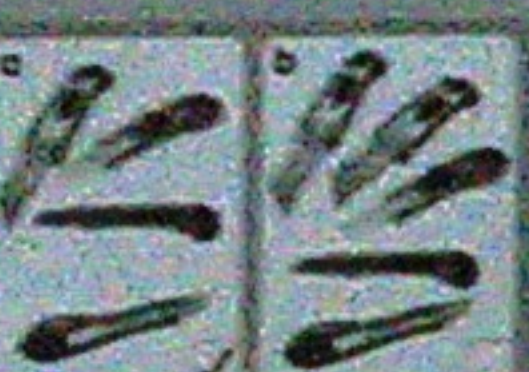
- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *problem, magic beans* and *trade*.
- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Make copies of the story scenes. Blank out the frame numbers and cut them into different

Test

1 Listen and check (✓) or write.

1. Sure, let's do it. I'm sorry, I can't. No, not right now.	2. Sure, let's do it. I'm sorry, I can't. No, not right now.
3. We have some tape.	4. He has some paper.
5. 	6. 
7. 	8. 
9. 	10. 

Have fun!

Play the game

Do you want to ride a bike? Sure, let's do it.

Do you want to ... ?
Does he/she have any ... ?
How many ... ?

Start

1. ride a bike

2. We / string

3. Go back one space!

4. trade cards

5. they / ink

6. Say the days of the week.

7. Miss a friend

8. push pins / ink

9. go swimming

10. the / paper

11. scissors / the

12. Finish

Have fun!

Objective

Review and assess unit language through a communicative game.

Warm-up activity

- Invite a student to come to the front of the class. Show him/her a picture card.
- Have the student act out the card using gestures and sound effects. Have the class guess the card. The first student to call out the correct vocabulary item gets a chance to act out the next card.

Activity 5

- Put students into pairs. Have them focus on the game and explain how it should be played. If necessary, model the game to ensure all students are clear on what to do.
- Have students play the game. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put students into different pairs and play the game again.

Extension activity

- Write each sentence from the story scenes of Units 1 and 2 on separate strips of paper. Cut each strip of paper into two parts. Keep the sentences for each double-page spread in the same set.
- Divide students into four teams. Give each team a set of cut-up sentences.
- Say, Go! and have teams race to put the strips of paper together and arrange them in the correct order.
- Give students 5 minutes. Then ask them to stop and read out their sentences.
- The team who has matched all sentence parts and sequenced them correctly is the winner.

Test

Objectives

- Review language from Learn 1–3 in a test format.
- Assess listening skills.

Warm-up activity

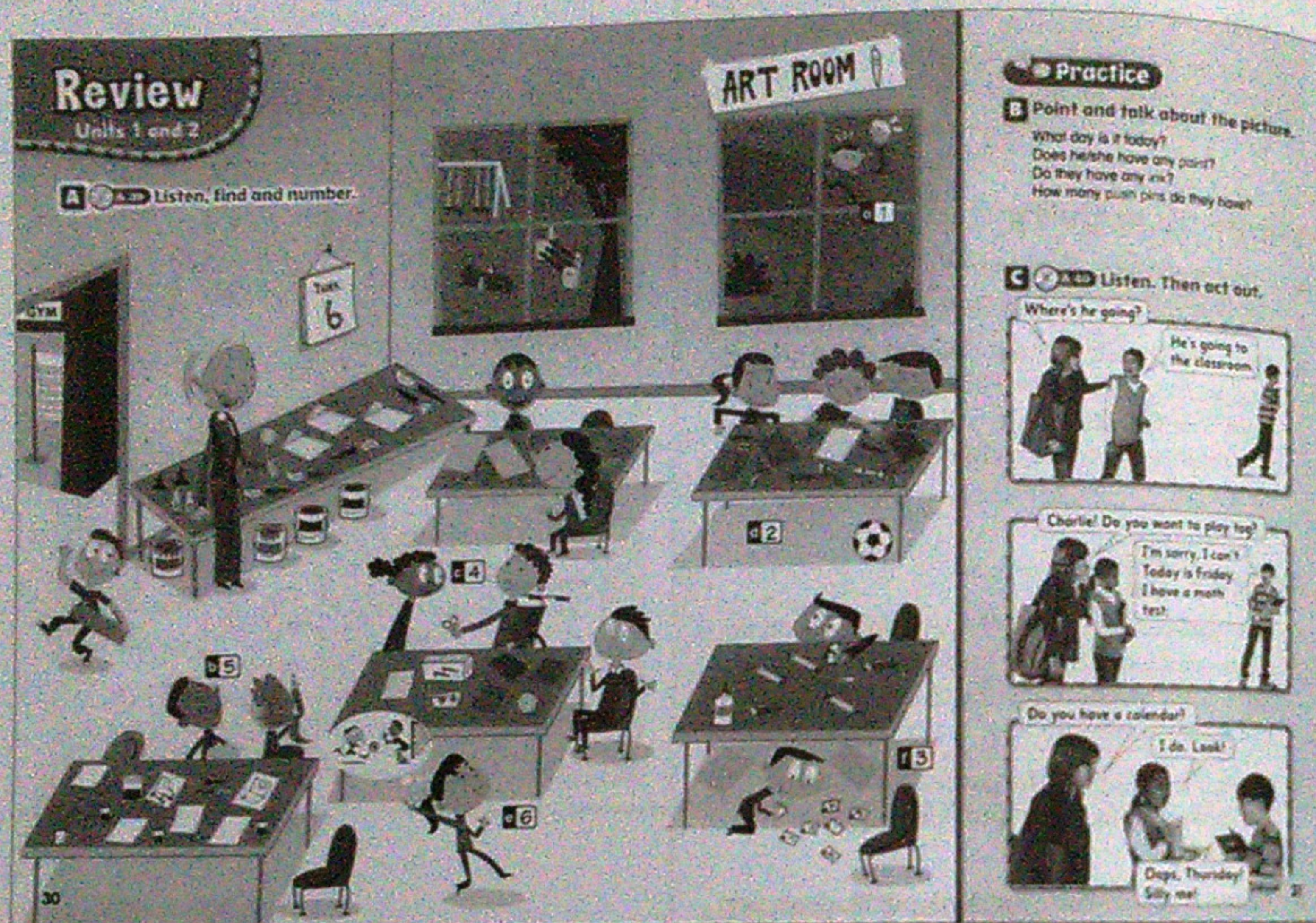
- Use Picture Cards 24–45 to review the unit vocabulary. Spread them out on a table.
- Call out each word. Students race to touch the corresponding card. The first student to touch the card gets to keep it.
- The student with the most cards at the end of the game wins.

Activity R A 38

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Put up Picture Cards 24–45 on the board.
- Invite two students to come to the front of the class. Ask another student to point to a picture card.
- The two students should quickly create a short dialogue about the picture, e.g., Do you have any paint? Yes, I have some paint. Great! Let's go to the



Objective

Review target language from Units 1 and 2

Scene

Students are doing various activities in the art room, including making things and trading cards. One student is leaving to go to the gym, and outside, another student is hurrying to the art class.

Warm-up activity

- Divide students into groups of five. Write five words/phrases from Units 1 and 2 on the board.
- Each student in a group writes a different word/phrase from the list on a card. Call out one of the words. The student in each group with the word should hold up his or her card and say the word. The first student to do that gets to choose and say the next word.
- Continue in the same way with another set of five new words/phrases.

Activity A A 39

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

Practice

B Point and talk about the picture.

What day is it today?
Does he/she have any paint?
Do they have any ink?
How many push pins do they have?

C Listen. Then act out.



- Play the audio once and let students become familiar with it. Then play it again for them to find and number the items.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Put students into pairs and assign a dialogue from the art room scene to each pair.
- Play the audio and have students repeat their lines. Then stop the audio and have them practice the dialogues in pairs.
- Have pairs present their dialogues in front of the class.

Practice

Objective

Practice target language from Units 1 and 2

Warm-up activity

- Have students sit in a circle and pass a soft ball around. Play some music.
- Each time you stop the music, ask the student holding the ball a question about the scene, e.g., *What day is it today?*

Activity B

- Give a brief recap of the target structures from Units 1 and 2.
- Have students identify examples of the target structures in the scene.
- Have students focus on the questions. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Activity C A 40

- Have students focus on the scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page.
- Act out the dialogues and have students repeat after you. Then divide students into groups of three to act out the dialogues. Have them change roles and practice a few times.
- Walk around to monitor progress. Play the audio once more if necessary.

Extension activity

- Place Picture Cards 1-29 in four piles face down on a table (days of the weeks, rooms, activities in noun phrases, e.g., *math test*, activities in verb phrases, e.g., *play tag*).
- Have three students come to the front of the class and pick a card from each pile. Have them role-play the Activity C dialogues using the words on the four cards to replace the words "classroom", "play tag", "Friday" and "math test."
- Continue in the same way by inviting different groups to role-play the dialogues.

3 Morning surprise

Story

A Listen.
A huge beanstalk is growing up to the sky. Everyone is surprised.

What's wrong?
Whoa! I can't believe it!

There's a huge beanstalk outside.

Wow!

What do you want to do?
I want to climb the beanstalk.

Be careful, Jack.

OK, Mom. Don't worry!

Learn 1

B A 42 Listen and say.

- ride (my) skateboard
- call a friend
- watch a movie
- write an email
- eat a pizza
- make a cake

C A 43 Listen and say.

Grammar A 44

What	does	he/she	want to do?
	do	you	
He/She	wants to	his/her	skateboard.
I	want to	my	skateboard.
We	want to	our	skateboard.
They	want to	their	skateboard.

Story

Objectives

- Continue the story of *Jack and the Beanstalk*
- Present Learn 1 structure in a story context

Storyline

Jack's sister looks out of the window and notices a huge beanstalk growing up to the sky. Jack gets a rope and says that he is going to climb the beanstalk. Jack's mom tells him to be careful as he starts to climb, but Jack tells her not to worry.

Warm-up activity

- Two or three days before the class, put some beans in water and have the class see them grow each day. Teach the word "beanstalk."
- Have students tell you what happened to Jack at the market, e.g., *A man gives Jack seven magic beans for the cow. Jack's mother is angry. She throws the beans outside the house.*

Activity A A 41

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the

- Act out the dialogues and have students repeat after you. Then divide students into groups of three to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Write the sentences from the story on strips of paper. Mix them up and place them on a table. Read each one and have students help you put them in the correct order. Then practice reading the story.
- Mix them up again and invite pairs of students to come to the front and put them in the correct order. Time each pair. Praise the fastest pair.

Learn 1

Objectives

- Learn vocabulary of activities
- Learn to ask what someone wants to do
- Learn to say what someone wants to do

Target language

ride (my) skateboard, call a friend, watch a movie, write an email, eat a pizza, make a cake

What do you/they want to do?

I/We/They want to ride **my/our/their** skateboard(s).

What does he/she want to do?

He/She wants to **ride his/her** skateboard.

Warm-up activity

- Put up Picture Cards 46–51 on the board.
- Divide students into two groups and have them stand in two lines.
- Whisper a vocabulary item to the first student in each line. On the count of three, the first student in each line whispers the phrase down the line until it reaches the last student.

- Have the last student in each line run to the board and touch the corresponding picture card.
- Then the first students go to the back of their lines. Continue with other vocabulary items.

Activity B A 42

- Have students focus on the activities. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C A 43-44

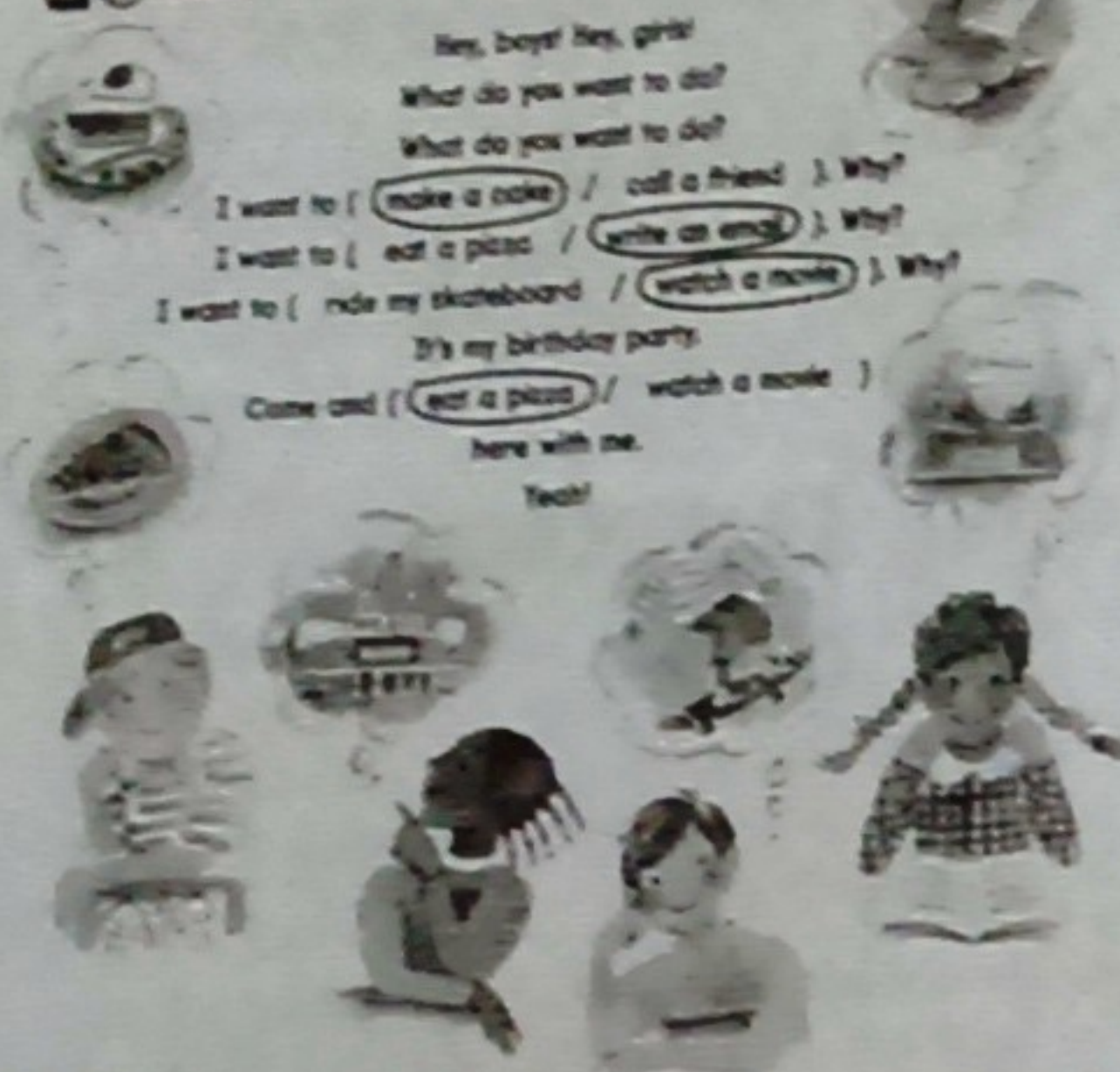
- Play the audio for the target structures and have students find the example in the story scenes. (*What do you want to do? I want to climb the beanstalk.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Make multiple sets of the picture cards. Divide students into groups of six and have them sit in a circle. Give each group a set of cards.
- The first student asks the student next to him/her, e.g., *What do you want to do?* He/She replies using the activity on his/her card, e.g., *I want to call a friend.* and asks the same questions to the next student, and so on.
- Have students swap cards and repeat the activity until everyone has had a chance to practice each of the target vocabulary items.

Song

Listen and circle. Then sing.



Listen and write.

1. She wants to write an email.
2. He wants to watch a movie.
3. They want to make a cake.
4. I want to ride my skateboard.

34

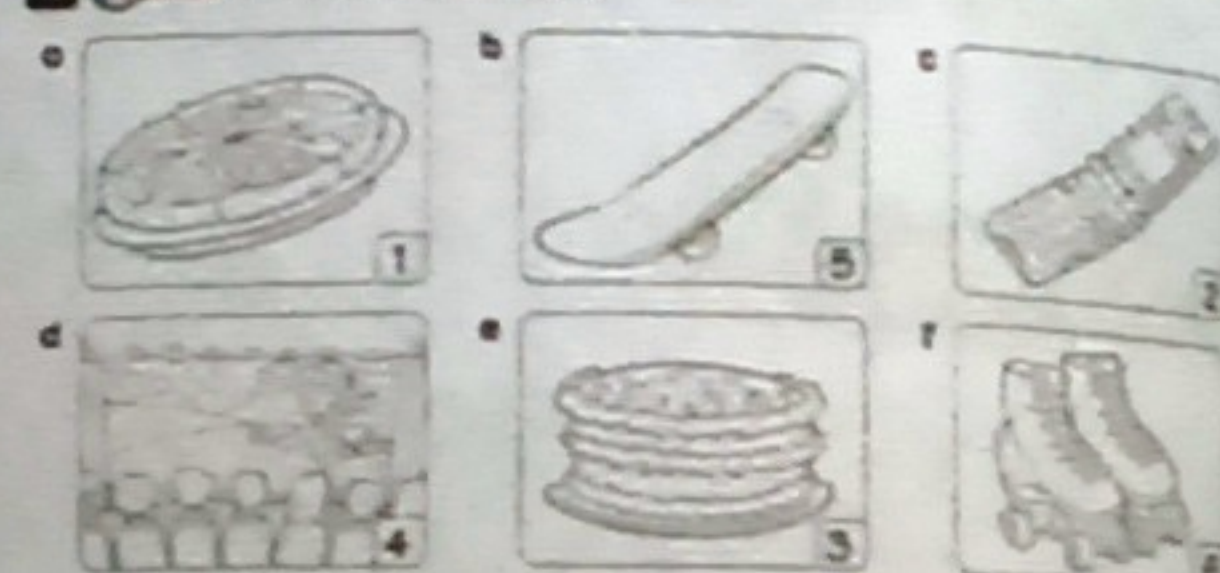
Practice

Look and write.

1. What does he want to do?
He wants to call a friend.
2. What does she want to do?
She wants to ride her skateboard.
3. What does she want to do?
She wants to watch a movie.
4. What do you want to do?
I want to make a cake.

Suggested answer:
Students draw their own.

Listen and number.



- Play the audio once and let students become familiar with it. Then play it again for them to write in the answers.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Have students sit in a circle. Play the song and have them pass a soft ball around.
- Stop the song suddenly and have students repeat or sing the last line they heard. Continue in the same way.
- Vary by having students sing the next line when you stop the song.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Have students sit in a circle. One student says one activity he/she wants to do, e.g., *I want to play tag.*, the next student says another activity he/she wants to do, e.g., *I want to watch a movie.*, and so on.
- Remind students not to mention activities that have been mentioned before. The student who runs out of ideas or pauses for too long is out.
- The last two students to remain in the circle are the winners.

Activity F

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the pictures and write in the missing words. Walk around and monitor progress.

- Give out the answers and have students check their own or each other's answers. For the last question, have them swap books and compare each other's answers.

Activity G A 48

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Invite three students to come to the front of the class. Ask each student what activity they want to do and have each one say a different one, e.g., *I want to call a friend. I want to play hide-and-seek. I want to watch a movie.*
- Have the rest of the class listen and remember the activities. Then have a volunteer say what each student wants to do, e.g., *Jake wants to call a friend. Meg wants to play hide-and-seek. Yasmin wants to watch a movie.*
- Continue in this way by inviting different students. To make it more challenging, have more than three students at a time in front of the class.

Song

Objective

Practice target language from Learn 1 in a song

Warm-up activity

- Make several sets of Activity Cards 46–51 or word cards. Give a card to each student. Make sure that at least two students have the same card.
- Have students walk around the room and search for the other student(s) with the same card. Encourage them not to show their cards to anyone, but to call out the words.
- Once students find their partners, have them come to you and name the activity or make a sentence with it.

Activity D A 45-46

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to circle the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.
- Play the audio and encourage students to sing along. When students are confident enough, try using the music-only version.

Activity E A 47

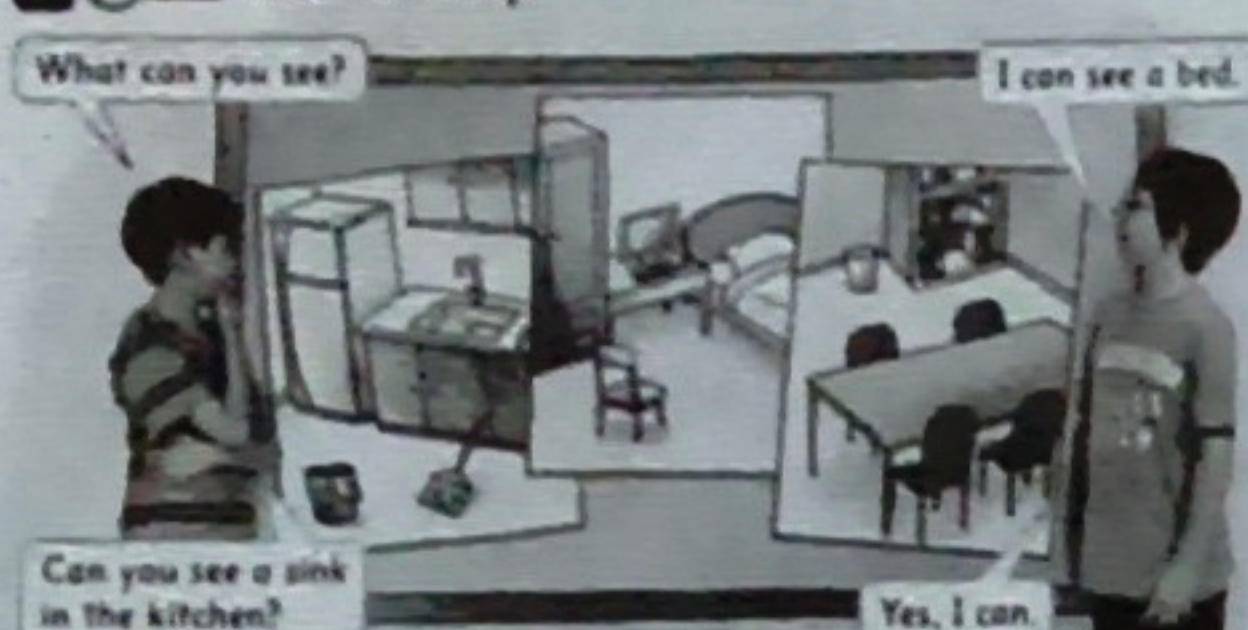
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

Learn 2

H A 49 Listen and say.



I A 50 Listen and say.



Grammar A 51

What can you see?	Can they see a desk (in the bedroom)?
I see a desk.	Yes, I can.
They can see a desk.	No, they can't.

Practice

I Look and write.

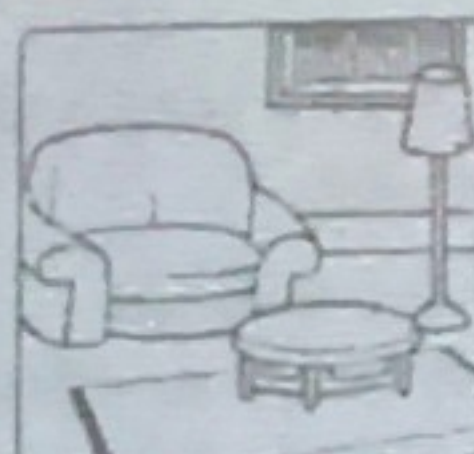
1 What can you see in the bedroom?

I can see a bed, a bookshelf and a desk.



2 What can you see in the living room?

I can see a sofa, a bookshelf and a rug.



3 What can you see in the bathroom?

I can see a sink, a toilet and a rug.



K A 52 Look above. Listen and circle.

- 1 Yes / ☐ No 2 Yes / ☐ No 3 ☒ Yes / No 4 Yes / ☐ No
5 ☒ Yes / No 6 ☒ Yes / No 7 Yes / ☐ No 8 Yes / ☐ No

Suggested answers
Students' answers can vary.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- On the board, draw the outline of a house and label each of the rooms: bedroom, living room, dining room, kitchen and bathroom.
- Stick each of the picture cards in appropriate rooms in the house. Have a student come to the front. The class asks him/her questions about the house, e.g., *What can you see in the bedroom?* *Can you see a desk in the bedroom?*
- Encourage students to vary the questions and make sure that yes/no questions do not require only positive answers.
- If the student can't reply or makes a mistake, invite another student to come to the front.

Activity J

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the pictures and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers. If necessary, provide other possible answers (1: books/folders, 2: a lamp, books/folders, 3: wastebasket).

Activity K A 52

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again, have students look at the pictures in the previous activity, and circle the correct answers.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Practice

Objective

Practice target language from Learn 2

Warm-up activity

- Prepare some word cards for the eight household items. Place them on a table.
- Have individual students come to the front, pick a card and draw the item line by line on the board. Have the rest of the class try to guess each time the student draws a line.
- The student who guesses correctly comes to the front and does the same.

Warm-up activity

- Hold up each of the Picture Cards 52-59 and ask, *What can you see?* Elicit each of the household items.
- Then invite individual students to come to the front and ask the question. Continue in this way until students can recognize and name the eight items.

Activity H A 49

Have students focus on the household items. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity I A 50-51

- Have students focus on the dialogues presenting the target structures. (*What can you see? I can see a bed. Can you see a sink in the kitchen? Yes, I can.*) Play the audio and have them follow. Then play the audio again and have students repeat.

Learn 2

Objectives

- Learn names of household items
- Learn to ask what someone can see
- Learn to say what someone can see
- Learn to ask yes/no questions about what someone can see
- Learn to answer yes/no questions about what someone can see

Target language

a desk, a rug, a bed, a sink, a sofa, a closet, a bookshelf, a toilet

What can you/they/he/she/see?
I/We/They/He/She can see a desk.

Can you/they/he/she see a desk (in the bedroom)?

Yes, I/we/they/he/she can.

No, I/we/they/he/she can't.

Extension activity

- Put students into pairs. Have one student in each pair sit with his/her back to the board.
- Draw a house on the board and label each room. Place Picture Cards 52-59 in different rooms.
- Give each pair a piece of paper with the house outline on it. Have the student who can't see the board ask his/her partner questions about the house on the board and draw the items on the piece of paper in the correct rooms, e.g., *What can you see in the bedroom? Can you see a rug in the living room?*
- Have each pair come to the front of the class and show their picture. Praise the most accurate one.

Learn 3

L Listen and say.



M Listen and say.

How many dressers can you see in the bedroom?

I can see two dressers.



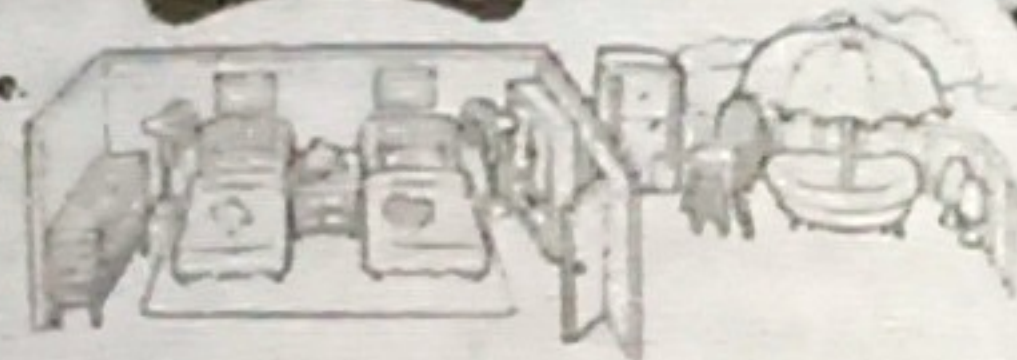
Grammar

How many fans can you see in the living room?

I see one fan.

Practice

N Look and write.



1 chair / balcony

How many chairs can you see on the balcony?

I can see three chairs.

2 book / bedroom

How many books can you see in the bedroom?

I can see four books.

3 aquarium / bedroom

How many aquariums can you see in the bedroom?

I can see one aquarium.

4 refrigerator / balcony

How many refrigerators can you see on the balcony?

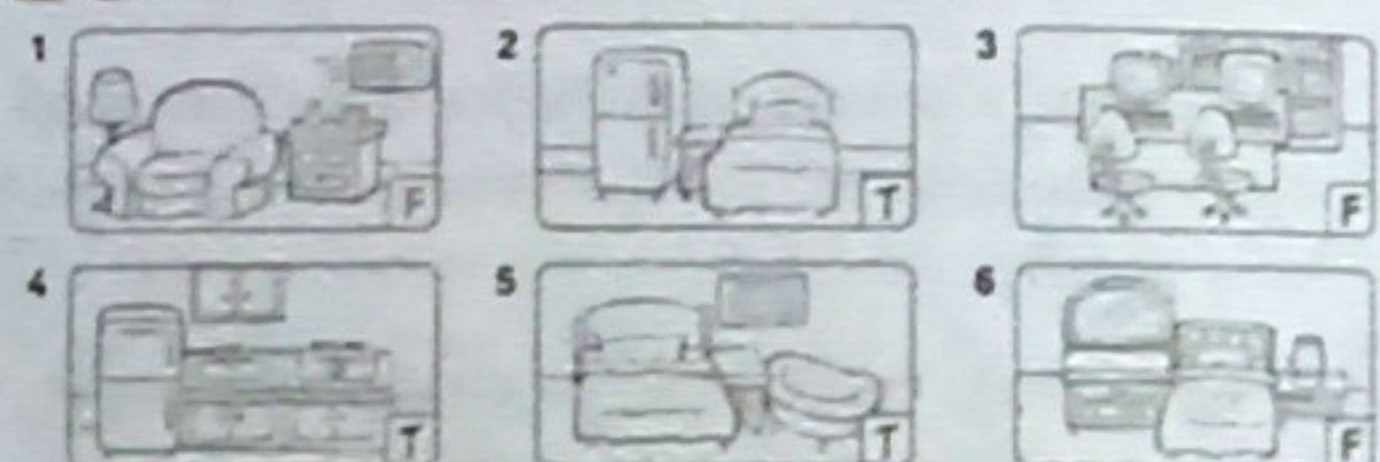
I can see one refrigerator.

5 fan / bedroom

How many fans can you see in the bedroom?

I can see two fans.

O Listen and write (T = True, F = False).



see in the bedroom? I can see two dressers.) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structure using the vocabulary.

Extension activity

- Prepare three sets of word cards: numbers (0-8), household items and rooms. Place them face down in three piles on a table.
- Have pairs of students come to the board. One student takes a household item card and a room card while the other student takes a number.
- The student with the two cards asks a question using the words on his/her cards, e.g., *How many refrigerators can you see in the bathroom?* The student with the number card replies using the number on his/her card, e.g., *I can see five refrigerators.*
- Have the class say if this is realistic or not.

Activity N

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the picture, count the number of items, and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity O A 56

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to write T or F in the answer spaces.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Divide students into two teams. Give each team a large piece of paper with the outline of a house/apartment and a list of household items. Ask each team to draw the items on their list in the appropriate rooms or on the balcony. Make sure students draw more than one of each item.
- When students have completed their pictures, have Team A ask Team B, e.g., *How many aquariums can you see in the living room?*
- Team B should look at their picture and say, e.g., *We can see two aquariums in the living room.*
- Give each team 5-6 minutes to ask and answer the questions. Make a record of the numbers of household items each team mentioned in their answers. The team with more household items is the winner.

Learn 3

Objectives

- Learn names of household items
- Learn to ask how many household items someone can see
- Learn to say how many household items someone can see

Target language

fan, stove, dresser, bathtub, computer, aquarium, refrigerator, air conditioner

How many fans can you/they/he/she see (in the living room)?

I/We/They/He/She can see one fan/(two) fans.

Warm-up activity

- Make copies of Picture Cards 60-67. Cut them up into puzzle pieces.
- Divide students into groups and give each group a set of puzzle pieces.
- Have each group put the cards together and name each household item. Elicit the English words for each card. If students don't know the English words, encourage them to name them in their native language. Say the English words and have students repeat.

Activity L A 53

Have students focus on the household items. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity M A 54-55

- Have students focus on the dialogue presenting the target structure. (How many dressers can you

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- Put up Picture Cards 52-67 on the board. Tell students to look closely for a minute and try to remember what they see.
- Ask them to turn around so that they cannot see the cards. Take one card away. Tell students to look and name the missing item.
- Make the activity more challenging by taking away two cards at a time.



Song

Objectives

- Continue the story of *Jack and the Beanstalk*
- Consolidate language from Learn 1-3

Storyline

Jack continues to climb the beanstalk. He sees some butterflies, and a castle at the top. When he gets to the castle, Jack meets a woman who tells him to be quiet as a giant lives there. Jack is scared, but the woman tells him to go with her.

Warm-up activity

- Have students sit in a circle. Play some music and have them pass a soft ball or a stuffed toy animal around.
- Suddenly stop the music and ask a question about the story. The student left holding the

ball/stuffed toy animal answers the question. If he/she can't answer or gives a wrong answer, he/she is out of the game.

- Continue in the same way until there is only one student left in the circle.

Activity P A 57

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *castle* and *giant*.
- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.

- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Put up the story poster on the board. Divide students into groups of four and assign a role to each student.
- Ask each group to practice the dialogues. Encourage them to be expressive and use gestures.
- Invite groups to come to the front and role-play the dialogues.

Practice

Objectives

- Practice target language from Learn 1-3
- Develop reading comprehension skills

Warm-up activity

- Read out one of the narrator's lines or dialogues, replacing one word in each sentence with a word of the same part of speech, e.g., *Jack is up on the balcony*.
- Stop after each sentence and have students repeat it using the correct word, e.g., *Jack is up on the beanstalk*.

Activity Q

- Give a brief recap of the target structures from Learn 1-3.
- Have students identify examples of the target structures in the story scenes.
- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

- Make copies of the story scenes. Blank out the frame numbers and cut them into different puzzle pieces.
- Divide students into groups and hand out a set of puzzle pieces to each group. Have them put the puzzle back together.
- Praise groups who complete their puzzles quickly and ask them to act out the scenes.

Test

R Listen and check (✓) or write.

1. a. b. ☒

2. a. b. ☒

3. a. b. ☒

4. a. b. ☒

5. a. b. ☒

6. a. b. ☒

7. Can she see a pink in the kitchen? ☒ Yes, she can.

8. Can he see a bed in the bedroom? ☒ No, he can't.

9. a. two b. one c. four ☒

10. a. one b. three c. two ☒

Have fun!

S Ask and answer.

What does she want to do?
She wants to watch a movie.

Can you see a sofa in the living room?

What does she want to do?
She wants to watch a movie.

What can you see in the dining room?

How many beds can you see in the bedroom?

What does he want to do?

Can you see a cow in the kitchen?

Test

Objectives

- Review language from Learn 1-3 in a test format
- Assess listening skills

Warm-up activity

- Use Picture Cards 46-67 to review the vocabulary items. Spread them out on a table with the picture sides showing.
- Make a sentence for each card and call it out, e.g., *I want to watch a movie.* or *I can see a desk in the bedroom.*
- Have students race to slap the corresponding card. The first to slap it keeps it.
- The student with the most cards is the winner.

Activity **R** A 58

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Write some questions and answers from the unit on strips of paper. Cut them apart into separate words.
- Put students into pairs and give each pair a set of cut-up questions and answers.

- Have pairs put the words in the correct order to form the questions and answers.
- Ask different pairs to read out each dialogue.

Have fun!

Objective

Review and assess unit language through a communicative task

Warm-up activity

- In two places on the board, make blanks for the letters of a vocabulary item from this unit. Say the word and have the class repeat.
- Have two students run to the board and write the word(s) in the spaces. The first student to write the word(s) correctly is the winner.
- Continue in this way with other words and other students.

Activity **S**

- Put students into pairs or small groups. Have them focus on the task and explain how to do it. If necessary, model the task to ensure all students are clear on what to do.
- Have students complete the task. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put them into different pairs or groups and have them do the task again.

Extension activity

- Before the class, write 15 words/phrases from the unit on pieces of paper, and put them in a bag.
- Give each student a Bingo grid of nine squares. Next, review the unit vocabulary by writing the words or putting up the word cards on the board. Read each card and have students repeat.
- Then have students write one word/phrase in each square on their grids. When students are ready, pull out a piece of paper from the bag,

read the word/phrase and have students repeat. Put it back in the bag. Students cross out the square with that word/phrase.

- Continue until a student crosses out all the squares on his/her grid. He/She should shout *Bingo!* and is the winner.

4 Inside the castle

Story

A Listen

The woman takes Jack inside the castle. She tells him about the giant.

What's the giant doing?

He's sleeping.

1

What's he like?

Oh, he's very mean.

He usually eats chicken. He sometimes eats little boys, too.

2

Oh, no! I'm scared!

Come with me.

Learn 1

B Listen and say.

1 always

2 usually

3 sometimes

4 never

	1 always	2 usually	3 sometimes	4 never
Sun.	✓			✓
Mon.	✓	✓		
Tues.	✓	✓		
Wed.	✓		✓	
Thurs.	✓	✓		
Fri.	✓	✓		
Sat.	✓	✓	✓	

C Listen and say.

6

I		(go swimming)
You		
We	always	
They		
He		(goes swimming)
She		

Story

Objectives

- Continue the story of *Jack and the Beanstalk*
- Present Learn 1 structure in a story context

Storyline

Jack goes inside the castle with the woman. The giant is sleeping and the woman says that he is very mean. He usually eats chicken and sometimes eats little boys too! Jack is scared again, but the woman tells him to go with her.

Warm-up activity

- Have students look at the scene for 2 minutes. Then ask them to close their books and try to remember what they have seen in the pictures.
- Ask questions, e.g., *Where is Jack? What's the giant doing? What does the woman like?*, and elicit answers, e.g., *Inside the castle. He's sleeping. She's kind.*

Activity A A 59

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *mean*.

- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Divide students into pairs. Assign roles from the story to each student. Play the audio and have students repeat their assigned lines.
- Have students practice role-playing the story in pairs. Encourage them to be expressive and use gestures.
- Invite pairs to perform their role-plays in front of the class. Have the class say the title and the introductory lines.

Learn 1

Objectives

- Learn adverbs of frequency
- Learn to say how frequently someone does something

Target language

always, usually, sometimes, never

I/You/We/They always (go swimming).

He/She always (goes swimming).

Warm-up activity

- Review the days of the week. Point your finger upward. Students start to say *Sunday, Monday, Tuesday, ...*
- If you point downward, they say the days in reverse order, *Tuesday, Monday, Sunday, ...*
- If you point horizontally, they say the same day, *Sunday, Sunday, Sunday, ...*
- Make sure students don't pause.

Activity B A 60

Have students focus on the adverbs of frequency. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C A 61-62

- Play the audio for the target structures and have students find the example in the story scenes. (*He usually eats chicken.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Point to the table in Activity B and review the four activities (i.e., mop the floor, listen to music, ride my skateboard, roller-skate) and the adverbs of frequency.
- Have each student draw his/her own table on a piece of paper and fill it with four activities. Put students into pairs and have them swap papers.
- Invite students to come to the front, show their partner's table and tell the class about his/her activities.

Song

D Listen and write. Then sing.

I like Sundays.
My dad usually waters the plants.
My mom sometimes sweeps the floor.
My sister always plays tag with her friends.
I usually ride my bike.

I don't like Sundays.
My dad never watches a movie with me.
My mom never makes a cake for me.
My brother never roller-skates with me.
But on Sundays ...
I always empty the trash.



E Look above. Match.

1 My dad never ...
2 My mom sometimes ...
3 My sister always ...
4 I always ...

a b c d

Practice

F Look and write.

1 I never trade cards.

Sun	Mon	Tues	Wed	Thurs	Fri	Sat

2 He usually goes swimming.

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
✓	✓	✓		✓	✓	✓

3 They sometimes roller-skate.

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		✓		✓		

4 She always washes the dishes.

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
✓	✓	✓	✓	✓	✓	✓

G Listen, write and circle.

- 1 He (always / never) maps the floor.
2 She (always / usually) writes emails.
3 They (sometimes / always) water the plants.
4 We (never / sometimes) play hide-and-seek.
5 I (sometimes / never) empty the trash.
6 You (always / usually) play tag.

- Have students look at the previous activity and do the matching. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Divide students into groups and have them choose words (activities, adverbs or people) to replace the original lyrics.
- Put up the relevant picture cards on the board as reference.
- Invite different groups of students to come to the front of the class and sing the song with their own lyrics.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Place each of Picture Cards 68–71 in the four corners of the class.
- Give each student one of the Activity Cards (24–29 and 46–51).
- Call out a sentence using an adverb and one of the activities, e.g., *He often plays hide-and-seek with his brother.* The student holding that activity runs to the corresponding adverb card and lines up in front of it.
- Continue in the same way calling different sentences until all students have lined up in front of their adverb card. Make sure that there is an equal number of students for each adverb.
- Have each student repeat the sentence, e.g., *I often play hide-and-seek with my brother.*

Activity F

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Have students look at the information and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity G A 65

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to write in the missing text and circle the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Place Picture Cards (24–29 and 46–51) around the room for reference.
- Have students sit in a circle and randomly give students Picture Cards 68–71. Play the song and have students pass the cards around the circle.
- Stop the music and have one of the four students holding cards make a sentence using the adverb on his/her card and one of the activities, e.g., *I usually ride my bike.*
- The class should repeat the sentence, e.g., *He usually rides his bike.*
- Play the music again and continue in the same way until all students have had a turn.

Song

Objective

Practice target language from Learn 1 in a song

Warm-up activity

- Put up Picture Cards 24–29 and 46–51 on the board. Point to each card and have students name the activity.
- Play the song. Have students sit in a circle and pass a soft ball around. Stop the music. The student holding the ball should call out an activity, e.g., *watch a movie.*
- Continue in the same way until all students have had a turn. Remind students not to repeat activities already mentioned. If students can't think of a new activity or are too slow to speak, they are out of the game.

Activity D A 63-64

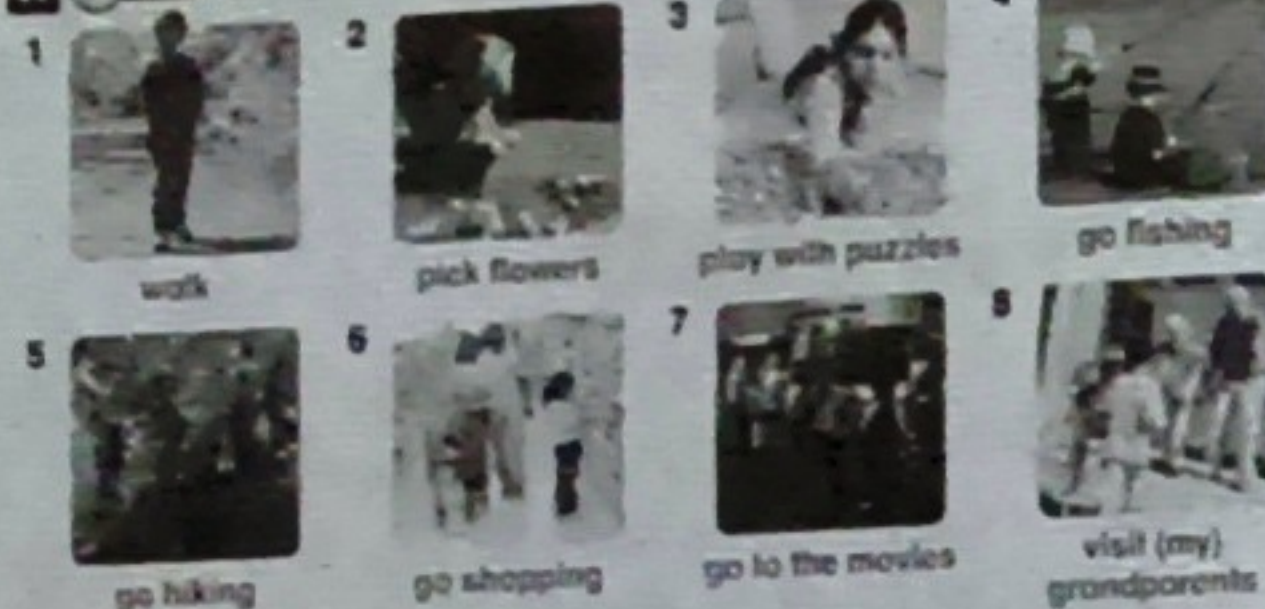
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to write in the missing text.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.
- Play the audio and encourage students to sing along. When students are confident enough, try using the music-only version.

Activity E

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

Learn 2

H Listen and say.



I Listen and say.

What do you do on weekends?

I sometimes go shopping.



Practice

J Look and write.

1 they / play with puzzles



What do they do on weekends?
They sometimes play with puzzles.

3 she / go to the movies



What does she do on weekends?
She usually goes to the movies.

K Listen and underline.

- 1 make a cake / write emails
3 go shopping / go hiking
5 play with puzzles / wash the dishes
6 play a board game / play a video game

2 he / walk the pet



What does he do on weekends?
He usually walks the pet.

4 they / go hiking



What do they do on weekends?
They sometimes go hiking.

weekends? I sometimes go shopping.) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Place Picture Cards 72-79 and 68-70 in two piles on a table.
- Have a student come to the table and pick a card from each pile. Ask him/her, e.g., *What do you do on weekends?* The student should make a sentence using the two vocabulary items, e.g., *I usually go fishing.* Have him/her then place the cards at the bottom of each pile.
- Continue in the same way until all students have had a turn. Invite individual students to take on the role of the teacher.

Activity J

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the pictures and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity K A 69

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to underline the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Put students into pairs and have them tell each other what they and their family members do on weekends. Their partners try to remember the activities.
- Call out students' names and have their partners tell the class what they and their family members do on weekends. Have the student whose name you called confirm if the information is true or false.
- Continue in the same way until all students have had a turn.

Practice

Objective

Practice target language from Learn 2

Warm-up activity

- Prepare sets of word cards for the eight activities. Cut them apart into halves. Give each student one half.
- Have students walk around and search for their corresponding halves. Instruct them to call out the word(s) on their cards instead of showing them to other students.
- When students match the two parts of the phrases, they call out the activity and come to the front of the class.

Learn 2

Objectives

- Learn vocabulary of activities
- Learn to ask what someone does on weekends
- Learn to say what someone does on weekends, and how frequently they do it

Target language

walk, pick flowers, play with puzzles, go fishing, go hiking, go shopping, go to the movies, visit (my) grandparents

What do you/they do on weekends?

I/We/They always/usually/sometimes walk.

What does he/she do on weekends?

He/She always/usually/sometimes walks.

Warm-up activity

- Put up Picture Cards 72-79 on the board. Point to each one and elicit the activity. Have students repeat.
- Give out the Activity Cards 72-79. Call out three to five activities. Have the students with corresponding cards go up to the front of the classroom and line up. Have them line up in the same order as the activities were called.
- Ask the rest of the class if the students have lined up in the correct order.

Activity H A 66

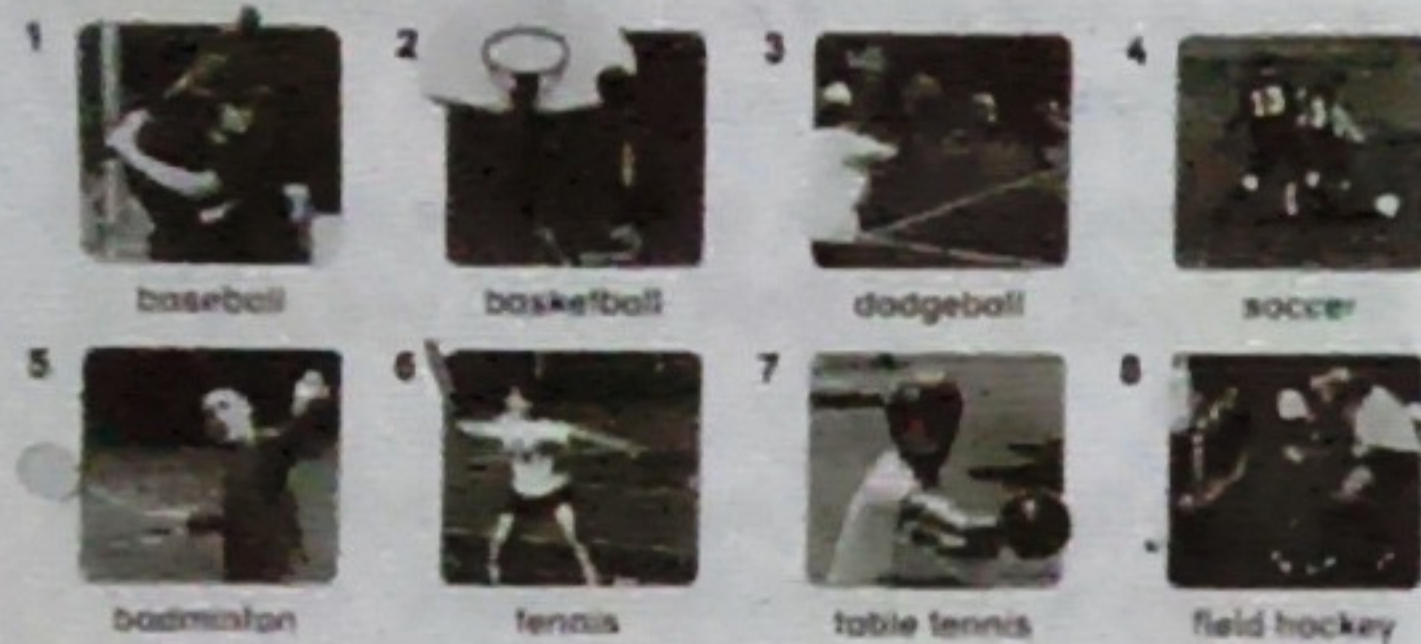
Have students focus on the activities. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity I A 67-68

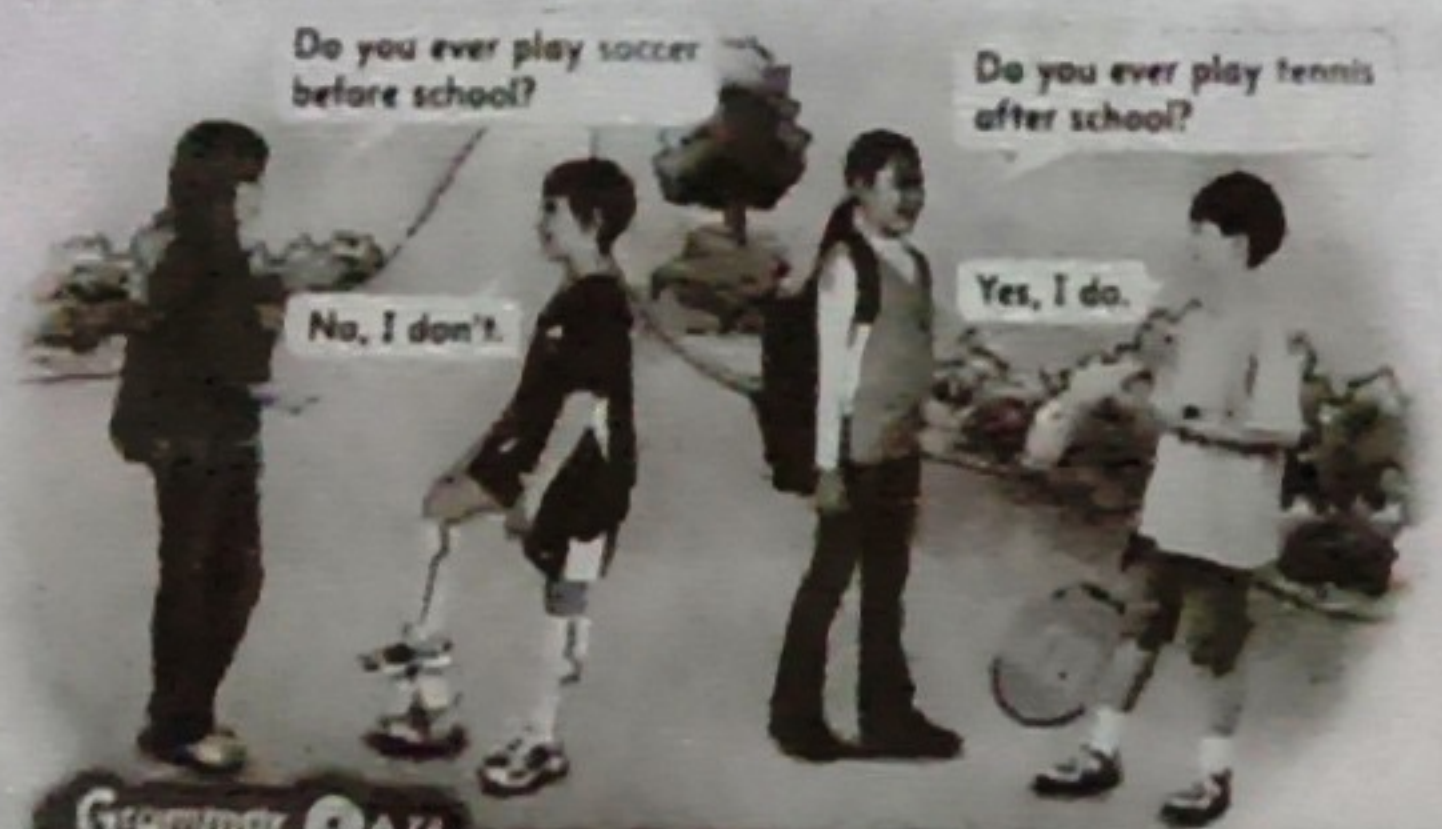
- Have students focus on the dialogue presenting

Learn 3

L Listen and say.



M Listen and say.



Grammar A 72

Do you they	ever play baseball	before school?	Yes, I/we/they do.
Does he/she	ever play basketball	after school?	No, he/she does not.

Practice

N Look and write.

before school



after school



- 1 Does ever play basketball after school?
No, she doesn't.
- 2 Does ever walk the dog before school?
Yes, he does.
- 3 Do ever play table tennis after school?
No, they don't.
- 4 Do ever play soccer after school?
Yes, they do.
- 5 Does ever play badminton before school?
Yes, she does.

O A 72 Listen and circle.

- 1 Do they ever play (table tennis / tennis) before school?
- 2 Does she ever play (baseball / badminton) after school?
- 3 Do you ever play (dodgeball / basketball) after school?
- 4 Does he ever play (field hockey / soccer) before school?

51

before school? No, I don't. Do you ever play tennis after school? Yes, I do.) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structure using the vocabulary.

Extension activity

- Have students stand in a circle. One student asks a question using the target structure to the classmate standing next to him/her, e.g., *Do you ever play table tennis before school?* The student replies, e.g., *No, I don't.* / *Yes, I do.* and asks another question to the next student, who replies and then asks another question and so on. Remind students not to repeat using the same name of sports.
- Continue in the same way until all students have had a turn. Increase the pace as students become more confident.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- Ask a student to come to the front of class. Divide the class into two teams.
- The teams take turns asking the student questions such as *Do you ever play baseball after school?* The goal is to get the student to answer only *Yes, I do.* The team with more "yes" answers wins.
- Continue in the same way with different students.

Activity N

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the information and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity O A 73

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Write questions and answers from this unit on strips of paper. Cut the sentences apart into individual words. Keep the question and its matching answer in the same set. Scramble the words up.
- Put students into pairs and give each pair a set of cut-up sentences. Have them put the question and answer back in order.
- Then invite students to come to the front and role-play their dialogue.

Learn 3

Objectives

- Learn names of sports
- Learn to ask yes/no questions about what sports someone plays before/after school
- Learn to answer yes/no questions about what sports someone plays before/after school

Target language

baseball, basketball, dodgeball, soccer, badminton, tennis, table tennis, field hockey

Do you/they ever play **baseball** before/after school?

Yes, I/we/they do. / No, I/we/they don't.

Does he/she ever play **baseball** before/after school?

Yes, he/she does. / No, he/she doesn't.

Warm-up activity

- Put up Picture Cards 80–87 on the board. Act out a sport and have students point to the correct picture and name it. Elicit the English words for each card. If students don't know the English words, encourage them to name them in their native language. Say the English words and have students repeat.
- Continue in the same way with the other sports. Once students become more confident, invite students to take on the teacher's role.

Activity L A 70

Have students focus on the sports. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity M A 71-72

- Have students focus on the dialogues presenting



- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Make copies of the story scenes. Blank out the frame numbers and cut them into different puzzle pieces.
- Divide students into groups and hand out a set of puzzle pieces to each group. Have them put the puzzle back together.
- Praise students who complete their puzzles quickly and ask them to read out the story.

Practice

Objectives

- Practice target language from Learn 1-3
- Develop reading comprehension skills

- Have students identify examples of the target structures in the story scenes.
- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

- Divide students into groups of three and assign roles from the unit story to students.
- Play the audio and have them repeat their assigned lines. Then have them practice the dialogues on their own. Encourage them to be expressive and creative, and use emotion and gestures.
- When groups are confident, have them present the dialogues to the class.

Story

Objectives

- Continue the story of *Jack and the Beanstalk*
- Consolidate language from Learn 1-3

Storyline

Jack and the woman are talking in the kitchen. The woman asks Jack about what he does on weekends and after school. Jack notices his family's harp, but suddenly the giant comes. The woman gives Jack the harp and tells him to run. The giant arrives in the kitchen and says that he can smell a little boy, but the woman suggests he is just hungry.

Warm-up activity

- Invite a student to come to the front of the class and think of one of the characters in the story. The other students try to guess the character by asking questions, e.g., *Is it a man? Is he big? Does he live in a castle?* The student should reply with only yes/no answers.
- Continue in this way until most students have had a turn.

Activity A74

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *important, harp, steals and smell*.

Warm-up activity

- Have one student be "it." Have the rest of the class sit in a circle. Review the unit vocabulary to be practiced. Put up Picture Cards 68-87 on the board for reference.
- The "it" chooses one of the target items and walks around outside the circle. While walking, the "it" taps one student on the shoulder and says the word(s). Have that student stand up and chase the "it" around the circle, who should try to sit down in the student's place in the circle.
- If the student can catch the "it", the "it" has another round and repeats the process. If the "it" is not caught (i.e., "it" is able to sit down in the circle), the student who chases "it" becomes the next "it."

Activity

- Give a brief recap of the target structures from Learn 1-3.

Test

R Listen and check (✓) or write.



- 7 He plays table tennis after school.
8 She sometimes plays baseball before school.
9 He plays field hockey before school.
10 She sometimes plays dodgeball after school.

Have fun!

Do you ever play tennis?

Yes, I always play tennis. Do you ever play board games?

No, I never play board games.



Test

Objectives

- Review language from Learn 1-3 in a test format
- Assess listening skills

Warm-up activity

- Write the unit vocabulary items on pieces of paper. Put them in a bag.
- Ask a student to pull out a piece of paper from the bag and act out the meaning of the word/phrase. The student who guesses correctly first gets to be the next actor.
- Continue in the same way until there are no pieces of paper in the bag.

Activity R A 75

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Put students into pairs and have them line up in two parallel lines facing each other.
- Use Picture Cards 68-87. Show a card to students and have one student in each pair ask his/her partner a question using the unit structure and the word on the card, e.g., *Do you ever play*

dodgeball after school? The other student should answer accordingly. Then both lines should take one step back.

- Repeat with other cards and each time have students take one step back.
- Make sure students speak loudly and listen to their partners carefully as many students are asking and answering their questions at the same time.

Have fun!

Objective

Review and assess unit language through a communicative task

Warm-up activity

- Display the unit picture cards around the room. Divide the class into two or more teams. Put team names on the board.
- Alternate asking each team to point to and say the name of one item. Allow only 10 seconds or so for each team to speak. Each time a different team member must speak, although other team members can quietly help him/her.
- Teams cannot repeat words. Keep a quick pace. Teams lose a turn if they do not respond in time. Give teams a point for each correct word/phrase and write the points on the board.

Activity S

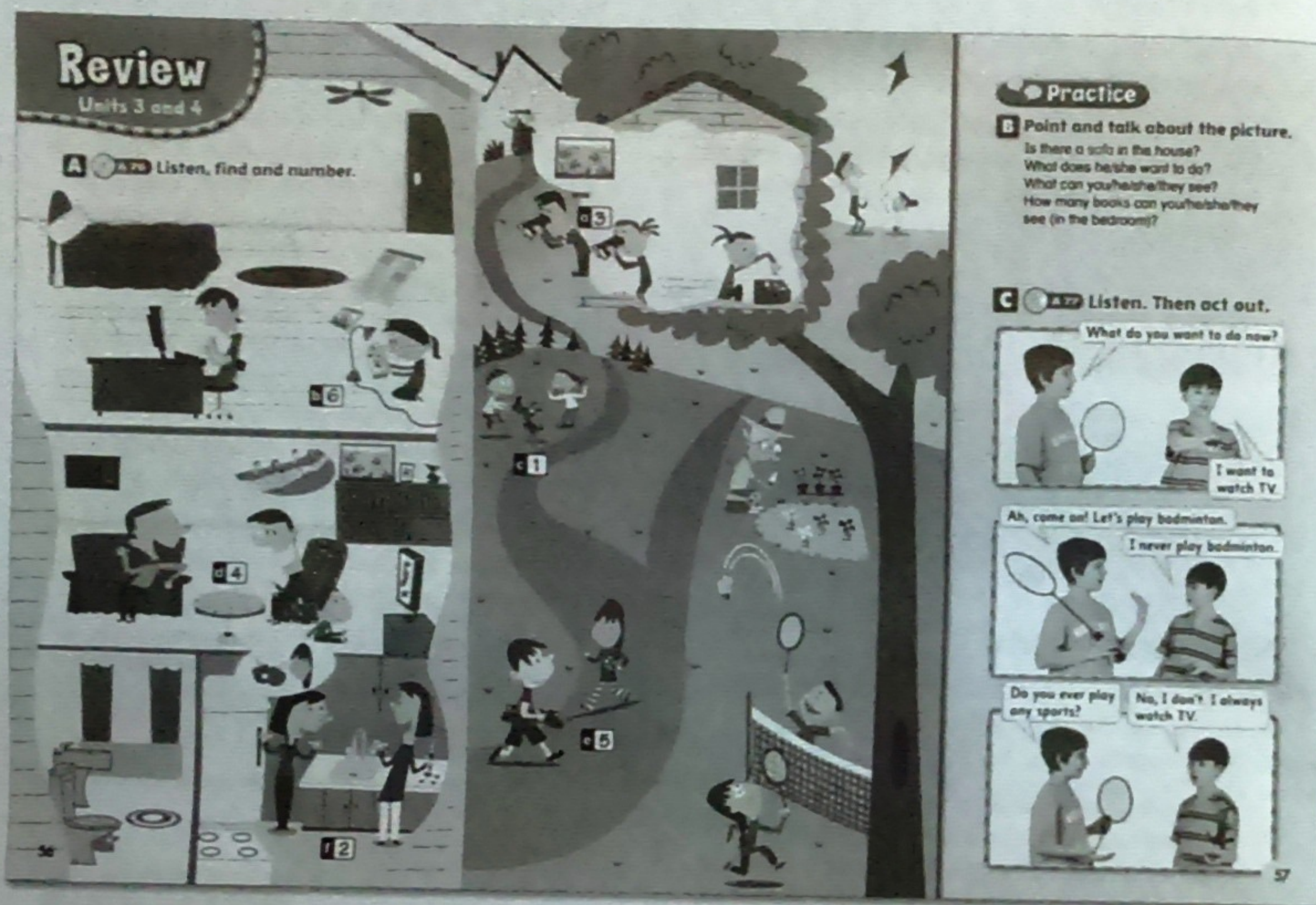
- Put students into pairs. Have them focus on the task and explain how to do it. If necessary, model the task to ensure all students are clear on what to do.
- Have students complete the task. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put them into different pairs and have them do the task again.

Extension activity

- Put up five activities or sports picture cards on the board. Invite five students to come to the front of the class and line up. Make sure that they can see the picture cards.
- Have the first student choose a card, make a sentence using the activity/sport on it, e.g., *I play table tennis on weekends*. The next student acts out the sentence, then repeats what the previous student said and adds on another sentence, e.g., *He plays table tennis on weekends. I usually go to the movies*. The third student then acts out the previous two actions, repeats the sentences and adds another one, e.g., *He plays table tennis on weekends. She usually goes to the movies. I sometimes go hiking*. Allow students to help each other remember what they have said.
- Continue until all five students have had a turn. Then replace the cards on the board and repeat with another group of students.

Review

Units 3 and 4



Review

Units 3 and 4

A **A 76** Listen, find and number.

Practice

B Point and talk about the picture.
Is there a sofa in the house?
What does he/she want to do?
What can you/he/she/they see?
How many books can you/he/she/they see (in the bedroom)?

C **A 77** Listen. Then act out.



Objective

Review target language from Units 3 and 4

Scene

Inside the house, people are talking, using the computer, reading and watching TV in various rooms. Outside, others are enjoying the nice weather by playing, gardening, and doing various other activities.

Warm-up activity

- Have students look at the scene, choose at least three objects/people/actions and make a sentence to describe each one.
- Invite individual students to come to the front of the board and say their sentences, e.g., *She is reading a book.* or *They are talking in the kitchen.* The first student to hold up his/her book and point to the correct people/things gets to come to the front and say his/her sentence. If the class can't guess, the same student has another turn.

Activity A A 76

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to find and number the items.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Put students into pairs. Assign a dialogue to each pair. Play the audio and have pairs listen and try to remember their lines. Play the audio several times if necessary.
- Have pairs practice their dialogue. Invite some students to come to the front to role-play their part. Encourage them to be expressive and use emotion and actions to make their dialogue more interesting.

Practice

Objective

Practice target language from Units 3 and 4

Warm-up activity

- Use all of the picture cards from Units 3 and 4. Cover a card with a piece of paper and hold up the covered card. Quickly remove the paper, then cover the card again so students can only see the picture for a couple of seconds.
- Have students name the item/action on the card. The first student to identify it can take on the teacher's role.

Activity B

- Give a brief recap of the target structures from Units 3 and 4.
- Have students identify examples of the target structures in the scene.
- Have students focus on the questions. Elicit one or two answers from students.

Review

Units 3 and 4

- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

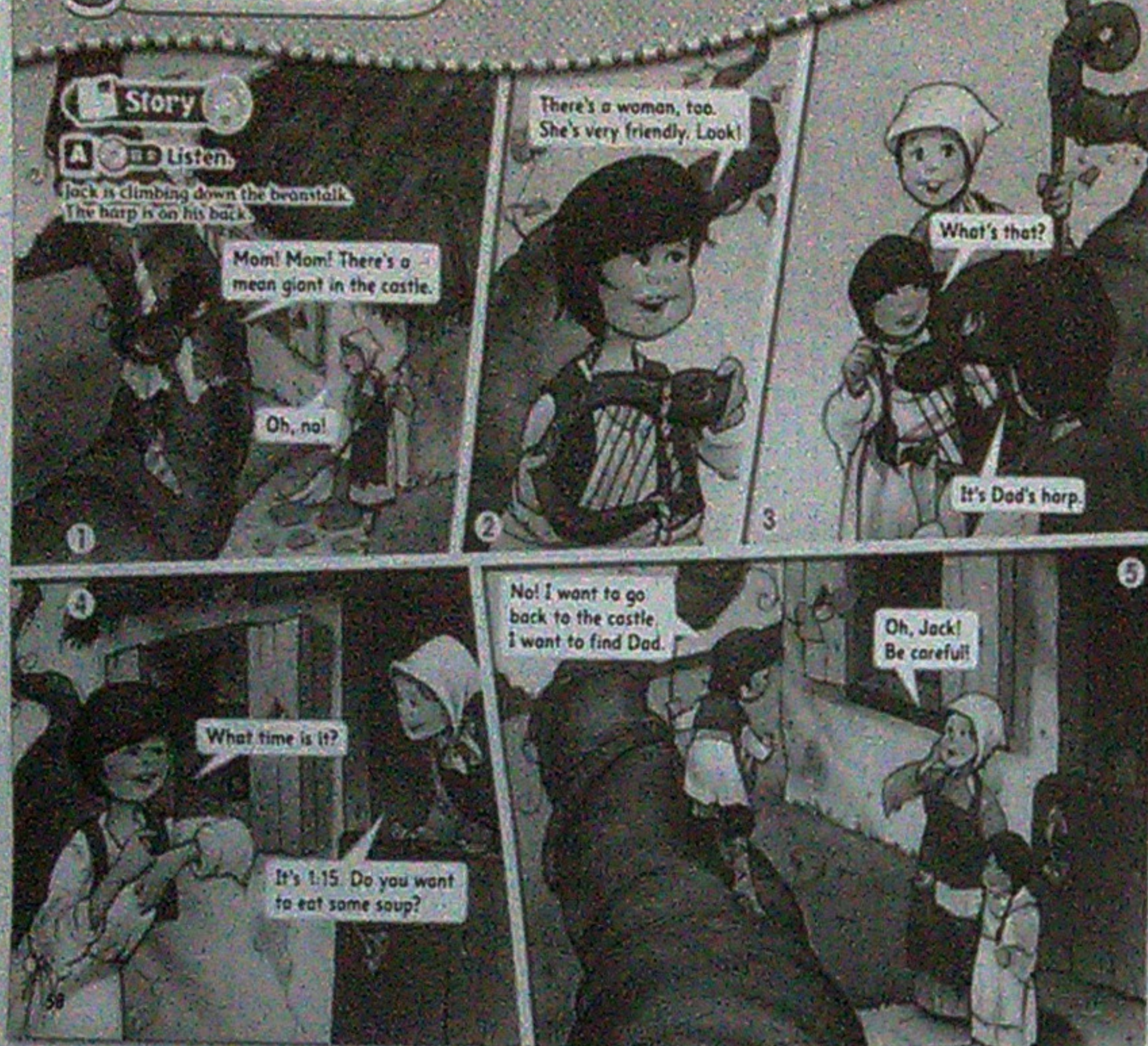
Activity C A 77

- Have students focus on the scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page.
- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Walk around to monitor progress. Play the audio once more if necessary.

Extension activity

- Have students draw a table with seven columns and write down the days of the week. Tell them to think of an activity they do on each day and how often they do it.
- Have students walk around the class and find a classmate who does any of their activities on the same day. They should ask, e.g., *Do you play soccer on Saturday?* If their partners do the same activity on the same day, he/she should also say how often they do it, e.g., *Yes, I usually play soccer on Saturday.*
- Give students 10 minutes and then ask individual students to report their findings, e.g., *Danny always plays soccer on Saturday. Nina sometimes goes fishing on Monday,* etc.

5 Back at home



Learn 1

B Listen and say.



G Listen and say.

What time is it?
It is 2:00.

- Act out the dialogues and have students repeat after you. Then divide students into small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Put up the story poster on the board. Bring a piece of paper. Use the paper to cover up one of the speech bubbles in the scene, or part of the sentence in the bubble.
- Ask students to guess what is being said. If students find it hard to guess the words, show a little more of the sentence until they are finally able to guess.

Learn 1

Objectives

- Learn clock times
- Learn to ask what the time is
- Learn to say what the time is

Target language

2:00 (two o'clock), 2:05 (two oh five),
2:10 (two ten), 2:15 (two fifteen),
2:20 (two twenty), 2:25 (two twenty-five),
2:30 (two thirty), 2:35 (two thirty-five),
2:40 (two forty), 2:45 (two forty-five),
2:50 (two fifty), 2:55 (two fifty-five),
3 o'clock (three o'clock)

What time is it?
It's 2:00.

Warm-up activity

Review numbers 1-60. With your finger, write a number in the air. The first student to call out the correct number gets to write it on the board.

Activity B B3

Activity C B4-5

- Play the audio for the target structures and have students find the example in the story scenes. (What time is it? It's 1:15.) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Put up Picture Cards 88-100 on the board. Point to each card and ask, What time is it?
- Divide students into 3-4 groups. Have them stand in a circle and give each group 3-4 cards. Have students pass the cards around the circle. Suddenly call out, Stop! Student 1 who is holding a card asks, What time is it? and passes the card to the student standing next to him/her. The student quickly tells the time on the card, e.g., It's two o'clock, and passes it to the next person, asking the question. If the next student is already holding a card, he/she should start the question again, What time is it? and pass along the card.
- Have groups swap cards and continue in the same way.

Story

Objectives

- Continue the story of Jack and the Beanstalk
- Present Learn 1 structure in a story context

Storyline

Jack climbs down the beanstalk with the harp on his back. He tells his mom and sister about the woman and shows them his dad's harp. Jack asks what time it is and his mom says it is lunchtime, and asks if Jack would like some soup. Jack, however, just wants to go back to the castle to find his dad.

Warm-up activity

- Ask students to look at the scenes and remember as many things as possible. Have them close their books.
- Call out a scene number, e.g., Scene 1, and have students name as many objects or actions as possible, e.g., beanstalk, climbing down, sweeping the floor, house.

Activity A B2

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the

Song

D Listen and circle. Then sing.

Tick-tock, tick-tock, rock 'n' roll
 Tick-tock, tick-tock, rock 'n' roll
 1 o'clock, 2 o'clock, 3 o'clock, 4

What time is it?

5 o'clock, 6 o'clock, 7 o'clock, 8

What time is it?

It's (1:05 / 2:05).

It's (1:05 / 2:05).

Let's play (basketball / baseball).

Tick-tock, tick-tock, rock 'n' roll

Tick-tock, tick-tock, rock 'n' roll

9:15, 9:30, 9:45, 10

What time is it?

11:20, 11:40, 11:50, 12

What time is it?

It's (2:15 / 4:15).

It's (2:15 / 4:15).

Let's play (badminton / dodgeball).

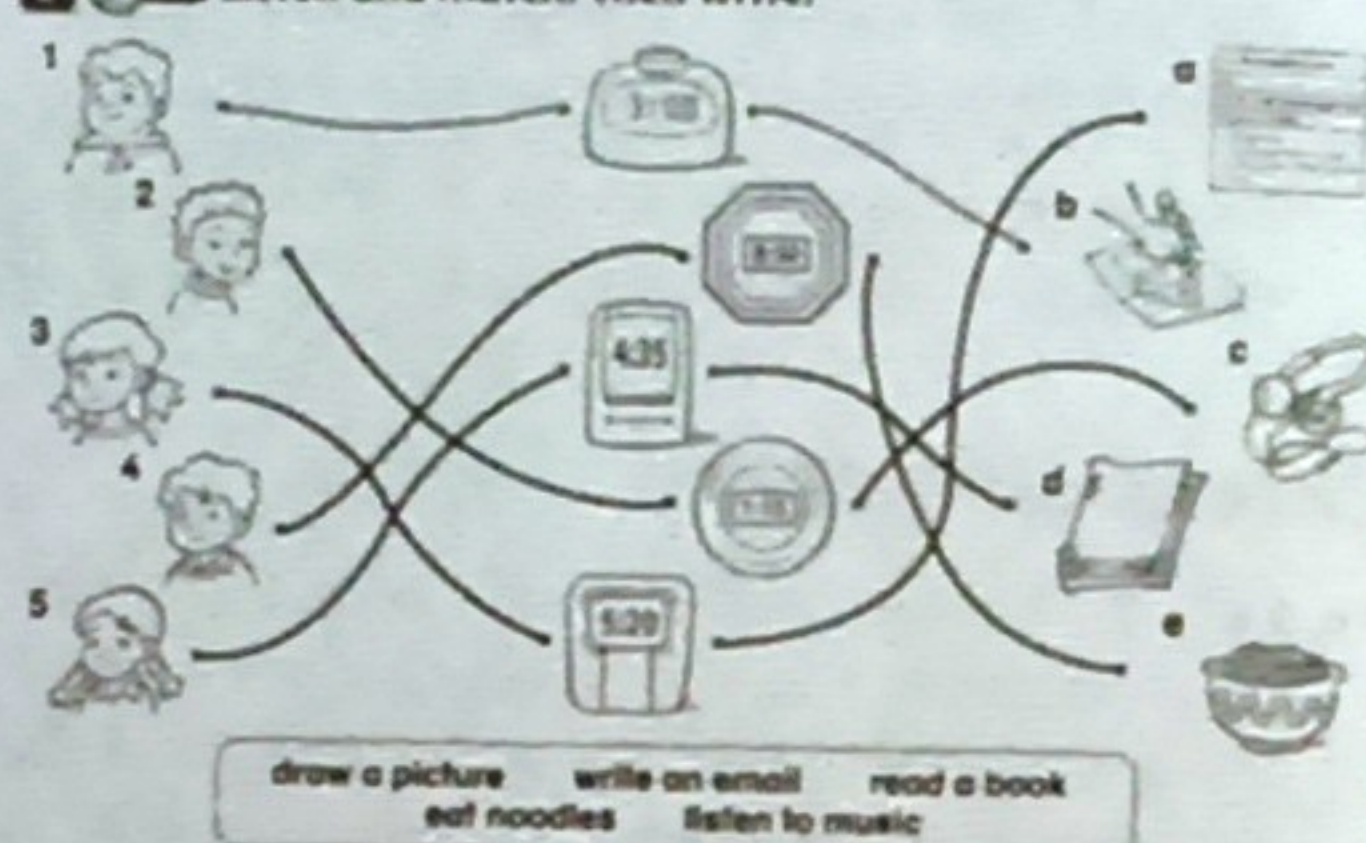
E Look above. Write the times in order.

1:00, 1:05, 2:00, 3:00, 4:00, 4:15, 5:00, 6:00, 7:00, 8:00, 9:15,
 9:30, 9:45, 10:00, 11:20, 11:40, 11:50, 12:00

Practice

5

F Listen and match. Then write.



- 1 It's 3:00 He wants to draw a picture.
 2 It's 1:15 He wants to listen to music.
 3 It's 5:20 She wants to write an email.
 4 It's 8:50 He wants to eat noodles.
 5 It's 4:35 She wants to read a book.

G Listen and number.



Song

Objective

Practice target language from Learn 1 in a song

Warm-up activity

- Invite 12 students to come to the front and have them sit in a circle. Make the circle look like a big clock and give each student a card with a number from 1-12.
- Choose two students to be the hour and minute hands. Give the "minute" student cards with the numbers 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 and 55.
- Have the "hour" student walk around the circle stopping at each number of the clock. Call out, e.g., *What time is it?* and have the class answer, e.g., *It's five o'clock.*

- Then have both students move around the circle and stop at different students. Each time they stop, the "minute" student should hold up the card with the correct minutes on it. Call out, *What time is it?* and have the class answer, e.g., *It's six twenty-five.*

Activity D B 6-7

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to circle the correct answers.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.
- Play the audio and encourage students to sing along. When students are confident enough, try using the music-only version.

Activity E

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the previous activity and write the times from it in order. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Divide students into three groups. Have Group A begin singing line 1. Have Group B begin singing line 2 when Group A finishes their line and so on.
- You may want to play the audio and let students sing along first.
- Join in with each group or instruct them when to start singing their line.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Place Picture Cards 88-100 (showing times) and Picture Cards 24-29, 46-51 and 72-79 (showing activities) in two piles on a table.
- Have students come to the front, pick a card from each pile and say the time and what activity the person on the picture wants to do, e.g., *It's 2:15. He wants to ride a bike.*
- Continue in the same way until most students have had a turn.

Activity F B 8

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to do the matching.
- Check that students have matched the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers. Play the audio once more if necessary.

Activity G B 9

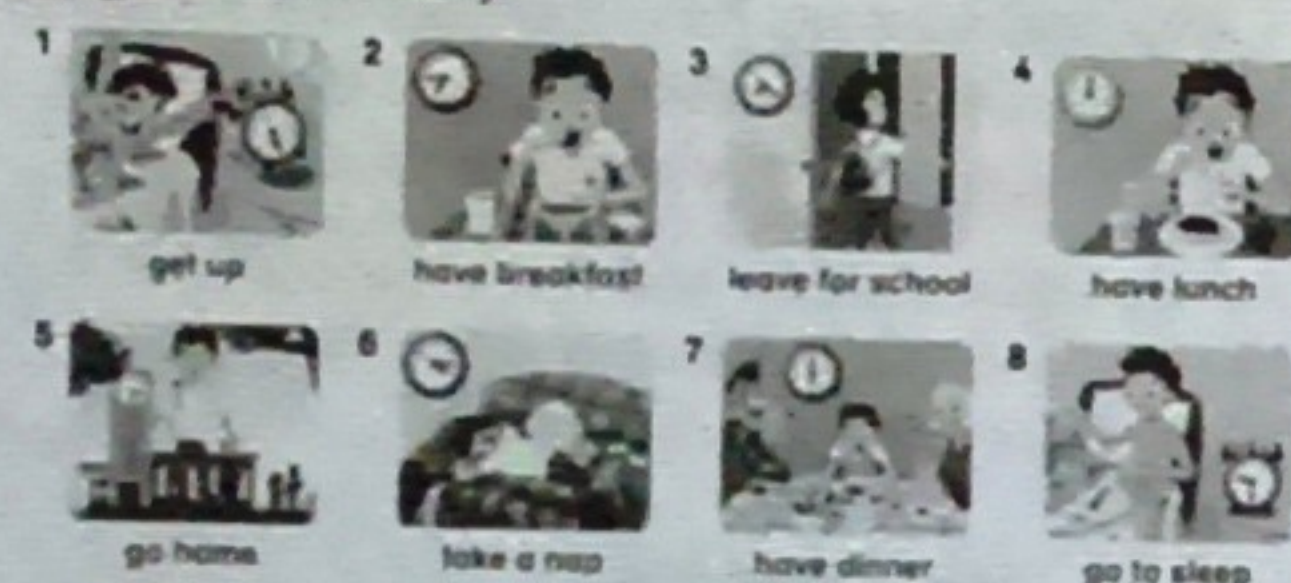
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

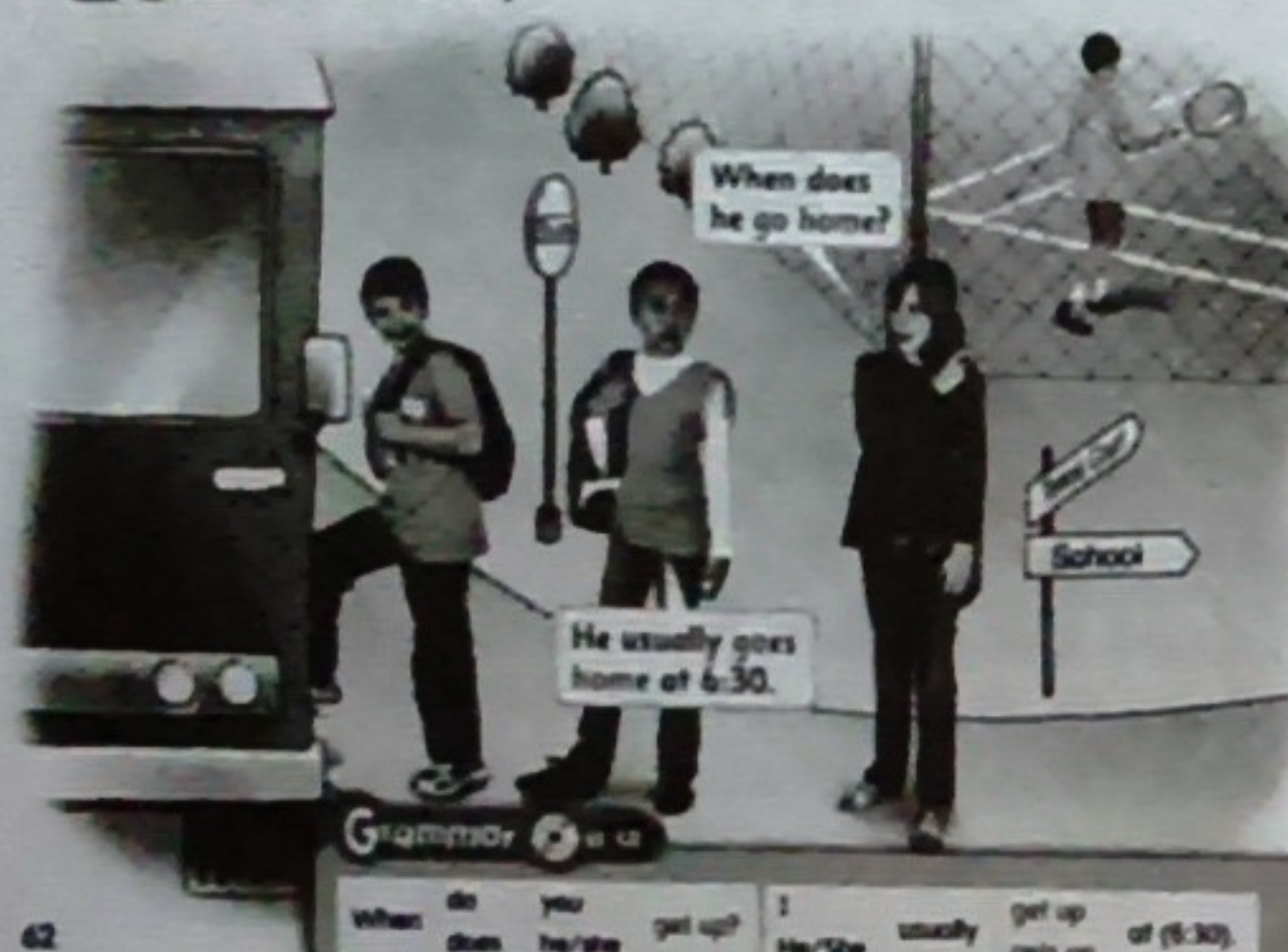
- Prepare three types of cards: cards with different clock times, cards with names of places students are familiar with, e.g., *Tokyo, London, New York*, etc., and cards with activities, e.g., *write an email, make a cake*, etc. Make sure there are enough sets for each pair.
- Put students into pairs and hand out a set of cards to each pair. Have students place cards face down in three piles. Students take turns picking a card from each pile, e.g., *4 o'clock, Beijing, go to the movies*. Have them take turns asking and answering questions using the words on the cards, e.g., *What time is it in Beijing? It's 4 o'clock. He wants to go to the movies.*

Learn 2

H B 10 Listen and say.



I B 11 Listen and say.



62

Practice

5

J B 12 Listen and draw. Then write.

1 When does she leave for school?
She usually leaves for school
at 7:20



2 When does she go home?
She usually goes home
at 3:45

3 When does he take a nap?
He usually takes a nap
at 12:30



4 When does he have dinner?
He usually has dinner
at 6:15

63

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Put up Picture Cards 101-108 on the board. For each daily activity, have students write down the time they do it on pieces of paper.
- Put students into pairs and have them swap papers. Ask a pair to come to the front of the class. Have the class ask each student in the pair about his/her partner, e.g., *When does he/she have breakfast?* The student answers using his/her partner's information on the paper, e.g., *He usually has breakfast at 10 o'clock.*
- Continue in the same way until all students have had a turn to talk about their partner's daily routines.

model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to draw in the times on the clocks.
- Ensure that students have drawn in the times correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Select eight students to be the interviewers. Give each one a piece of paper and have each of them choose a different daily activity.
- Give students 5 minutes and have them interview the rest of the class, asking when each student does this activity, e.g., *When do you get up?*
- After 5 minutes, have the eight interviewers report their findings to the class, e.g., *John always gets up at 7 o'clock. Shannon usually gets up at 7:30.*
- Let the class listen carefully and correct any wrong information.

Practice

Objective

Practice target language from Learn 2

Warm-up activity

- Use Picture Cards 88-100 and 101-108. Show a time and a daily routine, e.g., 2:10 and *take a nap*, and make a sentence using a time or an activity that is different from those on the cards, e.g., *He usually takes a nap at 2:30. / He usually leaves for school at 2:10.*
- Have students call out the correct sentence, e.g., *He usually takes a nap at 2:10.*

Activity J B 13

- Have students focus on the activity and explain how it should be completed. If necessary,

Learn 2

Objectives

- Learn vocabulary of daily routines
- Learn to ask someone when they do something
- Learn to say when someone usually does something

Target language

get up, have breakfast, leave for school, have lunch, go home, take a nap, have dinner, go to sleep

When do you get up?

I usually get up at (6:30).

When does he/she get up?

He/She usually gets up at (6:30).

Warm-up activity

- Put up Picture Cards 101-108 on the board. Act out each one and say the words. Have students do the actions with you and repeat.
- Have individual students come to the front of the class and act out a card. The rest of the class tries to guess what it is. The first student to call out the correct daily routine gets to be the next actor.

Activity H B 10

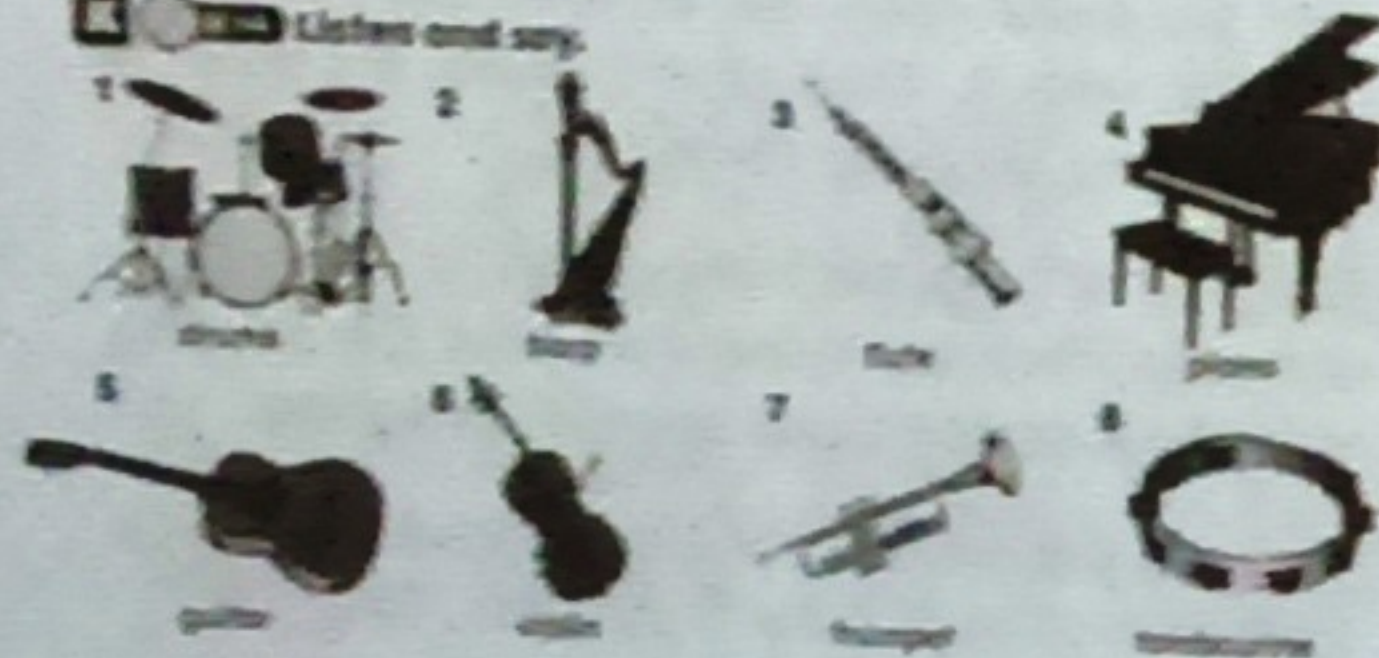
Have students focus on the daily routines. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity I B 11-12

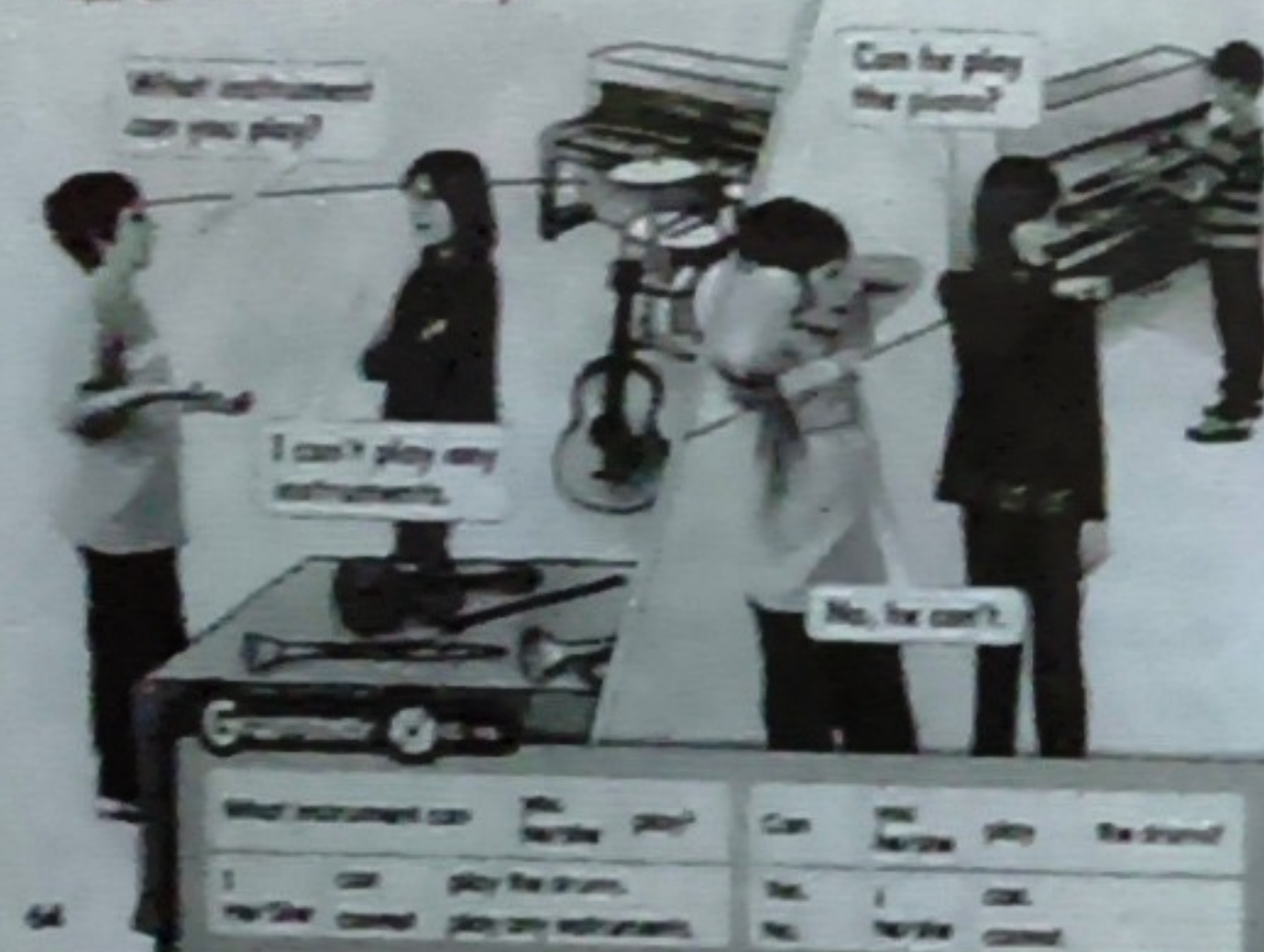
- Have students focus on the dialogue presenting the target structures. (*When does he go home? He usually goes home at 6:30.*) Play the audio and have them follow. Then play the audio again and have students repeat.

Learn 3

1 Listen and say.

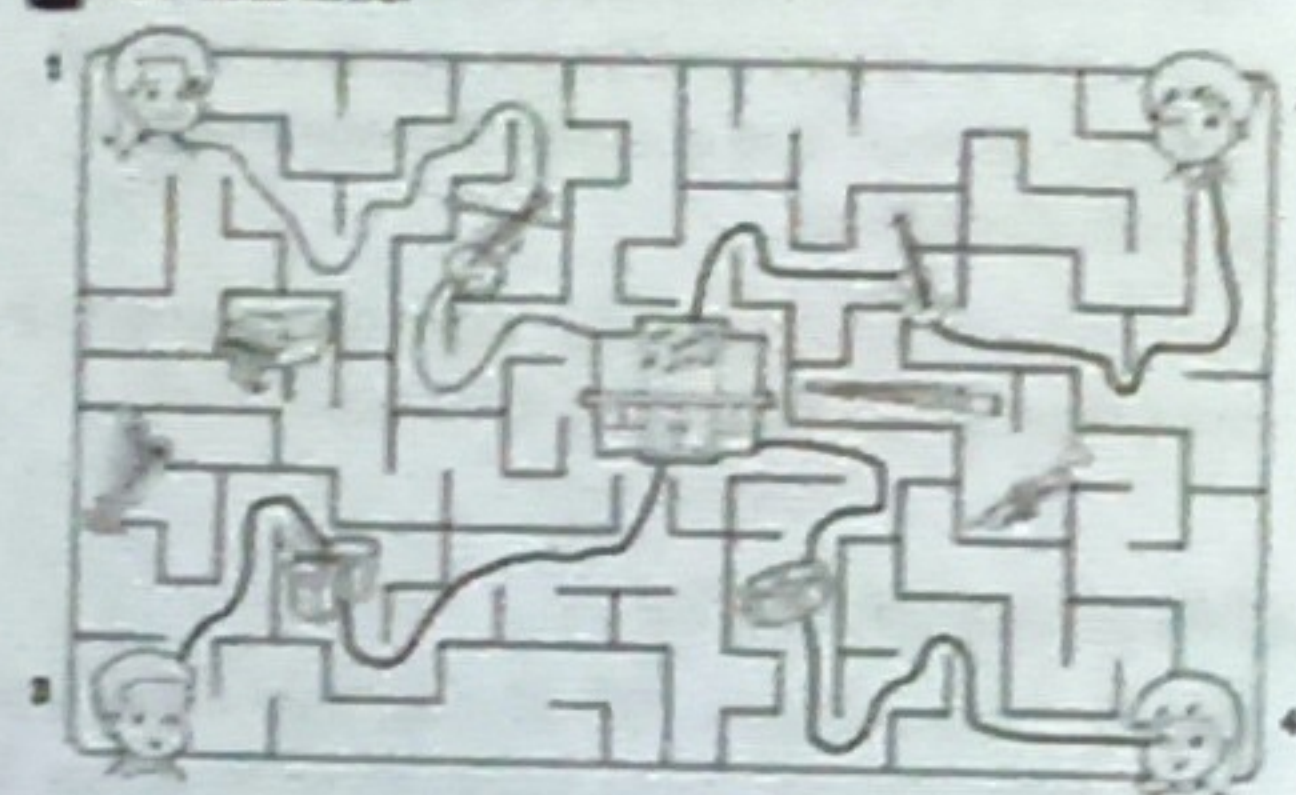


2 Listen and say.



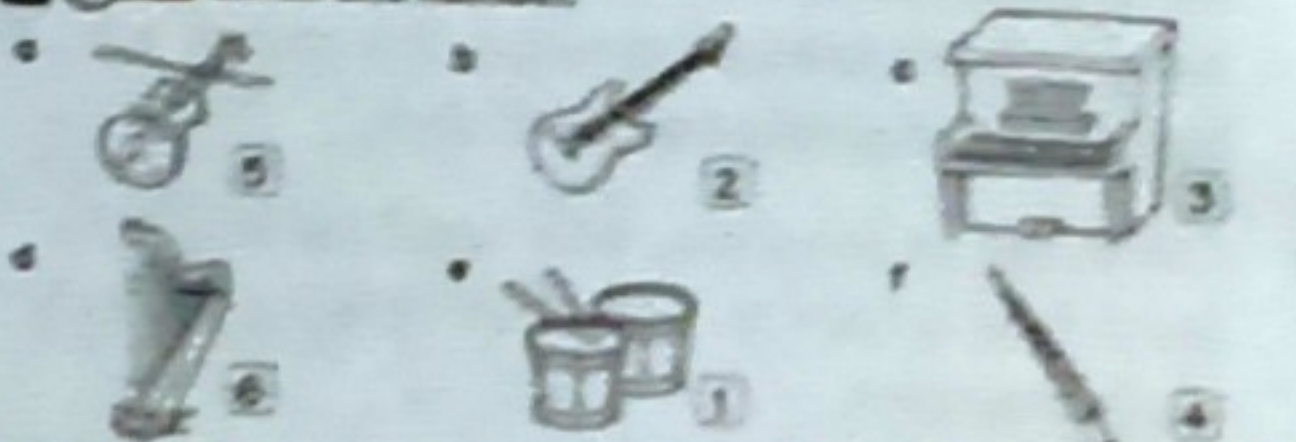
Practice

1 Find. Then write.



- What instrument can she play? She can play the violin.
- What instrument can he play? He can play the guitar.
- What instrument can he play? He can play the drums.
- What instrument can she play? She can play the tambourine.

2 Listen and number.



Learn 3

Objectives

- Learn names of musical instruments
- Learn to ask what instrument someone can play
- Learn to say what instrument someone can/cannot play
- Learn to ask yes/no questions about whether someone can play an instrument
- Learn to answer yes/no questions about whether someone can play an instrument

Target language

drums, harp, flute, piano, guitar, violin, trumpet, tambourine

What instrument can you/he/she play?

I/He/She can play the drums.

I/He/She can't play any instruments.

Can you/he/she play the drums?

Yes, I/he/she can. / No, I/he/she can't.

Warm-up activity

- Put up Picture Cards 109-116 on the board. Point to each instrument and elicit the word. Have students say the word after you. Repeat several times until students are familiar with the name of each instrument.
- Ask students to close their eyes. Remove one card. Have them open their eyes and try to identify the missing card and name the instrument.

Activity K B 14

Have students focus on the musical instruments. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity L B 15-16

- Have students focus on the dialogues presenting the target structures. (What instrument can you

play? I can't play any instruments. Can he play the piano? No, he can't.) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structure using the vocabulary.

Extension activity

- Prepare sets of Picture Cards 109-116 or word cards. Give each student a card. Have students walk around and ask at least five classmates if they can play the instrument on their card, e.g., Can you play the drums? If the student can't play that instrument, he/she answers, No, I can't, and the interviewing student asks again, e.g., What instrument can you play? Make sure that students make a note of their findings.
- Have them report to the class after 10 minutes, e.g., Mina can't play the drums. She can play the piano. Gina can play the drums, etc.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- Prepare word cards for the musical instruments. Place them face down on a table.
- Divide the class into two teams. Have each student come to the front of the class and pick a card. The student then draws the item on the board line by line while his/her team tries to guess what the musical instrument is.
- If they guess correctly, the team gets a point.

Activity M

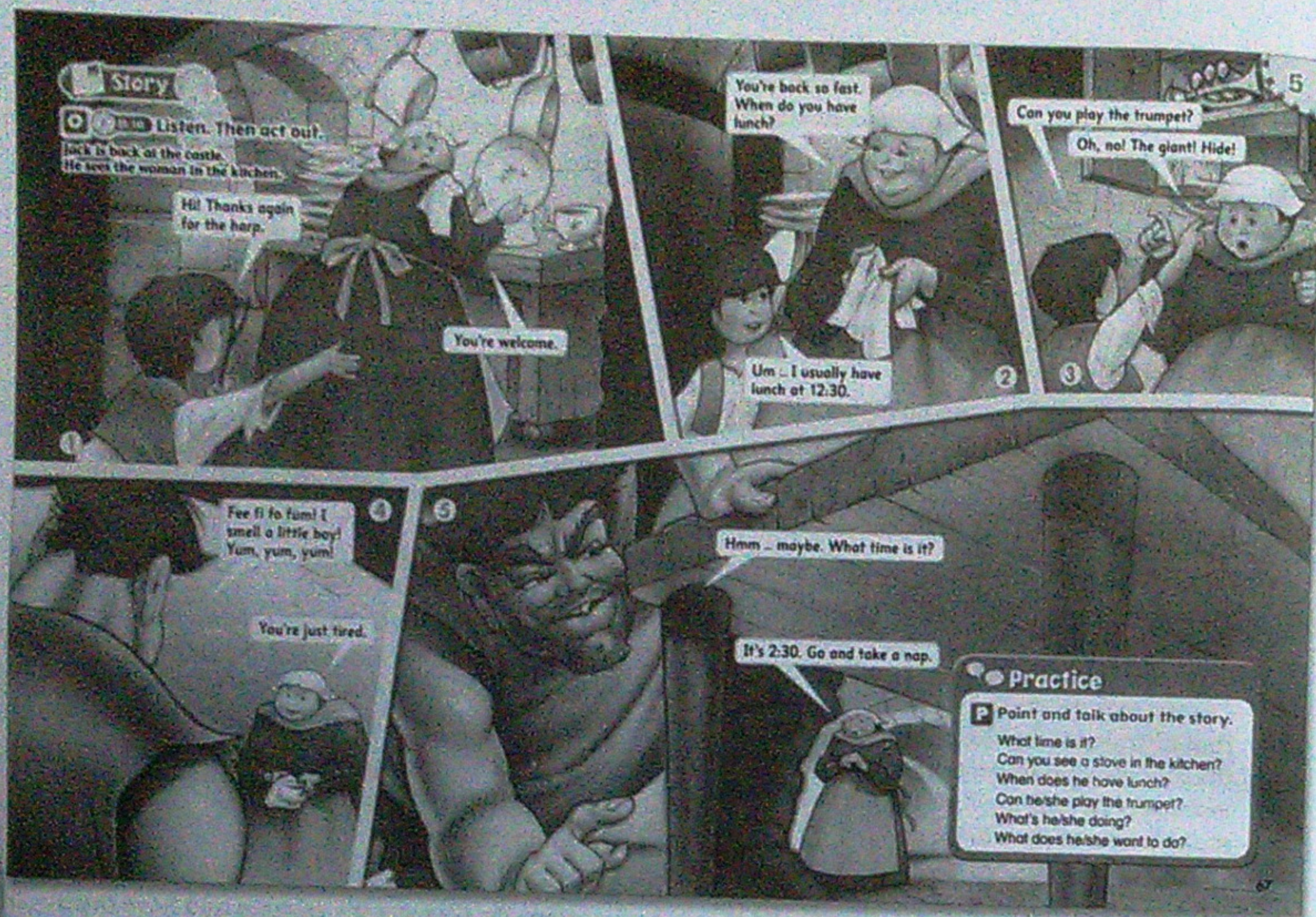
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students find the instruments that lead to the centre of the maze for each person. Walk around and monitor progress.
- When students have finished finding the instruments, have them write in the missing text.
- Give out the answers and have students check their own or each other's answers.

Activity N B 17

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Prepare multiple copies of Picture Cards 109-116 or word cards. Place them around the room.
- Call out, Go! and have students race to find as many different cards as possible. Tell them if they already have the instrument, they should not pick the card. Give them 3 minutes, then ask them to go back to their seats.
- Have each student come to the front of the class and show his/her cards. Ask, e.g., What instruments can he/she play? Have the class answer using the instruments on his/her cards, e.g., He/She can play the drums, the tambourine and the piano.
- Continue in the same way until all students have had a turn. The winner is the student with the most instruments.



- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *You're welcome* and *hide*.
- Act out the dialogues and have students repeat after you. Then divide students into groups of three to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Put the story poster on the board and cover up some of the words in the speech bubbles with blank pieces of paper, e.g., *kitchen*, *harp*, *boy*, *lunch*, *12:30*, *tired*, *take a nap*.
- Divide students into groups. Have each group think of different words that can fit into each blank space and write them down. They should then choose the best words and create their own stories. Walk around and provide help if necessary.
- Have each group come to the front and act out their dialogues.

Practice

Objectives

- Practice target language from Learn 1-3
- Develop reading comprehension skills

Warm-up activity

- Have students stand in a circle. Choose one student to stand in the middle of the circle. He/she taps a student and asks a question about the story. The student who was tapped tries to answer. If he/she answers correctly, the student taps another student in the circle and asks a question.
- This continues until the student who is tapped cannot answer or answers incorrectly. He/She then replaces the other student and takes his/her place in the middle of the circle.

Activity P

- Give a brief recap of the target structures from Learn 1-3.
- Have students identify examples of the target structures in the story scenes.
- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

- Divide students into groups of three. Have each group choose a character from the story.
- Have students practice role-playing the story in their groups. Encourage them to be expressive and use gestures.
- Invite each group to role-play the story in front of the class.

Story

Objectives

- Continue the story of *Jack and the Beanstalk*
- Consolidate language from Learn 1-3

Storyline

Jack goes back to the castle and sees the woman in the kitchen. He thanks her for the harp and they talk about when Jack usually has lunch. Suddenly the giant comes and the woman tells Jack to hide. The giant thinks he can smell a little boy but the woman suggests he is just tired, and tells him to take a nap.

Warm-up activity

- Have students look at the story scenes and read the dialogues quickly. Have them close their books.
- Write 5 words—one from each story scene—on the board. Have students read each one and tell you which scene each of the words is from, e.g., *welcome*—Scene 1, *tired*—Scene 5, etc. Write the answers on the board and have students open their books and check.
- Repeat with a different set of words.

Activity B 18

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.

Test

Q Listen and check (✓) or write.

1	a 7:15	b 7:25 ✓
	c 7:05	d 7:35
2	a 8:20	b 8:10
	c 8:40	d 8:30 ✓
3	a 11:55 ✓	b 11:25
	c 11:35	d 11:45
4	a 4:05	b 4:10
	c 4:20 ✓	d 4:25

5 She usually has dinner at 6:30.

6 He usually goes to sleep at 10 o'clock.



- 7 I can play the piano. ☐ I can play the tambourine. ☒ I can't play any instruments. ☐
- 10 He can play the harp. ☐ He can't play any instruments. ☐ He can't play the guitar. ☒

Have fun!

R Ask and answer. Then tell the class.

When do you get up?
I usually get up at 6:30.

	Classmate 1	Classmate 2	Classmate 3
When do you get up?	6:45	7:00	6:30
When do you go to sleep?	9:00	10:30	9:45
What instrument can you play?	violin	piano	trumpet
Can you play the ... ?	Yes	No	No

Suggested answers
Students' answers can vary.

Test

Objectives

- Review language from Learn 1-3 in a test format
- Assess listening skills

Warm-up activity

- Put up Picture Cards 88-100, 101-108 and 109-116 on the board.

Put students into two or more teams. The students on each team take turns throwing a soft ball into a box or basket. If the ball goes in, the team gets 10 points.

Before throwing the ball, have each student name a picture card or make a sentence using the vocabulary item on it.

Activity Q B 19

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Place Picture Cards 88-100, 101-108 and 109-116 face up in three piles on a table.
- Invite a student to come to the front. The class asks a question using one of the target structures, e.g., *What time is it?* / *When does he go to bed?* / *What does he want to do?* / *What*

musical instrument can he play? You may want to write the structures on the board for students' reference.

- The student at the front quickly picks an appropriate card from a pile and answers using the vocabulary item on it, e.g., *It's five o'clock.* / *He goes to sleep at 8:30.* / *He wants to take a nap.* / *He plays the guitar.* If the student answers correctly, he/she gets to keep the card. If not, he/she places it at the bottom of the pile.
- Continue in the same way by inviting different students to come to the front.

Have fun!

Objective

Review and assess unit language through a communicative task

Warm-up activity

- Choose 10 vocabulary items from the unit and write them on cards. Prepare a set of cards for each student. Alternatively, ask students to write the words on cards themselves.
- Place a set of cards in a pile. Have students choose six of their word cards to place in front of them, and put the other four word cards aside.
- Invite a student to pick a card from the pile and read it out. The students who have the word turn over their corresponding card. Continue having students pick cards. The first student to turn over all six cards wins.

Activity R

- Have students focus on the task and explain how to do it. If necessary, model the task to ensure all students are clear on what to do.
- Have students complete the task in small groups, or walking around the class as a whole. They can write the names of the classmates that they interview across the top row of the table. Walk around the class and monitor; provide help whenever necessary.

Extension activity

- When students have finished, have them present the answers for one of the people they have interviewed to the class as a whole.
- Give students a piece of paper each. Ask them to draw a character and think of his/her daily routine and what musical instruments he/she can play.
- Invite individual students to come to the front, show their pictures and talk about their characters. Encourage the class to ask questions.

6 Jack finds Dad's gold

Story

A Listen

Jack hides from the giant. He sees a bag of gold.

Ah, there you are. What are you looking for?

I'm looking for my dad's bag of gold.

Oh, this is it! It's my dad's bag of gold.

Really? I'm sorry.

Don't touch that!

OK. Take it and go home. Hurry!

You're so kind. Thanks!

Learn 1

B Listen and say.



C Listen and say.

What	are	you/they	looking for?
I	am	he/she	
They	are	looking for (Jake's) T-shirt	
He/She	is		

Story

Objectives

- Continue the story of Jack and the Beanstalk
- Present Learn 1 structure in a story context

Storyline

When Jack is hiding from the giant, he notices a bag of gold. He thinks it belongs to his dad and when he pulls it over, he finds that it is his dad's bag of gold! The woman apologizes and tells Jack to hurry and take it home.

Warm-up activity

- Have students look at the first scene. Ask, *What's Jack looking for?* to elicit, *He's looking for his dad's bag of gold.*
- Have students think of an object that they or someone else lost and pretend that they are looking for it. Ask each student, *What are you looking for?*
- Students answer, e.g., *I'm looking for my pen. I'm looking for my friend's eraser. I'm looking for Sandy's robot.*

Activity A B 20

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.

- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *gold* and *Hurry!*
- Act out the dialogues and have students repeat after you. Then divide students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Put up the poster on the board. Divide students into two groups and assign a role to each group.
- Play the audio and have students repeat only their assigned lines.
- Have a student from each group come to the front of the board and role-play the story.
- Continue with other students until all students have had a turn. Encourage them to be expressive and creative.

Learn 1

Objectives

- Learn vocabulary of clothing and accessories
- Learn to ask what someone is looking for
- Learn to say what someone is looking for

Target language

T-shirt, sweater, hat, sandals, gloves, sunglasses

What are you/they looking for?

I'm/They're looking for (Jake's) T-shirt.

What's he/she looking for?

He's/She's looking for (Jake's) T-shirt.

Warm-up activity

- Use Picture Cards 117-122. Hold up one of the cards without looking at it, try to guess what it is by asking, *Is this a hat?*
- Have students answer, *Yes, it is.* or *No, it isn't.* Keep guessing until students answers, *Yes, it is.*

- Allow individual students to take on the role of the teacher and guess.

Activity B B 21

- Have students focus on the clothing and accessories. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C B 22-23

- Play the audio for the target structures and have students find the example in the story scenes. (*What are you looking for? I'm looking for my dad's bag of gold.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Ask each student to draw one of the six items on a piece of paper and write their name as well.
- Collect all pieces of paper and place them face down in a pile on a table.
- Invite individual students to come to the front and pick a piece of paper. Ask each student, *What are you looking for?* Have him/her answer using the item and the name on the paper, *I'm looking for Jazzy's sweater.* Have the class repeat using the correct pronoun, e.g., *She/He is looking for Jazzy's sweater.*
- Vary by inviting two students and having them answer, e.g., *We are looking for Jazzy's sweater.*

Chant

1 Listen and write. Then chant.

What are you looking for?
 I'm looking for my (baggage) (plane) (ticket).
 What are you looking for?
 I'm looking for my (passport) (train) (bag).
 (Let's go!)

What are they looking for?
 They're looking for (tickets) (baggage) (Charles) (plane).
 What are they looking for?
 They're looking for (Charles) (tickets) (baggage) (plane).
 (Let's go!)



2 Write your own words. Then chant.

Classmate: What are you looking for?

You: I'm looking for ... I'm ... a plane.

Classmate: What are they looking for?

You: They're looking for ... I'm ... a bag.

Classmate: (Let's go!)

Practice

1 Look. Then write.

	What's he looking for? He's looking for Robert's bag.	
	What's she looking for? She's looking for David's baggage.	
	What's he looking for? He's looking for Charles's plane.	
	What's she looking for? She's looking for James's passport.	

2 Listen and number.

- When students have completed their versions of the charts, pick a few to chant together as a class, or put students in pairs and have them present their charts to the class.

Extension activity

- Assign different lines of the chart to individual students as a unit, e.g., each of the four "What are you/they looking for?" questions to a student. Have the rest of the class chant all the other parts of the chart.
- Inspect the class and the students when to start and stop chanting.

Practice

Objective

Practice target language from Lesson 1.

Warm-up activity

- Divide students into two groups and have them stand in two lines. Whisper a sentence using the target structure and vocabulary to Student 1 in each line, e.g., I'm looking for Carl's hat.
- On the count of three, have Student 1 whisper it into the ear of the next student who whispers it to the next one and so on. Have the last student in each line run to the board, draw the item and say the sentence, e.g., I'm looking for Carl's hat.
- Have Student 1 in each line go to the back of their lines. Continue in the same way with different sentences and items.

Activity 1

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the pictures and information, then write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity 2

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Tell students to think of a trip that they want to make with their family and of the things they and their family members will need. Ask them to write or draw the items on a piece of paper and indicate who they belong to.
- Divide students into groups and have them swap papers.
- Have each student come to the front of the class and talk about where their classmates are going and what items they are looking for.

Chant

Objective

Practice target language from Lesson 1 in a chant.

Warm-up activity

- Put up Picture Cards T17–T22 in different locations.
- Play the audio. Have students point to the pictures when they hear the words in the chant.

Activity 1

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with the lyrics. Then play it again for them to circle the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.
- Play the audio and encourage students to chant along. When students are confident enough, try using the music-only version.

Activity 2

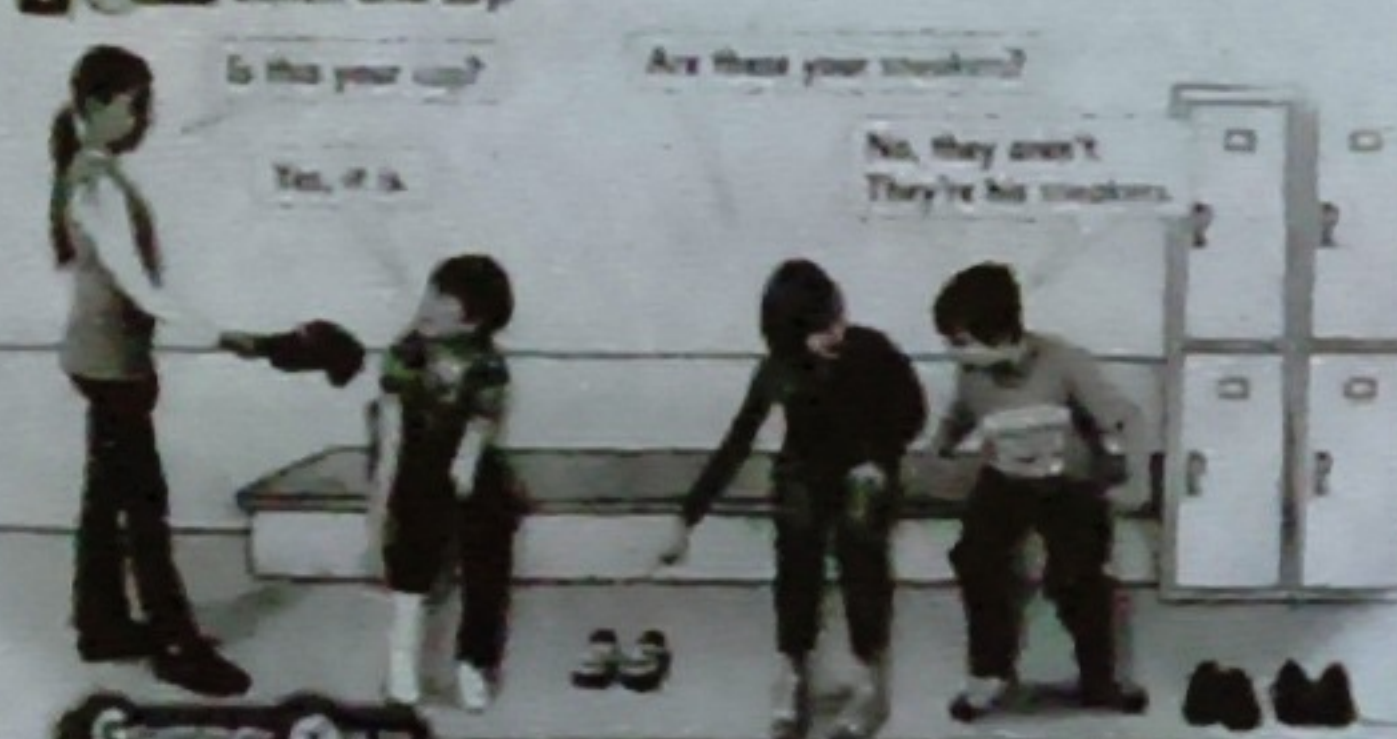
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students insert their own words to complete the chant. Walk around and monitor progress.

Learn 2

1 Listen and say.



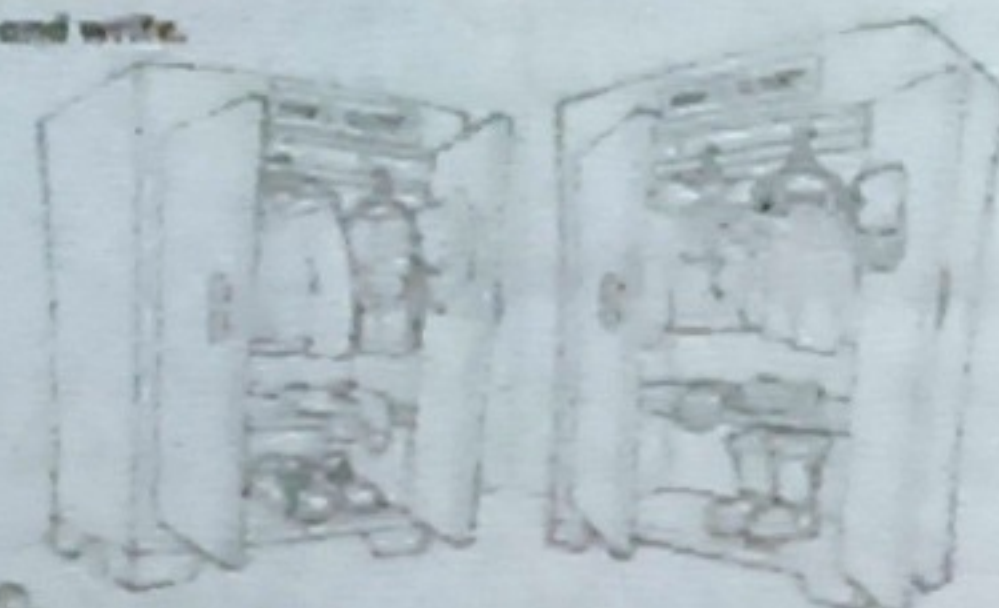
2 Listen and say.



Is this your cap?	Yes, it is.
Are these your sneakers?	No, they aren't. They're his sneakers.

Practice

1 Look and write.



- 1 Ana: Is this her sweater?
No, it isn't. It's his/Sam's sweater.
- 2 Ana: Are those her jeans?
No, they aren't. They're his/Sam's jeans.
- 3 Sam: Is that his cap?
No, it isn't. It's her/Ana's cap.
- 4 Sam: Are these his boots?
No, they aren't. They're her/Ana's boots.

2 Listen and match.



Are these your sneakers? No, they aren't. They're his sneakers.) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Prepare multiple sets of Picture Cards 123-130 or word cards.
- Divide students into groups of four and give a set of cards to each group. Ask each student to choose two of the items and write his/her name on the back of the card.
- Invite a student from a group to come to the front of the board and place the group's cards on a table. Have the rest of the class point to the different items and try to guess his/her items, e.g., *Is this your cap?* / *Are these your boots?* The student answers accordingly, e.g., *Yes, it is/they are.* or *No, it isn't/they aren't.*

Activity J

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the pictures and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity K B 30

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to do the matching.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Ask students to draw different items from their homes or write the words for them. Items should belong to different people in their family.
- Put students into pairs and have them swap papers. Have students introduce their family members first, then ask and answer questions to find out who the items belong to, e.g., *Are these your brother's sneakers?* Students should only give yes or no answers until their partners guess the owner of the item.

Learn 2

Objectives

- Learn vocabulary of clothing and accessories
- Learn to ask yes/no questions about who clothing and accessories belong to
- Learn to answer yes/no questions about who clothing and accessories belong to

Target language

sweatshirt, raincoat, uniform, cap, jeans, socks, sneakers, boots

Is this/that your/his/her sweatshirt?
Yes, it is. / No, it isn't.

Are these/those your/his/her jeans?
Yes, they are. / No, they aren't.

Warm-up activity

- Put up Picture Cards 117-130 on the board. Review the familiar words and elicit the new vocabulary.
- Divide students into two groups. Give students a command, e.g., *Run to the raincoat.* Have students in each group run to the card, touch it and name it.
- Vary with other familiar commands, e.g., *Point to the ...* and, *Walk to the ...*

Activity H B 27

Have students focus on the clothing and accessories. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity I B 28-29

- Have students focus on the dialogues presenting the target structures. (*Is this your cap? Yes, it is.*)

Practice

Objective

Practice target language from Learn 2

Warm-up activity

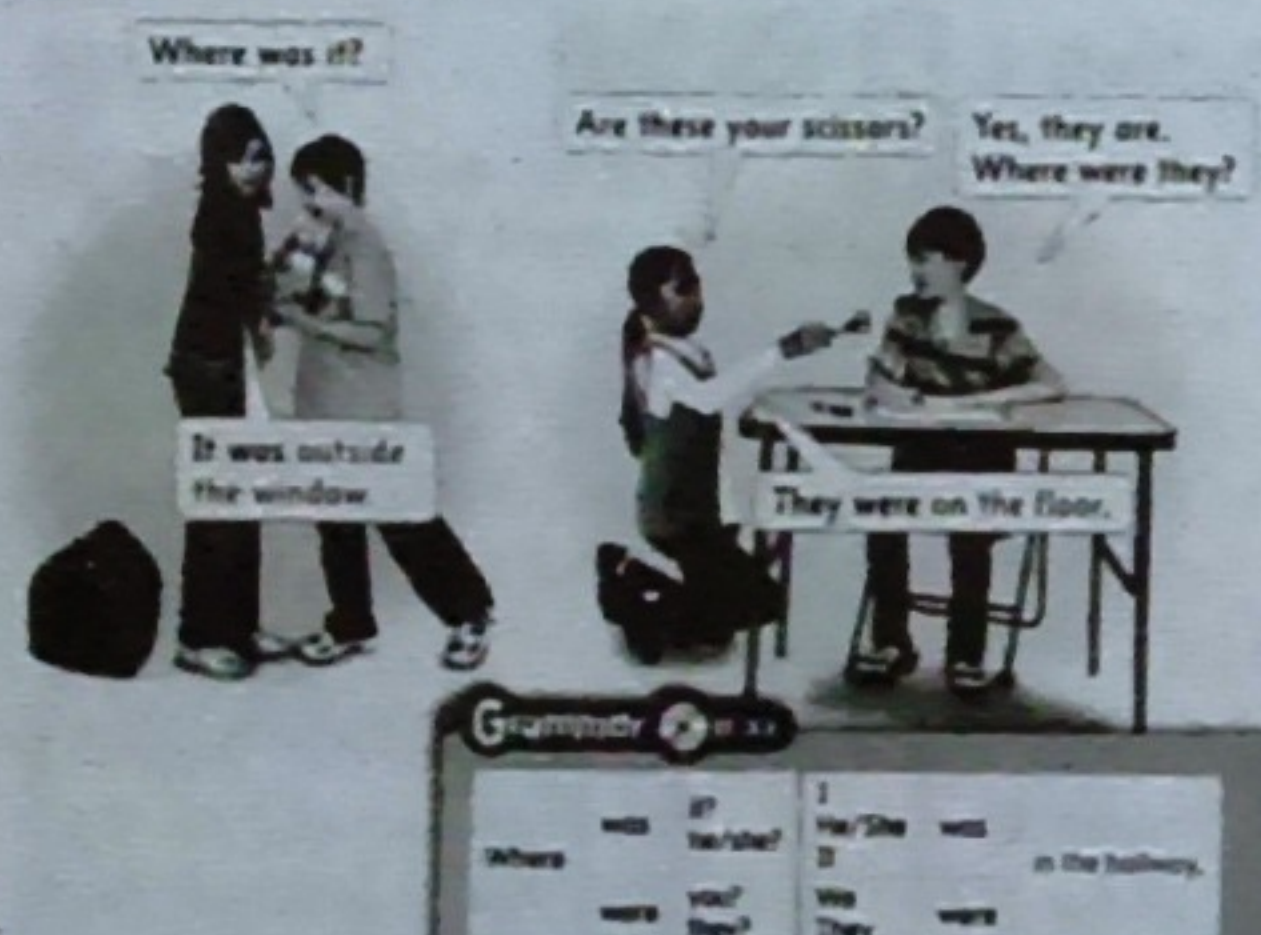
- Have students sit in a circle. Give random students a card each. Use Picture Cards 117-130.
- Play the chant and have students pass the picture cards around the circle. Suddenly stop the music. Have each student with a picture card hold it up and take turns calling out, e.g., *This is my uniform.*
- Start the music again and continue in the same way until most students have had a turn.

Learn 3

L Listen and say.



M Listen and say.



Practice

N Find and write.
This morning



- Where were they?
They were on the rack.
- Where were they?
They were in the hallway.
- Where was it?
It was outside the window.
- Where was it?
It was inside the cage.
- Where were they?
They were on the floor.
- Where was it?
It was on the stairs.
- Where was he?
He was behind the curtain.
- Where was she?
She was behind the door.

Learn 3

Objectives

- Learn vocabulary of locations
- Learn to ask where someone or something was
- Learn to say where someone or something was

Target language

in the hallway, on the stairs, on the floor, on the rack, behind the door, behind the curtain, inside the cage, outside the window

Where was it/he/she?
It/He/She was **in the hallway**.

Where were you/they?
I was/We were/They were **in the hallway**.

Warm-up activity

- Put up Picture Cards 131–138 on the board. Point to each item and ask, e.g., *Where's the cat?* Elicit, e.g., *It's in the hallway*.
- When students are familiar with the locations and prepositions, have individual students come to the front and take on the role of the teacher.

Activity L B 31

Have students focus on the locations. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity M B 32–33

- Have students focus on the dialogues presenting the target structures. (*Where was it? It was outside the window. Are these your scissors? Yes, they are. Where were they? They were on the floor.*) Play the audio and have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Use about 20 picture cards of different items students are familiar with, and Picture Cards 131–138. Place them face down in two piles on a table.
- Have pairs of students come to the front, pick a card from each pile and role-play the target dialogue using the items and locations on the cards as prompts, e.g., *Are these your crayons? Yes, they are. Where were they? They were on the stairs.*

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- Have one student come to the front of the class. Have students place two or three of their classroom objects (books, pencils, erasers, etc.) in front of them.
- Have students close their eyes. The student at the front quickly takes someone's object. Have the other students open their eyes. The student shows the object and asks the owner, e.g., *Is this your pen?* If the owner recognizes his/her object, he/she says, e.g., *Yes, it is.* and asks where the object was. The student at the front should be imaginative and think of a location, e.g., *It was inside the cage.*
- If the owner doesn't recognize his/her object, the student at the front has another turn. If he/she does, then he/she has the next turn at the front of the class.

Activity N

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students find the items in the picture and then write in the missing text.
- Check that students have completed the activity correctly. Give out the answers and have students check their own or each other's answers.

Extension activity

- Show a student one of the picture cards and have him/her leave the classroom. Hide the card somewhere in the classroom.
- Have the student return to the classroom and ask, e.g., *Where's my cap?* Have him/her walk around the classroom and try to find the card. Have the rest of the students call out, *Warm!* when the student walks very near the card, *Cool!* when he/she walks away from the card, and *Hot!* when he/she walks very near the card.
- When the student finds the card, he/she should bring it to the front of the class and say, e.g., *Here's my cap.* Have the class ask, e.g., *Where was it?* The student should describe the location, e.g., *It was behind the door.*
- Have another student leave the room. Hide a different card. Continue in the same way until most students have had a turn.



Story

Objectives

- Continue the story of Jack and the Beanstalk
- Consolidate language from Lesson 1-3

Storyline

Jack notices that some of the clothes hanging out to dry look familiar. He asks the woman about them and she says they are Mr. Brown's - Jack's father! The woman says that Mr. Brown was in a cage behind the castle earlier, but when Jack asks her to help, she says that she can't.

Warm-up activity

- Put students into pairs. Have them open their books and study the scene for 2-3 minutes.
- Ask them to close their books and make a list of all the clothing items and accessories they can remember.
- Invite each pair to the front of the class and have them read their lists. The pair with the most items is the winner.

Activity B 34

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., Whose and cage.

- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Make copies of the story scenes. Mark out the names and cut them into different puzzle pieces.
- Divide students into groups and hand out a set of puzzle pieces to each group. Have them put the puzzle back together.
- Praise students who complete their puzzles quickly and ask them to read out the story.

Practice

Objectives

- Practice target language from Lesson 1-3
- Develop matching comprehension skills

Warm-up activity

- Divide students into the "Yes" team and the "No" team. Ask a question about the story that can be answered by yes or no.
- Have the "Yes" students nod and the "No" students shake their heads when replying, e.g., Is Jack looking for his dad's clothes? The "Yes" students nod and say, e.g., Yes, he's looking for his dad's clothes.
- When the students get used to the game, have the "Yes" team shake their heads and the "No" team nod their heads as a fun variation.

Activity

- Give a brief recap of the target structures from Lesson 1-3.
- Have students identify examples of the target structures in the story scenes.

- Have students focus on the questions at the bottom of the page. Have one or two students from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

- Put up the story poster on the board. Divide students into groups and have each group make a short summary of all that happened in Jack in Unit 3.
- Invite groups to come to the front of the class and present their summaries. Make sure that each group member takes part in the presentation. Encourage them to be expressive and use emotion and gestures when describing the scenes.

Test

Q Listen and check (✓) or write.



3 There's ... No ... socks.

4 It's ... her ... sweater.

5 They're his ... jeans.

6 They're her ... sneakers.



7 outside the window

8 in the hallway

inside the cage

in the kitchen

Have fun!

Q Ask and answer.

Where were the pink socks?

They were outside the window.



asking questions about each item, e.g., *Where was the raincoat?* The other team should try to remember and say, e.g., *It was on the balcony.* Teams get a point for each correct answer.

Have fun!

Objective

Review and assess unit language through a communicative task

Warm-up activity

- Put up Picture Cards 131–138 on the board in a row. Put up a picture card (clothing items and accessories, stationery items or instruments) under each card. Have students remember where the cards were. Then swap cards and ask for each one, e.g., *The harp is now on the floor. Where was it a minute ago?*
- Have individual students answer. Give a point for each correct answer.
- Repeat with a different set of items. The student who gets most points is the winner.

Activity R

- Put students into pairs or small groups. Have them focus on the task and explain how to do it. If necessary, model the task to ensure all students are clear on what to do.
- Have students complete the task. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put them into different pairs or groups and have them do the task again.

Extension activity

- Divide students into small groups. Ask students to use the unit vocabulary to make silly sentences.
- Write each group's sentence on the board. Challenge students to say the silly sentences aloud.

Test

Objectives

- Review language from Learn 1–3 in a test format
- Assess listening skills

Warm-up activity

- Write several sentences from the unit on strips of paper. Hold up the first sentence and read it with students. Then cut the sentence apart into individual words. Mix up the words and place them along the ledge of the board.
- Invite a pair of students to come up and unscramble the sentence. Have them put up the strips on the board and read the sentence. Ask the class whether it is correct.
- Continue in the same way with the other sentences and different pairs of students.

Activity Q B 35

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Divide students into two or three teams. Have each team draw a big picture of a house with 10 different items in different locations, e.g., a cap in the hallway, a raincoat on the balcony, boots behind the door.
- Have each team come to the front and show their picture to the other teams for 30 seconds. Then the team hides the picture and starts

Review Units 5 and 6

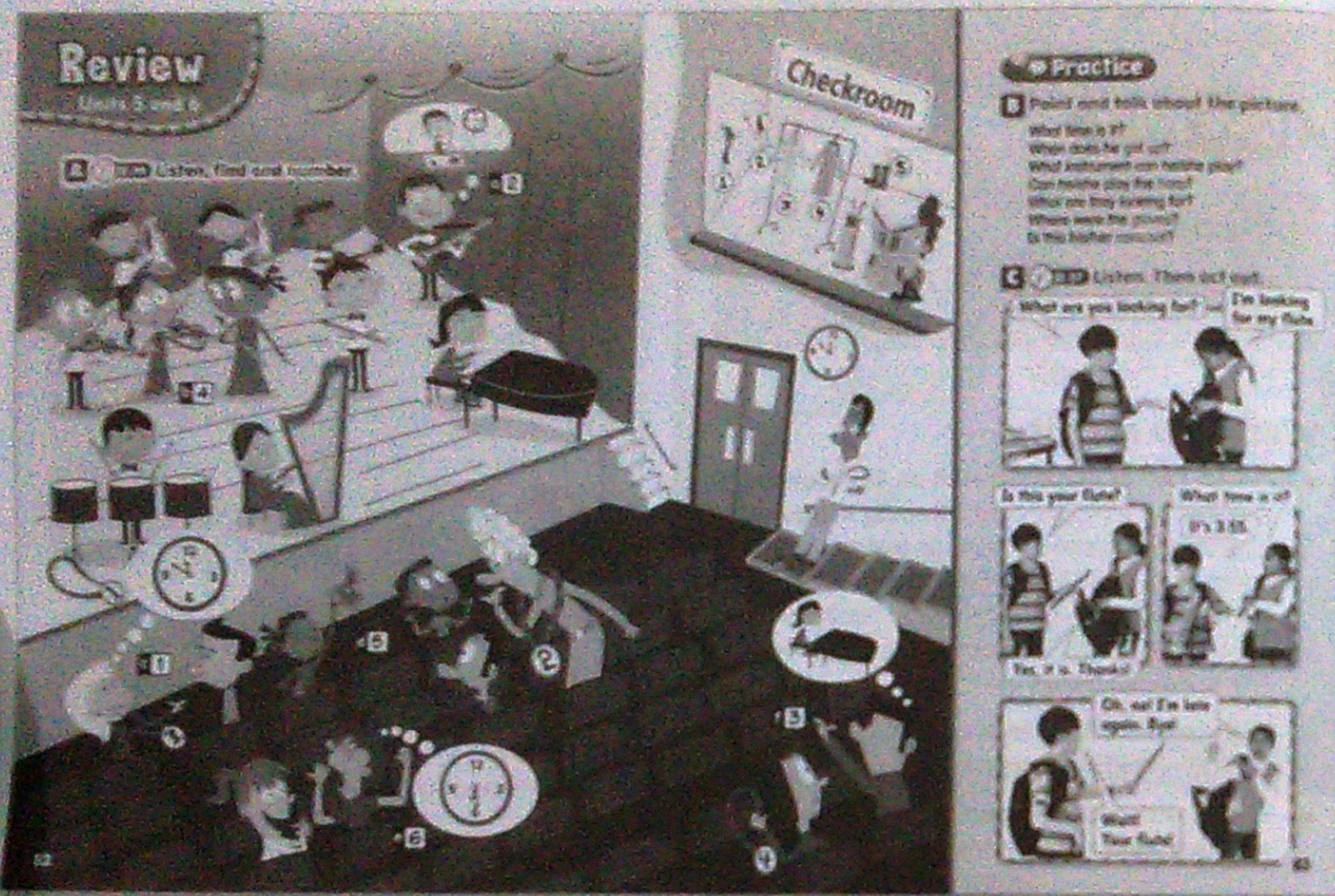
Review

Units 5 and 6

Review

Units 5 and 6

1 Listen, find and number.



Practice

1 Point and talk about the picture.
What time is it?
What does he get up?
What instrument can he/she play?
Can he/she play the piano?
What are they looking for?
Where were the people?
Is this his/her room?

2 Listen. Then act out.

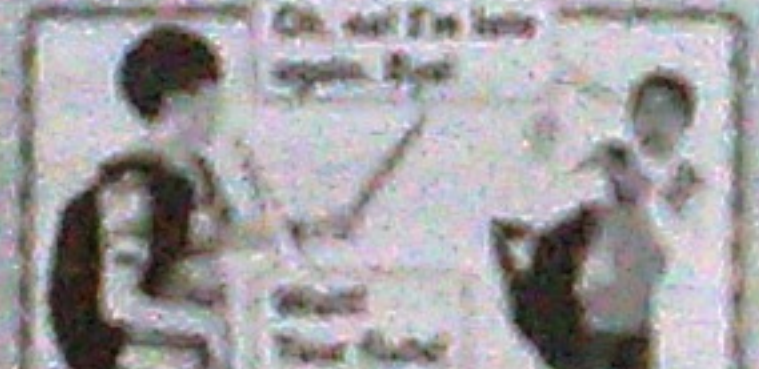
What are you looking for? I'm looking for my flute.



Is this your flute? What time is it?



Oh, no! I've lost it again. Bye!



Objective

Review target language from Units 5 and 6

Scene

A musical performance is taking place inside the auditorium. The orchestra is on stage playing music, and people are sitting in the audience talking about which instruments they can play and what time they do things.

Warm-up activity

- Give each student 8–10 sticky notes.
- Call out an instrument/activity/clothing item and have students put a sticky note on the scene where they think it is appropriate.
- After calling 8–10 items, have students hold up their books and show what is under each flap.

Activity A B 36

- Have students focus on the scene. Ask questions about the scene and encourage them to talk about what they can see. Explain any unfamiliar vocabulary, e.g., checkroom.
- Play the audio once and let students become familiar with it. Then play it again for them to find and number the items.

- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Write the sentences from the six dialogues on strips of paper. Mix them up and spread them on a table. Read each one and ask students to help you put each dialogue in the correct order.
- Then mix the sentences up again and put them back on the table. Invite pairs of students to come to the front of the class. Assign a dialogue to each pair. Say, Go! and have pairs compete to sequence their dialogue. The first pair to do this correctly is the winner.
- Continue in the same way with other students.

Practice

Objective

Practice target language from Units 5 and 6

Warm-up activity

- Use all of the picture cards from Units 5 and 6. Put them in a box or an envelope. Have students sit in a circle.
- Play one of the songs and have them pass the box/envelope around. Stop the music. Have the student holding the box/envelope take out a picture card and ask the classmate sitting next to him/her, e.g., What's the time? / What's this? / What are these? / What's he/she doing? If the student can answer, he/she gets to keep the card. If not, the card goes back in the box/envelope.
- Start the music again. Continue in the same way until there are no cards left in the box/envelope.

Activity B

- Give a brief recap of the target structures from Units 5 and 6.
- Have students identify examples of the target structures in the scene.
- Have students focus on the questions. Elicit one

- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Activity C B 37

- Have students focus on the scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page.
- Act out the dialogues and have students repeat after you. Then put students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Walk around to monitor progress. Play the audio once more if necessary.

Extension activity

- Have each student think of 2–3 different objects they have lost, then draw and color each object on different cards.
- Collect all the "lost objects." Mix them up and divide them into three piles.
- Place each pile of cards on a table. Choose three students from the class and have each one stand at a table. Explain that they work at a "lost and found office" and these are the items in their office.
- Have the rest of the students walk up to each "lost and found office" and try to find the items they have lost. Have each office clerk ask, e.g., What are you looking for? The student should say, depending on the items he/she has drawn on the cards, e.g., I'm looking for my sandals. If there is more than one item of the same kind, the clerk should ask some questions to identify the lost property, e.g., What color are your sandals? Once the clerk identifies the item among the pile of cards, he/she should say, e.g., Are these your sandals? If this is the item that the student is looking for, he/she should say, e.g., Yes, they are. Thanks, and keep his/her card. If not, he/she should try the other "lost and found" offices.
- Once the students have collected their lost items, have them sit down. If time allows, choose different "lost and found" clerks and repeat the game.

7 Jack frees Dad



Learn 1

B Listen and say.



C Listen and say.

Grammar B 39

Was	he/she	at the airport earlier?
Were	you/they	
Yes	I	was.
No	he/she	wasn't.
Yes	we	were.
No	they	weren't.

Story

Objectives

- Continue the story of *Jack and the Beanstalk*
- Present Learn 1 structure in a story context

Storyline

Jack finds his dad in a cage. His dad is very surprised to see him. Jack reaches for the key to let his dad out of the cage. They go outside and see the giant's bird, locked to a tree. The bird pleads with them to help, but as Jack's dad is undoing the lock, Jack hears the giant coming!

Warm-up activity

- Put up the story poster on the board. Cover up the title, introduction and the speech bubbles with pieces of paper.
- Ask questions about the scenes and have students guess who the people are and what they are saying, e.g., *Who is the man in the cage? What is he saying to Jack? Whose bird is it? What is the giant saying?*

Activity A B 38

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *huge* and *earlier*.

- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Make sets of separate cards with each of the words and punctuation marks from the story. Mix up the cards in each set.
- Put students into pairs and give each pair a set of cards. Have them close their books and put the cards in the correct order.
- Have students practice the dialogues in groups of four. Encourage them to switch roles.
- Invite groups to role play the story in front of the class. Encourage them to be expressive and use actions.

Learn 1

Objectives

- Learn names of places
- Learn to ask yes/no questions about where someone was earlier
- Learn to answer yes/no questions about where someone was earlier

Target language

airport, restaurant, hospital, post office, train station, police station

Was he/she at the **airport** earlier?

Yes, he/she was. / No, he/she wasn't.

Were you/they at the **airport** earlier?

Yes, I was/we were/they were. / No, I wasn't/we weren't/they weren't.

Warm-up activity

- Put up Picture Cards 139-144 on the board. Name each place and have students repeat.
- Act out being at one of the places and have

- students point to the correct picture and say the name of the place.
- Continue in the same way with the other cards. Have students take on the role of the teacher.

Activity B B 39

Have students focus on the places. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C B 40-41

- Play the audio for the target structures and have students find the example in the story scenes. (*Was he at the castle earlier? Yes, he was.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Draw the outline of a big city on the board. Place Picture Cards 139-144 in different locations in the city. Prepare six cut-out pictures of people. Give them names.
- Put students into pairs and have each pair think of a location for each of the characters. Ask them to write down their location on pieces of paper.
- Have a pair come to the front and tape the cut-outs at the places on the board. Have the class look at the board and try to remember the locations.
- Then have the pair move the cut-outs around and place them at different locations.
- Have the rest of the class try to remember where each character was and ask, e.g., *Was Ringo at the airport earlier?* The students at the board should only answer with yes or no until the class guesses correctly.
- Continue in the same way with different pairs of students.

Song

D Listen and underline. Then sing.

11. Grandpa! Where were you?

Where were you last night?

12. John! My dear! Let me think.

Was I at the () post office / library? If No, I wasn't.

Was I at the () restaurant / food court? If No, I wasn't. What?

13. Grandma! Where was she?

Where was she last night?

14. John! My dear! Let me think.

Was she at the () train station / police station? If No, she wasn't.

Was she at the () airport / hospital? If No, she wasn't.

What?

John! John!

E Read and write. Then complete the sentence.

1. There are six people here.

2. There are airplanes here.

3. There are shops here.

4. There are police officers here.

hospital
airport
train station
police station

Answer: Grandma was at home.

Practice

1 Read and write.

1. he / tonight / No

Was he at the hospital?

earlier?

No, he wasn't.

2. they / post office / Yes

Were they at the post office?

earlier?

Yes, they were.

3. she / train station / Yes

Was she at the train station?

earlier?

Yes, she was.

4. they / police station / No

Were they at the police station earlier?

No, they weren't.

5. it / restaurant / No

Was it at the restaurant earlier?

No, it wasn't.

6. you / airport / Yes

Were you at the airport earlier?

Yes, I was.

C Listen and write (Y = Yes, N = No).

this morning		last night	
6:30-7:45	game	6:30-8:00	food court Y
8:15-9:00	library	8:25-9:45	post office N
10:30-11:15	train station	9:00-10:15	airport Y

- Have students read the clues and write in the missing words, then complete the sentence.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers.

Extension activity

- Play the audio and have students practice singing the song.
- Divide students into three groups and assign each group different lines, e.g. John's lines, Grandma's lines and Grandpa's lines.
- Invite a student from each group and have them perform the song in front of the class. Remind students that they can use different voices to sound like a grandma/grandpa. Encourage them to be expressive and use gestures.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Have students write the six vocabulary items on six cards. Then have them choose four cards and place them face up in front of them.
- Call out the cards from the set in random order. Have students turn over the cards you name.
- The first student who turns over all his cards names the six vocabulary items.
- Have students choose different cards and repeat the activity.
- Invite individual students to take on the role of the teacher.

Activity F

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

Activity D B 42-43

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to underline the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.
- Play the audio and encourage students to sing along. When students are confident enough, try using the music-only version.

Activity E

- Have students focus on the activity and explain how it should be completed. If necessary, model the task to ensure all students are clear on what to do.

Song

Objective

Practice target language from Learn 1 in a song

Warm-up activity

- Place Picture Cards 139-144 face down on a table. Have students come up, pick a card and ask a question using the place on the card, e.g., *Was he at the train station earlier?*
- Have the class answer accordingly. If the student can't name the location, have the class say, e.g., *No, he wasn't.* and say the name of the place, e.g., *He was at the airport.*

- Have students read the text and write in the missing text. Walk around to monitor progress. Check that students have completed the activity correctly.
- Give out the answers and have students check their own or each other's answers.

Activity G B 44

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to write Y or N in the answer spaces.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

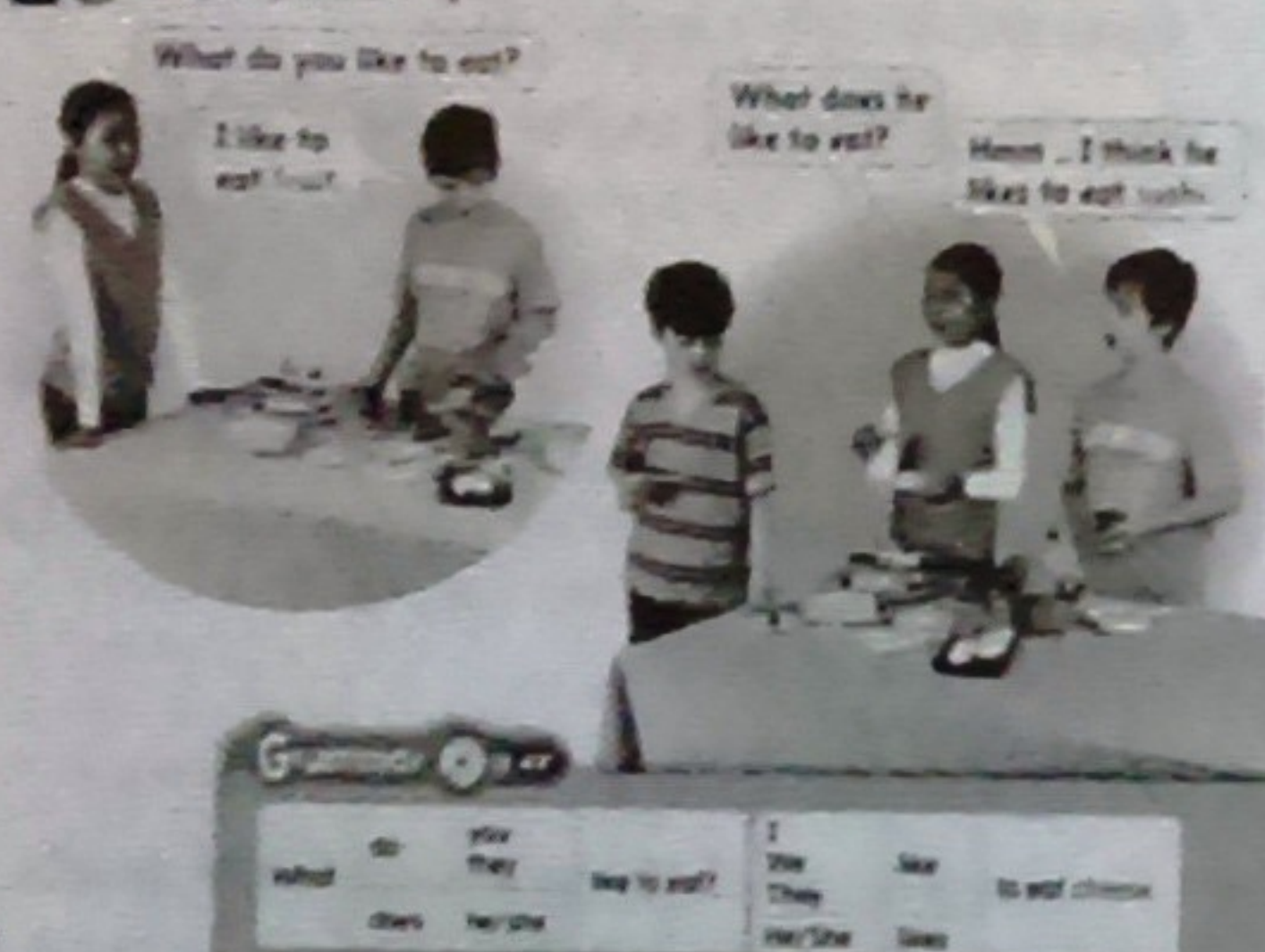
- Place sets of two chairs in a circle in the middle of the room. Make sure that there are as many chairs as students minus two chairs. If there are 16 students there should be 14 seats or seven sets of two chairs.
- Play the song and have students walk around the chairs. Suddenly stop the music and have students grab another student and ask each other the target question, e.g., *Were you at the hospital earlier?*
- The students should ask and answer the question very quickly and sit down on a set of chairs. The pair who is left standing is out of the game.
- Remove two chairs from the circle and continue in the same way.

Learn 2

1 Listen and say.



2 Listen and say.



Practice

1 Look and write.

- What do they like to eat?
They like to eat sushi.
- What does he like to eat?
He likes to eat dessert.
- What does she like to eat?
She likes to eat soup.
- What do they like to eat?
They like to eat fruit.



2 Listen and circle.

- soup / fruit
- soup / dessert
- cheese / meat
- vegetarian food / sushi
- fruit / meat
- dessert / soup

have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Invite two students to come to the board. Have one student draw a food item line by line. The class asks, *What does he like to eat?* to his/her partner who tries to guess the food item, e.g., *I think he likes to eat soup.*
- After each guess, the student who draws the picture should say if this is true or not, e.g., *Yes, I like to eat soup.* or *No, I don't like to eat soup.* When his partner guesses correctly, have another pair of students come to the board and repeat the activity.
- Continue in the same way until most students have had a turn.

Activity J

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the pictures and write in the missing words. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity K B 48

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Have students think about what their family like to eat. Ask them to write down their parents', brothers', sisters', and grandparents' favorite food.
- Put students into pairs and have them take turns asking and answering questions about their families, e.g., *What does your mother like to eat?* *She likes to eat vegetarian food.* Have students try to remember their partners' answers.
- Invite individual students to come to the front of the class and ask them questions about their partner's family, e.g., *What does her mother like to eat?* *She likes to eat vegetarian food.*

Learn 2

Objectives

- Learn names of food
- Learn to ask someone what they like to eat
- Learn to say what someone likes to eat

Target language

cheese, meat, soup, fruit, salad, dessert, sushi, vegetarian food

What do you/they like to eat?
I/We/They like to eat **cheese**.

What does he/she like to eat?
He/She likes to eat **cheese**.

Warm-up activity

- Use Picture Cards 145–152. Place the cards with the picture sides showing on a table. Name 3–4 cards in random order. Have students as individuals or pairs take turns lining up the cards in the order you name them. Then have them call out the words in the same order.
- Continue in the same way with different cards and students. Increase the pace as you name them faster each time.

Activity H B 45

Have students focus on the food. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity I B 46–47

- Have students focus on the dialogues presenting the target structures. (*What do you like to eat? I like to eat fruit. What does he like to eat? Hmm... I think he likes to eat sushi.*) Play the audio and

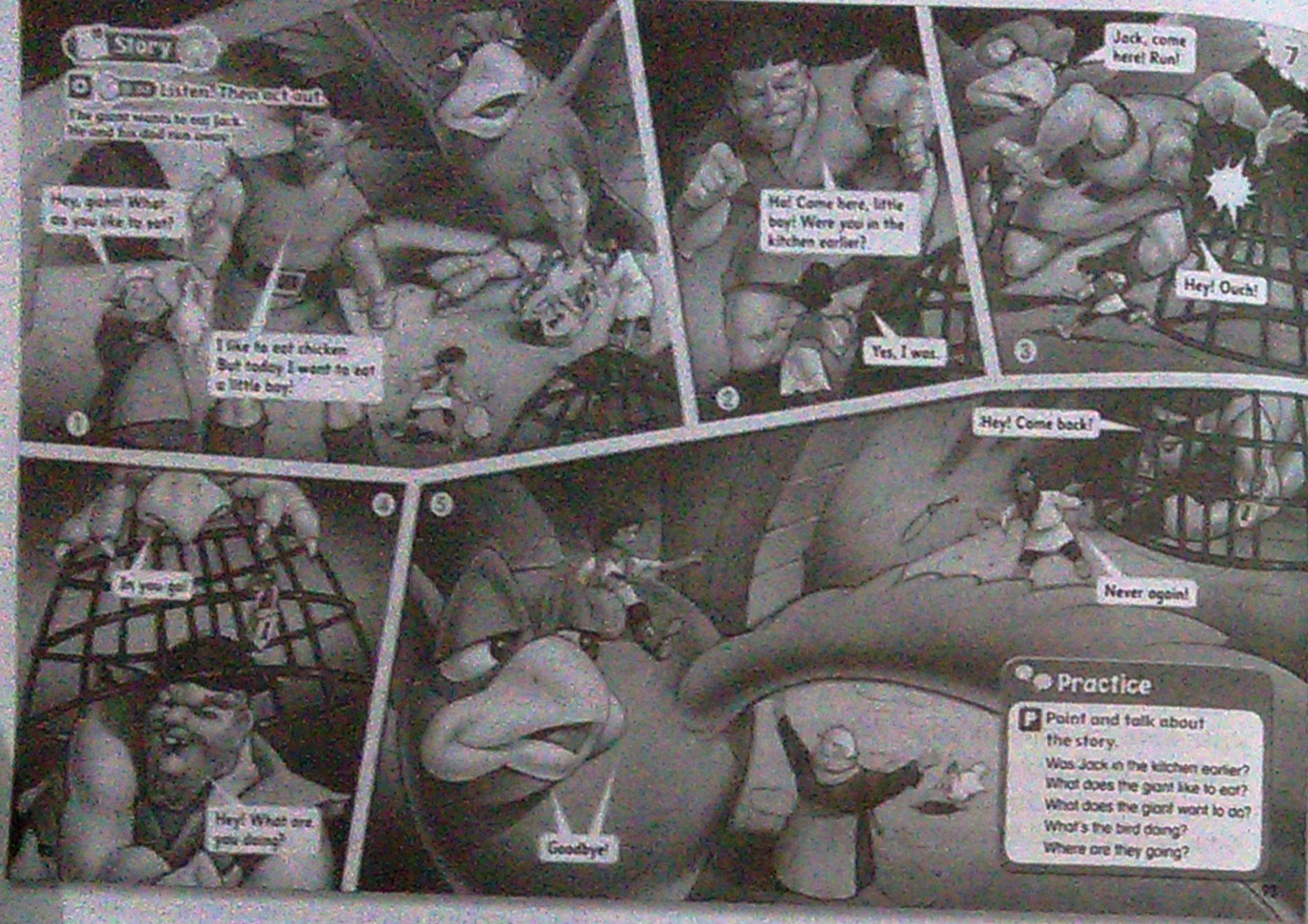
Practice

Objective

Practice target language from Learn 2

Warm-up activity

- Have students sit in a circle on chairs. One student stands in the middle. Have the student in middle call out, e.g., *I like to eat desserts.* Students who like that food quickly jump up and move to other chairs.
- While the class is moving, the student in the middle tries to sit on an empty chair.
- The student who is left standing in the middle calls out the next food. Continue in the same way.



Story

Objectives

- Continue the story of *Jack and the Beanstalk*
- Consolidate language from Learn 1-3

Storyline

The woman tries to distract the giant with a chicken, but he only wants to eat a little boy. He tries to catch Jack but the bird pushes the giant and puts the cage on top of him. Jack and his dad get on the bird's back to fly away, saying goodbye to the woman!

Warm-up activity

- Put students into pairs. Ask, *What does the giant have for breakfast?*
- Have pairs think of all the possible food items on the giant's breakfast menu. Encourage them to be creative and imaginative, e.g., *The giant always has meat, toast and butter for breakfast. He sometimes has fish and rice for breakfast. He never has vegetarian food for breakfast.* Have the students write down their ideas on pieces of paper.
- Ask pairs to come to the front and tell the class about the giant's breakfast menu of their own version.

Activity B 53

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.

- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *run away, Ouch!, Come back!* and *Never again!*
- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Ask students to choose one of the characters in the story and memorize one of his/her lines. Have him/her come to the front and act out being that character in one of the scenes.
- Have the class guess the character asking only yes/no questions, e.g., *Are you Jack? Are you Jack's dad?* until they guess correctly.
- Continue in the same way until all students have had a turn.

Practice

Objectives

- Practice target language from Learn 1-3
- Develop reading comprehension skill

Warm-up activity

- Have a student come to the front of the class. Blindfold him/her.
- Have individual students from the class take turns calling out different lines from the story. Encourage them to disguise their voices.
- The blindfolded student should try to guess both the character from the story and the student who said the line, e.g., *It's Matt. He's the giant.*
- Continue in the same way having different students take turns.

Activity P

- Give a brief recap of the target structures from Learn 1-3.
- Have students identify examples of the target structures in the story scenes.
- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Extension activity

- Teach students how to fold paper planes or have them fold them the way they know.
- Divide the class into two teams and have students write their names on their planes.
- Ask a question about the story, e.g., *Was Jack in the giant's bedroom earlier?* The student who answers the question correctly gets the chance to try and throw his/her plane in a box or marked area on the floor.
- At the end of the game, the team with more planes in the box or marked area wins.

Test

Listen and check (✓) or write.



1. yogurt ✓
2. cereal ✓
3. fruit ✓
4. meat ✓
5. soup ✓
6. salad ✓
7. dessert ✓
8. drink ✓
9. What is the restaurant called?
The, the name.
10. What is the name of the owner?
No, the name.
11. What time of the police station is it?
No, the name.
12. What time of the hospital is it?
No, the name.

Have fun!

Play the game.



or "suspect." Mix up the cards in each set. Make sure that there are no identical cards in the same set.

- Divide students into two groups: detectives and suspects. Give out the cards.
- Have the detectives walk around and interview as many suspects as possible, e.g., Were you at the food court at 6:30? If the suspect has a different time and location on his/her card, he/she should say, No, I wasn't, and walk away quickly. The suspect with the same card should say, Yes, I was, and both students should go and line up in front of the board.
- Continue until all detectives have found a suspect for the crime they are investigating and are standing in pairs in front of the board.

Have fun!

Objective

Review and assess unit language through a communicative game.

Warm-up activity

- Divide students into two teams and have each team sit in a circle.
- Ask a question from the unit, e.g., What do you like to eat? Student 1 answers, e.g., I like to eat yogurt. The next student makes a similar statement using a different vocabulary or grammar word, adding a new word to it or making it negative, e.g., I like to eat dessert. / She likes to eat yogurt. / I don't like to eat yogurt.
- Have students continue in the same way as each student varies the previous sentence. If a team member pauses for too long or can't make a sentence eliminate the team from the game. The other team is the winner.

Activity R

- Have students focus on the game and explain how it should be played. If necessary, model the game to ensure all students are clear on what to do.

- Have students play the game in small groups, or walk around the class as a whole, asking each other questions.
- Walk around the class and monitor, provide help whenever necessary.
- When students have finished, put students into different groups and play the game again.

Extension activity

- Write a sentence or dialogue from the unit or story. Read it with the students.
- Have them close their eyes or turn to the back of the classroom. Erase one or two words from the sentence/dialogue.
- Have students look at the board and read the sentence/dialogue again, adding the missing word(s).
- Continue in the same way each time erasing more words until the complete sentence or dialogue has been erased and have students recite it from memory.
- Repeat with other sentences.

Test

Objectives

- Review language from Learn 1-3 in a test format.
- Assess listening skills.

Warm-up activity

- Have students sit in a circle. Play some music and have them pass a soft ball around the circle.
- Suddenly stop the music and have students call out, What do you have for breakfast? The student left holding the ball answers quickly, e.g., I usually have cereal for breakfast.
- Make the game competitive by eliminating students who can't answer or pause for too long.

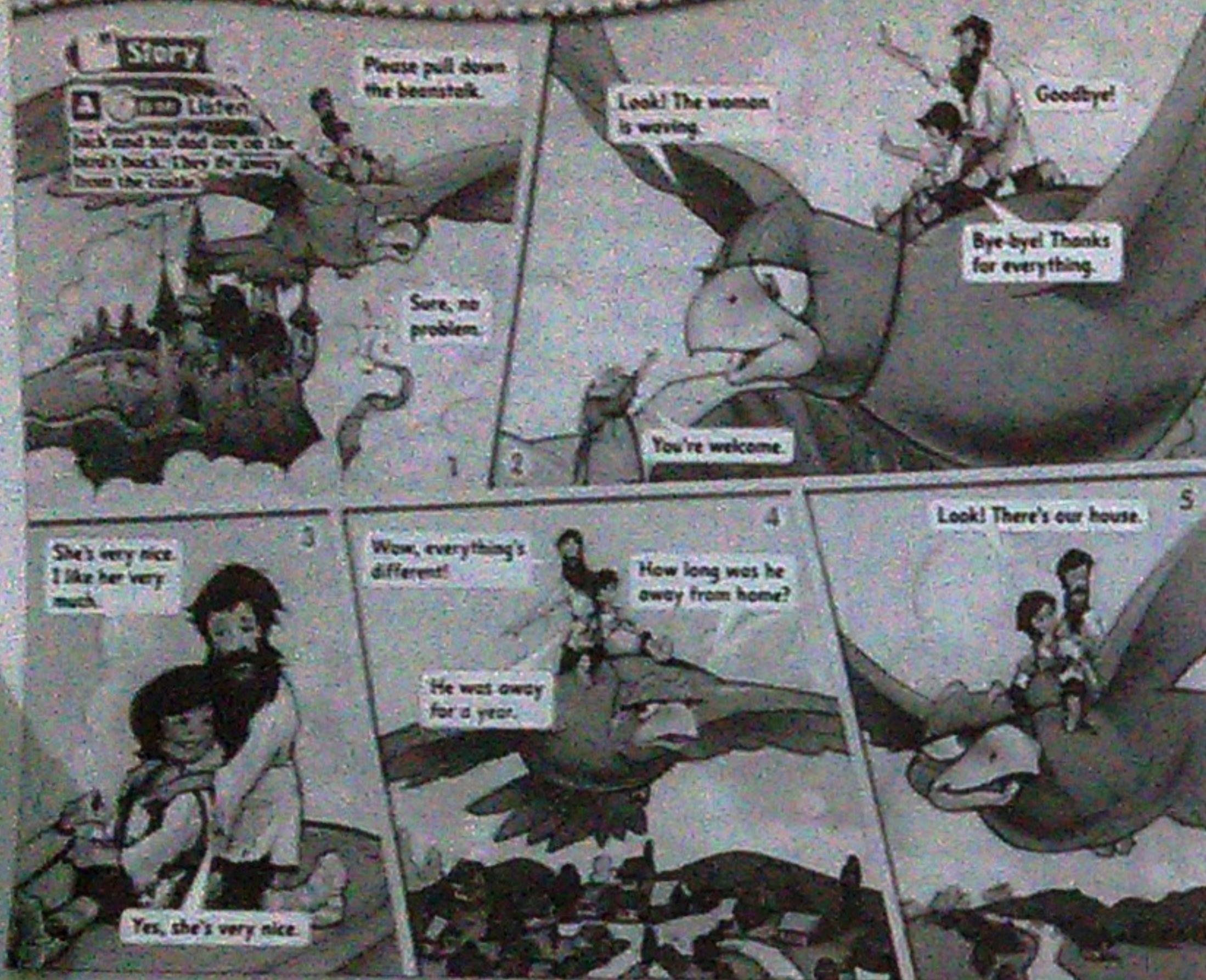
Activity Q B 54

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Explain to students that they will pretend to be detectives and will be interviewing suspects for different crimes at different locations.
- Prepare two sets of cards with the same time and place of crime, e.g., 6:30—food court. On each of the two identical cards, write either "detective"

8 Flying home



Learn 1

B Listen and say.



C Listen and say.

How long	were you/they away from home?
I	was
He/She	was
We	were
They	were

Story

Objectives

- Continue the story of *Jack and the Beanstalk*
- Present Learn 1 structure in a story context

Storyline

Jack and his dad fly away from the castle on the bird's back. Jack asks the bird to pull down the beanstalk, and they wave goodbye to the woman. As they look down from the bird's back, everything looks different to Jack's dad as he was away for a year. Then they see their home.

Warm-up activity

- Choose one of the scenes and make up a short story about it, e.g., *Jack and his dad are on the bird's back. They are flying. Jack's dad is pointing to the houses. He's surprised. Everything is different.*
- Have students look at their books, find the scene and call out the number, e.g., *Four*.
- Continue in the same way with the other scenes. Have students repeat the stories.

Activity A B 55

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page. Explain any unfamiliar

vocabulary, e.g., *pull down, waving, everything, different and away from home.*

- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Divide students into groups. Assign a role to each student in a group.
- Play the audio and have students repeat their assigned lines.
- Then have students practice the dialogues until they become confident.
- Invite groups to role-play the story in front of the class. Encourage them to be expressive and use actions.

Learn 1

Objectives

- Learn periods of time
- Learn to ask how long someone was away from home for
- Learn to say how long someone was away from home for

Target language

an hour, a day, a week, a month, a year, a decade

How long were you/they away from home?
I was/We were/They were away for **an hour**.

How long was he/she away from home?
He/She was away for **an hour**.

Warm-up activity

- Put up Picture Cards 159-164 on the board. Point to each card in order and say, e.g., *an hour, 60 minutes; a day, 24 hours; a week, 7 days; a month, four weeks; a year, 12 months; a decade, 10 years.*

- Then name each card again and elicit the duration from students.
- Repeat the activity, this time pointing at the cards in random order. Have individual students come to the front of the class and take on the teacher's role.

Activity B B 56

Have students focus on the periods of time. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C B 57-58

- Play the audio for the target structures and have students find the example in the story scenes. (*How long was he away from home? He was away for a year.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Write the pronouns *you, he, she* and *they* on cards. Place the pronoun cards and Picture Cards 159-164 in two piles face down.
- Invite two students to come up and pick a card from different piles. The student with the pronoun card asks the target question using the word on his/her card, e.g., *How long were they away from home?* The other student answers using the time expression on his/her card, e.g., *They were away for a year.*
- Continue in the same way by inviting different students to come up to the front.

Chant

D Listen and write. Then chant.

Everything looks different!
Everything looks new!
How long were you away from home?

Were you away for 4 months?
No, I wasn't.
Were you away for 4 weeks?
Yes, I was. I was away for 4 weeks.

Everything looks different!
Everything looks new!
How long were you away from home?

Were you away for 7 days?
No, I wasn't.
Were you away for 7 years?
Yes, I was. I was away for 7 years.
Wow! 7 years!

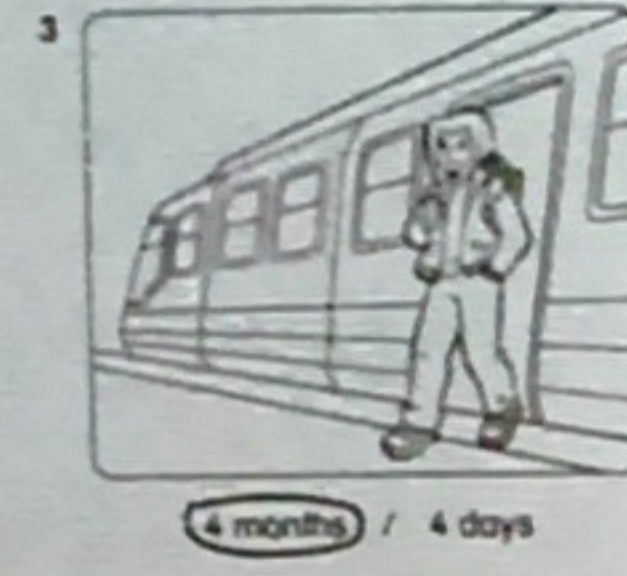
E Write your own words. Then chant.

You: Were you away for 5 hours?
Classmate: No, I wasn't.
You: Were you away for 5 days?
Classmate: Yes, I was. I was away for 5 days.

Suggested answer
Classmate: answers can vary

Practice

F Listen and circle. Then write.



- How long was she away from home?
She was away for 3 hours.
- How long were they away from home?
They were away for 2 weeks.
- How long were you away from home?
I was away for 4 months.
- How long was he away from home?
He was away for 5 days.

Chant

Objective

Practice target language from Learn 1 in a chant

Warm-up activity

- Have students sit in a circle. Play the chant and have them pass a soft ball or stuffed toy animal around the circle.
- Suddenly stop the chant. The student holding the ball/stuffed toy animal should repeat the last word/phrase he/she has heard in the chant.
- Play the chant a few times and continue in the same way until all students have had a turn.

Activity D B 59-60

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again for them to write in the missing text.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers.
- Play the audio and encourage students to chant along. When students are confident enough, try using the music-only version.

Activity E

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Have students insert their own words to complete the chant. Walk around and monitor progress.
- When students have completed their versions of the chants, pick a few to chant together as a class, or put students in pairs and have them present their chants to the class.

Extension activity

- Have students sit in a circle. Place Picture Cards 159-164 in the middle, face down in a pile.
- Play the chant and have students pass a soft ball around the circle. Stop the music. The student holding the ball picks up a card (e.g., a month) from the pile and asks a random student, e.g., *Were you away for two months?* The other student picks up another card (e.g., a day) and answers, e.g., *No, I wasn't. I was away for five days.* Then they place the cards at the bottom of the pile.
- Play the chant again and continue in the same way. For bigger classes, you may want to have students sit in two or three circles.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Play the chant and have students chant along. Suddenly stop the audio and have them continue chanting until the end.
- Repeat several times, each time stopping a line or two earlier until students are confident chanting without the audio.

Activity F B 61

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct words.
- Ensure that students have circled the words correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

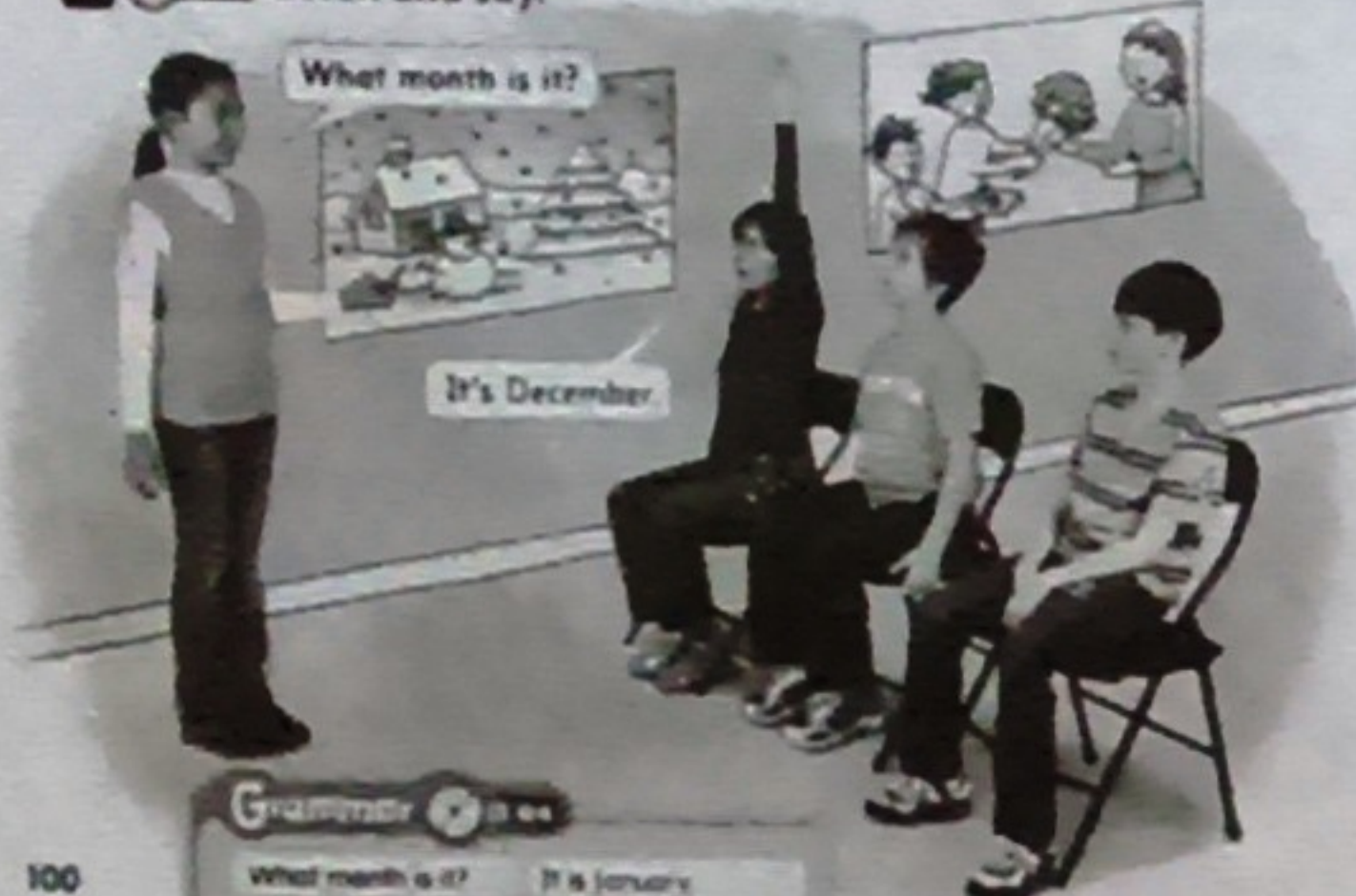
- Prepare word cards with the pronouns *you, he, she and they*, and different time expressions, e.g., *5 hours, 10 days, 3 weeks, 2 months, a year*, etc.
- Put students into pairs. Give each pair a set of cards and have them place the cards face down in two piles—pronouns and time expressions—in front of them.
- Have students take turns picking a card from each pile. The student with the pronoun (e.g., *she*) asks, e.g., *How long was she away from home?* The student with the time expression (e.g., *5 hours*) answers, e.g., *She was away for five hours.*
- Vary the activity by having students switch partners or give out a new set of time expression cards.

Learn 2

C Listen and say.



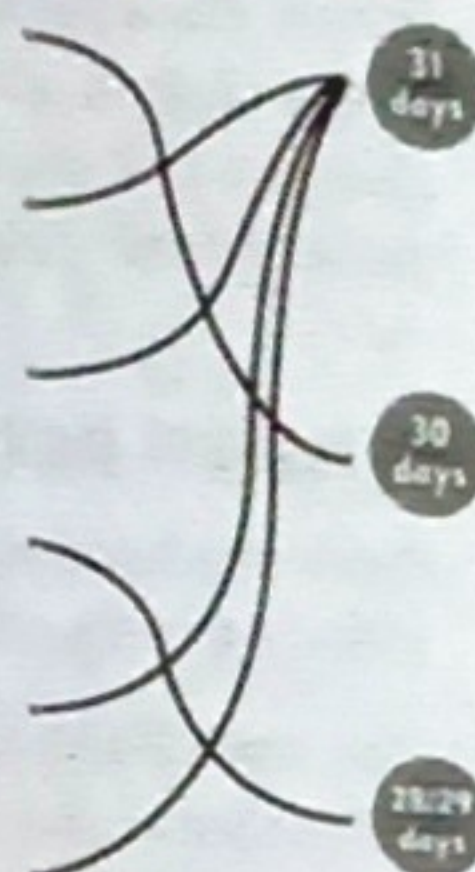
H Listen and say.



Practice

1 Unscramble and write. Then match.

- What month is it?
It's April. (rApil)
- What month is it?
It's March. (charM)
- What month is it?
It's July. (yuJl)
- What month is it?
It's February. (abrFyuer)
- What month is it?
It's December. (ereDcbme)
- What month is it?
It's August. (ulguAs)



J Listen and underline.

- July / June / August
- December / November / September
- March / May / April
- February / January / October
- June / July / January
- September / October / November

Activity H B 63-64

- Have students focus on the dialogue presenting the target structures. (*What month is it? It's December.*) Play the audio and have them follow. Then play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Act out a month and ask the class, *What month is it?* You can act out a particular festival or mime the type of weather during that month.
- Have the class guess the month. The first student to call out the correct answer, e.g., *It's March.* comes up to the front and has the next turn to act out a month.
- Continue in the same way until most students have had a turn.

Practice

Objective

Practice target language from Learn 2

Warm-up activity

- Invite 12 students to come to the front of the class. Assign a month to each student.
- Have each student call out his/her month in order. Have the rest of the class listen and yell, *Wrong!* each time a student makes a mistake.
- Repeat with a different group of students.

Activity I

- Have students focus on the activity and explain how it should be completed. If necessary,

model or elicit one or two answers to ensure all students are clear on what to do.

- Have students unscramble the letters and write in the missing text.
- Check that students have written in the text correctly. Then have them do the matching. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Activity J B 65

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to underline the correct words.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Put Picture cards 165-176 in an envelope or bag. Have students sit in a circle. Play the chant and have them pass the envelope or bag around the circle.
- Stop the audio and have the student holding the envelope/bag pull out a card. The other students should immediately call out, e.g., *What month is it?* The student looks at the card and answers using the month on it, e.g., *It's August.* If he/she answers correctly, he/she gets to keep the card. If not, the card goes back into the envelope/bag.
- Play the chant and continue in the same way. The student with most cards is the winner.
- For bigger classes, prepare multiple sets of the cards and play the game in groups.

Learn 2

Objectives

- Learn names of months
- Learn to ask what month it is
- Learn to say what month it is

Target language

January, February, March, April, May, June, July, August, September, October, November, December

What month is it?
It's January.

Warm-up activity

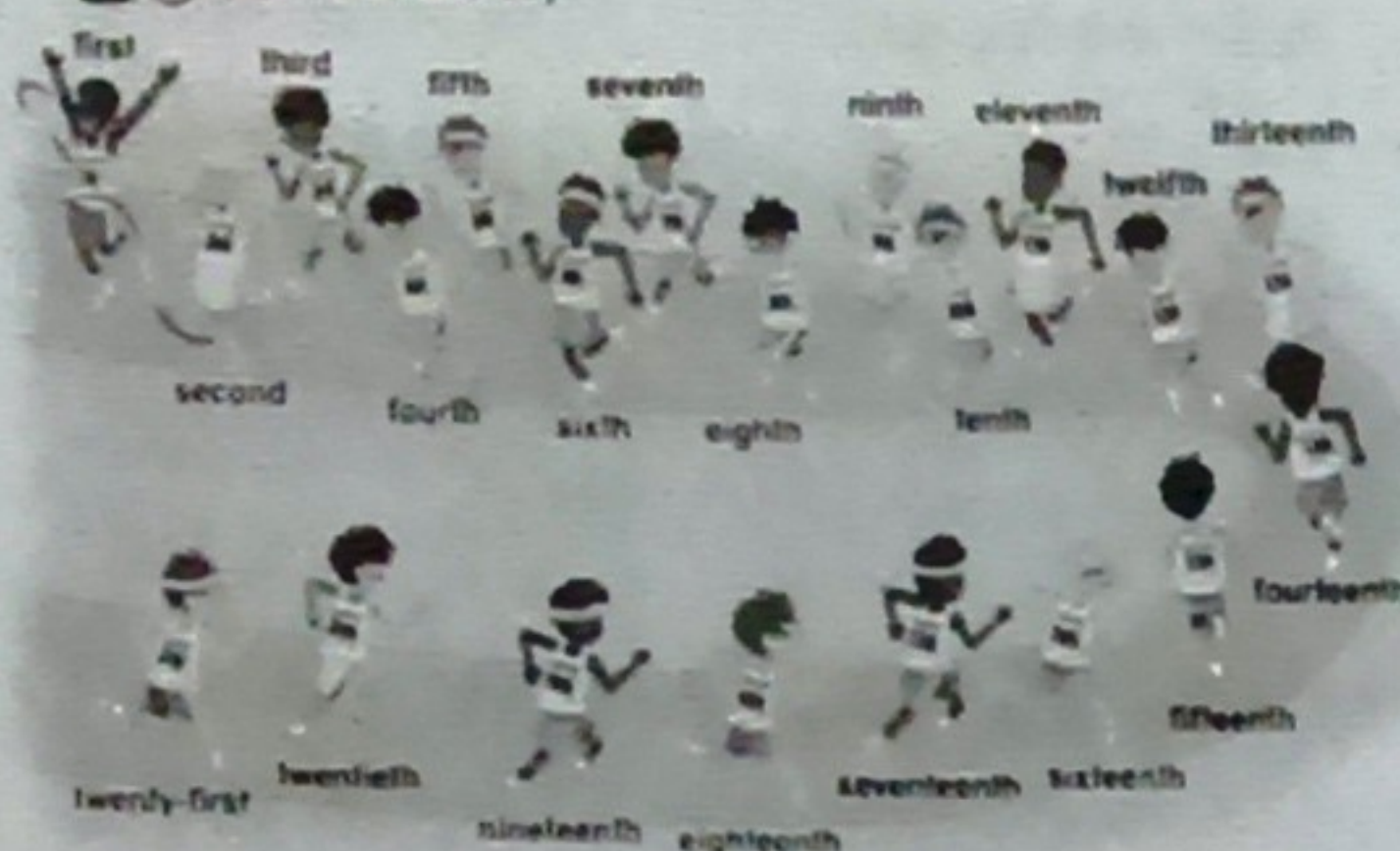
- Put up Picture Cards 165-176 on the board. Name each month and have students repeat.
- Play a game. Point your finger upward. Have students start to say the months in order, *January, February, March, April, May, June ...*
- Then point downward and have them say the months in reverse order, e.g., *June, May, April ...*
- After that, point horizontally. Students should then say the same month, e.g., *April, April, April ...*. Students shouldn't pause.
- Continue in the same way until students are confident.

Activity G B 62

Have students focus on the months. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Learn 3

K Listen and say.



L Listen and say.



Practice

M Listen and circle.

January 3rd 13th	February 20th 8th	March 11th 2nd	April 9th 19th
May 16th 6th	June 20th 12th	July 18th 5th	August 1st 11th
September 7th 17th	October 4th 14th	November 21st 1st	December 3rd 13th

N Write.

- When's your birthday?
My birthday is on February 2nd.
- When's your best friend's birthday?
His birthday is on March 15th.
- When's your mom's birthday?
Her birthday is on August 21st.

Suggested answers
Students' answers can vary.

103

Learn 3

Objectives

- Learn ordinal numbers
- Learn to ask when someone's birthday is
- Learn to say when someone's birthday is

Target language

first (1st), second (2nd), third (3rd), fourth (4th), fifth (5th), sixth (6th), seventh (7th), eighth (8th), ninth (9th), tenth (10th), eleventh (11th), twelfth (12th), thirteenth (13th), fourteenth (14th), fifteenth (15th), sixteenth (16th), seventeenth (17th), eighteenth (18th), nineteenth (19th), twentieth (20th), twenty-first (21st)

When's your/his/her birthday?

My/His/Her birthday is on (January) 1st.

Warm-up activity

- Write the numbers 1–21 on the board. Use Picture Cards 177–197. Point to and say a number on the board and hold up the corresponding ordinal number. Elicit the word and have students repeat.
- Place the picture cards on a table. Call out the ordinal numbers again and have individual students come up to the table, find the cards and put them up next to the corresponding number.

Activity K B 66

Have students focus on the ordinal numbers. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity L B 67–68

- Have students focus on the dialogue presenting the target structures. (*When's your birthday? My birthday is on March 7th.*) Play the audio and

have them follow. Then play the audio again and have students repeat.

- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Ask individual students, e.g., *When's your birthday?* to elicit a few answers.
- Give each student a blank card. Have them write their names on one side of the card and their date of birth on the other side. Collect the cards and spread them on a table with the names showing up.
- Invite a student to come to the front of the class. Have him/her pick a card and read the name, e.g., *Maria*. Have the class ask, e.g., *When's her birthday?* The student should look at the other side of the card and answer accordingly, e.g., *Her birthday is on May 4th*. Have that student confirm that this is the correct date. If he/she confirms, the student takes the card. If not he/she places it back in the same spot.
- Continue in the same way by inviting different students to come to the front.

Practice

Objective

Practice target language from Learn 3

Warm-up activity

- Give out Picture Cards 177–197. For smaller classes, give 2–3 cards to each student, e.g., *first*, *second* and *third* to one student, *fourth*, *fifth* and *sixth* to the next one, etc. For bigger classes, have students take turns.

- Start calling out the numbers and have students line up in order in front of the class.
- Repeat a few times as you increase the pace.

Activity M B 69

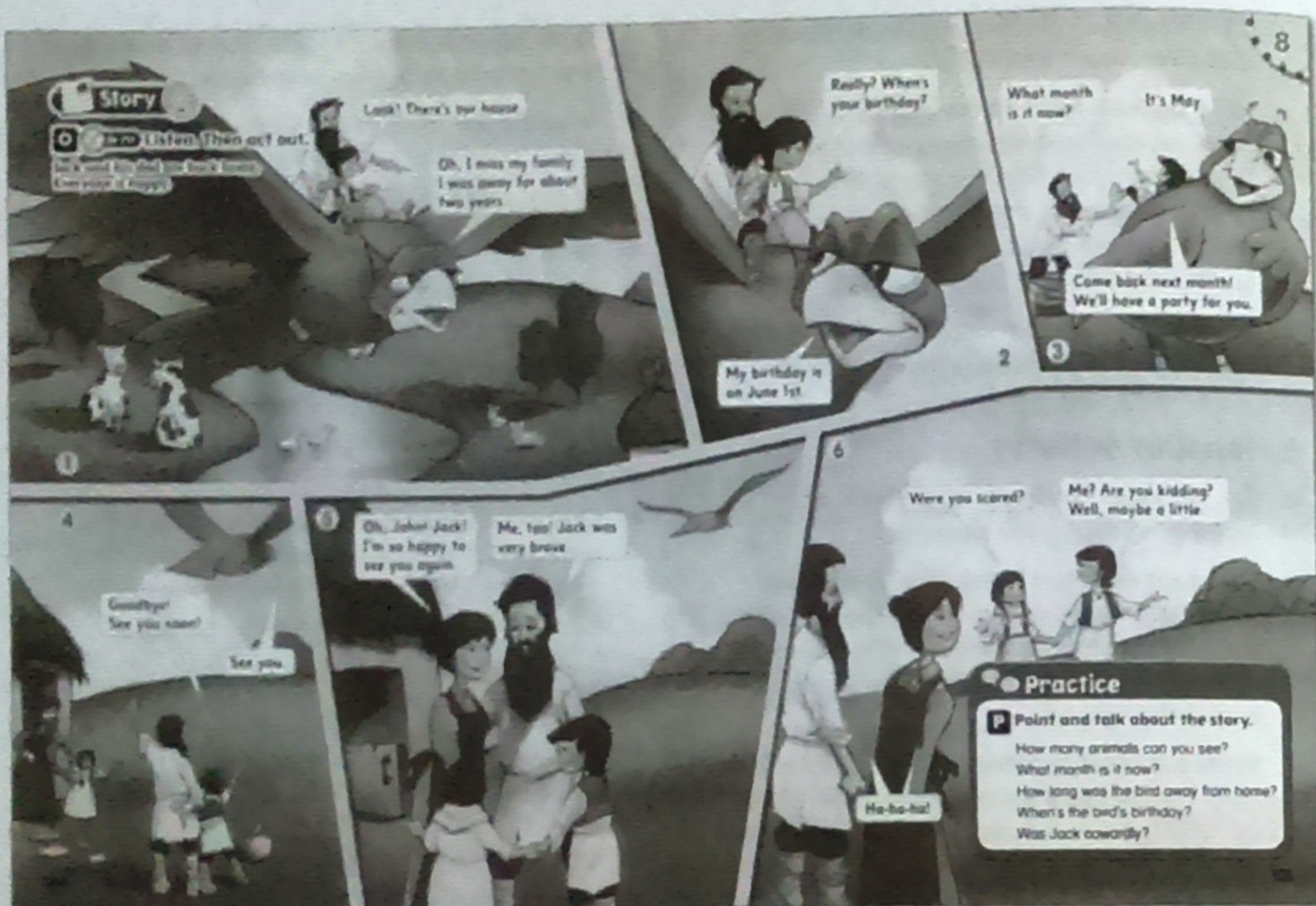
- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to circle the correct answers.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Activity N

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students write in their answers. Walk around and monitor progress.
- Check that students have completed the activity correctly. Have them swap books and compare each other's answers. Encourage them to read out their answers to a partner, or elicit answers from the class as a whole.

Extension activity

- Have students write down on pieces of paper the date of birth of their family members, e.g., mom, dad, brothers, sisters, grandparents, etc.
- Have students walk around the class and find someone who has the same birthday as someone in their family. Make sure students don't show the dates, but ask the question, e.g., *When's your mom's birthday? Her birthday is on December 21st. Oh, no! My brother's birthday is on December 21st!*
- Give students 10 minutes and then have them report the results.
- For this activity, you may want to have students find out the dates of birth of their family members in advance before they come to class.



Story

Objectives

- Conclude the story of *Jack and the Beanstalk*
- Consolidate language from Learn 1–3

Storyline

As Jack and his dad get close to their house, the bird tells them that it also misses its family. It says that its birthday is in June, next month, so Jack tells it to come back then and they will have a party. Jack and his dad wave goodbye to the bird. Jack's mom and his sister greet Jack and his dad, and everyone is happy to be together again.

Warm-up activity

- Have students look at the story scenes for 2 minutes.
- Make statements about the scenes or characters and have students say if they are correct. If the statement is correct, e.g., *Jack's mom and sister are happy*, students should repeat it. If it is not true, they should remain silent, e.g., *There are three cows*, or *Jack and his dad are going back to the castle*.

Activity B 70

- Elicit from students what has happened in the story so far, or give a brief recap.
- Have students focus on the story scenes. Ask questions about what they can see and encourage them to talk about the objects, characters and actions.
- Play the audio and have students follow the text on the page. Explain any unfamiliar

vocabulary, e.g., *miss*, *party*, *See you soon!* and *Are you kidding?*

- Act out the dialogues and have students repeat after you. Then divide students into pairs or small groups to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Prepare two versions of the story, with gaps in different places/speech bubbles. Make copies for each student.
- Put students into pairs. Each student in the pair should have the same text, but with different gaps.
- Have them help each other to make a complete story.
- Then play the audio and have them check the answers. Have them practice reading the dialogues.

Practice

Objectives

- Practice target language from Learn 1–3
- Develop reading comprehension skills

Warm-up activity

- Have five students come to the front of the class to be the characters. Play the audio or read the text and have them silently act out the story scenes as they hear the words.
- Repeat with other groups of actors.
- Vary by having the rest of the class read the speech bubbles.

Activity

- Give a brief recap of the target structures from Learn 1–3.
- Have students identify examples of the target structures in the story scenes.

- Have students focus on the questions at the bottom of the page. Elicit one or two answers from students.
- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

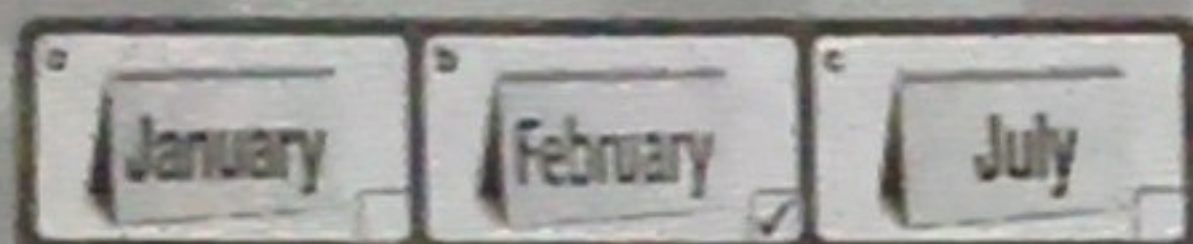
Extension activity

- Ask students to choose a character from the story. Then have them write down 3–4 sentences about their characters, e.g., *The giant lives in a castle. He likes to eat chicken and little boys. He is mean. He sometimes steals things.*
- Have students come to the front and read their sentences. The class listens and corrects any information that is not true.

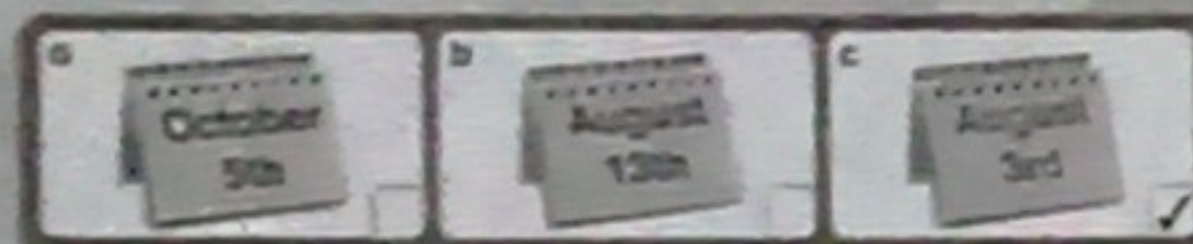
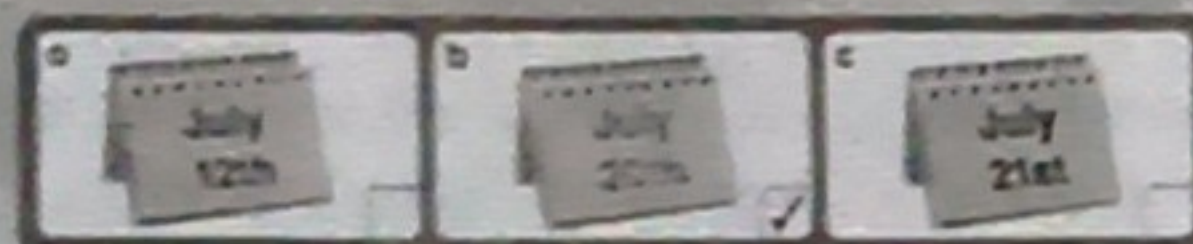
Test

Listen and write or check (✓).

- 1 I was away for three days.
- 2 I was away for five months.
- 3 He was away for four years.
- 4 She was away for 12 weeks.



- 7 His birthday is on October 7th.
- 8 Her birthday is on May 21st.

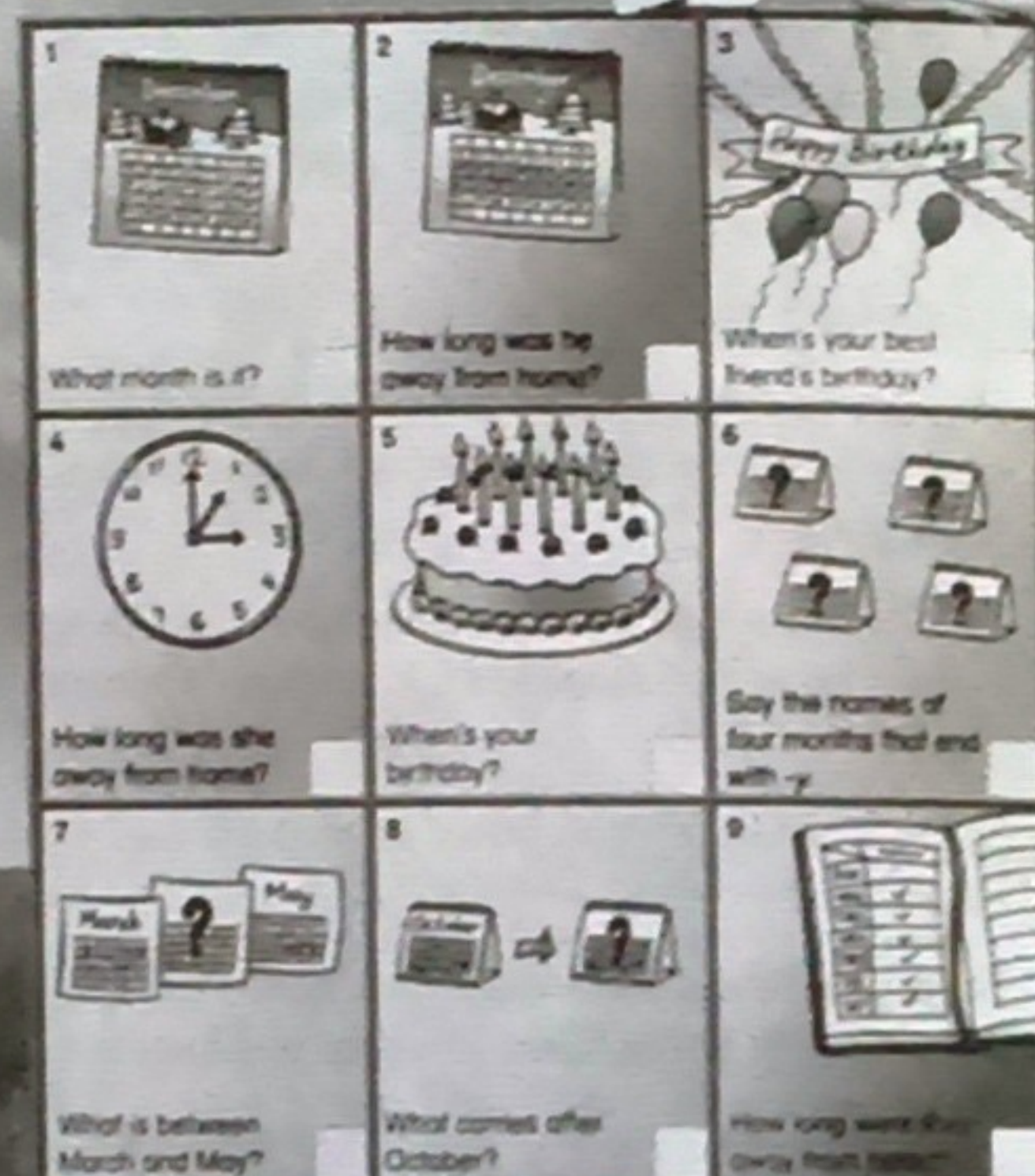


Have fun!

Number 1. What month is it?

It's December.

Play tic-tac-toe.



Test

Objectives

- Review language from Learn 1-3 in a test format
- Assess listening skills

Warm-up activity

- Bring a soft ball or a stuffed toy animal to school. Have students stand in a circle. Join the circle, throw the ball to a student and ask, *When's your birthday?* Have him/her answer.
- Have the same student throw the ball to another student and ask the question. When the second student has answered, have him/her throw the ball to a third student, and so on.

Activity Q B 71

- Have students focus on the test and explain how it should be completed. Ensure all students are clear on what to do.
- Play the audio and have students complete the test.
- Give out the answers and have students check each other's answers. Play the audio once more if necessary.
- Have students write their score at the top of the page.

Extension activity

- Bring a calendar to school and put it up on the board. Write down different dates on pieces of paper, e.g., *January 10th*, *April 6th*, etc. Put students into pairs and give out the papers. Make sure that each pair has a different date.
- Say, e.g., *Today is May 6th*. Explain that they went away on the day written on their piece of

paper and came back today. Have pairs work out how long they were away from home.

- Invite each pair to the front of the class and have the class ask, *How long were you away from home?* The two students show the date on their pieces of paper and say, e.g., *We were away for two months and five days*.
- Point to the date of their departure on the calendar and count the days while the rest of the class checks if the answer is correct.

Have fun!

Objective

Review and assess unit language through a communicative game

Warm-up activity

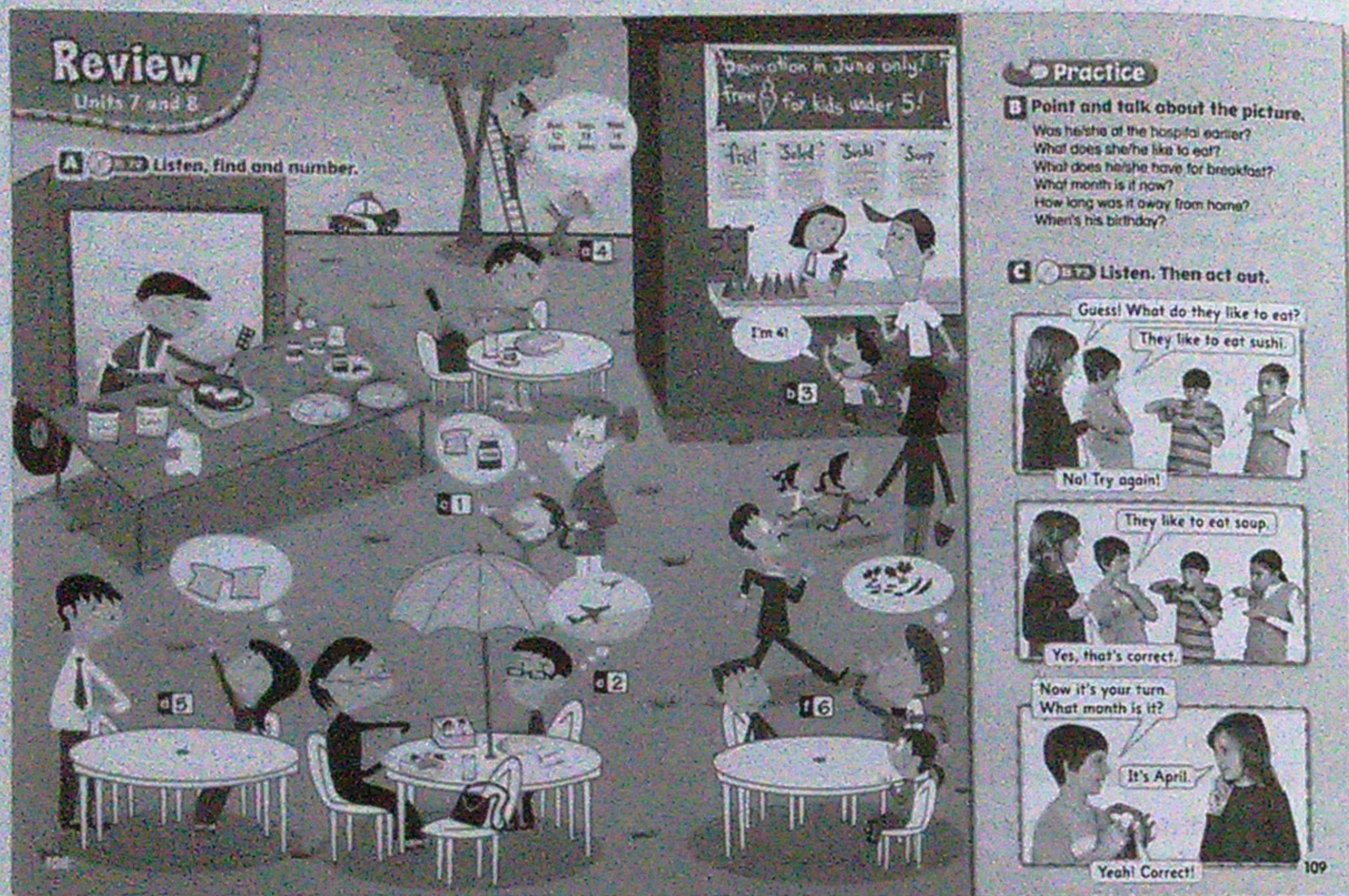
- Draw one line for each letter in a target word on the board, e.g., _____ for *August*. Draw the side view of a bird on the board.
- Have individual students call out letters. If the letter is in the word, write it on the correct line(s). For each incorrect guess, write the letter on the side and erase part of the bird. The goal is to guess the word before the bird is completely erased.
- Once the students are familiar with the game, have them take on the role of the teacher.

Activity R

- Put students into pairs. Have them focus on the game and explain how it should be played. If necessary, model the game to ensure all students are clear on what to do.
- Have students play the game. Walk around the class and monitor; provide help whenever necessary.
- When students have finished, put students into different pairs and play the game again.

Extension activity

- Write 15-20 quiz questions on cards using the target structures and vocabulary, e.g., *When's your grandma's birthday?* *What comes after November?* *What comes after January 22nd?* *How long was the giant bird away from home?*, etc.
- Put the cards into an envelope or bag. Have students sit in a circle and play the game. Have them pass the envelope/bag around the circle. Suddenly stop the music. Have the student holding the envelope/bag pull out a card, read the question on it and answer it. If he/she gives a correct answer, he/she can keep the card. If not, have him/her put it back in the envelope/bag.
- Continue in the same way until there are no cards left. The winner is the student with the most cards.



Objective

Review target language from Units 7 and 8

Scene

People are relaxing outside on a fine day, eating and talking about what they like to eat. There is a stall selling breakfast food, and another selling fruit, salad, sushi and soup. A police officer is helping to get an old lady's cat down from a tree.

Warm-up activity

- Divide students into groups. Have them study the scene for 5 minutes and guess what the people are saying.
- Point to the people or call out the notations and have students say, e.g., *a-Policeman: Your cat is scared. Woman: Oh, no. She was away for three days. b-Boy: Hi, I'm four. Woman: This is for you. c-Girl: I want to have jam and toast for breakfast. d-Man: What do you want to eat? Girl: I want to eat eggs and toast.*

Activity A B 72

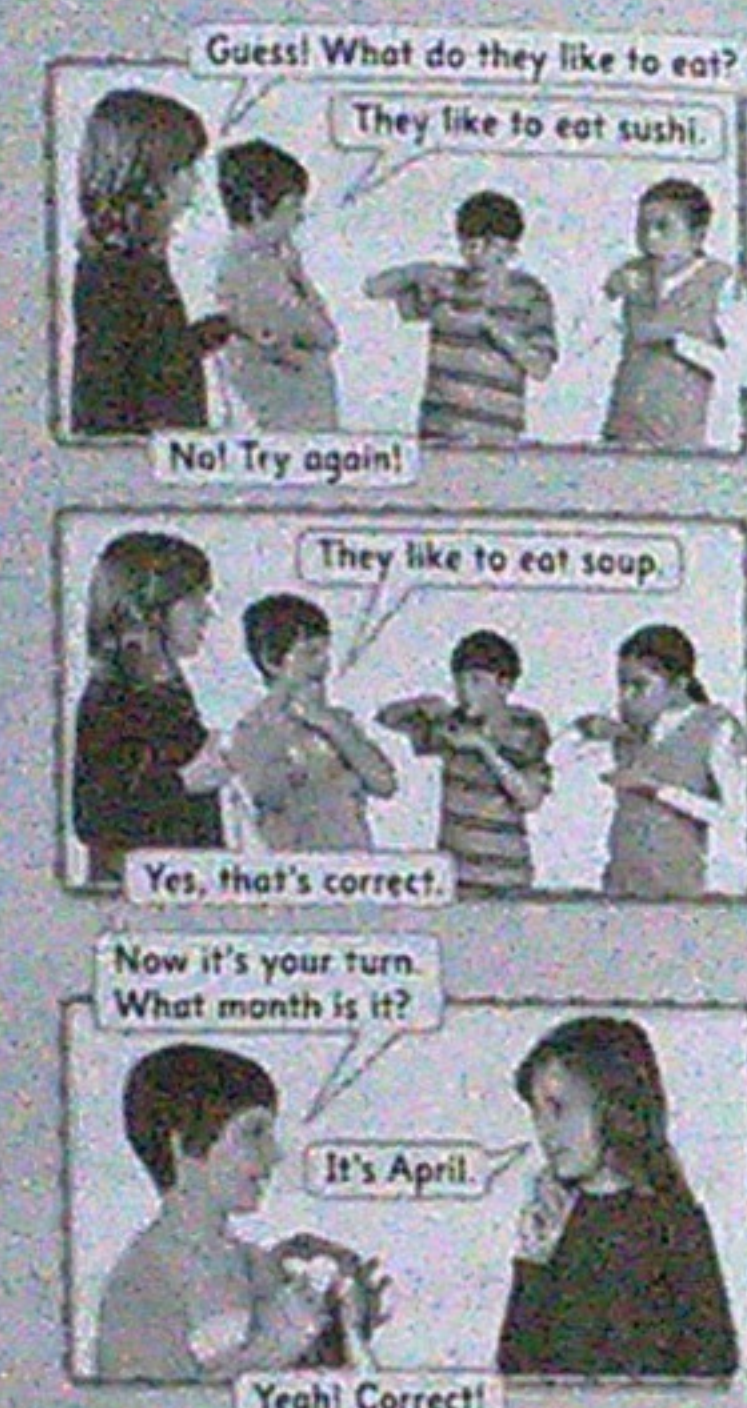
- Have students focus on the scene. Ask questions about the scene and encourage them to talk about what they can see. Explain any unfamiliar vocabulary, e.g., *promotion*.

Practice

1 Point and talk about the picture.

Was he/she at the hospital earlier?
What does she/he like to eat?
What does he/she have for breakfast?
What month is it now?
How long was it away from home?
When's his birthday?

2 Listen. Then act out.



- Play the audio once and let students become familiar with it. Then play it again for them to find and number the items.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Divide students into pairs. Assign a dialogue to each pair. Play the audio a few times and have students listen and remember their lines.
- Then have pairs practice role-playing their dialogue. Walk around and provide help.
- Invite pairs to come to the front of the class and perform their role-play.

Practice

Objective

Practice target language from Units 7 and 8

Warm-up activity

- Prepare several sets of two cards: one with a picture and one with the word on it. You can use picture cards from Units 7 and 8, but cover the word on the back of each card. Spread them out face down on a table.
- Divide students into groups and give each group a set of cards. Have students take turns turning over two cards—a word and a picture card. If they match, the student keeps them. If not, he/she should turn both cards upside down and place them in the previous position. The winner is the student with the most cards.

Activity B

- Give a brief recap of the target structures from Units 7 and 8.
- Have students identify examples of the target structures in the scene.
- Have students focus on the questions. Elicit one or two answers from students.

- Put students into pairs or small groups to practice asking and answering the questions. Have them take turns.
- As a class, elicit answers from students. Encourage them to clarify, support or extend their classmates' answers.

Activity G B 73

- Have students focus on the scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page.
- Act out the dialogues and have students repeat after you. Then divide students into pairs to act out the dialogues. Have them change roles and practice a few times.
- Walk around to monitor progress. Play the audio once more if necessary.

Extension activity

- Divide Picture Cards 139–197 into two sets. Make sure that there are vocabulary items from all categories in each set, e.g., *airport* in one set and *airport* in the other set. Spread them out on two tables. Divide students into two teams and assign a table to each team.
- Have Team A stand in a line. Call out, *Go!* and have the first student in the line run to the team's table, pick two cards and make a sentence. If the sentence is correct, the other team calls out, *OK*, and the student takes the cards. If not, the team calls out, *Wrong!* and the students put the cards back onto the table.
- After 5 minutes, have Team A sit down and let Team B have a go. Make sure each team gets the same amount of time to play the game.
- Have teams count the cards they have collected. The winner is the team with more cards.

Activity bank

Warm-up activities

Point and say

Point your finger upward. Students start to say A, B, C, D ... If you point downward they say the letters in reverse order, D, C, B ... and if you point horizontally they say the same letter, B, B, B ... Students shouldn't pause. This game is suitable for other sequences such as the alphabet, numbers, days of the week, months and years.

Say yes

Ask a student to come to the front of class. Divide the other students into two teams. The teams take turns asking the chosen student questions using *Do you like ... ?* The goal is to get the student to answer only *Yes, I do*. The team with more "yes" answers wins. This game can also be used with other language patterns. The answers should be at least three words long such as *Yes, I do* or *Yes, I can*.

Simon says

This is a classic game to practice classroom language. Students have to follow the commands of the person acting as Simon, but only when that person starts off with *Simon says*. If students react to the command when the person does not start with *Simon says*, they are out of the game.

Tap and trap

Put students in a circle. Choose one student to stand in the middle of the circle. He/She taps a student and asks him/her a question. The student who was tapped tries to answer. If he/she answers correctly, the student taps another student from the circle and asks a question. This continues until the student who is tapped cannot answer or answers incorrectly. He/She then replaces the other student and takes his/her place in the middle of the circle.

Pass, stop, say

Make up cards with several easily confused letters on them. Make one card for each letter. Fold each card. Play music. Give the cards to students around the room and motion to pass the cards. Stop the music. The students holding cards open them, show them to the class, and say the letters and words that start with the letters. Students fold up their cards. Start the music again and have students pass the cards.

Same or different

For this game, the students will look at three items and choose the one that is in a different category than the other two. To begin, display three picture cards, e.g., worm, ant, chair. Say each word. Point to chair. Shake your head and take it away. Worm and ant are living things (same), but a chair isn't (different). Next, display three more picture cards, e.g., bed, chair, car. Say the names. Hold up bed and chair and say, *Same*. Then point to the car. Shake your head and take it away. Put together groups of three picture cards in which one is different. Give them to pairs of students. Have the students name all three items and then hold up the two similar items and say, *Same*.

Treasure hunt

Divide the class into two groups. Give each group a list of several objects that you want them to find in the classroom. Have students walk around the room and collect their "treasure" and place it in a box. The first group to find all the objects on their list can read the list aloud and show the "treasure" to their classmates.

Balloon game

Divide the students into small teams. Each team forms a circle and the students hold hands. Give each team a balloon. As a team they have to keep the balloon in the air, but when it touches a part of someone's body they have to shout out an English word. Suitable topics are numbers, colors or fruits.

Build a tower

Get a set of building blocks and give each team an equal number of blocks. Ask a question. The first team to answer correctly gets to start building a tower with their blocks, one block at a time. The aim is to have the highest tower at the end of the game. If the tower falls over during the game, the team has to build it again.

What is it?

Place different objects (e.g., a ruler, book, apple, stuffed animal, etc.) in a box or bag. Cut a hole in the box or bag for an arm. Students have to stick their arm into the box and guess the objects they are feeling.

Story activities

Guess the character

A student thinks of one of the characters in the Student Book. The other students take turns asking about that character. The complexity of the questions depends on the language being practiced or reviewed. Alternatively, students can ask short-form questions, e.g., *Jack?*

Hot potato

Use a bean bag or a stuffed animal as a "hot potato." Students sit or stand in a circle and pass the "hot potato" around while music is playing. Suddenly stop the music. When the music stops, the student left holding the "hot potato" has to answer a question about the story to stay in the game.

Nod or shake

Divide students into the "yes" team and the "no" team. Ask a question answerable by *yes* or *no* about the story, while students look at the story scene in their Student Books. Have the "yes" students nod and the "no" students shake their heads when replying. For example, when you say, *Is it July 2nd?*, the "yes" students will nod and say, *Yes, it is July 2nd*. When the students get used to the game, have the "yes" team shake their heads and the "no" team nod their heads as a fun variation.

Secret speech bubble

Take a story scene/poster and a piece of paper. Using the paper, cover up one of the speech bubbles in the scene, or part of the sentence in the bubble. Ask students to guess what is being said. If students find it hard to guess the words, show a little more of the sentence until they are finally able to guess.

Group retelling

Display the pages for the unit story. Point to the characters and have students tell who they are and what they are doing. Divide students into small groups and assign one part of the story to each group. Have students work together with their groups to summarize what happened in their part of the story. Then have groups retell what happened in their part in order, thus retelling the entire story.

Role-play the story

Assign roles from the unit story to students and have them repeat their character's lines after you. Put the students into pairs to practice the dialogue on their own. After a few minutes, have them present the dialogue to the class.

Sequence the story

Write sentences from the unit story on strips of paper. Then model the activity. Mix up the sentences and place them along the edge of the board. Read each one and help students see that they are not in the correct order. Ask students to help you fix the order of the sentences and then read them so that they tell the story. Practice until students understand. Divide the class into teams. Invite two teams to come to the front of the class. Give each team a set of sentences and say, *Go!* Teams work as fast as they can to sequence the sentences. The team that does this correctly first wins. Invite all teams to play.

Puzzles

Make copies of story scenes/posters. Cut them into different puzzle pieces. Have students race to put the puzzle back together, or similar to the sequencing story above, cut frames apart and get students to place them in the right order. Be sure to blank out the frame numbers.

Word charades

Choose about 10 words from the story and write them on slips of paper. Put the slips of paper in a bag. Ask a student to pull a slip from the bag and act out the meaning of the word. The student who guesses correctly first gets to be the next actor.

On the scene

This warm-up activity can coincide with students opening up their books and turning to the story for the first time. Encourage the learners to talk as much as they can about the scenes. Try to avoid dry and self-evident descriptions and encourage the students to be a little more creative and thoughtful about it. This can be facilitated by asking the students questions like:

- Which person in the picture do you think is the (friendliest, smartest, best looking, etc.)? Why do you think so?
- What do you think this/those person likes to do in his/her free time?
- What do you think was happening before this scene?
- What do you think will happen after/following this scene?
- Imagine yourself in the scene. Tell me what you are doing and why.

A variety of other prompts are possible based on the specific unit and illustration, but it can be useful and fun to get the students thinking "outside the box" from the start and being creative with their spoken opinion.

Vocabulary/Grammar practice activities

Card hopping

Give each student a pile of A4 picture cards. Say, *Go!* and students pick up the top card of their pile of cards. They shout out the word on the card. They put the card on the floor and walk onto it. They keep doing this with all the cards. Each card has to touch the edge of the previous card. The first student to reach the other side of the classroom wins.

Fall in line

Give each student a picture card. Call out three to five words. Students with the corresponding cards go up to the front of the classroom and line up. Have them line up in the same order as the words were called. Ask the rest of the class if the students have lined up in the correct order.

Find your match

Divide students into two teams. Students in one team each get a word card. Students in the other team each get an object corresponding to the picture cards. Students mingle to find their matching card or object. Remind the students with the word cards to call out the words written on their cards. Afterward, swap the items and repeat the activity.

Food call

Have students sit in a circle. Assign each student the name of a food. You may start with only two kinds of food, e.g., cakes and cookies. Stand in the middle of the circle and call out the name of one food. If you call out, *Cakes!*, all students who are "cakes" will get up and change places with one another. Once the class is familiar with the game, you could take the place of one of the students. The student without a seat calls out the name of a food and tries to take a seat as the others change places. This activity can be used with other vocabulary items, too.

Let's go fishing

Divide students into two teams. Have students draw and cut out paper fish. Then they write a letter, word or phrase on the paper fish. Help students put a paper clip on each fish. Scatter the paper fish on the floor or put them in a box. Give each team a fishing line with a magnet, and have students catch the fish. After fishing, the teams put the letters or words in the correct grammar structure or take turns reading out the letters or words on the paper fish they caught.

My things

Put students in a circle. One student says one thing he/she owns (e.g., *I have a doll*), the next student says one thing he/she owns (e.g., *I have a ball*), and so on. Remind students not to mention things that have been mentioned before. The student who runs out of ideas or pauses too long is out. The last student remaining is the winner. The game can also be used for other language patterns, or could be adapted to mention things shown in the story, or vocabulary items. Vary the scope of story scenes or sets of vocabulary that can be used depending on the number of students playing.

Object search

Hide several different objects in the classroom, or use picture cards. Then divide students into two teams and have them

find the objects/cards. Be sure to tell students beforehand what objects to look for. Afterward, each team shows their objects/cards to the class and names each object/card. The teams get two points for each object/card they find. They get five points for each object they name correctly.

Pass the bag

Put objects or picture cards in a bag filled with shredded paper. Students sit in a circle and pass the bag around while music is playing. Stop the music. The student who is holding the bag picks out an object or a card and identifies the object or the picture. Each correct answer is equivalent to five points.

Picture mime

Divide students into two teams. A student from one team goes to the front of the classroom and chooses a picture card from a pile. He/She then acts out the word or phrase in the card and both teams try to guess what it is. The team that guesses correctly gets a point. A student from the other team chooses a picture card and does the same thing. The team with more correct guesses wins. Make sure that all students get the chance to act out a word or phrase.

Picture tic-tac-toe

Put students into two teams. Place nine picture cards face down on a table in the form of a Tic-Tac-Toe board (a 3 x 3 grid). The teams take turns turning over a card and naming the picture. If students are right, the card remains face up. If not, the card is turned face down again. The first team to identify three cards in a row wins.

Puzzles

Make enlargements of picture cards or vocabulary cards. You can laminate these cards or simply use cardboard. Cut the cards into different puzzle pieces. Have students race to put the puzzle back together.

Sentence chain

Students say sentences without pausing. For example, one student says, *Here's my crayon.* and the next student says, *Here's my pencil,* and so on. Students continue to say sentences without pausing. Those who pause too long are out. If the game is played in teams, the team loses.

Toss the bag

Put word or picture cards on the floor and spread them out. Students line up and take turns throwing a small bean bag onto the cards. They should be at some distance from the cards. When the bean bag successfully lands on a card, the student reads the word(s) on the card or identifies the picture. If the student is correct, he/she takes the card. The game continues until there are no more cards on the floor.

Adjective/adverb opposite catch

This activity will help students become familiar with opposites. Have students stand in a circle. Say an adjective or adverb. Throw a ball to a student. He/She must say the opposite and throw the ball back to you. If the student is correct, he/she stays in the circle. If the student is incorrect, he/she sits down. The last student to remain standing is the winner.

Memory game

Display the picture cards. Tell students to look closely and try to remember what they see. Ask them to turn around so that they cannot see the cards. Take one card away. Tell students

to look and tell you the missing item. Allow students to act out the item if they can't remember the name. To increase the difficulty, take away two cards. This can be a team game.

Scrambled sentences

Make separate cards with each of the words from a question on them (including punctuation), e.g., *Where-do-you-live?* Mix up the cards. Choose a group of students and give each one a card. Then make word cards for the answer, e.g., *I-live-in-the-country.* Mix up the cards. Choose a group of students and give each one a card. Tell all the students the words on their cards. Then ask the question, e.g., *Where do you live?* Motion for students in the first group to stand in the order of the question. Help them if necessary. Next say the answer, e.g., *I live in the country.* Motion for students in the second group to stand in the order of the answer. Repeat this with other groups. To challenge the students, mix all the cards together and give them to a group of students. Say one of the sentences and tell students to put them in the correct order.

Scrambled words

Write the vocabulary words on individual cards or pieces of paper. Leave spaces between the letters. Make enough copies for students to work on the activity in small groups. Cut up each word into letters, mix up the letters, and clip them together. Then write the words on the board so that students can refer to them to do the activity. Put students into groups and have them unscramble the words. Then help each group read their words to the class.

Touch It relay

Place picture cards along the board. Have students line up in rows and face the front. Go to the back of the room. Ask the last student in each row to turn to you. Silently say the name of one of the picture cards (or show photocopies of the picture cards). Have each student whisper the name to the student in front of him or her. The last student runs to the board and taps the correct card. That student then runs to the back. Repeat.

Secret picture

Take a picture card and piece of paper. Using the paper, cover up the card so that only a small part of the picture is showing. Ask students to guess what the picture is. If students find it hard to guess the picture, show a little more until they are finally able to guess.

Song/Chant activities

Musical chairs

Arrange chairs in a circle—there should be enough chairs for all students. Play a song or chant and have students move around. Each time the music stops, students sit down. Give an instruction or ask a question. Then play the song again and start all over.

Point along

Use student books, picture cards or classroom items. Have students listen and point to the pictures or classroom items when they hear the words in the song or chant.

Sing and do

Have students stand in a circle with classroom items or picture cards of items named in the song. Have students hold

up the classroom items or cards when they hear the words in the song or chant.

Sing it

Have students sing the song once or twice. There should be no movement here, as they need to focus on the lyrics. As a variation, turn down the volume while students continue singing and then turn it up again to see if they have kept time.

Sing solo

Assign specific words or phrases to individual students to sing as a solo. Have other students sing all parts of the song that are not sung by the soloist. Instruct the soloist when to start and stop singing. Vary by giving the solo part to a duet or trio.

Line by line

Assign different lines of the song to different groups of students. If the song has questions and answers, assign those to different groups. Have groups sing only their assigned lines. Instruct students when to start singing.

In a round

Divide students into two or three groups. Have Group A begin singing line one. Have Group B begin singing line two when Group A reaches the end of line one and so on. Instruct students when to start singing.

My song/chant

Have pairs or small groups of students choose words to replace original lyrics. Provide relevant picture cards or classroom items as reference. Play the lead-in music of the song, then stop the CD. Instruct groups when to begin singing.

Karaoke

Prepare two toy microphones and set up an imaginary stage. Have two students sing the song together using the same melody as in the original song, but different lyrics (based on the vocabulary they have learned in that unit).

Act it out

Have students act out the song or chant, or choreograph dance moves for it.

Count the words

Select a word that occurs several times in a chant or song. Before listening to the chant or song for the first time, tell students to listen for and count how many times they hear that word.

Stand up when you hear it

Divide the class into groups. Assign each group one of the vocabulary words or phrases in the song/chant. Have students listen to the song/chant and have groups stand up when they hear their word or phrase being sung/chanted.

Wrap-up activities

Shoot that ball

Put students into two or more teams. Teams take turns throwing a soft ball into a box or basket. If the ball goes in, the team gets 10 points. Before throwing the ball, a student or the team performs a task, such as naming a picture. This game is suitable for reviews.

Bingo (1)

Show students how to fold a paper three times to make eight boxes. Then have them choose 10 words from the unit. Write these words on the board. They choose eight words and write a word in each box. Then they cut the boxes apart to make cards. Write all 10 words on slips of paper and put them in a pile. Have students choose six of their word cards to place in front of them. Then put the other two word cards aside. Choose a student to pick a word from the pile and read it. The students who have the word turn over the card. Continue having students pick words. The first student to turn over all six cards wins.

Bingo (2)

Before the class, write about 15 words from the unit on slips of paper, and put them in a bag. Give each student a Bingo board of nine squares. Next, write the words from the unit on the board, say them and have students repeat. Then have students write one word in each square on their boards. When students are ready, draw a slip from the bag, read the word, and have students repeat. Put the slip back in the bag. Players put a marker on a square on their boards with the word. Play continues until a player covers all the squares on his or her board. The winner should shout, *Bingo!*

Hold it up

Put students in groups of five. Write five words from the unit on the board. Each student in a group writes a different word from the list on a card. Next, say one of the words. The student in each group with the word must raise his/her card up and say the word. The first student to hold up his/her card gets to choose and say the next word. Repeat. Then choose five new words and play the game again.

Memory chain

Choose a number of actions from the unit. This game requires students to listen and repeat what the previous student said and add on another action. For example, the first student acts out an action and says a sentence to the student next to him or her, e.g., *I can dance.* The second student then acts out two actions and says them, e.g., *He/She can dance. I can walk.* The third student then acts out three actions and says them, e.g., *He/She can dance. He/She can walk. I can run.* Continue until students have said all the actions. Allow students to help each other remember. When all actions have been said, start over again.

Scrambled sentences

Write several unit sentences on strips of paper. Hold up the first sentence and ask the class to read along with you. Then cut the sentence apart into individual words. Mix up the words and place them on a table. Invite a team of students to come up and unscramble the sentence. When they are finished, ask the class whether they are correct. Repeat for the other sentences with different teams.

Think fast

Display the picture cards for the unit all over the room. Divide the class into two or more teams. Alternate asking each team to point to and say the name of one item. Allow only 10 seconds or so for each group to speak. Each time a different team member must speak, other team members can quietly help him or her. Put team names on the board. Teams cannot repeat words. Keep a quick pace. Teams lose a turn if they do not respond in time.