



RAINBOW of words

3

Teacher's
Edition

The logo features the word "RAINBOW" in large, colorful, rounded letters (R: red, A: yellow, I: green, N: blue, B: purple, O: pink, W: teal) with a white outline. Below it, the words "of words" are written in a white, lowercase, sans-serif font on a thick, orange brushstroke background. The entire graphic is set against a light blue, bubbly cloud shape.

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Edition

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Rainbow of words 3 Teacher's Edition



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This edition first published in 2023

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Dear Teacher,

Welcome to ***Rainbow of words*** a coursebook aimed at providing you and your students with all the necessary academic support to set an enjoyable learning environment and enrich your daily teaching practice.

You will find the series to be well rounded, confident and easy to follow. Icons and banners make the activities easy to identify. The Constructivist Interactive approach, on which this series is based, helps students communicate meaningfully from the first day of class. The CLIL activity, found in each lesson, surrounds students with different opportunities to relate English to other subjects in the curricula, making the language more interesting and fun to acquire.

The activities included in the Student's Book are varied and foster understanding, learning, production and consolidation of the target language, as they help students develop language and life skills.

The songs, chants, hands-on activities and other word games help students acquire the language more easily as they practice pronunciation, intonation and stress of the language. The Projects at the end of every lesson foster teamwork and cooperative learning.

There is constant reinforcement of new and old structures throughout the lessons. Critical thinking skills are developed through a free-response opening question in each unit, designed to encourage students to express their opinions, preferences and experiences at their own age level. Activities with Differentiated Instruction allow students to work at their own pace and level of proficiency, helping you to increase the learning outcome of the whole group.

The *Teacher's Edition* provides you with classroom routines, step-by step lesson plans and suggestions on Differentiated Learning activities to facilitate the teaching-learning process. You will also find a comprehensive bank of *Games*, and a set of ten photocopiable Assessment Sheets, two for every unit.

We are sure you will enjoy our series as we look forward for ***Rainbow of words*** to become your daily tool to help you and your students reach your goals.

Best wishes,

The Kells Education Team

Table of Contents

Rainbow of words Methodology	v
Common European Framework of Reference	vii
Game Bank	ix
Components in the Series	xii
Scope & Sequence	xiv
Unit 1 Getting It Right	4
Unit 2 A Day in the Life	38
Unit 3 From Time to Time	72
Unit 4 Extra, Extra	106
Unit 5 The Now and the Then	140
Assessments	174
Assessments Answer Key	184
Audioscripts	185

Rainbow Methodology

Rainbow of words is based mainly on two approaches: **Constructive Interaction** (also known as co-discovery learning) and **Differentiated Instruction**.

Constructive Interaction

Because children are not “small adults”, they learn in very different ways since they are developing skills, abilities and self-assurance. Therefore, methodology to teach children must be very specific.

“How to engage the partner in the interaction and keep their interest up so that the speaker can either deliver the message they intend to deliver or provide rapport and affection as to create a mutual bond and an understanding relationship is fundamental to interaction. Natural language is used to exchange information, and the effective transfer of information is often taken as the main criterion for the success of interaction.” (Kristiina Jokinen and Graham Wilcock, 2012).

Based on the mentioned approaches, every unit with its corresponding tasks have been planned and should be carried out in such a way that children are encouraged to engage in conversation and problem solving. When students verbalize the object of study, they are more likely to understand, memorize, use and develop competences.

The teacher is a guide and a facilitator who provides feedback. The children’s verbalization and conversation gives the teacher a pretty good idea of the level of comprehension and interest of students. Therefore, more important than the finished product or answering the task, is the process through which children accomplish their outcome. To achieve this outcome, Constructive Interaction offers 4 moments to follow:

1. Personal: allows introspection and fosters critical thinking skills.
2. Small group work: engages discussing and exchanging points of view as students work on achieving learning goals.
3. Whole group work: fosters social practice of the language as students show their achievements.
4. Transferring: teacher guides students into building a summary of the topic. Students see their progress within the language and teachers evaluate progress.

“Constructive interaction with children mainly provides natural thinking-aloud as the students collaborate in pairs to solve tasks... children in pairs using constructive interaction have a much higher level of verbalization...” (Benedikte S. Als, Janne J. Jensen, and Mikael B. Skov).

Our society now expects graduates from school who are able to collaborate, work in teams, teach others and negotiate (Rice & Wilson, 1999). Businesses and society expect graduates to acquire, interpret, and evaluate data to learn, reason, and solve problems (Rice & Wilson, 1999). Therefore, the development and training of these skills and abilities must start during childhood.

Rainbow of words then, provides you with specific activities and tasks that will encourage children to start using English as from the very first day of class!

Differentiated Instruction

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom (mixed-ability groups). Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Extra activities and ideas for differentiated instruction are given in each lesson in the Teacher's Edition.

Some of the ways in which *Rainbow of words* promotes this approach is by means of:

- **Content** – what the student needs to learn or how the student will get access to the information;
- **Process** – activities in which the student engages in order to make sense of or master the content;
- **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit;
- **Learning environment** – the way the classroom works and feels.

Content

1. Using reading materials at varying readability levels;
2. Putting text materials on tape;
3. Using spelling or vocabulary lists at readiness levels of students;
4. Presenting ideas through both auditory and visual means;
5. Using reading buddies; and
6. Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

Process

1. Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;
2. Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them;
3. Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;
4. Offering manipulative or other hands-on supports for students who need them;
5. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Products

1. Giving students options of how to express required learning (E.g., create a puppet show, write a letter, or develop a mural with labels);
2. Using rubrics that match and extend students' varied skills levels;
3. Allowing students to work alone or in small groups on their products;
4. Encouraging students to create their own product assignments as long as the assignments contain required elements.

Learning environment

1. Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;
2. Providing materials that reflect a variety of cultures and home settings;
3. Setting out clear guidelines for independent work that matches individual needs;
4. Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and
5. Helping students understand that some learners need to move around to learn, while others do better sitting quietly.

(Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).

Now, let's start planning, guiding, sharing and enjoying every minute we have to facilitate the learning processes of our students. **Rainbow of words** is flexible, adaptable, achievable and easy-to-teach because every child in our classrooms is unique, curious and a potential user of English.

Common European Framework of Reference (CEFR)

The **Common European Framework of Reference for Languages: Learning, Teaching, Assessments**, is a guideline used to describe achievements of learners of foreign languages across Europe and in other countries. It was put together by the Council of Europe, and its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. There are six reference levels, though in our series students will only reach the second level – A2, since it is designed for bilingual schools.

The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level.

Level group	A	
Level group name	Basic User	
Level	A1	A2
Level name	Breakthrough or beginner	Way stage or elementary
Description	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</p> <p>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>



Listening:

- I can understand phrases and highest frequency vocabulary related to areas of most immediate personal relevance (E.g. very basic personal and family information, shopping, local area, employment).
- I can catch the main point in short, clear, simple messages and announcements.

Reading:

- I can read very short, simple texts.
- I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.

Spoken Interaction:

- I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

Spoken Production:

- I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

Writing:

- I can write short, simple notes and messages relating to matters in areas of immediate needs.
- I can write a very simple personal letter, for example thanking someone for something.

CLIL

Content and Language Integrated Learning, is where a subject is taught in the target language rather than the first language of the learners. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content. In our series you will find one CLIL activity per lesson usually for subjects such as History, Geography, Science or Social Sciences.

Game Bank

Routines

We would like to include some games and routines in the **Rainbow of words** series to provide students with opportunities for meaningful language development as well as for setting a secure and enjoyable learning environment. Routines are part of the warm-up stage in every class; we suggest you use routines for younger students.

Any starting routine can include a game, a song or a chant. If you decide to include a song, play it every day throughout the first week for students to listen, repeat, identify vocabulary, understand the song, and learn it. Present the lyrics using TPR (Total Physical Response: that is, acting out and modeling words for meaningful purposes). Keep in mind that songs are aimed at working on pronunciation, and chants are meant to work on stress, rhythm and intonation. However, students have fun as they listen and practice the target language. When you want to play a new song or chant, play it once to raise awareness of the language. Then, play the tracks again inviting students to repeat and to sing or chant along.

Games

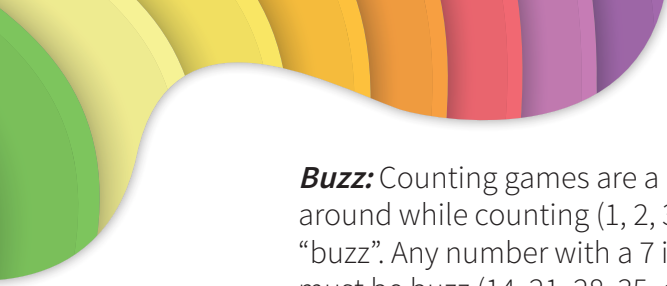
You can play the traditional games like *Bingo*, *Hangman*, *Tic-tac-toe*, *Simon Says*, etc. Now, we would like to present some new and fun games your students are going to love. Please feel free to adapt them according to their needs.

Pilots and Planes: Ask students to make some paper airplanes (allow them to test how their planes fly). Assign different classroom targets and points (E.g. table 1 point, door 5 points, trash can 10 points). Ask a student a question, and if he/she answers correctly, then that student can throw and try to hit one of the target objects to win points. This can be played individually or in teams.

Hot Potato: Have students sit in a circle. Use a potato and toss it to one student. Say one English word as you pass. The student then throws the potato to another student and says a different English word (play different categories, such as food, animals, clothes, etc.). Students can't keep the potato for more than 5 seconds or drop it. If they do, they are out. Play until you have a winner.

Art Gallery: This is a great activity for reviewing vocabulary. Draw enough squares on the board for each student to be able to draw in. Ask students to write their names above their squares. Call out a word or phrase and have students draw it (*pencil*, *bookcase*, *a boy waking up*, *an angry dog*, *a long snake*, etc.). Say the words as quickly as possible (no more than 5 at the beginning); students should memorize the words and draw them. The first to finish "legible" drawings, without missing words is the winner.

Instructions: This is a great pair game. Make an obstacle course in your classroom (use desks, chairs, books, etc.). Blindfold a student and guide him/her through the course by giving instructions (E.g. walk forward 2 steps, turn left, take on small step, etc.). This is a good pair game. Just be careful students don't hurt themselves.



Buzz: Counting games are a must. Have the students sit in a circle and pass a ball around while counting (1, 2, 3, etc.). When the number reaches 7, that student must say “buzz”. Any number with a 7 in it must be buzz (7, 17, 27, 37...) and any multiple of 7 must be buzz (14, 21, 28, 35, etc.). You can change numbers and multiples.

Elephants: Sit students in a circle with you. Say a word and the student to your right says a word that starts with the last letter of the word you said (E.g. **bus - steak - key - yellow**, etc.). Continue around the circle until someone makes a mistake or repeats a word.

Marching: Play this game in the school playground. Line up students and say, “Go!” As you all march together, call out the months in order: *January, February*, etc. Have students repeat each month. March along at a slow pace but with straight backs, and swinging arms. Say “Stop!” Everyone must stop and be **exactly** in line with you. If someone is out of line, order them back in line, and then continue marching where you left off. Once finished start again, but this time walk briskly. At the end, you can all be running.

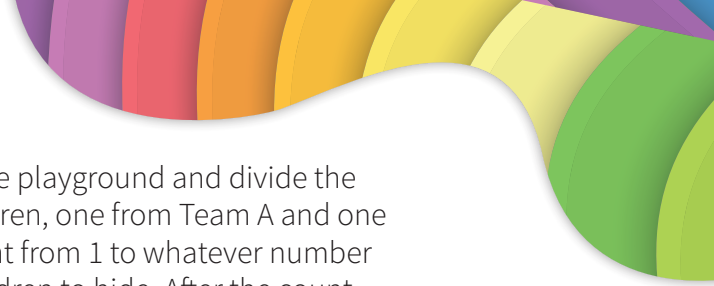
Reading, Reading: This activity is fast-paced and lively, and improves students’ word recognition, speed, and confidence in reading. Choose a reading passage according to your students’ level of English. Start a rhythm (clapping or tapping on your desk). Choose a volunteer to start. Each student must read one sentence on the beat and with correct pronunciation. When the first student finishes, the next one starts with the next sentence, and so on. If someone misses a beat or stumbles over words, they are “out.” But if a student is “out” and spots a mistake and corrects the student who made it, he/she is “in” again. You would be surprised to see your students focused and waiting to hear someone’s mistake. Vary the tempo, and make it as easy or hard as you want.

Forbidden S: Group students into two teams. Each team thinks of 3 questions. The other team tries to give answers to these questions without using a word which contains the letter S.

Stop the Train: You need pen and paper for this game. Write a letter on the board, and say, “Start the train.” Students then write down as many words beginning with that letter as they can think of. When someone shouts out: “Stop the train!” Everyone has to stop writing. Students get a point for each word. The student who has the most words wins extra points. This game can be played in teams.

What Are They? Place different objects on your desk. Give students a few moments to memorize the objects and then cover the objects with a piece of cloth. Take away one of the objects (without students looking), and then tell them to open their eyes again. The first student to guess the missing object takes away another object in the next round.

Chinese Whispers: Sit in a circle. Whisper a word or sentence in the next student’s ear. He/she then whispers what they heard in the next student’s ear and so on. The last student says out loud what he/she heard to see if it’s the same as the original message. If it is, then it’s the last student’s turn to whisper a word.



Hide and Seek: When possible, take children out to the playground and divide the group into two teams. Everyone hides except two children, one from Team A and one from Team B. These students close their eyes and count from 1 to whatever number you want them to practice, allowing the rest of the children to hide. After the count, student A looks for children in team B, and student B looks for children in Team A. The child to find the most children from the opposite team is the winner.

Find Someone Who... Tell your request to the students and have them walk around following the instruction. E.g. “*has two brothers*”. When one student says “I have two brothers”, that player steps out of the game and makes his/her request.

Quotes

Finally, a note on teaching tips can be the use of quotes (famous, popular or even written by students) to talk about everyday life activities, reflect on values or to expand the knowledge and culture. As you progress during the year, try to choose two or three that are related to the value. Write the quote on the board and have students identify or look up the words in their dictionary, then you can start a discussion or have them write or express different sentences using the words in the quote. Further in the year, you can invite students to create new quotes on their own and even have a Quotes Contest, this is always fun and extends students’ vocabulary as they work on thinking skills.

Components in the Series

Student's Book

- Provides activities, tasks, songs, chants, games, readings and hands-on activities to surround students with a variety of opportunities to learn, use, apply, transfer knowledge to their everyday life.
- Five, fully illustrated units with eight, three-page lessons each, where you and your students will find the following:
 - » **Starting question**, an open-answer question regarding the contents of the unit to engage students into working on thinking skills.
 - » **Lessons** where students work in the four language skills as well as foster thinking abilities. Tasks and activities are fun to solve, achievable, easy to follow and offer cross-curricular content, phonics and problem solving to be performed individually, in pairs, in small groups and/or as a whole group. There are 40 lessons throughout the book and each one is based on Constructive Interaction and Differentiated Learning.
 - » **Language Banners** to raise language awareness on how to build up and use English proficiently.
 - » **Magazine type reading**, engages children into enjoying reading activities.
 - » **Blog Connections** are small banners found at the bottom of every third page in the lesson that guide students to the Blog's page in the Workbook.
 - » **Project** is a hands-on activity that closes the lesson, aimed for students to apply in an enjoyable way what they've learned so far in the unit sharing and working with others in a collaborative way. There are 40 projects throughout the book that serve the purpose of Portfolio evidence as well.
 - » **Review**, a two-page spread found at the end of every unit for students to practice and reinforce what they've learned so far in the school year.
 - » **Arts & Crafts** is a section at the end of the book that offers different hands-on activities for children to learn about special celebrations and different values.



Lesson 1 **UNIT 1**

Getting It Right

What is a correct behavior?

Track 2 Listen, read and circle.

A. Brian is listening to the teacher.
B. Brian isn't listening to the teacher.

Miss White: Come in, children. Sit down. Hurry up! Take out your books and your colored pencils. What are you doing, Brian?
Brian: I'm looking for my book, Miss White.
Miss White: Well, hurry up! Look at the picture on page 29. Is everyone ready? Color the picture.
Brian: No, Miss! What are we doing?
Miss White: We're coloring the picture on page 29.
Miss White: What are you doing now, Brian?
Brian: I'm looking for my colored pencils, Miss White.
Miss White: Now, do the exercise and hand in your books.
Various children: Yes, Miss White.
Brian: No, Miss! What are we doing now?

What is different about these verbs? Why?

come is
hurry up
take out
look for
look at
hand in

Read the text. Write a title for the website.

What can you do to be responsible at school?

- Arrive on time.
- Have everything you need for your classes in your school bag.
- Listen to your teacher and participate actively in class.
- Be respectful to the teacher and your classmates.
- Do your homework on time and to the best of your ability.
- Return your library books on time.

When you follow the rules, it's good for you and the whole school community! Have fun and work hard!

Discuss the questions.

- Are these rules the same in your school?
- What different rules are there in your school?
- Do you do the right things at school?

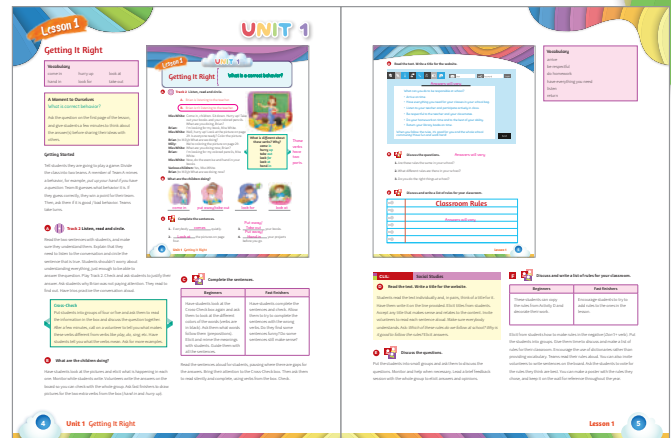
Discuss and write a list of rules for your classroom.

Classroom Rules	

Unit 1 Getting It Right **Lesson 1**

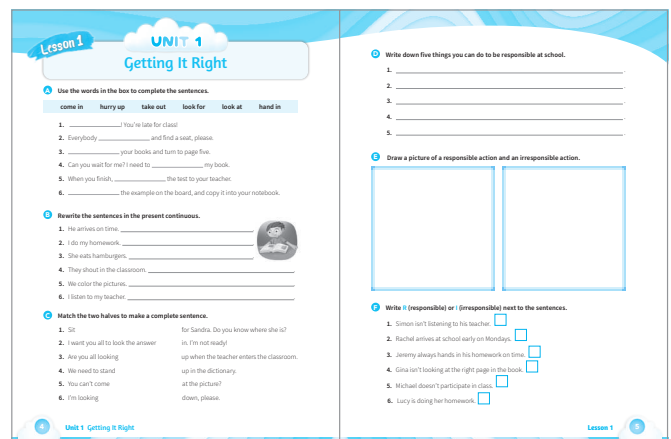
Teacher's Edition

- Teacher-centered providing all needed teaching tools to facilitate your daily practice as you guide and encourage students to develop language and thinking skills in English.
- *Step-by-step lesson plan* for each lesson with clearly stated instructions and an extra activity for differentiated learning that allow for flexibility in use and adaptability to your group's needs.
- *A miniature of the corresponding Student's Book page* with overwritten answers.
- *A Front Matter* including a brief description of the methodology being followed in **Rainbow of words**, a bank of games to give you more tools to set an enjoyable learning environment, the components that conform the series and the Scope and Sequence.
- *A Back Matter* offering ten photocopyable assessments, two per unit – Assessment 1 suggested to be used after the first four weeks in a unit and Assessment 2 for the last four weeks of work in the unit. The answer key for every assessment is found in this section as well.



Workbook

- Grammar based and in direct correlation with each unit in the Student's Book.
- Two pages of work per lesson offering extra practice on the language structure studied in the corresponding lesson in the Student's Book.
- The third page in every lesson is designed for a writing activity called Blog where students write a short entry related to the topic they've been learning in the unit and aimed at reviewing language and spelling conventions.



Tracks and songs

- In our website, you will find the link to download all the tracks in the Student's Book, including listening tasks, chants and songs, to work on developing listening comprehension strategies as well as pronunciation and stress of the language.
- All listening activities are student-centered, theme- related and fun!

<https://kells-education.co.uk/wordpress/>

Scope & Sequence 1st Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Greetings <i>Introductions</i> • School places • Numbers 1 to 10 • School objects • Verbs: <i>bow, clap, close, color, count, cut, draw, find, glue, hop, hug, jump, kiss, open, paint, say, see, sit, stand, turn, write, etc.</i> • The alphabet 	<ul style="list-style-type: none"> • Greetings and introductions: <i>Good morning (afternoon/evening/night), How are you? What's your name? I am... My name's... Pleased to meet you...</i> • Present simple tense of <i>to be</i> • Personal Pronouns • Question words: <i>What, How: How old are you? What's this?</i> • Possessive adjectives (determiners) • Definite and indefinite articles • Imperatives: <i>Cut the picture; Color the card, etc.</i> • Instructions: <i>Stand up, Sit down, Open your... Close your... Clap three times</i> 	<ul style="list-style-type: none"> • The alphabet and beginning sounds • /p/ • /m/
2	<ul style="list-style-type: none"> • Parts of the body • Flavors • Feelings • Sports • Food • Verbs: <i>see, touch, smell, taste, hear, kick, play, sit, ride, dance, throw, swim, walk, etc.</i> • Numbers 1 to 10 • Ordinals and cardinals 	<ul style="list-style-type: none"> • Present simple tense of <i>to be</i> • Present simple tense of <i>to have</i> • Demonstratives: <i>This/These</i> • Nouns in singular and plural • Definite and indefinite articles: <i>a/an/the</i> • Quantifiers: <i>some</i> • Present simple tense • Imperatives for common actions: <i>Eat well, read a book, wash the dishes, feed the cat, make your bed, etc.</i> • <i>There is / There are</i> 	<ul style="list-style-type: none"> • /s/ • /t/ • (short) /a/, /e/, /i/, /o/, /u/ • /k/ • /b/ • /f/
3	<ul style="list-style-type: none"> • Animals: <i>mammals, fish, reptiles, insects, amphibian, birds, Arctic animals</i> • Adjectives: <i>small, big, green, intelligent, etc.</i> • Colors: <i>red, blue, etc.</i> • Numbers • Verbs: <i>climb, bite, fly, etc.</i> 	<ul style="list-style-type: none"> • Present simple verb <i>to be</i> • Questions Demonstratives: <i>This/That/These/Those</i> • <i>Wh</i> questions: <i>Where</i> (singular and plural), <i>What, How</i> • Word order using adjectives: <i>It's a long, yellow snake.</i> • Use of adjectives in the singular and plural • Use of <i>Can:</i> <i>aff, neg, int</i> • Short answers 	<ul style="list-style-type: none"> • double consonants in a word: tt, pp, mm, ff, rr • /n/ • /h/ • Difference between /o/ and /u/ • /g/ • final /l/



Unit

Vocabulary

Structures

Phonics

4

- **People in the community, professions:** *policeman, mail carrier*
- **Objects and tools:** *hose, radio, bag, stethoscope, etc.*
- **Places in the city:** *police station, post office, etc.*
- **Means of transportation:** *fire truck, airplane, etc.*
- **Places in the mall:** *clothes store, pet store, etc.*
- **Pets:** *dog, cat, parrot, rabbit, spider, etc.*
- **Clothes:** *dress, coat, socks, pants, shoes, shirt, etc.*
- **Toys:** *ball, bat, Teddy bear, skates, etc.*
- **Verbs:** *find, drive, deliver, etc.*

- Present simple, first person singular, third person singular
- Aff, neg, int: *does/doesn't*
- Singular and plural
- Existence: *There is/There are* (aff, neg)
- Quantifiers: *some/any*
- Demonstratives: *this, that, these, those*

- initial and final **/n/**
- initial and final **/d/**
- initial and final **/l/**
- initial **/g/**
- middle **/k/**

5

- **Rooms in the house**
- **Colors**
- **Furniture:** *lamp, sink, toy box, etc.*
- **Family members**
- **Activities at home:** *brush my teeth, wake up, have dinner, etc.*
- **Meals:** *breakfast, lunch, supper, dinner, etc.*
- **Food and drinks:** *fried chicken, French fries, soda, water, eggs, etc.*
- **Countries:** *Japan, Mexico, United States, France, etc.*
- **Vegetables:** *carrots, lettuce, tomato, etc.*
- **Fruit:** *orange, apple, banana, etc.*
- **Verbs:** review

- Present simple: *It goes in the living room.*
- Singular and plural
- Demonstratives: *This goes... /That goes...*
- Possessive adjectives
- Possessives: 's
- Present simple: *like/likes doesn't like/don't like Have/Has*

- **/v/**
- **/w/**
- **/y/**
- final **/ks/**
- **/z/**
- **/c/** as in cereal

Scope & Sequence 2nd Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Food: <i>healthy and unhealthy food</i> • Products from animals / vegetables: <i>sugar cane, milk, honey, etc.</i> • Seafood • Verbs: <i>wash, cut, fry, eat, etc.</i> • Numbers: 20 to 30 	<ul style="list-style-type: none"> • Present simple: <i>Like/Likes</i> <i>Don't like/Doesn't like</i> • Questions: <i>Do...?/Does...?</i> • Instructions (following a recipe): <i>Wash two potatoes...</i> • Prepositions of place: <i>in, on, under, between, next to</i> • Conjunction: <i>but</i> • <i>Wh</i> questions 	<ul style="list-style-type: none"> • /p/ • /s/ • /ch/ • /th/ • /y/ • /sh/ Vs. /s/ • /b/ • /t/ Vs. /th/
2	<ul style="list-style-type: none"> • Toys • Clothes costumes: <i>princess, Spiderman, pirate, etc.</i> • Furniture in the bedroom • Pets • Verbs 	<ul style="list-style-type: none"> • Possessives 's • Possessive adjectives • Present simple: <i>Have/Has</i> <i>Don't have/Doesn't have</i> • Existence: <i>There is/There are</i> • Questions and short answers • <i>Wh</i> question + <i>has</i> 	<ul style="list-style-type: none"> • /ə/ • Combined words • /qu/ • /f/ Vs. /p/ • /wh/ • /l/ • /s/ Vs. /z/
3	<ul style="list-style-type: none"> • Vacation: <i>beach, sandcastle, ocean, etc.</i> • Camping equipment • Adjectives • Names of sounds: <i>bang, tap, clang, etc.</i> • Equipment in a fair: <i>carousel, castle</i> • Verbs: <i>camp, play, build, cook, relax, etc.</i> • Numbers: 30 to 40 	<ul style="list-style-type: none"> • Present continuous • Question words: <i>who, what:</i> <i>What are you doing?</i> • Instructions: <i>Don't leave food in your tent</i> • Adjectives • Compound verbs • Position of adjectives in sentences • Gerunds (names of sounds): <i>banging, tapping</i> 	<ul style="list-style-type: none"> • /ng/ • long /e/ • short /i/ • /o/ Vs. /oo/ • /t/ • /sh/ • initial /ch/



Unit	Vocabulary	Structures	Phonics
4	<ul style="list-style-type: none">• School clothes• Musical instruments• Experiments: <i>magnet, cork, plastic lid</i>• Nature: <i>Seabirds, rock pool, sand, crabs, savanna</i>• Adjectives• Colors• Parts of the animals• Verbs: <i>cut, rub, float, etc.</i>	<ul style="list-style-type: none">• <i>Whose...?</i>• Possessive pronouns: <i>mine, yours, his, hers</i> <i>Is this... yours?</i>• Instructions and imperatives: <i>Don't touch.</i>• Countables: <i>How many?</i> <i>How many... are there?</i>• Descriptions: <i>What... like?</i>	<ul style="list-style-type: none">• /u/ as in <i>cute</i>• /z/• /o/ as in <i>brother</i>• /a/• /e/• /j/ Vs. /g/• /t/
5	<ul style="list-style-type: none">• Rooms in the house• Members of the family• Food• Days of the week• Picnic• Numbers: 40 to 50	<ul style="list-style-type: none">• <i>There is/There are</i>• Quantifiers: <i>Some/Any</i> (aff, neg and int)• Short answers: <i>Yes, I do/No, I don't.</i> <i>Like/Don't like</i>• Question words: <i>who, when, where, what</i>• Uncountable nouns• <i>What</i> questions• Dates and prepositions• <i>Who</i> questions	<ul style="list-style-type: none">• /th/• long sounds Vs. short sounds• /f/• /p/ Vs. /b/• /w/• /h/• /le/ as in <i>turtle</i>

Scope & Sequence 3rd Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Chores at home • Family members • Routines at home • Ecology: <i>recycle, reuse, cans, aluminum, waste, etc.</i> • Phrasal verbs: <i>come in, hurry up, look for, turn off, keep on, etc.</i> • Numbers: 50 to 60 	<ul style="list-style-type: none"> • Rules: imperatives (aff, and neg) • Present continuous and short answers • Phrasal verbs (inseparable) verb + one or more prepositions • Usage of nouns and pronouns 	<ul style="list-style-type: none"> • /ʌ/ as in <i>sun</i> • /i/ • /æ/ as in <i>cat</i> Vs. /ɒ/ as in <i>dog</i> • /e/ • /i/ Vs. /i:/
2	<ul style="list-style-type: none"> • Frequency words: <i>every day, often, always</i> • Spelling rule for plurals: +s, +es, +ie • Everyday activities • Leisure: <i>swimming, playing soccer, playing the violin, etc.</i> • Weather: <i>sunny, cold, rainy, etc.</i> • Countries 	<ul style="list-style-type: none"> • Present simple (aff, neg, int) • Third person singular • Short answers • Weather • Adverbs of time: <i>never, sometimes, often, always</i> • <i>Where... from?</i> • Use of <i>like</i> as in <i>What's the weather like?</i> • Present continuous 	<ul style="list-style-type: none"> • /ei/ • /u:/ as in <i>rule</i> • /s/ Vs. /iz/ • /j/ • /h/ • /le/ as in <i>kettle</i>
3	<ul style="list-style-type: none"> • Time • Prepositions of time, movement and place: <i>from, to, up, down, along, across from, in front of</i> • Places in a museum • Places and animals in a zoo • Party: <i>cake, candles, surprise</i> • Verbs 	<ul style="list-style-type: none"> • Telling the time and asking what time it is • Instructions • Prepositions of movement, time and place • Directions • Usage of <i>can/can't</i> in singular and plural • Short answers 	<ul style="list-style-type: none"> • /x/ • /m/ • /er/ as in <i>number</i> • /i/ • /ng/ • /n/

Unit	Vocabulary	Structures	Phonics
<p style="font-size: 48pt; color: #8e44ad;">4</p>	<ul style="list-style-type: none"> • School activities • Extra activities • Activities in a schedule: <i>time</i> • Health: <i>energy, tired, exercise, stethoscope, heart, etc.</i> • Parts of the body • The dentist: <i>teeth, tooth, false tooth, brush</i> • Healthy activities: <i>run, eat, exercise, etc.</i> • Food: <i>meat, eggs, bread</i> 	<ul style="list-style-type: none"> • Present simple (aff, neg, int) • Question about frequency: <i>How often...?</i> • Adverbial phrases of frequency: <i>every day, once a week</i> • Telling the time • <i>Have/Has</i> • Frequency phrases and order of the activity: <i>I play tennis twice a week</i> 	<ul style="list-style-type: none"> • /a:/ • /o/ as in <i>cow</i> • /e:/ as in <i>bleat</i> • /b/ Vs. /v/ • Stress on syllables • /e/ • /y/ • Endings: /cle/, /ing/
<p style="font-size: 48pt; color: #e74c3c;">5</p>	<ul style="list-style-type: none"> • Math: <i>times tables, fraction, decimal point</i> • Sports • Pets • Leisure activities • Months of the year • The seasons • Amphibians: <i>tadpole, frogspawn</i> • Numbers 1 to 100 • Ordinals to 31st (for dates) 	<ul style="list-style-type: none"> • Past tense of verb <i>to be, was, were</i> • Aff, neg, int: <i>wasn't/weren't</i> • <i>Wh</i> questions in the past • Dates • Prepositions for dates 	<ul style="list-style-type: none"> • /u:/ as in <i>rule</i> • Endings: /tion/ • Beginning /s/ + consonant • Rhyming sounds: <i>nice, mice, rice</i> • /nd/ as in <i>second</i>

Scope & Sequence 4th Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • House: <i>attic, stairs, trunk, frame</i> • Objects: <i>rag, rag doll, present, watch, sticks, clay, etc.</i> • Places • Illnesses: <i>disease, fleas, inoculations, kill sickness, spread, vaccinations, smallpox, inoculate, etc.</i> 	<ul style="list-style-type: none"> • Past tense (regular verbs) affirmative, negative, interrogative • Question words: <i>who, what, where, when, how, why</i> • Time expressions for the past: <i>yesterday, last week, the day before yesterday, two days ago, etc.</i> • Prepositions of time: <i>in, on, at</i> • Past tense: <i>irregular verbs: run, see, take, have, hear, etc.</i> 	<ul style="list-style-type: none"> • Final ending sound of irregular verbs: /t/, /d/, /id/ • /rk/ phoneme • Final 's' sound: /s/, /z/, /iz/
2	<ul style="list-style-type: none"> • Sports: <i>soccer, dance, run, skate, swim, etc.</i> • Vacation: <i>camping, horseback riding, sunbathe, rafting, canopy gliding, cliff, etc.</i> 	<ul style="list-style-type: none"> • Comparative form of adjectives: <i>big/bigger, happy/happier, more important than...</i> • Gerunds name of activities after like: <i>start, love, go, enjoy</i> • Infinitives after want: <i>like, love, try, start</i> 	<ul style="list-style-type: none"> • Pronunciation negative contractions: <i>didn't, wouldn't, couldn't, don't, can't</i> • Pronunciation of contractions with will: <i>I'll, He'll, We'll, They'll</i> • Pronunciation: /ng/
3	<ul style="list-style-type: none"> • Art and art supplies: <i>sculpture, collage, paint brushes, easel clay, water colors, etc.</i> • Dances: <i>stomp, ballet, beat, garbage lids</i> • Musical instruments: <i>violin, piano, horn, chello, clarinet, flute, viola, etc.</i> • Insects: <i>ants, spiders, black widow, caterpillar, butterfly, snail, stink bug, grasshoppers, etc.</i> 	<ul style="list-style-type: none"> • Simple Present: habits with frequency adverbs • Present perfect: actions that began in the past and continue (<i>for, since</i>), indefinite time in the past (affirmative, negative, interrogative) 	<ul style="list-style-type: none"> • Phonemes: /ft/, /nt/, /st/ • /wh/ sound • /ie/ sound



Unit	Vocabulary	Structures	Phonics
4	<ul style="list-style-type: none">• Quantity expressions: <i>some, many, etc.</i>• Countable and uncountable nouns• Food• Food related words: <i>bowl, serve, etc.</i>• Giving directions: <i>Turn right/left, walk to, corner, etc.</i>• Prepositions: <i>up, towards, to, etc.</i>	<ul style="list-style-type: none">• Expressing quantities – countable and uncountable nouns, affirmative, negative, interrogative• Giving directions: <i>walk up, down, towards, to, turn, right, left</i>• Imperatives: <i>open, close, stand up, sit down, give me, etc.</i>	<ul style="list-style-type: none">• /ng/ sound• /θ/ sound• /sh/ sound• /ng/ sound
5	<ul style="list-style-type: none">• Geography: <i>mountain, river, waterfall, features, lake, etc.</i>• Vacation/traveling: <i>plane, fly, hot, cold, latitude, longitude, ice</i>• Seasons: <i>winter, spring, summer, fall</i>• Animals: <i>lion, rabbit, lady bug, camouflage, etc.</i>• Space travel: <i>astronaut, space ship, planet, universe, etc.</i>	<ul style="list-style-type: none">• Superlative form of adjectives: <i>the biggest, the happiest, the most interesting far/the farthest good/the best bad/the worst</i>• Going to• Linking words: <i>and, then</i>	<ul style="list-style-type: none">• /dge/ sound• Pronunciation: <i>they're, there, their</i>• Pronunciation soft /c/, strong /c/• /wh/ sound• /sw/ sound• Tongue twisters (p, sh, s)

Scope & Sequence 5th Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Racial Segregation: <i>activist, civil rights, non-violent, protests, class, ethnic, race, row, seamstress, segregation</i> • Regular verbs • Education in the past: <i>ancient, punished, skills, strict</i> • Eating well: <i>food, words related to nutrition</i> • The Olympic Games: <i>athletes, competed, fit, Olympic, training, marathon, Empire</i> 	<ul style="list-style-type: none"> • Past tense of regular/irregular verbs • Ability and opportunity in the past: <i>could / couldn't</i> • Linking words: <i>but, because</i> • Giving reasons and contrasts with <i>because</i> and <i>but</i> • Regular verbs 	<ul style="list-style-type: none"> • Pronunciation of the past of regular verbs: <i>/t/, /d/, /id/</i> • Spelling and pronunciation of <i>/ou/</i> words • Tongue twisters (k, b)
2	<ul style="list-style-type: none"> • Helping: <i>generous, donate, leftovers, volunteer, etc.</i> • Celebrations: <i>festival, celebrate, fireworks, etc;</i> in different places and times • Volunteering: <i>charity, help, stall, ambassador, etc.</i> 	<ul style="list-style-type: none"> • Preferences: <i>I prefer, I'd rather</i> • Giving reasons with <i>because</i> • Recommendations with <i>should</i> 	<ul style="list-style-type: none"> • Tongue twisters (sh, s, ch) • <i>/z/, /v/</i> sound • Identifying long vowel sounds
3	<ul style="list-style-type: none"> • Friendship: <i>friend, kind, manners, lonely, mistakes, rude, forgive, move</i> • Hobbies: <i>article, champions, chess, hobby, baked, collection, model</i> • Space exploration: <i>exploration, landed, launched, missions, orbit, samples</i> 	<ul style="list-style-type: none"> • Simple Present: habits with frequency adverbs • Present Perfect: actions that began in the past and continue <i>for, since</i>, indefinite time in the past (affirmative, negative, interrogative) • Past Participle form of irregular verbs <i>for, since, already, yet, ever, never</i> 	<ul style="list-style-type: none"> • Phonemes: ft, nt, st • <i>/wh/</i> sound • <i>/ie/</i> sound



Scope & Sequence 6th Grade

Unit	Vocabulary	Structures	Phonics
1	<ul style="list-style-type: none"> • Identification: <i>nickname, address, etc.</i> • Adjectives • Family/genealogy • Music: (genres, characteristics) • Sports • Hobbies • Gadgets: <i>Cellphone, tablet, etc.</i>, and the Internet • Clothes: <i>urban, preppy, etc.</i> 	<ul style="list-style-type: none"> • To be: singular and plural • Questions about subjects and objects with <i>who</i> and <i>what</i> • Gerund: <i>like + ing</i> • Order of adjectives (opinion, size, color, material, purpose) 	
2	<ul style="list-style-type: none"> • Inventions and discoveries • Nationalities • Natural disasters: <i>hurricanes, earthquakes, etc.</i> • Instructions for emergency situations • First aid kit supplies • Containers: <i>bottle, box, jar, etc.</i> 	<ul style="list-style-type: none"> • Simple Past: regular/irregular verbs • Past Continuous at a specific moment in the past (<i>at 9 o'clock</i>, and interrupted past with <i>when</i>) • Imperative form in instructions 	<ul style="list-style-type: none"> • Final /mb/ sound • Final /er/ sound • Tongue twister: /wh/ • Consonant clusters beginning with /s/ • /w/ sound • /y/ sound • /oo/ as in 'room'
3	<ul style="list-style-type: none"> • Obligations (chores) • Rules and regulations • Recycling materials • Rugby 	<ul style="list-style-type: none"> • Simple Present: routines • Must Vs. have to: necessity, obligation, prohibition 	<ul style="list-style-type: none"> • Homophones



Unit	Vocabulary	Structures	Phonics
4	<ul style="list-style-type: none">• Future technology: <i>keyboard, affordable, slim, smart</i>• Resolutions: <i>lose weight, do exercise, sunscreen, helmet, seatbelt</i>• Itineraries: <i>itinerary, arranged, privacy, seclusion, destination</i>• Future Plans: <i>catering, surrounded, ambitious, field, campus</i>	<ul style="list-style-type: none">• <i>Will/won't</i> referring to future plans, promises• <i>Going to</i> for future plans• Present Continuous for future plans• Future time expressions: <i>tomorrow, the day after tomorrow, next week, in two days</i>, etc.	<ul style="list-style-type: none">• Stress patterns in words• Pronunciation: <i>going to/gonna, want to/wanna, have to/hafta</i>• informal language
5	<ul style="list-style-type: none">• Food: <i>tasty, pork, beef, dessert, waffles, pastry, cinnamon, cloves</i>• Recipes: <i>flour, mix, stir, pinch, stomachache, choking, cockroach, grasshoppers</i>, etc.• Nationalities/Countries• Information on food labels: <i>dairy, wholegrain, cholesterol, boiled, breast, packet, processed, calories, fat, sodium, fiber</i>• Milk process: <i>milk, harmful, harvest</i>, etc.• Health: <i>overweight, underweight, shape, genetics, unique</i>, etc.	<ul style="list-style-type: none">• Superlative form of adjectives: <i>the biggest, the happiest, the most interesting far/the farthest good/the best bad/the worst</i>• <i>Going to</i>• Linking words: <i>and, then</i>	<ul style="list-style-type: none">• Tongue twister /b/• Stress patterns in words• Rules for soft /c/, and strong /c/ sound

Getting It Right

Vocabulary

come in	hurry up	look at
hand in	look for	take out

A Moment to Ourselves

What is correct behavior?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer(s) before sharing their ideas with others.

Getting Started

Tell students they are going to play a game. Divide the class into two teams. A member of Team A mimes a behavior, for example, *put up your hand if you have a question*. Team B guesses what behavior it is. If they guess correctly, they win a point for their team. Then, ask them if it is good / bad behavior. Teams take turns.

A Track 2 Listen, read and circle.

Read the two sentences with students, and make sure they understand them. Explain that they need to listen to the conversation and circle the sentence that is true. Students shouldn't worry about understanding everything, just enough to be able to answer the question. Play Track 2. Check and ask students to justify their answer. Ask students why Brian was not paying attention. They read to find out. Have trios practice the conversation aloud.

Cross-Check

Put students into groups of four or five and ask them to read the information in the box and discuss the question together. After a few minutes, call on a volunteer to tell you what makes these verbs different from verbs like *play, do, sing, etc.* Have students tell you what the verbs mean. Ask for more examples.

B What are the children doing?


Have students look at the pictures and elicit what is happening in each one. Monitor while students write. Volunteers write the answers on the board so you can check with the whole group. Ask fast finishers to draw pictures for the two extra verbs from the box (*hand in* and *hurry up*).

Lesson 1

UNIT 1


Getting It Right

What is a correct behavior?

A  **Track 2 Listen, read and circle.**


A. Brian is listening to the teacher.
B. Brian isn't listening to the teacher.

Miss White: Come in, children. Sit down. Hurry up! Take out your books and your colored pencils. What are you doing, Brian?
Brian: I'm looking for my book, Miss White.
Miss White: Well, hurry up! Look at the picture on page 29. Is everyone ready? Color the picture.
Brian (to Milly): What are we doing?
Milly: We're coloring the picture on page 29.
Miss White: What are you doing now, Brian?
Brian: I'm looking for my colored pencils, Miss White.
Miss White: Now, do the exercise and hand in your books.
Various children: Yes, Miss White.
Brian (to Milly): What are we doing now?




What is different about these verbs? Why?
come in
hurry up
take out
look for
look at
hand in


These verbs have two parts.




come in




put away/take out



look for



look at

C  **Complete the sentences.**

- Everybody comes quietly.
- Look at the pictures on page four.
- Put away/ Take out your books.
- Hand in your projects before you go.

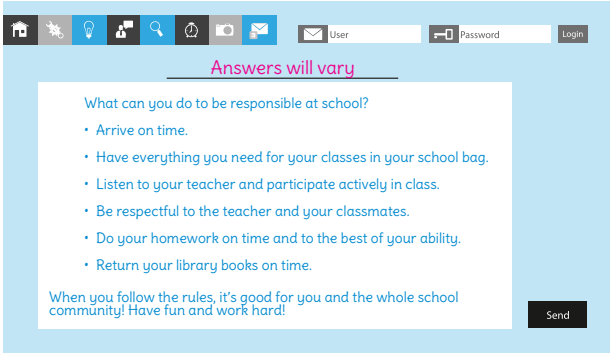
4 Unit 1 Getting It Right

C Complete the sentences.

Beginners	Fast finishers
Have students look at the Cross-Check box again and ask them to look at the different colors of the words (verbs are in black). Ask them what words follow them (prepositions). Elicit and mime the meanings with students. Guide them with all the sentences.	Have students complete the sentences and check. Allow them to try to complete the sentences with the wrong verbs. Do they find some sentences funny? Do some sentences still make sense?

Read the sentences aloud for students, pausing where there are gaps for the answers. Bring their attention to the Cross-Check box. Then ask them to read silently and complete, using verbs from the box. Check.

D Read the text. Write a title for the website.



Answers will vary

What can you do to be responsible at school?

- Arrive on time.
- Have everything you need for your classes in your school bag.
- Listen to your teacher and participate actively in class.
- Be respectful to the teacher and your classmates.
- Do your homework on time and to the best of your ability.
- Return your library books on time.

When you follow the rules, it's good for you and the whole school community! Have fun and work hard!

Send

E Discuss the questions. Answers will vary

1. Are these rules the same in your school?
2. What different rules are there in your school?
3. Do you do the right things at school?

F Discuss and write a list of rules for your classroom.

Classroom Rules	
	Answers will vary

Lesson 1 5

Vocabulary

arrive
 be respectful
 do homework
 have everything you need
 listen
 return

CLIL: Social Studies

D Read the text. Write a title for the website.

Students read the text individually and, in pairs, think of a title for it. Have them write it on the line provided. Elicit titles from students. Accept any title that makes sense and relates to the content. Invite volunteers to read each sentence aloud. Make sure everybody understands. Ask: *Which of these rules do we follow at school? Why is it good to follow the rules?* Elicit answers.

E Discuss the questions.

Put the students into small groups and ask them to discuss the questions. Monitor and help when necessary. Lead a brief feedback session with the whole group to elicit answers and opinions.

F Discuss and write a list of rules for your classroom.


Beginners	Fast finishers
These students can copy the rules from Activity D and decorate their work.	Encourage students to try to add rules to the ones in the lesson.

Elicit from students how to make rules in the negative (*Don't* + verb). Put the students into groups. Give them time to discuss and make a list of rules for their classroom. Encourage the use of dictionaries rather than providing vocabulary. Teams read their rules aloud. You can also invite volunteers to write sentences on the board. Ask the students to vote for the rules they think are best. You can make a poster with the rules they chose, and keep it on the wall for reference throughout the year.

G Unscramble the words. What does the teacher say? Write them on the lines.


Take out your pencils. Hurry up!
 kate u to your pencils. rurhy pu!

Look at exercise 5. Hand in your work, please.
 kolo ta exercise 5. nahd ni your work, please.

H  **Track 3** Listen and repeat. Circle the letter that sounds the same in each word.

sun color come hurry brother gum

Some words have similar sounds, but they look different.

I  Make a classroom cartoon. Make it funny.

1. Draw two pictures in the spaces provided.
2. Write the teacher's instructions in speech balloons.

Answers will vary

Answers will vary


Go to page 6 in your Workbook and write an entry in your blog.

6

Unit 1 Getting It Right

G Unscramble the letters. What does the teacher say? Write them on the lines.

Have students unscramble the letters and write the complete sentences on the lines. If they need help, they can refer to the Cross-Check box with verbs on page 4. Volunteers write the sentences on the board. After they have finished, you can have volunteers give the instructions to their classmates as if they were the teacher, or play a Simon Says game with them.

H  **Track 3** Listen and repeat. Circle the letter that sounds the same in each word.

Make sure students know the meanings of the words. You could prepare flashcards with pictures to help them remember or have them act out the words. Read the information in the Cross-Check box. Elicit the words to see how students pronounce them. Explain the task. Play the Track as many times as students need it to do the task. Check, playing word by word. Get choral and individual repetitions of the words.

I  Make a classroom cartoon. Make it funny.

Form pairs. Encourage pairs to be creative and funny and to try to use some of the phrasal verbs from page 4. Check that language and writing conventions are correct. Pairs share their cartoons with the whole group.

Beginners	Fast finishers
Give students a list of expressions they can choose from to use in their cartoon.	Remind students to use some of the verbs from page 4. Monitor, but do not help unless they ask you to.

Go to page 6 in your Workbook and write an entry in your blog.

This activity is optional and can be done for homework. Go to the blog on page 6 in the Workbook and have students draw pictures in the corresponding squares, or cut out pictures from magazines if you have some available.

PROJECT



1 Check the responsible action.

1.



2.



2 Choose a sentence for Picture 1.

- a) She's doing her homework.
- b) She's arriving on time.
- c) She's arriving late.

3 Draw (or cut out) two pictures of responsible actions at school.

4 Put your work away in your portfolio for later.

Lesson 1

7

PROJECT

Material:

markers, scissors, glue, sheets of paper or card, magazines

Tell students that they are going to draw (or cut out) some pictures of correct behavior. You can bring magazines with pictures for them to use, or ask them to bring pictures before the class. Ask them to remember the examples of correct behavior they talked about at the beginning of Lesson 1. They can work in pairs or groups before sharing their ideas with the class. Use this moment to elicit the consequences of responsible and irresponsible actions. Ask for examples.

1 Check the responsible action.

Tell students to look at the pictures and think about what is happening in each one. Then ask students to check the responsible action.

2 Choose a sentence for Picture 1.

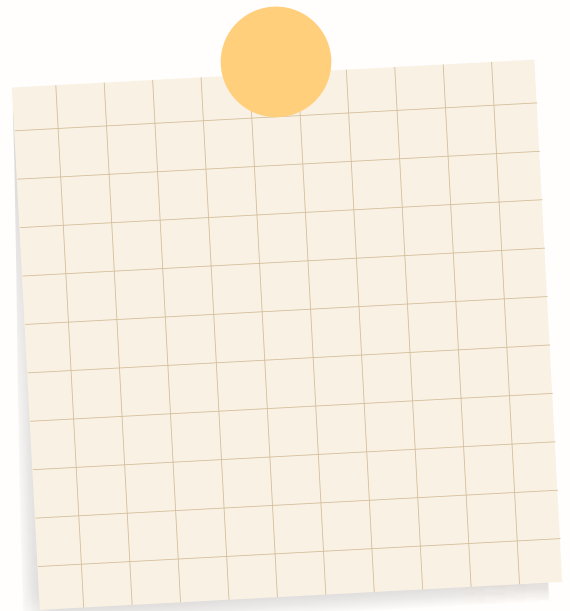
Students read the three sentences. They select the most appropriate for Picture 1.

3 Draw (or cut out) two pictures of responsible actions at school.

Students use the materials they brought to do the project. Individually, they draw or cut out responsible actions and paste them on cards. Encourage them to write a sentence (they can use the sentences in 2 for ideas) below each picture.

4 Put your work away in your portfolio for later.

Students save their work in their portfolio.



Lesson 2

Vocabulary

dancing tidying up
doing washing
going watching

A Moment to Ourselves

Why is it important to help at home?

Ask students if they participate doing chores at home. Let volunteers to tell you what they do to help at home.

Getting Started

Pictionary. Form two teams: Team A and Team B. On small pieces of paper, write different tools you need for indoor and outdoor household chores, e.g., *mop, broom, soap, vacuum cleaner, sponge, duster, bucket*, etc. Put the pieces of paper in a bag. A member of Team A takes a piece of paper and draws part of the object on the board. His/her teammates have to guess what it is in 30 seconds or less. If they guess correctly, they win a point for their team. Teams take turns.

Lesson 2

Why is it important to help at home?

A Track 4 Listen and circle True or False.

Mom: What are you doing, Martin?
Martin: Err... I'm tidying up my room.

True **False**

Mom: Good. And what is your sister doing?
Martin: She's doing her homework.

True **False**

Mom: Good. And what are your brothers doing?
Martin: They're washing Dad's car.

True **False**

Mom: Good. I'm going to the supermarket.
Martin: OK, Mom!



B Ask and answer. Follow the example.

What's Martin doing?
He isn't tidying up his room.
He's watching TV.

When do these actions happen?
How do you know?
What are you doing?
I'm tidying up my room.
What's she doing?
She's doing her homework.

They are happening now. We know because the structure is verb be + verb + ing.

C Play *Mime and Guess*.

What's he doing? He's dancing.



8

Unit 1 Getting It Right

A Track 4 Listen and circle True or False.

Elicit what is happening in the pictures. Guide students into saying, for example, *Martin is watching TV*. Students read the conversation before listening to the recording. Help students with new words like *tidy up*. Explain the task. Play the track and pause to give students time to look at the picture and circle the answer. Check, and ask students to support their answers, e.g., *She's doing her homework*. – False, *She's playing with a doll*. Have pairs practice the conversation aloud.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes call on a volunteer to tell you when the actions are happening. If they are not sure, give them 3 options: past, present or future. Make sure students understand. Ask for more examples.

B Ask and answer. Follow the example.

Act out the example conversation with a strong student. Divide student into pairs and have them ask and answer questions about the three pictures. Attract students' attention to the Cross-Check box and read and explain as necessary.

C Play *Mime and Guess*.

Beginners	Fast finishers
Participate in the game with the students. Students mime and you ask the questions for them to answer.	Encourage students to use verbs different from the ones in the lesson, and have them use a dictionary to find more verbs.

Demonstrate the game. Form small groups and monitor while they play.

D Read the article and underline the chores. Number them in the order they appear in the text.

According to studies, 50% of all 8 to 9-year-olds pick up their toys before they go to bed. Apparently, 75% of children in the United States make their beds in the morning. Only 25% of the kids in the US put their dirty clothes into the laundry hamper. Seventy-five per cent of kids like to help their mom setting the table for dinner in the evening. Nearly all children in the States help their dads doing yard work on weekends because it is fun.



E Answer the questions.

- Do you think more children do chores in the US or in Mexico?
Answers will vary
- What chores do you do?
Answers will vary
- Which chores do you prefer? Why?
Answers will vary

F Write, mime and guess.

- Write a "chore" sentence on a piece of paper.
- Put the pieces of paper in a hat.
- Pick a piece of paper from the hat.
- Mime the action.
- Have members of your group guess the chore.



Vocabulary

- do yard work
- put clothes in the laundry hamper
- make the bed
- pick up the toys
- set the table

CLIL: Social Studies

D Read the article and underline the chores. Number them in the order they appear in the text.

Nominate students to read the text. Individually ask them to underline the chores in the text. In pairs, ask students to match the chores to the images as they number them. Check answers as a whole class.

E Answer the questions.

Ask students if they regularly do the chores in the previous activity. Ask them to circle if they do, or cross if they don't, the images in the previous activity and then answer the questions. Nominate student to check answers.

F Write, mime and guess.

Beginners	Fast finishers
Students only call out the name of the chore, without using questions: <i>Washing the car!</i>	Monitor, but do not help if students don't ask for it. Encourage them to add chores.

Form groups. Students follow the instructions to prepare the game. Help them if necessary. Encourage the use of dictionaries to look up unknown vocabulary. Have them look at the example. Monitor while students play.

G Listen to your teacher and write the words. Then, complete the sentences.

1. washing 2. doing 3. tidying 4. making

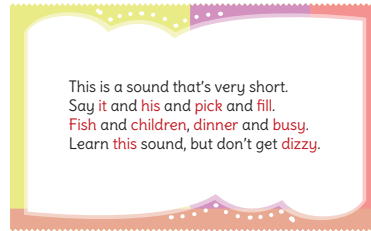
1. They're making their beds.

2. I'm doing yard work.

3. We're tidying up our room.

4. I'm washing Dad's car.

H  **Track 5 Chant A Short Sound.** Listen and join in.



I Draw two members of your family, and write what they're doing.


Answers will vary

Answers will vary

Go to page 9 in your Workbook and write an entry in your blog.

G Listen to your teacher and write the words. Then complete the sentences.

Read the list of words slowly and in this order: *washing, doing, tidying, making*. Or, to make it more difficult, spell the words. Students listen and write. Check. Students complete the sentences using the words they wrote in the correct sentences. Volunteers write the sentences on the board for you to check.

H  **Track 5 Chant A short sound.** Listen and join in.

Have the students read the chant. Then play the song to familiarize students with it. Play it again and have them sing along. Have them say the chant aloud, without playing the track. Continue as long as students are interested and participating.

I Draw a picture of two members of your family, and write what they're doing.

Beginners	Fast finishers
Students do the task as it is. Monitor and provide help if necessary.	Monitor, but do not help unless students ask you to. They can draw more than two pictures.


Encourage students to be creative. Check that language and writing conventions are correct. Students share their drawings and sentences in small groups.

Go to page 9 in your Workbook and write an entry in your blog.

This activity is optional or can be completed for homework. If they do the activity in class, have students work in pairs to create the chant. Provide help if they need it, but give them the freedom to be creative and have fun. If students have and are allowed to use cell phones, have them record their chants. The teacher could also record the chants. Have volunteers share their chants with the class.

PROJECT

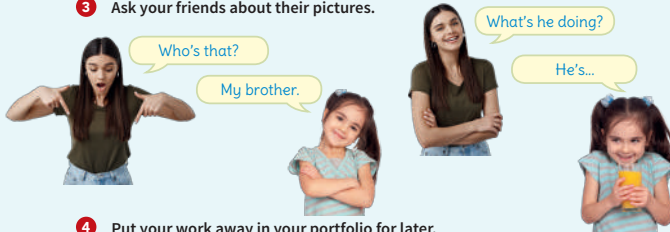
- make breakfast
- clean the house
- set the table
- wash the car
- cook dinner
- make the beds
- wash the clothes

1  Look at the chores and make a family chore chart. Follow the example.

Chores	Family Member (s)
wash the car	Dad
Answers will vary	

2 Choose four of the activities, and draw your family members doing the chores.

3 Ask your friends about their pictures.



4 Put your work away in your portfolio for later.

Lesson 2


11

PROJECT

Material:

a sheet of paper or card, colored pencils or markers

Divide the class into two teams. Write an incomplete phrase describing a chore on the board. Students have to guess and complete the phrases. Teams take turns to guess, and if they guess correctly, they get a point. Elicit more chores from students.

1  Look at the chores and make a family chore chart. Follow the example.

Form pairs. Go through the example of what students have to do. Monitor while they write. It is OK if students have different information in the family member column. Volunteer pairs share their information.

2 Choose four of the activities, and draw your family members doing the chores.

Students use the material they brought to create the pictures. You may want stronger students to write sentences describing what each person is doing.

3 Ask your friends about their pictures.

Go through the example with students and demonstrate with a strong one before they start talking. Monitor and help if necessary. Encourage students to speak English at all times.

4 Put your work away in your portfolio for later.

Keep students' work in their portfolio.

Lesson 3

Vocabulary

brush your teeth	take a shower
come out	use the bathroom
get up	wash your hair
get dressed	

A Moment to Ourselves

When do you need to be responsible?

On the board write the word 'RESPONSIBLE' check or convey meaning and ask student if they consider they are responsible. Allow some volunteers to give you example on how they are responsible at school or at home.

Getting Started

Draw the following table on the board:

Morning	Afternoon	Evening
---------	-----------	---------

Students copy the table in their notebooks and write or draw pictures of the activities they do in the appropriate column. Help with vocabulary they might need. Volunteers share their lists with the group.

Lesson 3

When do you need to be responsible?

A Track 6 Listen and circle Yes or No.

Nancy: Sherry! It's late! Are you up?
Sherry: Yes, I am, Nancy.
Nancy: Are you getting dressed?
Sherry: No, I'm not. I'm taking a shower.
Nancy: Sherry! I need to use the bathroom! Are you washing your hair?
Sherry: Yes, I am.
Nancy: Hurry up! Are you brushing your teeth?
Sherry: No, I'm not. Mom says, "breakfast first." I'm almost finished.
Nancy: Oh! OK... I'm very late. Are you coming out now?
Sherry: Yes, I am, Nancy!



What do you notice about the following questions and answers?
 Are you washing your hair?
 Yes, I am.
 Are you brushing your teeth?
 No, I'm not.

Sherry and her sister share a bathroom.

Yes No

B Ask the questions.



C Guess the action.

- Mime an action.
- Have members of your group ask you questions.
- Reply with a short answer.

Are you setting the table?

Yes I am.



12

Unit 1 Getting It Right

A Track 6 Listen and circle Yes or No.

Elicit what is happening in the picture and at what time of day it is happening. Students read the conversation and the final sentence before listening to the recording. Explain the task. Play the recording once through to familiarize students with the text. Play the recording again for them to follow. Ask them to circle Yes or No. Check. Invite students to support their answer. Go through the Cross-Check box with students. Encourage them to underline the Yes/No questions in the dialog and to circle the short answers.

Cross-Check

Form groups of four or five, and ask the students to read the information in the box and discuss it. After a few minutes ask some students Yes/No questions. Make sure students understand when to use the different responses.

B Ask the questions.

Write the vocabulary items from the top of the page on the board for reference. Demonstrate asking and answering a question about a picture with a strong student. Monitor while students work.

C Guess the action.

Beginners	Fast finishers
Give students a list of options of actions you know students are familiar with to use in their game.	Monitor, but do not help unless students ask you to. Students use dictionaries to find actions that are different from the ones in the book.

Form pairs. Go through the example and make sure students know how to ask and answer. Monitor while students play.


D Read and count the suggestions in the blog.

Betty's Blog Home | Contact | Forum | FAQ

Looking After Your Baby Brother or Sister

It's a big responsibility. I look after my four-year-old sister when my mom's busy around the house. Here are some simple suggestions for you:


- Do not leave your little brother or sister alone. Stay with them all the time and play with them, read to them, or watch a TV program you both like.
- Don't force your little brother or sister to do what they don't want to do. Negotiate! For example, say, "Eat your vegetables, and you can have some ice cream."
- Remember to keep them away from the hot stove and electric switches. Be careful on the stairs. Be responsible! You're in charge.



Answers will vary between 5-10


E Answer the questions.

1. Is Betty a responsible sister? Why or why not?
Answers will vary
2. Why do you think Betty negotiates with her little sister?
Answers will vary
3. Can you think of any other important advice about taking care of someone?
Answers will vary

F  Write a telephone conversation in your notebook. Then act it out in front of the class.

Student A: You are looking after a younger brother or sister.

Student B: You are walking in the park.



Hello. What are you doing?

Lesson 3 13

Vocabulary

- be careful
- force to do
- keep (someone) away from
- leave alone
- look after
- make the bed
- negotiate
- stay with them


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D Read and count the suggestions in the blog.

Students scan the text and find and count the suggestions. Have them underline them to make it easier. Check answers. Encourage volunteers to read each suggestion out loud.

E Answer the questions.

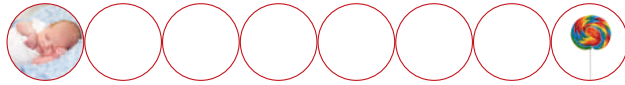
Students answer the questions. Then have them compare with a partner. Volunteers share their answers with the whole group. Remind students about respecting others' contributions.

F  Write a telephone conversation in your notebook. Then act it out in front of the class.

Beginners	Fast finishers
Give students the conversation, but with the sentences in the wrong order. Have them order the conversation, and encourage them to practice it in pairs.	Monitor, but do not help unless students ask you to. Encourage these students to have a longer conversation, and to make suggestions to each other, e.g. <i>Stay with your brother! Don't talk to strangers.</i>

If possible, have toy telephones for students to use. Have students work in pairs and decide who is Student A and who is Student B. Tell them to read the instructions for their roles. Students write a conversation starting with the sample sentence in the bubble. Then they answer saying what they are doing. Monitor while they write. Volunteers act out their conversation.

G Listen to your teacher and fill in the circles. Help the baby get the lollipop.



Answers will vary depending on word chosen by teacher

H  **Track 7** Listen and underline the words that have the same sound.

/i:/ Come and eat with me.

We can read and watch TV.

I Watch the cartoon. Write a conversation in the speech balloons.



Answers will vary

Answers will vary


Go to page 12 in your Workbook and write an entry in your blog.

14

Unit 1 Getting It Right

G Listen to your teacher and fill in the circles. Help the baby get the lollipop.

Use this opportunity to practice the spelling of a six-letter word, for example, *stairs*, *sister*, *shower*, *little*. Tell students that you are going to spell a word and that they have to write a letter in each circle. Students listen and write. Check. Volunteers read the word aloud for you to check with everybody.

H  **Track 7** Listen and underline the words that have the same sound.

Students read the sentences aloud and try to identify the words with the sound /i:/. Play the recording once through for students to listen (without writing). Play it again for them to underline the words with the same sounds. Check. Play the recording and pause after each underlined word for students to repeat. Have them practice the long /i:/ sound by itself. Can they think of more words that have this sound?

I Watch the cartoon. Write a conversation in the speech balloons.

Beginners	Fast finishers
Give students the answers for them to decide where they go in the cartoon. Encourage them to practice the conversation in pairs.	Monitor, but do not help unless students ask you to.

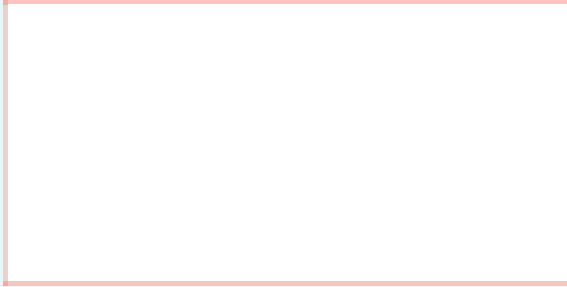
Encourage students to be creative. Check that language and writing conventions are correct. Students share their cartoons with the whole group.

Go to page 12 in your Workbook and write an entry in your blog.

This activity is optional or may be completed for homework. Go the blog on page 12 in the Workbook and have students write about chores that their family members do. Then have them draw or paste pictures of the chores.

PROJECT

- 1 Draw a picture of yourself doing a chore at home.



- 2 On a card, write a sentence describing what you're doing.
- 3 Put your card together with your classmates' cards, and shuffle them.
- 4 Pick one of the cards.
- 5 Go around the room and ask different classmates if they are doing the chore on your card. Continue asking until someone says, "Yes, I am."



- 6 Ask your classmates to show you their drawing. If it shows the right chore, give them the card.
- 7 Put your card in your portfolio for later.

Lesson 3

15

PROJECT

Material:

markers, colored pencils, cards or a sheet of construction paper to make cards

Tell students that they are going to create some cards that will be used in a game that the whole class will play.

- 4 Pick one of the cards.

Each student takes a sentence card and reads it. Warn students they shouldn't let anyone read their card. If a student accidentally picks his/her own card, they need to exchange it for a different one.

- 1 Draw a picture of yourself doing a chore at home.

Review household chores with students and present the ones students need for this task. Monitor while they draw. Ask them questions to keep them focused, e.g., *What are you doing? What's this? What color is it?*

- 2 On a card, write a sentence describing what you're doing.

Students write a sentence describing what they are doing in the drawing. Check that the sentences are correct.

- 3 Put your card together with your classmate's cards, and shuffle them.

Students mix all the cards with sentences on them. Each student keeps their picture card.

- 5 Go around the room and ask different classmates if they are doing the chore on your card. Continue asking until someone says, "Yes, I am."

Go through the example first. Monitor and make sure students are asking the question correctly and using short answers.

- 6 Ask your classmate to show you their drawing. If it shows the right chore, give them the card.

If the card matches the drawing, students hand in the card to its owner. If it doesn't, they continue asking until they find the match.

- 7 Put your card in your portfolio for later.

Students save their work in their portfolio.

Lesson 4

Vocabulary

Is she (feeding) the dog?
 Yes, she is. / No, she isn't.
 brushing
 fat
 feeding
 playing
 running
 strong
 walking

A Moment to Ourselves

Why is it important to treat animals with respect?


Ask students to brainstorm common pets and list them on the board. Ask student if they have a pet and what it is. Circle the most popular among the class.

Getting Started

Ask students who have pets to say what their obligations are to have good care of their pet friends.

Lesson 4

Why is it important to treat animals with respect?

A  **Track 8** Listen to the song and match the verses to the pictures.

Is Ben feeding the cat?
 Yes, he is. Yes, he is.
 Is he brushing the cat?
 No, he isn't. No, he isn't.
 He's feeding the cat,
 and it's getting very fat.
 He's feeding the cat,
 and that is that!



Is Kim walking the dog?
 Yes, she is. Yes, she is.
 Is she playing with the dog?
 No, she isn't. No, she isn't.
 She's walking the dog.
 It's running along.
 She's walking the dog.
 It's very strong.




What is different in these sentences?

Is Ben feeding the cat?
 Yes, he is.


Is he feeding the cat?
 Yes, he is.

Is Kim playing with the dog?
 No, she isn't.

Is she playing with the dog?
 No, she isn't.

B  Write questions, then ask and answer them.


- he / feed / cat? Is he feeding the cat ? Yes, he is.
- he / brush / the cat? Is he brushing the cat ? No, he isn't.
- she / walk / dog? Is she walking the dog ? Yes, she is.
- she / play with / dog? Is she playing with the dog ? No, she isn't.

C  Write another verse for the song according to the pictures.




16


Unit 1 Getting It Right

A  **Track 8** Listen to the song and match the verses to the pictures.

Elicit what is going on in the pictures. Students read the song before listening to the recording. Answer any questions about vocabulary. Play the recording once through to familiarize students with the text. Play the recording again for them to match. Check. Encourage students to support their answer. Encourage them to underline the Yes/No questions in the song and to circle the short answers.

B  Write questions. Then ask and answer them.

Elicit the meanings of the verbs from the students. Do number one with them as an example. Monitor while students write. Check, and ask volunteers to write the questions and answers on the board. Have them practice asking and answering in pairs.

C  Write another verse for the song according to the pictures.

Beginners	Fast finishers
Give students the verses with blanks to fill in and they match the sentences with the pictures and then fill in the words. Encourage them to sing their new verse.	Monitor, but do not help if students don't ask for it. Encourage the use of dictionaries. Have students try and add one more verse of their choice.

Form pairs. Students write another verse using the verses in the song as a model. Monitor and help as necessary. Pairs present their verse to the whole group. Encourage students to sing to the tune of the song.

D Read and circle the animals.

The Animal Place User Password Login

Home Pets Forum

Answers will vary

Before you buy a pet, remember that a pet is a big responsibility.

Love

Your pet depends on you for everything in its life: food, water, hygiene and love.

Time/Energy

Some pets don't need much of your time and energy. You only need to clean the tanks and cages of fish, hamsters, rabbits and turtles and feed them. Other pets, like dogs, for example, require hours of your time and energy every day. With dogs, you have to exercise them, feed them and brush them.

Lifespan

Some pets live for a very long time. A dog can live for about 15 years; a reptile can live for more than 50 years! Your pet is your responsibility for all its life.

Money

Having a pet costs a lot of money. They need food, special equipment, and visits to the vet. Remember to think of all of these responsibilities when you are choosing a pet.

E Match the subtitles to the right paragraphs in Activity D.

Money Responsibility Love Lifespan Time and Energy

F Write about your pet (or an imaginary pet). Describe how you look after it.

	Answers will vary

Lesson 4 17

Vocabulary

cage	hygiene	require
clean	pet	tank
equipment	reptile	vet

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D Read and circle the animals.

As a whole class, ask students to scan the text and tell you the animal words they find. Then have students read the text in silence. Ask students if they have any pets mentioned in the article. Ask what they do to take care of them.

E Match the subtitles to the right paragraphs in Activity D.

Tell students that they need to read the words in the box and match them to the paragraphs in the text in Activity D. Tell them that they only need to use four words, and that they need to leave the space at the top blank. Students select a title for the four paragraphs. Then have them compare with a partner. Volunteers share their answers with the whole group. In pairs, have them think of a title for the article and write it at the top of the text. Ask volunteers to tell you the titles they invented.

F Write about your pet (or an imaginary pet). Describe how you look after it.

Beginners	Fast finishers
Students draw a picture instead of writing a paragraph. They can write words below the pictures, e.g., <i>brush</i> or <i>brushing</i> .	Monitor, but do not help unless students ask you to. Students can decorate their writing after they finish.

Elicit names of pets and the care they need, for example, fish need to have their tank cleaned. Write some ideas on the board for students' reference. Monitor while students write. Encourage the use of dictionaries. Volunteers read their descriptions aloud.

G Write the words.

Elicit the names of the pets before students write. If they are not sure, give them the first letter as a clue and other letters if necessary, or have them look the words up in dictionaries. Students write the names and compare with a partner before checking with you. Volunteers write the names on the board for you to check / correct spelling.

H Track 9 Listen and write the words in the correct column. Then say the words.

Say the words *cat* and *dog* aloud for students to notice the different pronunciations and have them drilling the words. Explain the task. Play the track and pause after each word so they can write. Play the recording as many times as students need it. Check. Play the recording and pause after each word for students to repeat.

I Write a scene from a play in your notebook.

Beginners	Fast finishers
Give students the jumbled conversation for them to order. Encourage them to practice the conversation in pairs.	Monitor, but do not help if students don't ask for it. Encourage these students to have a longer conversation.

Read the instructions for the scene with students. Elicit some ideas

G Write the words.



turtle



fish



hamster



rabbit



dog



cat

H Track 9 Listen and write the words in the correct column. Then, say the words.

Do the words have the sound /æ/ as in cat or /ɒ/ as in dog?

	
fat	song
black	strong

I Write a scene from a play in your notebook.

Dad is asking Mom about how their children are looking after the new pet in the house.

1. Write the scene in pairs.
2. Act it out for your classmates.

Go to page 15 in your Workbook and write an entry in your blog.

18

Unit 1 Getting It Right

for the conversation. Act out a conversation with a strong student. Encourage pairs to be creative. Check that language and writing conventions are correct. Students act out their scene for the whole group.

Go to page 15 in your Workbook and write an entry in your blog.

This activity is optional or can be completed for homework. Go to the blog on page 15 in the Workbook and have students write about the pets they have or a pet they would like to have. Students decide what they want to write about the pet. Monitor and provide help if necessary. Have volunteers share their blog with the whole class.

PROJECT

- 1 You need a long strip of construction paper.
- 2 In your group, decide how you are going to arrange your collage. Use the pictures, word cards and sentences you have in your portfolios.
- 3 Add more drawings and sentences if you need to. You can practice below.



- 4 Display your collage on the classroom wall.
- 5 Decide who is going to talk about respect and responsibility at school, at home, and with family pets.
- 6 Practice what you are going to say.
- 7 Present your collage to your classmates.
- 8 Ask questions about your classmates' frieze. Be prepared to answer questions about yours.

Lesson 4

19

PROJECT

Material:

markers, glue, a strip of construction paper, their portfolio of evidence

Elicit from students what a collage is. Use an example to help them. Tell them that they are going to make a collage using the work that they have saved in their portfolios. At the end students will use their collage to help them talk about respect and responsibility at school. Put students in groups of four or five and distribute the materials.

- 5 Decide who is going to talk about respect and responsibility at school, at home, and with family pets.

Students can choose a member of the group to talk, or they can distribute the sentences and drawings so that everybody has a chance to speak.

- 1 You need a long strip of construction paper.

Make sure groups have a strip of paper long enough so that several pieces of work will fit on it.

- 2 In your group, decide how you are going to arrange your collage. Use the pictures, word cards and sentences you have in your portfolios.

Students decide what their collage will contain and how they will decorate it.

- 3 Add more drawings and sentences if you need to. You can practice below.

Students practice drawing new pictures and / or writing sentences to add to their work.

- 4 Display your collage on the classroom wall.

- 6 Practice what you are going to say.

Students rehearse before they present their work. Monitor and correct pronunciation and vocabulary.

- 7 Present your collage to your classmates.

Students present their collage. Remind the class about respecting their classmates' contributions.

- 8 Ask questions about your classmates' frieze. Be prepared to answer questions about yours.

Lesson 5

Vocabulary

What's happening?	making
aprons	mess
bake sale	playground
clean up	put on
cookies	save up
cut out	watch out
cutters	

A Moment to Ourselves

How can you help your community and the environment?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answers before sharing their ideas with others.

Getting Started

On the board write the words 'environment' and 'community' and ask students to brainstorm ideas to create a concept as a whole class. Elicit ways in which we can help in the community and protect the environment. Ask why these are important.

Lesson 5

How can you help your community and the environment?

A Read and answer.

Dad: Hi. What's happening?
Girl: We're making cookies.
Dad: Great!
Girl: They aren't for you. We're making cookies for a bake sale at school. I'm cutting out the cookies, and Axel is decorating them. Ouch!
Dad: Watch out! The cutters are sharp. Why is your school having a bake sale?
Girl: We're saving up for new playground equipment, so we're collecting money. Good for you! But what a mess! Put on aprons. And clean up afterwards, please.



Why are the children making cookies?

They are making cookies for a bake sale at school.

B Complete the sentences with a phrasal verb.

1. **Watch out!** ! The cookies are hot!
2. She's **cutting out** animal shapes.
3. The school is **saving up** for new playground equipment.
4. The children are **putting on** their aprons.
5. The children are **cleaning up** the mess on the floor.

Is the meaning of the verbs the same without the preposition?
cut out
watch out
save up
put on
clean up

Sometimes the meaning is the same: cut = cut out But not always. Watch is not the same as watch out.

C Pick a number. Make a sentence.

1. Cut out

2. Watch out

3. Save up

4. Put on

5. Clean up

20

Unit 1 Getting It Right

A Read and answer.

Elicit what is happening in the picture. Students read the conversation before listening to the recording. Clarify vocabulary and read the question students will answer. Ask students to read the text once through to familiarize students with the text. Check answers as a whole class. Encourage students to support their answer. Go through the Cross-Check box with students. Some verbs have the same meaning without the preposition: *save* and *clean*. Elicit the difference between *watch* (observe) and *watch out* (be careful). Go through the other verbs.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes call on a volunteer to tell you what they think. Help students with any doubts. Ask for more examples.

B Complete the sentences with a phrasal verb.

Make sure students know the meaning of the verbs. Do number one with students as an example. Monitor while students write. Check, inviting volunteers to write the sentences on the board.

C Pick a number. Make a sentence.

Beginners	Fast finishers
Give students sentences with blanks for them to choose the expression that completes each best.	Monitor, but do not help unless students ask you to.

Form groups. Students say a number and have to produce a sentence using the verb given. Monitor and help as necessary. Volunteers share their sentences with the whole group.

D Read and circle the correct option.

In the US, school bake sales are a popular way of collecting money. The children and their moms make cakes and cookies for the bake sale, but they do not buy them. Here is an easy-to-make recipe for your next school bake sale.



- 1) Fry 2 slices of bread.
- 2) Put jelly on the bread.
- 3) Make a sandwich with the bread.
- 4) Mix sugar and cinnamon in a bowl.
- 5) Cover the sandwich in cinnamon and sugar.
- 6) Cut the sandwich into four triangles.

You need:

- White bread
- Strawberry jelly
- Cinnamon and sugar


You now have a perfect French toast for your school bake sale!

The article is about:


1. How to organize a bake sale.
2. How to make a different kind of French toast.

Vocabulary

bowl	recipe
cinnamon	slices
cover	strawberry jelly
French toast	sugar
fry	white bread
mix	

E  **Number the pictures in the correct order. Talk about the steps with a partner.**



F  **Write a short play. Act out your play for the class.**

Work in groups of three. Students 1 and 2 are making French toast in the kitchen. Student 3 is the mom or dad asking questions.




Lesson 5

21


CLIL: Nutrition

D Read and circle the correct option.

Students scan the text to choose what the text is about. Ask them to support their answer. Nominate students to check answers and explain their results.

E  **Number the pictures in the correct order. Talk about the steps with a partner.**

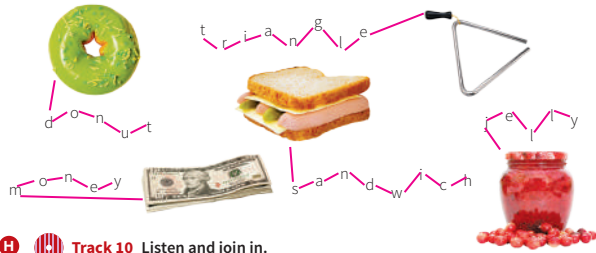
Students work together to number the pictures according to the recipe in Activity D. They compare with another pair before checking with you.

F  **Write a short play. Act out your play for the class.**

Beginners	Fast finishers
Give students pictures and a simple recipe. They number the pictures according to the text.	Monitor, but do not help unless students ask you to.

Use the example to demonstrate the activity with two strong students. Monitor while students practice the conversation. Volunteers act out for the class. Remind students about respecting their classmates.

G Join the letters to write the words. Then, draw a line from the first letter to the picture.



H **Track 10** Listen and join in.

Today we're looking at the sound /e/.

It's the sound in **red**, and also in **bread**.
It's the sound in **bed** and **pen**,
and also the sound in **jelly** and **ten**.
That's the sound we're learning today,
come on everyone, listen and say...

Red, red.
Bread, bread.
Bed, bed.
Pen, pen.
Jelly, jelly.
Ten, ten.

I Write a sentence using each of the following verbs. Then, share your sentences with another pair.

cut up	watch out	save up	put on	clean up
1. _____	Answers will vary			
2. _____				
3. _____				
4. _____				
5. _____				

Go to page 18 in your Workbook and write an entry in your blog.

G Join the letters to write the words. Then draw a line from the first letter to the picture.

Students identify the objects in the picture. Then they join the letters and match the words to the pictures. Check.

H **Track 10** Listen and join in.

Read the song aloud with students. Have them read the words in red and tell you what sound they have in common. Play the song for students to listen and read. Play the song again for students to sing along. Continue for as long as students are interested.

I Write a sentence using each of the verbs. Then share your sentences with another pair.

Beginners	Fast finishers
Give students sentences with blanks for them to choose the expression that completes each best.	Monitor, but do not help unless students ask you to.

Form pairs. Students use the verbs to write original sentences. Monitor and encourage the use of dictionaries if necessary. Pairs compare with another pair. Volunteers write their sentences on the board.

Go to page 18 in your Workbook and write an entry in your blog.

This activity is optional or can be completed for homework. Go the blog on page 18 in the Workbook and explain the task. Once students finish writing the sentences, they can draw or paste pictures in the spaces. Have volunteers share their blog with the whole class.

PROJECT

Make 8 picture-dictionary phrasal-verb cards

- 1 Choose 8 phrasal verbs and write them on small pieces of card.
- 2 Draw a picture to remind you of the meaning of the word.
- 3 Decorate your cards.
- 4 Put your phrasal-verb cards away in your portfolio to use for your project.

Put on

Watch out!

Get up



Lesson 5

23

PROJECT

Material:

markers, cards (white or colored), drawing and decoration materials, portfolio of evidence

Tell students that they are going to choose their favorite phrasal verbs to make their own mini dictionary. Elicit what a phrasal verb is from students and ask them to give you examples. When they have finished their cards you can have them staple them together to make a small booklet, and they can even design their own personalized mini dictionary cover.

- 1 Choose 8 phrasal verbs and write them on small pieces of card.

Make sure each group has eight cards. They decide on eight phrasal verbs to use. They write one verb on each card.

- 2 Draw a picture to remind you of the meaning of the word.

Students decorate each card to show the meaning of the verb on it. Monitor and check students' drawings convey the right meaning.

- 3 Decorate your cards.

Students decorate the cards to make them more attractive.

- 4 Put your phrasal-verb cards away in your portfolio to use for your project.

Students save their work in their portfolio.

NOTES : _____

Lesson 6

Vocabulary

boxes	pack
candy	scarf
candies	scarves
Numbers 50-60	toys
orphanage	

A Moment to Ourselves

Do natural disasters bring out the good in people?

Ask the question, and give students a few minutes to think about the answers before sharing their ideas with others.

Getting Started

Pre-teach vocabulary. Elicit natural disasters students can remember and how people helped the people who suffered. Ask what they would send to children they want to help. Review numbers from 10 to 50. Divide the board into two halves. On one half, write numbers in full, on the other half write the same numbers in figures. Volunteers go to the front to match words and figures.

Lesson 6

Do natural disasters bring out the good in people?

A Track 11 Listen, read, and do the math.

Teacher: Let's pack the Christmas boxes for the orphanage.

Kids: Yeah!

Teacher: There are 25 boxes. How many scarves do we have?

Kids: 25!

Teacher: That's great. One scarf for each box. How many chocolate bars do we have?

Child: Er... 47, 48, 49, 50... There are 50 chocolate bars.

Teacher: That's 2 chocolate bars in each Christmas box.

Kids: OK.

Teacher: How many toys do we have?

Child: 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60! We have 60 toys.

Teacher: Hmm. That's 2 toys for each box. How many toys is that?

Children: 50! 50!

Teacher: We have 60 toys. Take away 50. How many extra toys are there?

There are 10 extra toys.



B Say the numbers aloud.

50 51 52 53 54 55 56
57 58 59 60

C Solve the problem.

20 red candies + 19 blue candies + 18 yellow candies = 57 candies.

1. Write another problem.

2. Read it to another group.

Answers will vary

3. Can your friends solve the problem?

24

Unit 1 Getting It Right

A Track 11 Listen, read, and do the math.

Students read the conversation before listening to the recording. Clarify vocabulary and read the lead-in statement. Explain that they have to listen and do math to find the answer. Play the recording once through to familiarize students with the text. Play the recording again for them to write the number. Check. Encourage students to support their answer.

B Say the numbers aloud.

Read the numbers aloud slowly and clearly for students to follow you. Volunteers read the numbers individually. Get choral and individual repetitions until students get the numbers right.

C Solve the problem.

Beginners	Fast finishers
Give students a problem in writing for them to solve. They can receive other group's problem in writing, too.	Monitor, but do not help unless students ask you to.

Solve the first problem with the whole group. Form groups. Monitor while they write a math problem themselves. Groups read the problem to other groups for them to solve it.

D Read the article. Circle the things people need in a natural disaster.

How can we help?

There's a natural disaster in your country – a flood, a hurricane, or an earthquake. Families have to leave their homes. How can you help? Adults send money and tins of food, but what can you do?



Young children lose their toys in natural disasters. Look for soft toys in your toy chest. Send them to the children. Young children love soft toys, go into your clothes closet. Send some of your clothes to keep the children warm. Also, send something for the children to do. A coloring book and crayons, or a sticker book are ideal.

It's good to help other children!

Vocabulary

- | | | |
|------------|-----------|--------------|
| cans | hurricane | send |
| earthquake | natural | sticker book |
| flood | disaster | toy chest |

E Answer the questions.

- Why do you think sending soft toys helps children?
Answers will vary
- Why do people send food?
Answers will vary
- What natural disasters are common in your country?
Answers will vary
- Why do you think it is important to help other people after natural disasters?
Answers will vary

F What other things could you send to people in a natural disaster? Make a list. Compare your list with a partner's.

	Answers will vary

CLIL: Social Studies

D Read the article. Circle the things people need in a natural disaster.

Have students look at the picture and tell you what is happening. Elicit what people may need if they experience a natural disaster. Students read the text and tell you what it is about. Clarify vocabulary. They read again and circle. Check.

E Answer the questions.

Beginners	Fast finishers
Let students work in pairs to do this task. If necessary, allow them to discuss in L1. Then guide them into writing their answers in English.	Monitor, but do not help unless students ask you to.

Students answer the questions individually. They compare in pairs before sharing with the group. Lead a brief discussion about helping in cases of disaster.

F What other things could you send to people in a natural disaster? Make a list. Compare your list with a partner's.


Form pairs. Students make a list of things they would send. Encourage the use of dictionaries. They compare with another pair. Volunteers share their lists with the group.

G Write the missing numbers in words to complete the chart.

Remind students of the activity you did with them on the board during the Getting Started stage (page 24). Students write the missing numbers in the left column. Then they write them in order in the central column. Finally they match the words with figures. Check, inviting volunteers to complete the table on the board.


G Write the missing numbers in words to complete the chart.

fifty-four	fifty	54
sixty	fifty-one	60
fifty-eight	fifty-two	58
fifty-two	fifty-three	52
fifty-six	fifty-four	56
fifty-three	fifty-five	53
fifty-nine	fifty-six	59
fifty	fifty-seven	50
fifty-seven	fifty-eight	57
fifty-five	fifty-nine	55
fifty-one	sixty	51

H  **Track 12** Listen and repeat the chant.

Say these words.
They're short /ɪ/ and long /i:/.
Say these words.
Don't get them wrong.

fifty	five
little	Mike
children	child
live	alive
bit	bite
sit	site

I  Use the words in the box to write a story. Then, share your story with the class.


fifty
flood
sixty
tins of food
cookies
toys

Go to page 21 in your Workbook and write an entry in your blog.

26 Unit 1 Getting It Right

H  **Track 12** Listen and repeat the chant.

Read the chant aloud with students. Clarify vocabulary. Have them practice the difference between the short /i/ and long /ai/. Play the chant for students to listen and read. Play the chant again for students to join in. Continue for as long as students are interested.

I  Use the words in the box to write a story. Then share your story with the class.

Beginners	Fast finishers
Give students the story with blanks for them to fill in or as a matching exercise. For example, write the story with blanks on the left and the options on the right.	Monitor, but do not help unless students ask you to. Encourage students to write about natural disasters and how people can help.

Form groups. Students can refer to the conversation on page 24 or the article on page 25 for help. Volunteers read their story aloud for the group.

Go to page 21 in your Workbook and write an entry in your blog.

This activity is optional or can be completed for homework. Go the blog on page 21 in the Workbook and explain the task. They can ask friends or family to help them with ideas for their pictures. Have volunteers share their blog with the whole class.

PROJECT

You need 8 cards, 4 paper clips and 4 colored pencils.

- 1 Think of two ways to help the people in each situation.

People who are poor.



People who are hungry.



Old people.



People in a natural disaster.



- 2 Color a frame around each of your cards. Choose a different color for each pair of cards (one for each situation).
- 3 On each card, write a sentence about helping people.
- 4 Clip the two cards with the same color together, and put them in your portfolio for later.

Lesson 6

27

PROJECT

Material:

8 cards, 4 paper clips and 4 colored pencils

Ask students what kinds of people need help. Tell them that they are going to think of ways of helping people who are in difficult situations.

- 1 Think of two ways to help the people in each situation.

Make sure each group has eight cards. Encourage discussion to decide on two ways to help the people in each situation. They write their ideas down in their notebooks.

- 2 Color a frame around each of your cards. Choose a different color for each pair of cards (one for each situation).

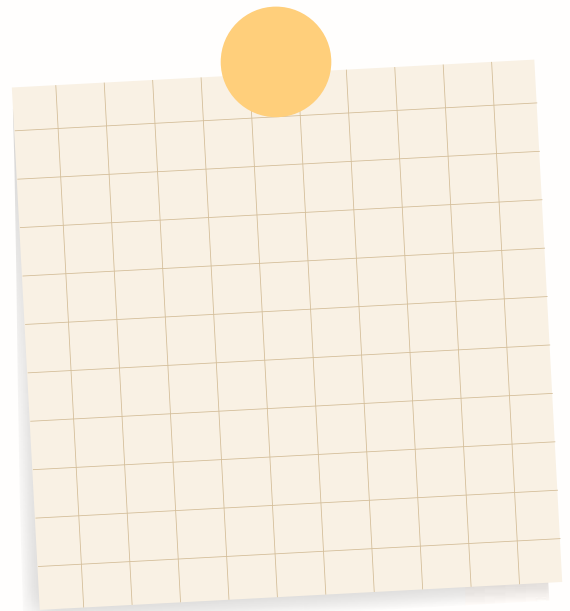
Students choose a color for each situation. They frame pairs of cards in the same color.

- 3 On each card, write a sentence about helping people.

Students use the ideas they wrote in their notebooks. One idea per card = two ideas per situation.

- 4 Clip the two cards with the same color together, and put them in your portfolio for later.

Students save their work in their portfolio.



Lesson 7

Vocabulary

clean the tables	magazine
clean the white board	pick up the books
collect	put away the pencils
collect the notebooks	soda cans
janitor	trash

A Moment to Ourselves

What can you do at school to help the environment?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answers before sharing their ideas with others.

Getting Started

Pre-teach vocabulary. Ask if students regularly help clean the schoolyard or their classroom. Ask them what they do. Organize a class activity like the one described in the lesson and appoint or let students choose what they will do.

Lesson 7

What can you do at school to help the environment?

A Listen and name the children in the pictures.

Teacher: The kids are cleaning up the schoolyard. That's their project for the school magazine.

Principal: Oh, I see. Who's taking photographs?

Teacher: Jenny is, and Jake is interviewing the janitor about trash in the school.

Principal: Who's collecting these soda cans?

Teacher: Allie and Pete are.

Principal: Excellent. I can't wait to see the project in the magazine.



Look at the answers. Why are they called "short answers"?

Who's taking photographs? Jenny is.

Who's collecting these soda cans? Allie and Pete are.

B Ask and answer questions about the people in the picture.

Who's talking to the teacher?

The principal is.

C Imagine you are tidying up your classroom.

1. On a sheet of paper, draw yourself doing something (see the ideas box).
2. Show your group's pictures to another group.
3. Ask and answer questions about the pictures.
4. See if they can guess who is doing what.

Who's cleaning the tables? Pablo is.

Ideas

- clean the tables
- pick up the books
- put away the pencils
- clean the white board
- collect the notebooks

28

Unit 1 Getting It Right

A Listen and name the children in the pictures.

Ask students to look at the picture and tell you what is happening. Then have them read the conversation. Choose a strong student and read it out loud with him/her. Clarify vocabulary and read the instruction. Have the students read it again and label the picture with the names. Check. Say a name and ask students to point to the correct character in the picture or describe the person and what they are wearing and have students tell you their name.

B Ask and answer questions about the people in the picture.


Read the examples aloud for students to follow you. Elicit one more question and answer before letting pairs work on their own. Monitor and correct as necessary.

C Imagine you are tidying up your classroom.

Beginners	Fast finishers
Give students questions and answers on pieces of paper. They match question and answer. Check. Then, students make the drawings. You can also limit the activity to two or three of the ideas given.	Monitor, but do not help unless students ask you to. Encourage them to add actions in the schoolyard, at home and at a public park.

Clarify the vocabulary in the box. Go through each instruction with students. Make sure they know what to do. If necessary, demonstrate with a strong student using the example.

D Read the website and find out.




**Recycle
Recycle!**

Home Programs Forum

Every year, we throw away millions of tons of trash. We don't recycle much. What a waste! Here are some facts about aluminum cans.


- Recycling one aluminum can saves the energy to power your TV for 3 hours!
- Recycling the cans take 6 days.
- Imagine all the cans recycled in the USA every year in a line. That imaginary line circles the Earth 180 times. Now, imagine a line of all the cans that are NOT recycled. That imaginary line circles the Earth 600 times!

Do you recycle your soda cans? Help save the planet! Recycle, recycle!



E Discuss the questions. *Answers will vary*

1. What other things can you recycle? Make a list and check with your classmates.
2. Does your family recycle at home?
3. What do you recycle and how do you do it?

F  **Discuss, make notes, and make a report.**

Things the school recycles: _____

When is recycling day? _____ *Answers will vary*

How does the school promote recycling? _____

Lesson 7 29

Vocabulary

aluminum	recycle	waste
millions	throw	
pick	tons	


CLIL: Ecology

D Read the website and find out.

Have students look at the picture and tell you what the article will be about. Accept any contribution as long as it makes sense and is related to the picture (trash, pollution, recycling, etc.). Ask students to read the article. Ask students what they found out in the article and what they think about recycling.

E Discuss the questions.

Students discuss the questions with a partner. Lead a brief feedback session about the questions, so that everybody has an opportunity to express their ideas.

F  **Discuss, make notes, and make a report.**


Beginners	Fast finishers
Let students work in pairs to do this task. If necessary, allow them to discuss in L1. Then guide them into writing their answers in English.	Monitor, but do not help unless students ask you to. These students can find out and write a report about how schools use the money they collect.

Form groups. Explain what "recycling day" means. Do you have a day like this at school? Ask students if they would like to have one and why. Groups discuss and write their answers. Have volunteers share their ideas and opinion.



G Put the letters in order. Then, complete the sentences with the words.

Explain clearly what students have to do. Allow them to work in pairs if they need to. Do number one with the whole group. Monitor while they work. Have volunteers write the sentences on the board for you to check.

H  **Track 13 Listen and repeat. Then circle the words in the box with the same long sound.**

Read the instructions and ask students to give you some examples of long sounds.. Read the chant aloud with students. Play the chant for students to listen and read. Play the chant again for students to find and circle the words below with the same long sound. Pause if necessary. Check. Play the track again for students to join in. Continue for as long as students are interested.

I Look at the pictures. Write the conversation.

Beginners	Fast finishers
Let students work in pairs or groups to do this task. Give them the answers to match to the pictures.	Monitor, but do not help unless students ask you to. Encourage students to draw one more picture and write a dialog.

G Put the letters in order. Then, complete the sentences with the words.

a i l m u n m u e l c r c y e h s r a t m l i l i n o s k p c i

- Every year, we throw away millions of tons of trash.
- We can recycle aluminum cans.
- Let's classify the school trash.
- Pick up the soda cans.
- It's good to recycle trash.

H  **Track 13 Listen and repeat. Then, circle the words in the box with the same long sound.**

Go, go, go for the garden hose.
It's so, so hot, as everyone knows.
Then let's have a cold soda.
No, no, no! Don't drop the can.
Throw it in the trash, you silly man!



t o n s s h o w d o n u t p h o t o g r a p h m o m t o y s

I Look at the pictures. Write the conversation. *Answers will vary*



Go to page 24 in your Workbook and write an entry in your blog.

30 **Unit 1 Getting It Right**

Students complete the conversation with phrases from the lesson or their own ideas (as long as they are logical). Volunteers read their conversations aloud for the group.

Go to page 24 in your Workbook and write an entry in your blog.

This activity is optional or may be completed for homework. If it is done in class, go the blog on page 24 of the Workbook and put students in groups of four or five. Have them write their names in the left column of the table and ideas to help people in a disaster in the second column. Monitor and help if necessary. Let them think of plans for numbers one to five. Have volunteers share their blog with the whole class.

PROJECT

- 1 Don't waste things! Lots of things can be recycled. Collect some of the objects below. Make a picture, a necklace, a figure, or a vase using recycled trash.



- 2 Look at the pictures below. They are all made from trash.



- 3 Use your imagination. Make a piece of "trash" artwork. Put it away for your final project.

Lesson 7

31

PROJECT

Material:

old newspapers, empty plastic bottles, bottle caps, soda cans, milk or juice cartons, waste paper, glue, scissors, decoration material

In a previous class, you can ask students to bring some of the objects to recycle that are shown in the pictures. Talk to students about waste. Have them work in pairs and make a list of what kind of things they throw away during the day. Ask them where they think the trash goes and if they think that it is possible to reuse some of the things we throw away. Elicit the difference between reuse and recycle (*reuse = using something again, recycle = turning it into something else*). Then tell them that they are going to recycle some trash and make it into art or something useful. You could bring some images of art made from trash, like sculptures, and show them to the students.

- 1 Don't waste things! Lots of things can be recycled. Collect some of the objects below. Make a picture, a necklace, a figure, or a vase using recycled trash.

Make sure each group has some of the material listed above. They don't need to have everything. Each group decides what they create with the materials that otherwise would be trash.

- 2 Look at the pictures below. They are all made from trash.

Have students look at the pictures and identify the objects, or say what use they have. What do students think these objects were before?

- 3 Use your imagination. Make a piece of "trash" artwork. Put it away for your final project.

Students use the materials to make an object of their choice. Organize an "expo" with the objects students made.

Students save their work in their portfolio.

NOTES : _____

Lesson 8

Vocabulary

bucket	keep on	turn off
dirty	put away	waste
electricity	shower	wash
hose	take off	

A Moment to Ourselves

How can you teach other family members to respect the environment?

Ask the question on the first page of the lesson, and give students a few minutes to think about the question before sharing their ideas with others.

Getting Started

Pre-teach vocabulary. Form two teams: Team A and Team B. Play Tic-Tac-Toe with things we do at home that waste energy or water, e.g. *take a long shower, wash clothes, wash the car, clean the street, leave lights on, turn on the heat/air conditioning*, etc. When a team chooses a box, they have to say what to do in order to avoid the waste. For example: *Take a long shower – take short showers / turn off the shower when you are putting soap on.*

Lesson 8

How can you teach other family members to respect the environment?

A Track 14 Read, listen and answer.

Mom: Clive! Turn off the TV, please. You aren't watching it.
Clive: OK, Mom.
Mom: And turn off the light in your bedroom. You're wasting electricity!
Clive: Sorry, Mom. I keep on forgetting.
Mom: Julie! What are you doing?
Girl: I'm taking a shower!
Mom: Well, hurry up! You're wasting water. Davey! What are you doing?
Davey: I'm washing the car, Mom.
Mom: Well, put away the hose! Use a bucket of water! And take off those dirty shoes before you come into the house!
Davey: OK, Mom.



Mom is not happy. What are her children wasting?

 Water

When do we use this type of verbs?

Turn off
 Keep on
 Put away
 Take off

B Complete the sentences with verbs from the box above.

1. **Put away** _____ those toys. You aren't using them!
2. **Turn off** _____ the radio! You aren't listening to it!
3. You _____ **keep on** forgetting to turn off the light!
4. **Take off** _____ your dirty boots. You're leaving dirt on the floor!

C Imagine you are tidying up your classroom.

Close your book. In groups of four, act out the scene between Mom (or Dad) and the kids.

32

Unit 1 Getting It Right

A Track 14 Read, listen and answer.

Ask students to look at the picture and tell you what is happening. Then have them read the conversation. Choose a strong student and read it out loud with him/her. Clarify vocabulary and read the instruction. Have the students read it again and label the picture with the names. Check. Say a name and ask students to point to the correct character in the picture or describe the person and what they are wearing and have students tell you their name.

B Complete the sentences with verbs from the box above.

Check that the meanings of the verbs are clear for students. You can play a miming game to do this. Monitor while students write and correct as necessary. Check.

Cross-Check

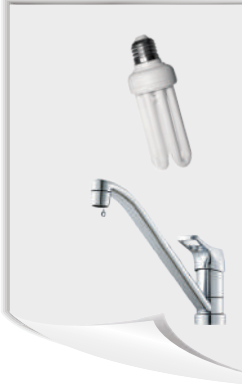
Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes call on a volunteer to tell you what they noticed about these verbs. Make sure students understand. Ask for more examples.

C Imagine you are tidying up your classroom.

Beginners	Fast finishers
Students take a role each. They read the conversation from Activity A aloud. They change roles and read again.	Monitor, but do not help unless students ask you to. Have students replace some activities in the conversation and act it out with the new words, or create their own conversations.

Students act out the conversation in Activity A. Monitor and correct when necessary. Ask volunteers to act out the conversation.

D Read and circle the things we can do at home to protect the environment.



Save electricity! Turn off lights. Turn off computers and televisions. Turn off all your electronic equipment. Don't forget! It's important to save electricity. Do you have a cell phone? Disconnect your phone charger during the day. Are there energy-efficient light bulbs in your home? No? Tell your mom and dad. These light bulbs save energy!

Save water. Take short showers. Put water on your toothbrush. Then turn off the water while you brush your teeth. Don't leave the water running! Check the faucets in the bathroom and the kitchen. Are they in good condition, or are they leaking water? Leaking faucets waste water!

Think of other ways to protect the environment. For example, walk or cycle to school, if possible. Car's pollute the air. Look after the planet!

E Complete the sentences.

- It is important to save electricity because
Answers will vary
- It is important to save water because
Answers will vary
- Alternative forms of transport are good because
Answers will vary
- We need to protect our planet because
Answers will vary

F Think of other things you can do to protect the environment. Make a list and write 3 sentences.

- Answers will vary
- Answers will vary
- Answers will vary

Vocabulary

bulb	faucet
energy-efficient light	leaking
environment	toothbrush

CLIL: Ecology

D Read and circle the things we can do at home to protect the environment.

Have students look at the picture and tell you what the article will be about. Accept any contribution as long as it makes sense and is related to the picture (water, waste, electricity, etc.). Ask students to read the article. Ask them to read it again and circle the recommendations it gives to protect the environment. Ask them how many they found.

E Complete the sentences.

Students complete the sentences using their own ideas. Encourage volunteers to share their opinions.

F Think of other things you can do to protect the environment. Make a list and write 3 sentences.

Beginners	Fast finishers
Students make a list of actions only, without writing complete sentences. Have them read their ideas aloud. While they do so, help them say the complete sentence.	Monitor, but do not help unless students ask you to. Have students write two or three more sentences.

Form groups. Students discuss and decide on three things they consider important to protect the environment. Encourage them to write ideas different from the ones in the text. Have volunteers share their ideas and opinion.

G Complete the words from the lesson.

Explain clearly what students have to do. Allow them to work in pairs if they need to. Do number one with the whole group. Monitor while they work. Remind them to pay attention to the number of letters missing. Have volunteers write the words on the board for you to check.

H Listen to your teacher and chant.

Say the chant aloud while students listen and read. Then, read the chant again for students to join in. Have students read it by themselves or have the class into groups to read different sentences. To make it fun you can have them chant it in different voices (pretend they are a giant or a mouse).

I Write energy-saving rules for your school.

Beginners	Fast finishers
Let students work in pairs to do this task. You can give them the rules in writing and they match the sentences to the pictures.	Monitor, but do not help unless students ask you to. Invite students to write four more rules for energy-saving at home.

G Complete the words from the lesson.

- elect_ ricit__y (5 letters)
- _sho__wer (3 letters)
- equ_ ipme__nt (4 letters)
- f_au__cet (2 letters)
- li_gh__t (2 letters)
- e_ ner__gy (3 letters)

H Listen to your teacher and chant.

The /e/ Chant
 Let's practice words that start with /e/,
 like **energy** and **electricity**,
 and **every** and **elephant**,
 like **electronic** and **environment**.
 Let's practice words that start with /e/.
 Get them right! That's only fair!

I Write energy-saving rules for your school. Answers will vary



1. _____
2. _____
3. _____
4. _____

Go to page 27 in your Workbook and write an entry in your blog.

Students identify what is going on in the pictures. They write down rules for saving energy according to each picture. Encourage volunteers to write their sentences on the board.

Go to page 27 in your Workbook and write an entry in your blog.

This activity is optional and can be finished for homework. Go to the blog on page 27 in the Workbook and explain the task. Put students in pairs and have them complete the table. Individually, have them write about the actions. Have volunteers share their blog with the whole class.

PROJECT

Make an exhibition for your school called “Looking After the People and the Planet”.

- 1 You need large sheets of construction paper. Decide with your classmates how to divide the work and how to present it. Divide your exhibition into 4 sections:
 - A “clean up” section
 - A “looking after people in need” section
 - A “recycling” section
 - A “saving energy” section
- 2 Use the things in your portfolio for your exhibition. Add sentences where necessary.

Help at home.
Clean up your toys.

Help the school janitor.
Tidy up your classroom.

- 3 Draw pictures and write sentences about what children are doing to help the poor and the hungry people in natural disasters, and the elderly.
- 4 Display your “trash” artwork on a table.
- 5 Include rules for saving energy.
- 6 Be ready to talk about the work in your exhibition.



Lesson 8

35

PROJECT

Material:

construction paper or large sheets of bond paper, glue, scissors, writing and decoration materials, portfolio

Tell students that they are going to make an exhibition. Elicit what an exhibition is. Tell them that the theme of the exhibition is “Looking After the People and the Planet,” and ask them what kind of things they think could go in the exhibition.

- 3 Draw pictures and write sentences about what children are doing to help the poor and the hungry people in natural disasters, and the elderly.

Students add to their project sentences about these topics. Remind them they can use material from previous projects.

- 1 You need large sheets of construction paper. Decide with your classmates how to divide the work and how to present it. Divide your exhibition into 4 sections:

Make sure each group has the material listed above. Each group decides how they are going to divide the sections, e.g., they can use four sheets of paper, or divide one into four sections. They then decide who is going to work with each section.

- 2 Use the things in your portfolio for your exhibition. Add sentences where necessary.

Have students use materials from their portfolio and add new material where they think fits.

- 4 Display your “trash” artwork on a table.

Students organize the display of the objects they made using trash material.

- 5 Include rules for saving energy.

Encourage students to look through the lesson to find ideas on this topic and include these in their project.

- 6 Be ready to talk about the work in your exhibition.

Encourage groups to ask and answer questions about their project: *What is this? What did you use to make it? What does this picture mean?*

Review 1

A Unscramble the sentences.

- is / brushing / Jan / teeth / her /
Jan is brushing her teeth.
- washing / Pete / hair / isn't / his /
Pete isn't washing his hair.
- you / Are / cookies / making /
Are you making cookies?

B Complete the conversation.

What are you doing?
Are you doing your homework?

No, I'm not.
I'm making my bed.

And Ron? Is he
washing the dishes?

No, he's not.

What's he doing?
Is he washing the car?

Yes, he is.



C Circle the correct option.

- Please hand on / in our books to the teacher.
- Hurry up / at We're late for class!
- I'm looking at / for my pen. Where is it?
- Come in / up and sit down, please.
- Take out / off your colored pencils and color your drawing.

A Unscramble the sentences.

Do number one with students to demonstrate what they have to do. Monitor while they work, but do not help at this stage. Ask volunteers to write on the board one sentence each. Check with the whole group.

B Complete the conversation.

Give students some time to read the conversation without attempting to complete it yet. They read again, this time completing it. To check, encourage pairs of students to act it out.

C Circle the correct option.

Allow some time for students to read the sentences. They choose the correct option during the second reading. Check, asking students to justify their choices.

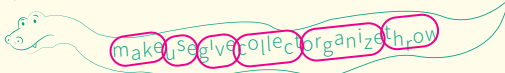
D Unscramble the verbs in the box. Complete the sentences.

tuptgin gurntin gintak avsgin ginttcu

1. I'm saving up for a new bicycle.
2. Julie is cold. She's putting on her sweater.
3. Betty is cutting out flowers to decorate her book.
4. She's turning off the light to save electricity.
5. He's taking off his dirty boots.



E Find six verbs in the snake. Complete the sentences with the verbs in the correct form.



1. Who's giving Christmas boxes to the orphanage?
2. We're making donuts to sell at the bake sale.
3. What are you using for your recycling project?
4. Please throw the trash in the trashcan.
5. We're organizing a schoolyard clean-up. Do you want to participate?
6. Collect all the soda cans that you can, so you can use them, too.

F Write the missing numbers.

thirty-six thirty-seven thirty-eight thirty-nine forty

Review 1

37

D Unscramble the verbs in the box. Complete the sentences.

Demonstrate, completing the first sentence with students. Ask students to cross out the verb they have already used. Monitor while students work. Check, having volunteers write the complete sentences on the board.

E Find six verbs in the snake. Complete the sentences with the verbs in the correct form.

First, students find the six verbs. Once they have identified the verbs, they complete the sentences. Check, having volunteers write the complete sentences on the board.

F Write the missing numbers.

Monitor while students work. Check, having volunteers write the numbers on the board. You may want them to write the figures next to the words.

A Day in the Life

Vocabulary

breakfast	every morning	studio
doesn't	get up	TV star
evening	go to bed	watch TV
every day	record	

A Moment to Ourselves

How do I know what to do and when to do it?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

Divide the class into two teams. Play a miming game to review action verbs for daily routines.

A Track 15 Listen, read and answer.

Have students describe the pictures. Elicit the verbs (*get up, have breakfast, etc.*). Explain the task. Play the track once through to familiarize students with the text. After the first listening, some students may be able to answer the lead-in question. Play the track again for them to listen specifically for the answer. Check.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss the question. After a few minutes call on a volunteer to tell you what is different about these verbs in the third person. Make sure students understand. Ask for more examples.

B Cover the text. Talk about Michaela's routine.

Beginners	Fast finishers
Have students circle the verbs in third person singular in the text in Activity A. You may want to write the verbs on the board for them to use as reference.	These students cover both the text and the pictures and try to retell the routine from memory.

Lesson 1

UNIT 2

A Day in the Life

How do I know what to do and when to do it?

A **Track 15 Listen, read and answer.**

Michaela is 14 years old. She gets up early every day. She has orange juice and eggs for breakfast. Michaela goes to the Disney XD studios every morning. She doesn't go to school. She is a child TV star. She records the programs in the mornings. In the afternoons, she does schoolwork in the studio with the other children. In the evening, she goes home. She doesn't watch TV. She goes to bed early. It's hard work being a TV star!

What is Michaela? a child TV star

B **Cover the text. Talk about Michaela's routine.**

She gets up early...

What do you notice about the verb for the third person?
She goes to the studio every day.
She doesn't go to school.

The verb ends in "s" in affirmative and needs "doesn't" in negative.

C **Look at the notes in the box. Talk about Pablo's routine.**

- Pablo: 8 years old
- works for Disney Kids
- gets up early
- breakfast: fruit and enchiladas
- goes to school
- walks to studio/records in the afternoons
- evenings: plays with his toys

Pablo works...

Pablo doesn't...

38 Unit 2 A Day in the Life

D Read the article and underline the best title.

1. The Glamorous Life of a Child Star 2. A Child Star's Life is Not Easy
3. Being Famous is Fun!

A child actor gets up early. He has breakfast and learns his lines at the same time. He rehearses every day. He spends hours in the costume department. A child actor attends photo-shoots, and he gives interviews to magazines. He takes classes with a teacher at the studio for four hours a day. A child actor doesn't have a normal life, and only the most talented and dedicated child actor becomes famous.



E Find words in the article that mean...

1. the words an actor says. lines
2. the person who puts make-up on an actor. make-up artist (not in text)
3. the place where the clothes are in a TV studio. costume department
4. to practice a scene. rehearse
5. a session when people take photographs. photo shoots

F Think of a child actor in your country. Imagine his or her routine. Write about it.


	Answers will vary

Vocabulary

- | | |
|-------------|--------------|
| costume | photo shoots |
| famous | rehearse |
| glamorous | spend (time) |
| interviews | talented |
| learn lines | |

CLIL:

Social Studies

D  Read the article and underline the best title.

Students scan the text and decide on a title for the text. Then encourage them to read more carefully and justify their choice.

E Find words in the article that mean...

Beginners	Fast finishers
Give students the words for them to match with the meanings.	Encourage students to try to answer from memory and refer to the text only if they think it is necessary.

Go through the meanings with students. Explain they have to read the text again to find the words. Do the first one with the whole class as a demo. Monitor while students work.

F Think of a child actor in your country. Imagine his or her routine. Write about it.

Elicit names and possible routines of different child stars or characters students are familiar with. Groups select one to write about. Make sure they choose only one. Monitor while they work and encourage the use of dictionaries.

G Write the words in the correct column. Look at the example.

take get watch do give try record learn study go apply

+ s	+ es	y - ies
record - records	watch - watches	apply - applies
take - takes	do - does	try - tries
get - gets	go - goes	study - studies
give - gives		
learn - learns		

H Listen and circle the word with a different sound.

/eɪ/ day play same watch take make-up famous

I Write about normal things that Michaela doesn't do. Look at Activity A and follow the example.

Go to school X
 Play with friends X
 Get up late X
 Go to the movies X
 Watch TV X

Michaela is a famous child star, but she doesn't have time for ordinary things.

She doesn't go to school.

She doesn't play with friends.

She doesn't get up late.

She doesn't go to the movies.

She doesn't watch TV.

Go to page 30 in your Workbook and write an entry in your blog.

40

Unit 2 A Day in the Life

G Write the words in the correct column. Look at the example.

Beginners	Fast finishers
Give students the verbs for each column. They write the verb in the third person singular.	Monitor, but do not help unless students ask you to.

Go through the verbs with students and make sure they know the meanings. Explain the task and work with the examples with the class.

H Listen and circle the word with a different sound.

Ask students to read the words aloud to see how they pronounce them. Elicit the meaning of the words that they know. Explain the task. Read out the words slowly and clearly. Have them circle the words. You can have them close their eyes so that they can focus on the sounds. Get choral and individual repetitions of the words.

I Write about normal things that Michaela doesn't do. Look at Activity A and follow the example.

Study the actions with students to make sure they understand the words. Elicit the first sentence and have students write it down. Allow weaker students to work in pairs.

Go to page 30 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go the blog on page 30 and explain the task. Students could also paste a picture of the animal instead of drawing. Monitor and ask questions to keep students focused, e.g., *What is this? Does it live there? Does it eat...?* Have volunteers share their drawings and talk about them to the whole class.

PROJECT

Make a documentary about a movie actor's day

- 1 You need colored construction paper (20 cm x 30 cm) and a long strip of white paper.



- 2 Fold over the construction paper like this.



- 3 Cut two slits in the construction paper.



- 4 Divide the long paper into 6 sections, each the same size as the "screen."

- 5 Plan your documentary text:

- a) Choose an actor you like.
- b) Choose 6 activities to describe his or her routine.
- c) Draw and color your pictures.

- 6 Slot the long paper with pictures through the screen. Pull the paper along and describe the actor's routine to the class.



...works in Hollywood. She gets up early. She...

- 7 Put your documentary in your portfolio.

Lesson 1

41

PROJECT

Material:

markers, scissors, sheet of colored construction paper, a strip of white paper, ruler

Tell students they are going to make a documentary about a day in the life of an actor they like. Students can work individually or in pairs.

- 1 You need colored construction paper (20 cm x 30 cm) and a long strip of white paper.

Have an extra set of material for you to show students what to do in each step. Make sure students have all the material handy.

- 2 Fold over the construction paper like this.

Demonstrate. Monitor and make sure students are folding the paper correctly.

- 3 Cut two slits in the construction paper.

Tell students to use the scissors carefully. Demonstrate how to cut the construction paper. Monitor.

- 4 Divide the long paper into 6 sections, each the same size as the "screen."

Elicit from students where the screen will be. Have them measure its size.

Assist students as they measure the paper to calculate equal sections. Warn students not to cut, but use a marker.

- 5 Plan your documentary text:

Go through the steps with students. Monitor while they work. Help weaker students with action verbs or sentences on which they can base their drawings.

- 6 Slot the picture through the screen. Pull the paper along and describe the actor's routine to the class.

Demonstrate how to work on this step and give examples of your own.

- 7 Put your documentary in your portfolio.

Students save their work in their portfolio.

Lesson 2

Vocabulary

do homework
 don't
 get up
 have breakfast / lunch / coffee
 take the school bus
 watch TV

A Moment to Ourselves

How does it feel?

Ask the question "How does it feel to be in third grade?" Elicit what students like and dislike about their routine in third grade, for example, "In third grade we have more homework."

Getting Started

Form two teams. Play Tic-Tac-Toe with verbs for routine activities. Teams take turns to choose a square in the grid and say a sentence in the 3rd person singular (either negative or affirmative) using the verb in the square. If the sentence is correct, they erase the verb and draw a cross (X) or a (O) circle in the square. The first team to have their symbols in a row wins the game.

Lesson 2


How does it feel?

A  **Track 16** Listen, read and write the missing words.



My name is Luis. On school days I get up early. I have breakfast with my family. We have orange juice and cereal. I like bananas with my cereal. My parents have coffee. I don't have coffee. I have a chocolate smoothie. I don't go to school in my dad's car. I go to school on the school bus. I go to Hillside Elementary School. After school, I take the school bus home. I have lunch with my brother. Then we watch television and do our homework.

What do we add to the negative sentences?
 I get up early.
 We watch television.
 They have coffee.
 I don't have coffee.
 I don't go in my dad's car.

B  Close your book. Talk about Luis's routine.



C  Tell your group about your routine on school days.



42


Unit 2 A Day in the Life

A  **Track 16** Listen, read and write the missing words.

Elicit what is happening in the picture. Have students read the text. Elicit what the text is about. Have students work in pairs and guess the words to fill the gaps. Then play the audio and have them listen, read and write the missing words. Ask if anyone guessed correctly.


Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss the question. After a few minutes, call on a volunteer to tell you how the negative sentences are formed. Make sure students understand. Ask for more examples.

B  Close your book. Talk about Luis's routine.

Beginners	Fast finishers
Read the text aloud and pause before each blank. Students say the verb they think fits. Correct before continuing.	Don't help unless students ask you to.

Attract students' attention to the Cross-Check box before starting the activity and read and explain as necessary. Monitor while students speak.

C  Tell your group about your routine on school days.

Elicit and write on the board routine action verbs. Form small groups and monitor while they speak.

D Read and underline the examples of Jane's generosity.

Generosity Jane

My name's Jane. People call me Generosity Jane, but I think that's dumb. I'm smart at school, so I help other kids with their homework in the afternoons. My mom makes three sandwiches for my lunch. They're delicious. Everyone wants one, so I share them. I don't need three sandwiches.

I have a lot of clothes. I'm very lucky. So every month, I go to the homeless shelter with my mom. We give the kids there some of my clothes. They need them. I don't.

I have a lemonade stand, but the money isn't for me. I give the money to the old people's home. I go and visit the old people, too. I play dominoes with them! That's fun!

But there's one thing I do not give away. I like ice cream very much. I don't share my ice cream with anyone!

Help others.
Be generous.

E Answer the questions.

1. Why does Jane share her lunch?

Answers will vary

2. How do you think the kids in the shelter feel with the new clothes?

Answers will vary

3. What do you think the old people do with the money Jane donates?

Answers will vary

4. Why do people call her Generosity Jane?

Answers will vary

F Look at the picture. Write a story about Mean Martin.

My name is Mean Martin.

Answers will vary



Vocabulary

dumb	homeless	shelter
generosity	lemonade	smart
give away	share	stand

CLIL: Social Studies

D Read and underline the examples of Jane's generosity.

Students scan the text and find and underline the words. Check. Then they read again. Have volunteers explain why they chose the words.

E Answer the questions.

Students answer the questions. Then they compare with a partner. Volunteers share their answers with the whole group. Write the words on the board for future reference. Remind students about respecting others' contributions. Ask students if they do anything generous in their lives and get them to give examples. What can they do in class or at home to be more generous?

F Look at the picture. Write a story about Mean Martin.

Beginners	Fast finishers
Give students the text about Martin with blanks for them to fill in. You can also provide them with the words for them to choose and write.	Monitor, but do not help unless students ask you to. Encourage them to add chores.

Form pairs. Elicit what is happening in the picture. Then elicit opposites for the words about generosity you wrote on the board during Activity E and write them on the board to give students support for this task, for example, *generous – mean, give – don't give, share – don't share*. Monitor. Volunteers read their stories aloud. At the end, ask them if they prefer to be like Generosity Jane or Mean Mike. Have them justify their answers.

G Unscramble the words.

- | | |
|-------------|-------------------------|
| 1. omeny | m. <u>oney</u> _____ |
| 2. hesra | s. <u>hare</u> _____ |
| 3. selohems | h. <u>omeless</u> _____ |
| 4. epleop | p. <u>eople</u> _____ |
| 5. kulcy | l. <u>ucky</u> _____ |
| 6. egeunors | g. <u>enerous</u> _____ |

H  **Track 17** Listen and then join in.

School, rule and routine,
all have this sound,
as will be seen,
and so do cool, and jewel and juice.
/u:/ is a sound that's very long,
but don't look at the spelling,
or you'll get it wrong!



I Make notes, then write about your school-day routine.

●	
●	
●	Answers will vary
●	
●	
●	
●	

Go to page 33 in your Workbook and write an entry in your blog.

G Unscramble the words.

Beginners	Fast finishers
Students do the task as it is. Monitor and provide help if necessary. If necessary, give them the words for them to match.	Monitor, but do not help unless students ask you to. Students write sentences using the words they wrote.

Explain the task and unscramble the first word with students. Students compare in pairs. Volunteers write the words on the board for you to check with everybody.

H  **Track 17** Listen and then join in.

Elicit the meanings of the highlighted words in the song. Play the song once through to familiarize students with it. Play it again for them to sing along. Continue as long as students are interested and participating. Elicit examples of words with this sound from the strongest students.

I Make notes, then write about your school-day routine.

Encourage students to use dictionaries if necessary. Check that language and writing conventions are correct. Students share their routine with the whole group. Give weaker students a list of verbs they can use.

Go to page 33 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework (using a family member's schedule for the second text). Go the blog on page 33 and explain the task. Practice the questions students will need to ask their partners. Monitor and help. Have volunteers share their schedules or their partner's schedule with the whole class.

PROJECT

Make a word web.



- 1 Look at the “routine” verbs in Lessons 1 and 2, and choose words to complete the word web.
- 2 Show your word web to your classmates.
- 3 In groups, talk about your routine and your family’s routine using the verbs in your web.



Lesson 2

45

PROJECT

Material:

Student’s Book, pens/pencils, (colored markers/pencils, construction paper)

Tell students that they are going to make a word web to help them remember some of the words from the lesson. You can have them complete the web in their Student’s Books, or if there is time, they can make posters, individually or in pairs.

- 1 Look at the “routine” verbs in Lessons 1 and 2, and choose words to complete the word web.

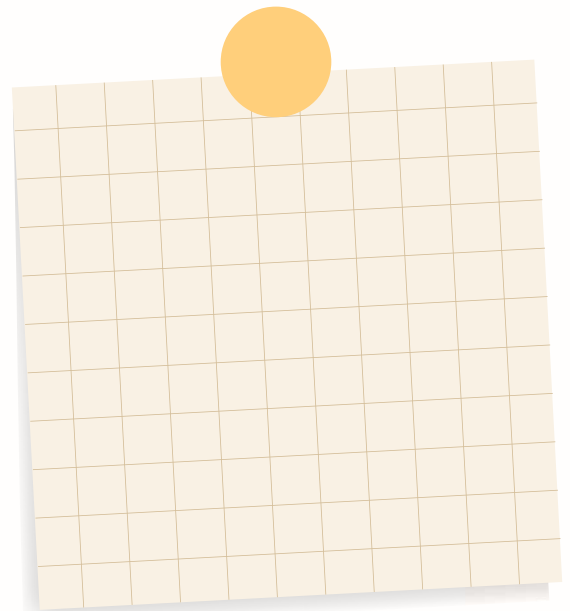
Go through the task and make sure everybody knows what to do. Work with some words as examples. Monitor while they write. Weaker students can work in pairs.

- 2 Show your word web to your classmates.

Students show and read their webs to their classmates.

- 3 In groups, talk about your routine and your family’s routine using the verbs in your web.

Form teams. Go through the example with students and demonstrate with a strong one before they start talking. Monitor and help if necessary. Volunteers share their routine with the group. Students save their work in their portfolio, if appropriate.



Lesson 3

Vocabulary

go swimming / skating
listen to music
play soccer / baseball / a musical instrument /
the violin
Yes, I do. / No, I don't.

A Moment to Ourselves

How can you make a routine more interesting?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

Ask students what they do on the weekend. Elicit activities and write students' ideas on the board. Encourage students to give you complete sentences, e.g., *I go swimming. / I play soccer.*

Lesson 3

How can you make a routine more interesting?

A Read and match.

Becky: What do you do on the weekends?
Jason: Different things.
Becky: Do you go swimming?
Jason: Yes, I do. I like swimming.
Becky: Do you play soccer?
Jason: No, I don't, but I play baseball. What about you? Do you go swimming?
Becky: No, I don't, but I go skating.
Jason: Do you play a musical instrument?
Becky: Yes, I do. I play the violin. What about you?
Jason: No, I don't. But I listen to music.



B Ask and answer.

Do you go swimming?
Yes I do. / No, I don't.

C Think of five questions about different activities. Ask and answer.

46

Unit 2 A Day in the Life

A Read and match.

Students describe the activities in the pictures and identify the characters. They read the conversation. Then have students draw lines between Jason and Becky and the activities they do. Check. Invite students to support their answer. Encourage them to identify the questions and the short answers in the conversation. In pairs, have students practice the conversation.

B Ask and answer.

Demonstrate with some strong students. Monitor while students ask and answer using ideas from the pictures or their own ideas.

C Think of five questions about different activities. Ask and answer.

Beginners	Fast finishers
Give students a list of questions with actions you know students are familiar with to use in their conversations.	Monitor, but do not help unless students ask you to.

Form teams. Make sure students know how to ask and answer questions about routines. Monitor while students speak and encourage the use of dictionaries to look up unknown vocabulary.

D Read the article and circle the correct picture.

Hamster Balling

Do you do hamster balling? A lot of children do. But, what is a hamster ball for hamster balling? It has nothing to do with small furry pets!

These hamster balls are large inflatable plastic bubbles. They float on the surface of the water. You are enclosed in the bubble. When you walk inside the bubble, it moves across the water. It isn't easy, but it is a lot of fun. Half the time, you fall over and the hamster ball goes completely crazy, and rolls around and around, out of control!

Hamster balling is a worldwide craze for kids. And guess what? Adults like it, too!



E Answer the questions.

- Why is the activity called "hamster balling"?
You get inside a ball that looks like a giant hamster ball.
- Do you think the activity is dangerous? Why?
Answers will vary
- Where is it popular?
Worldwide/all over the world

F Write five questions about leisure time activities. Then ask a friend. Follow the example.

Do you go hamster balling?

- Answers will vary ?
- _____ ?
- _____ ?
- _____ ?
- _____ ?

Vocabulary

- | | |
|-----------|----------------|
| around | inflatable |
| bubble | move |
| fall over | out of control |
| go crazy | plastic |
| furry | worldwide |

CLIL: Sports

D Read the article and circle the correct picture.

Students skim the text and circle the picture. Check. Encourage volunteers to say which words helped them identify the sport. Ask students whether they would like to play in one of these balls.

E Answer the questions.

Students answer the questions. Then they compare with a partner. Volunteers share their answers with the whole group. Remind students about respecting others' contributions.

F Write five questions about leisure time activities. Then ask a friend.

Beginners	Fast finishers
Give students jumbled questions for them to order the words and then ask.	Monitor, but do not help unless students ask you to. Encourage these students to write more questions.

Elicit leisure activities and write them on the board. Encourage volunteers to make questions about them according to the example. Monitor while they write and ask. Volunteers act out their conversations.

G Match the two parts to make one word.

Explain the task. Form the first word with students as a demonstration. Have weaker students work in pairs. Check, ask volunteers to write the words on the board.

H Track 18 Listen and underline the words with the indicated sound.

Students read the sentences aloud and try to identify the words with the different sounds. Then have them read the sounds on the right out loud. Play the recording once through to familiarize students with it. Play it again for them to identify and underline the sounds on the right. If students find the task difficult, pause after the word they have to underline. Check. Play the recording and pause after each underlined word for students to repeat.

I Write a conversation.

Beginners	Fast finishers
Give students a jumbled conversation. They have to put it in order and practice it in pairs.	Monitor, but do not help unless students ask you to.

G Match the two parts to make one word.

1. week ming
 2. swim wide
 3. base ing
 4. world day
 5. school ball
 6. spell end

H Track 18 Listen and underline the words with the indicated sound.

1. She watches television. IZ
 2. He teaches karate. IZ
 3. She plays the piano. Z
 4. He goes to school. Z
 5. She drinks coffee. S
 6. He likes cereal. S

I Write a conversation.

Imagine there is a new student at school. Ask him or her questions about his or her activities. Act out your conversation to the class.

Hi. Welcome to school. My name's Janet. What's your name?
 Diego.
 It's cool here. Do you play volleyball?

Go to page 36 in your Workbook and write an entry in your blog.

48 Unit 2 A Day in the Life

Form pairs. Encourage students to be creative. Elicit some activities they can ask about. Practice the question forms and answers before allowing students to work on their own. Monitor and help only if necessary.

Go to page 36 in your Workbook and write an entry in your blog.

This activity is optional or can be completed for homework. Go to the blog on page 36 and explain the task. Elicit the type of question they need to ask to find out if someone plays soccer (*Do you play soccer?*). Ask several students until one says *Yes, I do*. Write his/her name on the line. Have the students mingle and find out the rest of the answers. Monitor and make sure students are asking correctly and writing different names. You may want to ask some volunteers to share the information, e.g., *Sandra likes to draw*. If they complete it at home, they can write about family and friends.

PROJECT

- 1 You need a very large piece of paper. Stick it on one of the classroom walls, or on the whiteboard.
- 2 Draw a column down the left-hand side. Write everybody's name in the column.
- 3 Make a list of weekend activities as a class.
- 4 Write the activities across the top of the paper.
- 5 Use a ruler to divide the paper into squares.
- 6 Interview different people to find out if they do the activities.
- 7 Put a check ✓ or cross X on the chart.
- 8 Count the number of people who do each activity.
- 9 Talk about the results of the survey; look at the example.

We like ... best.

Only three people go swimming.

We don't like ... very much.

- 10 Which are the most popular activities in your class?

Lesson 3

49

PROJECT

Material:

markers, a large sheet of construction or bond paper, ruler, masking tape

Tell students that they are going to make a survey to find out some information about the whole class. To make it work, everyone needs to participate and listen to each other because you are going to be working together as a class. If the class is very big, students can be split into smaller groups, presenting the results of their survey to the whole class at the end..

- 5 Use a ruler to divide the paper into squares.

Show students what they have to do. For example:

	watch TV	play volleyball	go swimming
Susie	✓	✓	X
Hector	X	✓	✓
Martha	✓	✓	✓
	2	3	2

- 1 You need a very large piece of paper. Stick it on one of the classroom walls, or on the whiteboard.

Make sure students have the material they need.

- 2 Draw a column down the left-hand side. Write everybody's name in the column.

Demonstrate on a large sheet of paper what students have to do.

- 3 Make a list of weekend activities as a class.

Elicit activities and write students' contributions on the board.

- 4 Write the activities across the top of the paper.

Have volunteer students copy the activities from the board onto the top of the sheet of paper.

- 6 Interview different people to find out if they do the activities.

Have students ask and answer.

- 7 Put a check ✓ or cross X on the chart.

Have students come to the chart and put a check or a cross.

- 8 Count the number of people who do each activity.

Have students add up the totals. Check.

- 9 Talk about the results of the survey; look at the example.

Ask students to make general conclusions about the results.

- 10 Which are the most popular activities in your class?

As a whole class check the results and write the notes in the space below.

Lesson 4

Vocabulary

always	sleepover
hang out	sometimes
never	tablet
often	watch movies
relatives	

A Moment to Ourselves

Is your routine always the same or does it change?

Ask the question on the first page of the lesson, and give students a few minutes to think about the question before sharing their ideas with others.

Getting Started

Play a miming game to review activities. Elicit activities from students. Provide words if necessary. Write their ideas on the board. Ask students how often they do the activities.

Lesson 4

Is your routine always the same or does it change?

A Listen to your teacher and circle.

- Eddie **sometimes** / **often** goes to the movies on weekends.
- He **always** / **never** watches horror movies.
- He **sometimes** / **always** watches *Animals in Africa* on Wednesday evenings.
- He **often** / **never** hangs out with friends on Sundays.
- He and his friends **sometimes** / **never** listen to music.
- They **sometimes** / **always** play computer games.
- He **never** / **always** plays Edge on his tablet during the day.



Where do the frequency words come in the sentences?

0%	30%	60%	100%
never	sometimes	often	always

He **never** watches horror movies.
He **sometimes** listens to music.
He **often** hangs out with friends.
He **always** watches TV on Wednesday evenings.

The frequency verbs come before the main verb.

B Talk about Eddie's leisure time activities.

Eddie always...



He often...

He sometimes...



He never...

C Talk about your leisure time activities.

I sometimes go to the movies on Saturdays.



Activities

- go to parties
- visit relatives
- read books
- go to sleepovers
- listen to music

50

Unit 2 A Day in the Life

A Listen to your teacher and circle.

Make copies of the scripted conversation and hand them out to students. The girls read aloud the girls part and the boys read aloud the boys part. Arrange students in pairs to practice the conversation and complete the activity.

Girl: Do you like going to the movies?

Boy: Yes. I often go on the weekend.

Girl: What type of movies do you like?

Boy: I like action movies and science fiction best. But I never watch horror movies. I don't like them!

Girl: What else do you do in your free time?

Boy: Well, I watch TV, of course. I like cartoons and animal programs. I always watch *Animals in Africa* on Wednesday evenings. I love it.

Girl: Do you hang out with friends a lot?

Boy: Yes! I often hang out with friends on Sundays. We sometimes listen to music, and we sometimes play computer games.

Girl: Do you have a tablet?

Boy: Yeah. I have some great apps. I play a lot of different games every day, but I always play Edge. It's a great app.

B Talk about Eddie's leisure-time activities.

Students refer to the statements to do this task. Elicit a couple of examples using the expressions in the book. Then have them talk in pairs using different adverbs. Monitor while students speak.

C Talk about your leisure-time activities.

Beginners	Fast finishers
Give students statements with blanks to fill in with the appropriate activity. Encourage them to read their sentences aloud.	Monitor, but do not help unless students ask you to. Encourage them to report what their partners do, e.g., <i>Rose never goes to sleepovers.</i>

Form teams. Go through the box and make sure students understand the phrases. Students tell each other what their leisure activities are and how often they do them. Monitor and help as necessary. Volunteers share with the group.


D Read and underline the describing words.

Play-games News.com Home Services Contact

Eight, nine and ten-year-olds often have their own tablets and smart phones these days. They play games on them. Here are a couple of the most popular games for this age group.


Vampire Stomp is top of the list at the moment. There are ten instructions. The player has two minutes to complete the instructions. One second over the time and a vampire stomps on the player. The game is a lot of fun, and it teaches kids how to organize their time.

Sculptit is an art app. The player clicks onto the app and paints pictures, like people, airplanes and animals. The player can then make his or her favorite painting into 3-D, and give people big red eyes and scary faces. Artistic kids always love this app. They can e-mail the pictures to their friends.



E Answer the questions.

- Which game sounds the most interesting. Why?
Answers will vary
- How are the games educational as well as fun?
Answers will vary
- What games do you like to play? How are they educational?
Answers will vary

F  **Discuss your favorite games. Then, write a description of your favorite game (or invent a game) to add to the website.**

Name of the game: Answers will vary

Age group: _____

What happens? _____

What is the educational value? _____

Lesson 4 51

Vocabulary

app	stomp	smart phone
artistic	popular	tablet
favorite	scary	vampire


CLIL: Social Studies

D Read and underline the describing words.

Have students look at the picture and elicit what the boy is doing. Ask them if they have played on a tablet like this and what games they like playing. Then have them read the text. Ask students what it is about and what games it talks about. Elicit what describing words are and ask for some examples. Then have them read it again and underline the describing words. Ask students if they can use the describing words to describe other things.

E Answer the questions.

Read the questions with students and make sure they understand them. Students read again before attempting to answer. Then they compare in pairs. Elicit answers from students and ask them to explain their opinions.

F  **Discuss your favorite games. Then write a description of your favorite game (or invent a game) to add to the website.**

Beginners	Fast finishers
After students complete the form, they draw a picture of the game instead of writing a paragraph.	Monitor, but do not help unless students ask you to. Students can decorate their writing after they finish. Encourage them to describe their game for the group.

Elicit names of games and students' favorites. Guide them to briefly describe them. Write some ideas on the board to help them with the description if necessary. Monitor while students write. Encourage the use of dictionaries. Volunteers read their descriptions aloud.

G Look at the pictures and complete the words.

Elicit the names of the objects before students write. Have them complete the words and compare with a partner before checking with you. They can use dictionaries if necessary. Volunteers write the words on the board for you to check spelling and pronunciation.


H Listen to your teacher and say.

Have students read the text. Elicit the meaning of the sentence and help with vocabulary. Read the text aloud for students to notice the pronunciation. Have them listen and repeat. See if they can do it without looking at their books. Continue for as long as students are interested. If there is time, have them draw a picture to represent the sentence.

I Write about the frequency of your leisure time activities. Use the words in the box.

Beginners	Fast finishers
Give students statements with blanks to fill in with the appropriate adverb of frequency. Encourage them to read their sentences aloud.	Monitor, but do not help unless students ask you to. Encourage these students to have a conversation, asking how often their partners do activities. Students can pretend they are celebrities or cartoon characters for fun.

G Look at the pictures and complete the words.



smart_p_h_o_n_e t_a_b_l_e_t m_o_v_i_e

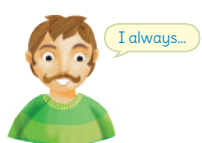
c_a_r_t_o_o_n_s m_u_s_i_c s_l_e_e_p_i_n_g_b_a_g

H Listen to your teacher and say.

Why does the vampire sometimes like to fry French fries at night?

I Write about the frequency of your leisure time activities. Use the words in the box.

always often sometimes never



Go to page 39 in your Workbook and write an entry in your blog.

52 Unit 2 A Day in the Life

Give an example and write it on the board. Monitor and check that language and writing conventions are correct. Volunteers read their sentences aloud.

Go to page 39 in your Workbook and write an entry in your blog.

This activity is optional or can be done for homework. Go the blog on page 39 and explain the task. You may want students to write the answers in their notebook and save their work in their portfolio. Form pairs for students to ask the questions to each other. Have volunteers share with the whole class.

PROJECT

Play Frequency Fun

- 1 Make four Frequency Fun cards like the ones here.



- 2 In groups of five, make a scrunchy ball with newspaper and sticky tape.
- 3 Sit in a circle on the floor. Put all your cards together and shuffle them. Then put them face down in the middle of the circle.
- 4 Choose a group leader. The group leader throws the scrunchy ball to someone in the group.
- 5 That player turns over a card and makes a sentence using the frequency word on the card.
- 6 The player throws the ball to someone else to continue the game.
- 7 Take out your portfolio and show your documentary and word web to the class.



Lesson 4

53

PROJECT

Material:

markers, cards or a strip of construction paper, sticky tape, newspaper

Tell students that you are going to prepare some materials to use in a game.

- 4 Choose a group leader. The group leader throws the scrunchy ball to someone in the group.

Explain that all students need to participate, so they need to remember to throw the ball to each person in the group.

- 1 Make four Frequency Fun cards like the ones here.

Monitor and check that students write clearly.

- 2 In groups of five, make a scrunchy ball with newspaper and sticky tape.

Show students how to make this ball.

- 3 Sit in a circle on the floor. Put all your cards together and shuffle them. Then put them face down in the middle of the circle.

Organize the groups and the circles. Make sure students shuffle their cards.

- 5 That player turns over a card and makes a sentence using the frequency word on the card.

Monitor and check students say logical sentences and place the adverb correctly.

- 6 The player throws the ball to someone else to continue the game.

Students can choose a member of the group to talk, or they can distribute the sentences and drawings so that everybody has a chance to speak.

- 7 Take out your portfolio and show your documentary and word web to the class.

Students rehearse before they present their work from previous projects. Monitor and help them with pronunciation and vocabulary.

Lesson 5

Vocabulary

I'm from...	China
He/She's from...	France
Where are you from?	Japan
Where's (he/she) from?	Mexico
Argentina	The United States
Australia	

A Moment to Ourselves

Is the weather the same all over the world?

Ask the question on the first page of the lesson, and give students a few minutes to think about the question before sharing their ideas with others. You can use this opportunity to practice the vocabulary for countries that they will see in the lesson.


Getting Started

Divide the board in 2 parts and write: #teamcold and #teamhot. Point to the teams and encourage students to raise their hands. Count them and write the number of students under each hashtag. Elicit activities they can do when it's hot and when it's cold.

Lesson 5

Is the weather the same all over the world?

A  **Track 19 Listen and match.**



Yoko

Pierre


Randy

Martha

Pedro

Bruce

Mei



The United States

Japan

Mexico

France

China

Argentina

Australia

B  **Ask and answer.**

Where's Yoko from?




When do we use *from*?

Where are you *from*?

I'm *from* France.

Where's *he from*? He's *from* Mexico.

To talk about the countries where people were born or where they live now.

C  **Look at the names. Where do you think they are from? Look at the example.**

Lupita Peggy Sue Haruto Enzo Chang Marie Claire

We think Lupita's from... Answers will vary

54
Unit 2 A Day in the Life

A Track 19 Listen and match.

Elicit what is going on in the picture. Ask students to describe the picture. Ask where the children are and how many there are. Students read the conversation before listening to the recording. Clarify vocabulary and make sure students understand the task. Play the recording once through to familiarize students with the text. Play the recording again for them to match the names with the flags. Drill pronunciation and stress, and nominate students to check answers.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes, call on a volunteer to tell you about using *from*. Make sure students understand. Elicit more examples. Ask some students where they are from. Encourage complete answers: *I'm from...*

B Ask and answer.

Make sure students know what to do. Go through the example with a strong student and have them ask the question about the other students from Activity A with their partner. Monitor while students speak.

C Look at the names. Where do you think they are from? Look at the example.

Beginners	Fast finishers
Give students a matching exercise like the one in Activity A. Then ask them the question and elicit the answer, e.g., <i>Where's Lupita from? Lupita (She) is from Mexico.</i>	Monitor, but do not help unless students ask you to. Encourage students to add names and countries.

Form groups. Go through the names and the countries in Activity A. Work with the first one as an example. Rehearse the question form before students start. Monitor and help while students speak.

D Read and find out.

Canada is a very big country. It is part of the continent of North America, along with the United States and the Mexican Republic. The capital of Canada is Ottawa. In Canada, there are two official languages: English and French.



Canada has rivers, mountains, lakes and forests. There are many wild animals, especially bears and wolves. Canada is also famous for its maple trees. The maple leaf is on the flag of Canada.

What is the capital of Canada? Ottawa

E Discuss the questions. Answers will vary

1. Why do you think Canada has two official languages?
2. Are Canada and your country similar? How?
3. Are Canada and your country different? How?

F Talk and write. Answers will vary

1. Where do you think this person is from?
2. Find out some information about his country. Use the ideas box to help you.
3. Write a short paragraph for a web page about the country.



- country
- capital city
- continent
- official language
- geographical features
- other interesting facts

Lesson 5

55

Vocabulary

bears	forests	official
Canada	lakes	rivers
capital	leaf	wild
continent	maple	wolves
famous	mountains	

CLIL:

Geography

D Read and find out.

On the board write questions about Canada, such as: What kind of animals are there in Canada? What are the colors in the flag? What's the language? Ask students to read the text and check if their answers in the previous activity were correct. Ask them to answer the question in this activity.

E Discuss the questions.

Read the questions with students and make sure they are understood. Monitor while students discuss the answers. Encourage volunteers to share their answers.

F Talk and write.

Beginners	Fast finishers
Discuss the nationality of the character with students. Give them the paragraph with blanks to fill in with words from the box.	Monitor, but do not help unless students ask you to. They can write a similar paragraph about their own country if there is time.

Students discuss what nationality the person is. Elicit ideas and ask students to support them. If possible, take students to the computer lab to use the Internet. If necessary, guide them in their search by telling them that he is wearing traditional dress. Students base their work on the paragraph about Canada. Volunteers share their paragraphs with the group.

G Listen to your teacher and spell the countries.

Elicit names of countries. Invite students to spell the words. Read out the following list of sentences slowly and clearly for student to listen: 1. Baseball is popular in the United States. 2. In Japan, they eat a lot of rice and vegetables. 3. Paris is the capital of France. 4. In Russia, the weather is very cold, with a lot of snow. 5. Argentina is the most southern country in South America. 6. Mariachi is a type of traditional music from Mexico. Tell students that they have to listen again and write down the name of the country you mention in each sentence. Read the sentences again if necessary. Check pronunciation and stress of the countries. When they are finished, play a brief Spelling Bee with the countries.

H Listen, point and say.

Elicit the vocabulary in the pictures. Explain to students that they are going to point to the word that you say. Read the following list of words slowly so that students can point to the pictures: *Japan, jewelry, jello, juice*. Have students repeat. Say the /j/ sound in isolation and have them repeat and practice it. Read the list again in a different order and at a faster speed. Have a volunteer student say the words and lead the activity. Ask if students can think of any other words that begin with the /j/ sound.

I Follow the spaghetti lines. Write the questions and answers.

Beginners	Fast finishers
Give students the questions and answers in two columns for them to match, according to the results in the activity.	Monitor, but do not help unless students ask you to. Ask students to create an activity similar to this one with different names and countries.

G Listen to your teacher and spell the countries.

1. the United States 2. Japan 3. France
 4. Russia 5. Argentina 6. Mexico

H Listen, point and say.



I Follow the spaghetti lines. Write the questions and answers.



Where's Li Jing from? She's from China.
 Where's Juliana from? She's from Brazil.

Where's Pablo from? He's from Peru.
 Where's Pete from? He's from Australia.

Go to page 42 in your Workbook and write an entry in your blog.

Review the names of the people and the countries. Students can use a pencil to follow the lines and match. Model the activity with an example: *Where is Li Jing from? She's from China.* Monitor while students write. Volunteers write their questions and answers on the board.

Go to page 42 in your Workbook and write an entry in your blog.

This activity is optional or can be done for homework. Go to the blog on page 42 and explain the task. Tell them that this is for fun and they can be silly. Monitor and ask questions to keep students focused, e.g., *What sport is that? Where is that country?* Have students work in pairs and ask and answer using what they wrote in Activity E. Have volunteers share their blog with the whole class.

PROJECT

Famous People

- 1 Look in magazines, and find pictures of famous people.
- 2 Cut out two pictures.
- 3 Paste your two pictures onto two pieces of construction paper to make flash cards.
- 4 Show your pictures to the class.
- 5 Put your two flash cards away in your portfolio to use later.

This is Justin Beiber.
Where's he from?



Lesson 5

57

PROJECT

Material:

markers, magazines or pictures of famous people, construction paper

Tell students that they are going to make some flashcards of famous people to play with. Make sure they have lots of magazines with male and female (age and style appropriate) options to choose from.

- 1 Look in magazines, and find pictures of famous people.

Make sure students have the material they will need. They look through the magazine and choose two famous characters.

- 2 Cut out two pictures.

Students cut out the pictures and two pieces of construction paper, big enough to paste the pictures on. Ask students to be careful with the scissors and monitor closely.

- 3 Paste two pictures onto two pieces of construction paper to make flash cards.

Students paste the cut outs on construction paper.

- 4 Show your pictures to the class.

Attract students' attention to the example and rehearse it. Volunteers share their flashcards with the class. Classmates say where the famous person is from. You could organize it as a game with teams, and the team that guesses correctly gets a point.

- 5 Put your two flash cards away in your portfolio to use later.

Students save their work in their portfolio.

D Read and answer.

The South Pole (or Antarctica) is very cold, very windy and very dry. There are no permanent residents in Antarctica, but scientists often work there. There are also some animals. There are a lot of penguins in Antarctica – especially Emperor Penguins.

Antarctica is snowy – very snowy!
The average temperature is 0 degrees centigrade. Antarctica has 90 % of the world's ice!

In the winter, it is always dark in Antarctica. In the summer, it is always light, but it is never hot because the sun is very low on the horizon.



What is the average temperature in Antarctica? **0 degrees centigrade**

E Read again and complete the chart.

Antarctica (or the South Pole)	Weather: snowy
Residents: no permanent residents	Scientists: often work there
% of the world's ice: 90%	Winter: dark
Summer: light	Never hot because: the Sun is very low on the horizon
Animals: penguins	

F Use these notes to write about the Arctic. Answers will vary

Arctic (or North Pole)

- Weather: Cold and snowy
- Residents: Inuit and other native tribes
- Winter: Dark
- Summer: Sunny and light
- Spring and Summer: Warm
- Animals: Polar bears

Vocabulary

average	ice	summer
degrees	low	temperature
centigrade	penguins	winter
horizon	percent	

CLIL: Geography

D Read and answer.

Read the lead-in question with students. Have them guess the temperature. They scan the text to find the answer and write it down. Check.

E Read again and complete the chart.

Students read again and complete the chart individually. Advise them to take short notes and not write full sentences. They compare in pairs before sharing with the group.

F Use these notes to write about the Arctic.

Beginners	Fast finishers
Guide students and help them circle the words in the text that they will replace in their paragraph with the words in the box. Let students work in pairs to do the task.	Monitor, but do not help unless students ask you to. You may want them to add or find out one more piece of information about this place.

Have students find the Arctic on a map. Ask them what it has in common with the Antarctic. Then go through the words in the box and make sure students understand them. Explain that they will use the text as a model. Monitor while students write. Volunteers read aloud their text to the class.

G Find the words in the word search.

Students are familiar with this kind of activity. Nevertheless, do one word with them before they work on their own. Check.

H Track 21 Listen and join in.

Read the text aloud with students. Clarify vocabulary. Play the chant for students to listen and read. Play the chant again for students to join in. Continue for as long as students are interested. Have them practice the /h/ sound by itself and think of other words that begin with this sound.

I Use the words in the box to write five sentences.

Beginners	Fast finishers
Give students the names of the countries and the weather words in two columns for them to match. Encourage them to write: <i>In London it's rainy, etc.</i>	Monitor, but do not help unless students ask you to. Encourage students to add cities and weather they are familiar with.

G Find the words in the wordsearch.

H	S	S	Y	K	L	I
D	U	N	N	T	E	M
L	N	L	I	O	T	R
O	N	Y	A	H	W	A
C	Y	R	R	K	N	Y
Y	D	N	I	W	N	G

hot
sunny
cold
rainy
windy
snowy

H Track 21 Listen and join in.

Henry isn't happy.
He's horribly hot.
Hetty isn't happy.
She's horribly hungry.
Here's a hamburger for Hetty,
and an ice cream for Henry.
Henry and Hetty are very
happy now!

I Use the words in the box to write five sentences.

Africa	Alaska	London	Mexico	Antarctica	hot
	rainy	sunny	snowy	cold	

1. In _____ it's _____.

2. _____

3. _____ *Answers will vary* _____

4. _____

5. _____

Go to page 45 in your Workbook and write an entry in your blog.

60 Unit 2 A Day in the Life

Form groups. Go through the words in the box and clarify meaning as necessary. Explain the task. Do the first one with students. Monitor while they work. Volunteers read their sentences aloud for the group.

Go to page 46 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go the blog on page 45 and explain the task. Monitor and ask questions to keep students focused, e.g., *What's the weather like in (spring)?* Have volunteers share their blog with the whole class.

PROJECT

Make weather icons. You will need 12 index cards.

- 1 Draw weather icons on 6 of the cards.
- 2 On the other 6 cards, write weather words that relate to the icons.
- 3 Cut out your cards and play *Concentration* in pairs.
- 4 Put your cards away in your portfolio for another day.



Lesson 6

61

PROJECT

Material:

12 index cards, colored pencils, markers

Tell students that they are going to play a game, but first they need to prepare some cards for the game.

1 Draw weather icons on 6 of the cards.

Make sure each group has twelve cards. Make sure they draw only on six of them. Higher-level groups could make even more sets of pairs with different vocabulary to make the game more challenging.

2 On the other 6 cards, write weather words that relate to the icons.

Monitor and check that the words they write match the drawings they made.

3 Cut out your cards and play *Concentration* in pairs.

Students shuffle the cards and put them upside down to play. Students take turns turning two cards. If the weather icon and the word match, the student keeps the pair. The student with the most cards at the end is the winner.

4 Put your cards away in your portfolio for another day.

Students save their work in their portfolio.

Lesson 7

Vocabulary

Australia	New Zealand
Brazil	Nigeria
England	South Korea
France	Switzerland

A Moment to Ourselves

Can natural disasters happen anywhere in the world?

On the board write: Natural disasters and ask students to brainstorm types of natural disasters, such as hurricane, storm, tsunami, earthquake. Ask students to say weather elements involved in each disaster.

Getting Started

Pre-teach the new countries. Invite volunteers to draw the flags on the board. As an alternative, you can present the flags and a map while you teach the names of the countries.

Lesson 7

Can natural disasters happen anywhere in the world?

A Track 22 Listen and circle.

Switzerland: hot cold windy snowy

England: windy sunny rainy hot

New Zealand: rainy cold hot sunny

Nigeria: hot rainy sunny windy

South Korea: snowy cold windy rainy



B Ask and answer. Follow the example.



What's the weather like in Switzerland today?

C Write where the flags are from.



1

1. the United States



2

2. Brazil



3

3. France



4

4. Australia

62

Unit 2 A Day in the Life

A Track 22 Listen and circle.

Students read the text before listening to the track. Encourage prediction of the weather in the countries. Students can mark their predictions in pencil. Play the track once through to familiarize students with the text. Play the track again for them to identify the weather. Check. If students' predictions were wrong, they erase them and mark the correct ones. Drill countries' pronunciation and stress.

B Ask and answer. Follow the example.

Read the example aloud for students to repeat. Elicit one more question and answer before letting pairs work on their own. Monitor and correct as necessary.

C Write where the flags are from.


Beginners	Fast finishers
Give students the names of the countries. They match flag and name. Check. Then, students can write the names.	Monitor, but do not help unless students ask you to. Encourage students to add more countries and flags.

Go through the instructions with students. Make sure they know what to do. If necessary, demonstrate with a strong student. Check. Volunteers write the names of the countries on the board. Use this as an opportunity to check pronunciation and word stress.

D Read and circle the weather conditions.

What does a meteorologist do?

TV weather forecasters are meteorologists. They predict the weather. Is it going to be sunny? Is it going to snow? People need to know. What about hurricanes, heat waves, blizzards, and tornadoes?



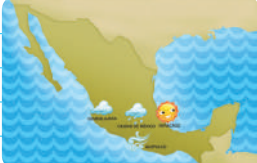
A meteorologist has to be good at math and science. Interested? Then study hard. Being a meteorologist is a really cool job!

Vocabulary	
blizzards	meteorologists
forecasters	snow
heat waves	tornadoes
hurricanes	

E Answer the questions.

- Do all meteorologists work on TV?
No
- Why do people need to know the weather conditions?
Answers will vary
- Can meteorologists predict earthquakes? How? No. Seismologists predict earthquakes by studying the movement of the Earth's tectonic plates.
- Would you like to be a meteorologist? Why?
Answers will vary

F Use the information to write a description of the weather today in Mexico. Then, act out the weather on TV.

Answers will vary	

CLIL: Science

D Read and circle the weather conditions.

Have students look at the picture and title and tell you what the article will be about. Accept any contribution as long as it makes sense and is related to the picture. Ask students to read the article. On the board write the questions: *What did you read about? What do meteorologists do?* Students scan the text to find the weather conditions and circle them. Check.

E Answer the questions.

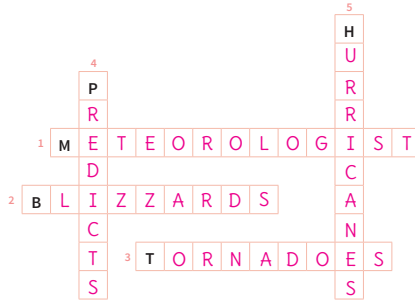
Students discuss the questions with a partner. Lead a brief feedback session about the questions, so that everybody has an opportunity to express their ideas. Have students support their answers.

F Use the information to write a description of the weather today in Mexico. Then, act out the weather on TV.

Beginners	Fast finishers
Give students the sentences they will need, but scrambled. They unscramble them and write them down in order.	Monitor, but do not help unless students ask you to. These students can find out and write a report about other cities.

Form pairs. Elicit the cities in the map and the weather. Elicit a sentence to make sure students know what to do. Monitor while they write. Have volunteers share their sentences and write them on the board.

G Answer the puzzle. Then complete the sentences with the words.



1. If you are interested in the weather, be a meteorologist.
2. There are blizzards in the North Pole.
3. tornadoes destroy many houses.
4. A meteorologist predicts the weather.
5. Hurricanes bring heavy rain and winds, and are dangerous.

H **Track 23** Notice the stressed syllable. Listen and repeat.

- | | | |
|------------------|--------------|---------------|
| 1. meteorologist | 2. predicts | 3. hurricanes |
| 4. heat wave | 5. blizzards | 6. tornadoes |

I **Complete the dialogue between a travel agent and a tourist. Act it out.**

Tourist: I want good vacation weather. What's the weather like in Russia at this time of year?

Travel Agent: Answers will vary

Tourist: Oh... what about the South of France, then?

Travel Agent: Answers will vary

Tourist: Ah, that's much nicer.

Go to page 48 in your Workbook and write an entry in your blog.

64

Unit 2 A Day in the Life

G Answer the puzzle. Then complete the sentences with the words.

Beginners	Fast finishers
Let students work in pairs or groups to do this task. Provide the words and the first letter of the word before the blank, and they have to write the words in the correct places. Then they can copy them to complete the crossword.	Monitor, but do not help unless students ask you to. Form pairs. Encourage students to create a crossword puzzle related to weather and give it to another pair to solve.

Explain clearly what students have to do. Allow them to work in pairs if they need to. Do one with the whole group. Monitor while they work. Have volunteers write the words on the board for you to check.

H **Track 23** Notice the stressed syllable. Listen and repeat.

Read the instructions and make sure students understand them. Clarify vocabulary. Play the Track and pause after the each word. Guide students into identifying and underlining the stressed syllable. Play the Track again, pausing after each word to have students repeat.

I **Complete the dialogue between a travel agent and a tourist. Act it out.**

Students complete the conversation with phrases from the lesson. As they will only have to write an answer about the weather (*It's cold/hot/sunny*, etc.), this task is fairly simple. Volunteers act out their conversations aloud for the group.

Go to page 48 in your Workbook and write an entry in your blog.


This activity is optional or can be done for homework. Go the blog on page 48 and explain the task. Elicit the names of the seasons from the students. Monitor and help. Have volunteers share their blog with the whole class.

PROJECT

- 1 Find out where the places in the box are. Write them in the correct box on the map.

North America	South America	Europe	Africa	Australia
	Asia	Antarctica		



- 2  How many countries did you read about in this unit? Say in which continent each one is.
- 3 Keep your map in your portfolio to help you later.

Lesson 7

65

PROJECT


Material:

Student's Book, pencil

Tell students that they are going to label the map with the different continents. First, ask them if they can find Mexico. Help them pinpoint it. Then continue with the activity.

- 1 Find out where the places in the box are. Write them in the correct box on the map.

Guide students into identifying as many countries as they can. They can use books or the Internet to help them if necessary. Then they label the map with words from the box.

- 2  How many countries did you read about in this unit? Say in which continent each one is.

Students can go back and count the countries in the lesson. Elicit the number. Have them look up the continents that the countries are in if they are not sure. They can also write the countries on the map.

- 3 Keep your map in your portfolio to help you later.

Students save their work in their portfolio.

NOTES : _____

Lesson 8

Vocabulary

chaser	season
dangerous	tornado
skiing	water skiing

A Moment to Ourselves

Is it important to know what is happening in other countries?


Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others

Getting Started

Play a weather game. Form two teams. A member of one team describes a typical weather condition. The opposite team guesses the country / city being described. Award a prize for the winning team (a pencil, candy).

Lesson 8

Is it important to know what is happening in other countries?

A  **Track 24** Listen, read and fill in the words you hear.

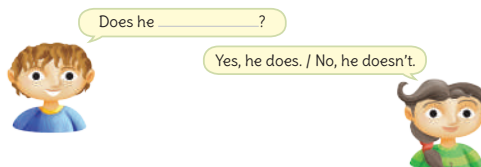
Mark: What does your dad do?
Rebecca: He's a tornado chaser.
Mark: Wow! Does he chase tornadoes all the time?
Rebecca: No, he doesn't. Only in the tornado season!
Mark: What does he do when it isn't tornado season? Does he go swimming? Does he go water skiing?
Rebecca: Yes, he does - when it's hot and sunny.
Mark: Does he go skiing?
Rebecca: Yes, he does - when it's cold and snowy.
Mark: Does he take you tornado chasing?
Rebecca: No, he doesn't. He says it's too dangerous!




Notice the answers.

Does he go swimming? **Yes, he does.**
 Does he take you tornado chasing? **No, he doesn't.**

B  Ask and answer questions about Rebecca's dad.



C  Interview a classmate about their mom or dad's activities. Use short answers.

66


Unit 2 A Day in the Life

A  **Track 24** Listen, read and fill in the words you hear.


Encourage students to read the conversation in silence. Clarify vocabulary. Play the track once through to familiarize students with the text. Play the track again for them to complete the text. Check.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes, call on a volunteer to identify a pattern. Make sure students understand. Ask for more examples.

B  Ask and answer questions about Rebecca's dad.

Students use the information in the text in Activity A to ask and answer. Monitor while students speak and correct as necessary.

C  Interview a classmate about their mom or dad's activities. Use short answers.

Beginners	Fast finishers
Students take a role each. They read the conversation aloud. They change roles and read again.	Monitor, but do not help unless students ask you to. Have students replace some words in the conversation and act it out with the new words.

Students use the conversation in Activity A as a model. Monitor and correct when necessary. Invite volunteers to act out the conversation.

D Read and complete the list.

Make a tornado in a bottle

- You need:**
- Water
 - **Transparent plastic bottle with top**
 - **Washing-up liquid**
 - **Glitter**

Instructions:

1. Fill the transparent plastic bottle $\frac{3}{4}$ full of water.
2. Put a little washing-up liquid in the water.
3. Add a spoon full of glitter.
4. Put the top on the bottle.
5. Turn the bottle upside down and hold it by its neck.
6. Spin the bottle in a circular motion for 10 seconds.
7. Look at the water. There's a vortex, just like happens a real tornado!

E Number the pictures in order.



F Jonathan is doing a tornado experiment. Unscramble the questions and answer them. Then, write two more questions and answers.

1. Jonathan / plastic / need / Does / bottle / a
Does Jonathan need a plastic bottle ? **Yes, he does**
2. he / Does / fill / the / bottle / water / with
Does he fill the bottle with water ? **Yes, he does**
3. **Answers will vary** ? **Answers will vary**
4. **Answers will vary** ? **Answers will vary**

Lesson 8

67

Vocabulary

- | | |
|----------------|-------------------|
| glitter | spoon |
| hold | top |
| motion | transparent |
| neck | upside down |
| plastic bottle | vortex |
| spin | washing-up liquid |

CLIL: Science

D Read and complete the list.

Have students look at the title and tell you what they think the text will be about. Accept any contribution as long as it makes sense. Ask students to read the text and complete the materials. Check, inviting volunteers to write the words on the board.

E Number the pictures in order.

Students need to read again to put the pictures in order. Check.

F Jonathan is doing a tornado experiment. Unscramble the questions and answer them. Then, write two more questions and answers.

Beginners	Fast finishers
Form pairs. Give students two more scrambled questions. They unscramble and write the short answers.	Monitor, but do not help unless students ask you to.

Students unscramble the questions and answer them with short answers. They write two more questions and answer them. Volunteers write their questions and answers on the board.

G Find five words from this unit in the wordsearch.

Explain clearly what students have to do. Allow them to work in pairs if they need to. Do one with the whole group. Remind them that words can be written backwards and forwards. Monitor while they work. Have volunteers write the words on the board for you to check.

H **Track 25** Listen and join in.

Read the chant aloud. Clarify vocabulary. Have students match the words with the pictures. Play the track for students to listen and read. Play the track again for students to join in. Continue for as long as students are interested.

I **Complete the dialog. Practice with a partner.**

Beginners	Fast finishers
Give students the options to complete the questions and have them choose and copy. They practice the dialog.	Monitor, but do not help unless students ask you to. Students complete the questions with their own ideas.

G Find five words from this unit in the wordsearch.

L	L	A	W	G	L	I	T	T	E	R	W
H	D	I	U	Q	I	L	J	X	A	U	H
W	E	M	V	E	R	W	V	D	Q	U	K
Q	Q	G	V	O	M	V	Q	M	B	S	Q
V	S	C	I	E	N	C	E	N	L	D	D
C	F	E	X	P	E	R	I	M	E	N	T
M	H	S	Q	C	R	E	L	T	T	O	B

H **Track 25** Listen and join in.

The sound at the end is strange, you see.
Listen carefully,
and say the words with me.
Bottle
Kettle
Shuttle



I **Complete the dialog. Practice with a partner.** *Answers will vary*

A: Hey, your mom's the weather forecaster on TV, isn't she?

B: Yes, she is.

A: What does she do in her spare time? Does she _____?

B: _____

A: Wow, really? Does she _____?

B: No, she doesn't, but ...

Go to page 51 in your Workbook and write an entry in your blog.

68

Unit 2 A Day in the Life

Elicit possible words to complete the questions. Write them on the board for support. Encourage volunteers to write their dialog on the board and act it out.

Go to page 51 in your Workbook and write an entry in your blog.

This activity is optional or can be completed for homework. In class, they can interview a classmate. Go the blog on page 51 and explain the task. Elicit and practice with students the questions they will need to ask, e.g., *Do you like winter?* Monitor and help. Have volunteers share their blog with the whole class.

PROJECT

Make a world weather map.

- 1 You will need a large piece of construction paper, small pieces of cards, colored pencils, and a glue stick.
- 2 Work in groups of four. Draw a big map of the world on a large piece of construction paper. (You can buy one, or download a map from the Internet.)
- 3 Choose four countries you want to talk about in your group.
- 4 Label the countries on your map.
- 5 Discuss and decide on what the weather is like in the different countries.
- 6 Draw and cut out weather icons, or use the icons you made for the project on page 61.
- 7 Stick your weather icons on the map.
- 8 Write a script for a weather program on TV. Follow the example.

In Brazil, it's hot today...

- 9 Choose a member of your group to be a weather presenter. Use your ruler to point to different places on the map, and talk about the world's weather to the class.



Lesson 8

69

PROJECT

Material:

a large piece of construction paper, small pieces of cards, colored pencils, a glue stick, a map

Tell students that they are going to be meteorologists for the days and talk about the world's weather on TV.

- 5 Discuss and decide on what the weather is like in the different countries.

You may want students to go to the library or the computer lab to find out the information.

- 1 You will need a large piece of construction paper, small pieces of cards, colored pencils, and a glue stick.

Make sure each group has the material listed above.

- 2 Work in groups of four. Draw a big map of the world on a large piece of construction paper. (You can buy one, or download a map from the Internet.)

Help students decide on four countries they will work on.

- 4 Label the countries on your map.

Make sure students find and label the countries correctly.

- 6 Draw and cut out weather icons, or use the icons you made for the project on page 61.

Make sure students have the necessary weather icons.

- 7 Stick your weather icons on the map.

Check that the icons are correctly placed.

- 8 Write a script for a weather program on TV. Follow the example.

Monitor and help students while they write a short script.

- 9 Choose a member of your group to be a weather presenter. Use your ruler to point to different places on the map, and talk about the world's weather to the class.

Organize the presentations. Students can also take turns to present different countries so that everyone gets to speak.

Review 2

A Find and circle six verbs in the puzzle.

X	G	E	T	J	K
Z	W	Q	G	O	Q
D	O	Q	J	Z	X
Z	W	H	A	V	E
W	A	L	K	Z	Q
L	I	S	T	E	N

B Use the verbs in Activity A to complete the sentences (X = negative).

- I get up early on school days.
- I don't have math class on Wednesdays. (X)
- She does her homework in the afternoons.
- He doesn't walk to school. He takes the school bus. (X)
- She listens to music on the weekend.
- She goes to the movies.

C Unscramble the sentences. Then, circle the correct option.

- watches / She / never / movies / horror
She never watches horror movies . 0% 30% 60% 100%
- school / He / walks / to / always
He always walks to school . 0% 30% 60% 100%
- often / We / eggs / have / for breakfast
We often have eggs for breakfast . 0% 30% 60% 100%
- to the park / sometimes / go / We / in the afternoons
We sometimes go to the park in the afternoons . 0% 30% 60% 100%

70

Unit 2 A Day in the Life

A Find and circle six verbs in the puzzle.

Do number one with students to demonstrate what they have to do. Monitor while they work, but do not help at this stage. If they are having trouble, tell them that there is one word per horizontal line. Ask volunteers to write on the board one word each. Check with the whole group.

B Use the verbs in Activity A to complete the sentences (X = negative).

Give students some time to read the sentences without attempting to complete them yet. They read again, this time completing them. To check, encourage volunteers to read them aloud.



C Unscramble the sentences. Then, circle the correct option.



Students unscramble the sentences. They choose the correct option. Check, asking students to justify their choices.



D Look at the flags. Complete the puzzle.

ACROSS

DOWN

1  1 

2  2 

3  4 

1 B 2 S 4 F
R W I J R
1 A U S T R A L I A 3 P N
Z T R A L I A
I E A C
L R N
L A
2 C H I N A
D

E Complete the conversation.

A: Hi, Where are you from?


B: I'm from Nigeria.


A: And where is your friend from?


B: She's from South Korea.

A: Welcome to Mexico!

F Complete the sentences.

1. Do / Does you go swimming when it's snowy? 
No, I don't.

2. Do / Does your brother play soccer when it's rainy? 
Yes, he does.

3. Do / Does Billy go to the beach when it's sunny? 
No, he doesn't.

Review 2 71

D Look at the flags. Complete the puzzle.

Demonstrate, completing the first with students. Monitor while students work. Check, having volunteers write the words on the board.

E Complete the conversation.

Students complete the conversation. Check, having volunteers act out the dialog.

F Complete the sentences.

Monitor while students work. Check, having volunteers write the sentences on the board.

From Time To Time

Vocabulary

Numbers 1 to 59 clock face
 What time is it? o'clock
 It's...

A Moment to Ourselves

Why is it important to know the time?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others. They could also make lists in pairs about situations in which it is important to tell the time.

Getting Started


Review numbers. Throw a soft ball to a student and say a number, e.g., *one*. The student says the next number (*two*) and throws the ball to another student, who has to continue the count. Follow the procedure until every student has had a go at saying a number.

Lesson 1



UNIT 3

From Time to Time



Why is it important to know the time?

A  **Track 26 Listen and circle.**



Tic toc, tic toc.
What time is it?
Tic toc, tic toc.



Tic toc, tic toc.
What time is it?
Tic toc, tic toc.

Tic toc, tic toc.
What time is it?
Tic, toc, tic toc.





Tic toc, tic toc.
What time is it?
Tic toc, tic toc.





Notice the verb we use to tell the time.
 What time is it?
 It's eight o'clock. It's eight fifteen.


B Listen again and join in.

C  Draw six clock faces. Ask and answer.

What time is it?




It's 8:20



Answers will vary.

72
Unit 3 From Time to Time

A  **Track 26 Listen and circle.**


Have students identify the pictures (digital clocks). Elicit the times / numbers. Explain the task. Play the track once through to familiarize students with the text. Play the track again for them to listen specifically for the time and circle the correct picture. Check. Encourage students to say the circled times aloud: /t's...

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes, call on a volunteer to explain. Make sure students understand. Ask for more examples. Write different times on the board and have students ask and answer.

B Listen again and join in.

Play the recording for students to join in. Continue for as long as students are participating and interested.

C  Draw six clock faces. Ask and answer.

Beginners	Fast finishers
Give students the completed (digital) clock faces or have them copy them. Go over the question and answer before they work on their own.	Encourage students to work with analogic clock faces after they finish working with digital clock faces.

Attract students' attention to the Cross-Check box again. Guide students into producing the question and answer, before letting them work on their own. Monitor and help as necessary.

72

Unit 3 From time To Time

D Read the instructions and complete the list.

Make a Sundial for your Yard

You need:

- A marker pen
- A plastic straw
- A paper plate
- A ruler
- A sharpened pencil
- Construction clay

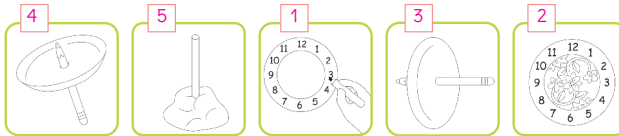
Instructions:

1. Use a marker pen to write the numbers 1 to 12 on the paper plate. Use a ruler so that the numbers are exactly the same distance apart.
2. Decorate the paper plate.
3. Use the point of the pencil to make a hole in the center of the plate.
4. Put the straw into the hole, so that it stands up straight.
5. Fix the straw into a small ball of construction clay under the plate.

How to use your sundial:

- ▶ Take the sundial into the yard, and put it in a flat sunny place.
- ▶ The number 12 on the sundial has to face north. At exactly 12 o'clock, move the sundial until the shadow of the straw points at the number 12.
- ▶ Your sundial is working. What time is it?

E Number the pictures in order. Color them.



F Solve the problems. Write the answers.

1. It's 2:00 + 50 minutes - 10 minutes. What time is it? 2:40
2. It's 11 o'clock + 8 minutes + 9 minutes. What time is it? 11:17

Write two more problems for your friends to solve. *Answers will vary.*

1. _____ What time is it? _____
2. _____ What time is it? _____

Vocabulary

- | | |
|-------------------|------------------|
| construction clay | return |
| fix | sharpened pencil |
| flat | straw |
| hole | sundial |
| north | yard |
| paper plate | |

CLIL: Science

D Read the instructions and complete the list.

Read the text with students and clarify vocabulary as necessary. Students read carefully to find and write the materials mentioned in the text. Students compare their lists in pairs. If possible, have students follow the instructions to make the sundial and then test it outside. You will need to use a compass to show students where the north is. Praise students on their work.

E Number the pictures in order. Color them.

Elicit from students what is happening in each picture. Explain they have to read the text again to number the actions. Do the first one with the whole class as a demo. Monitor while students work.

F Solve the problems. Write the answers.

Beginners	Fast finishers
Give students the answers for them to match. Give students the additional two problems with the answers for them to match.	Students work individually. Encourage students to make two more problems for their partners to solve.

Review numbers 1 to 59. Read the first problem and guide students into finding the answer and writing it down. Monitor while they work and help only if necessary.

G Reorder the letters to write the words.

- | | |
|-------------|---------|
| 1. imet | time |
| 2. wteevl | twelve |
| 3. o'clockc | o'clock |
| 4. tyirht | thirty |
| 5. awtrs | straw |
| 6. epalt | plate |



H  **Track 27** Listen and say.

Listen to the sound at the end of each word.

It's the strangest sound you ever have heard.

Clocks and rocks,

crocs and socks,

box and fox.

Say them with glee,

straight after me!

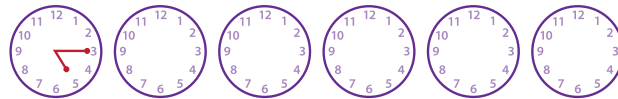
Clocks and rocks,

crocs and socks,

box and fox.



I Write and say the times. Follow the example.



It's five fifteen. Answers will vary.

Go to page 54 in your Workbook and write an entry in your blog.

G Reorder the letters to write the words.

Beginners	Fast finishers
Give students the words for them to match and copy in the correct places.	Monitor, but do not help unless students ask you to. You may want to give students more scrambled words from this lesson.

Explain the task and do the first one with the class as a demonstration. Check, having volunteers write the words on the board. You may want to have a Spelling Bee with the words.

H  **Track 27** Listen and say.

Make sure students know the meanings of the words. Ask students to read the words in red aloud to hear how they pronounce them. Play the track so that they can compare the pronunciation. Repeat as many times as necessary, pausing so that students can repeat the words in red. Get

choral and individual repetitions of the words. Then have students read out the whole chant.

I Write and say the times. Follow the example.

Go through the example with students and do the first one with them to make sure they know what to do. While students work, draw five clock faces on the board. Volunteers draw times on the board and say them.

Go to page 54 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go to the blog on page 54 and explain the task. Practice the question with students. Then monitor while students work together to complete their charts. Ask questions to keep students focused, e.g., *What time is it? What time does (your friend) get up?* Have volunteers share their information with the whole class.

PROJECT

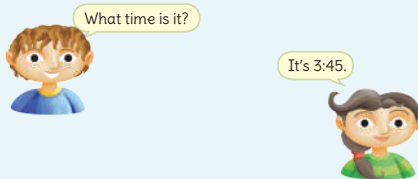
Make a clock.

Materials

- Thick paper plate
- Markers
- Scissors
- Construction paper for the hands
- Paper fasteners
- Circle shaped stickers
- Paper
- Pencil



- 1 Make a small hole in the center of the plate. The plate is your clock's face.
- 2 Place one sticker at the top of the "clock face" and one directly opposite, on the bottom. With the marker, write the number 12 on the top sticker and the number 6 on the bottom sticker. Place one sticker on each side, halfway in between the top and bottom. Write 3 on the right hand sticker, and 9 on the left hand one. Fill in the other numbers on the clock, using your markers.
- 3 Decorate your clocks. Make a collage with the pictures you like the most, or use glitter and colors.
- 4 Draw and then cut two arrows out of construction paper: a longer one for the minute hand, and a shorter one for the hour hand. Fasten the ends of the arrows with the paper fastener and secure at the back.
- 5 Set your clock and test your classmates.



- 6 Put your clock in your portfolio. Keep it for your final project.

Lesson 1

75

PROJECT

Material:

Thick paper plate, markers, scissors, construction paper for the hands, paper fasteners, circle shaped stickers, paper, pencil, decoration materials, glue

Tell students that they are going to make a clock so that they can practice telling the time in English.

- 3 Decorate your clocks. Make a collage of the pictures you like the most, or use glitter and colors.

Monitor while students work. Ask questions to keep them focused, e.g., *What color is this? What number is this?* Make sure students don't cover the numbers with the decoration.

- 1 Make a small hole in the center of the plate. The plate is your clock's face.

Have an extra set of material for you to show students what to do in each step. Make sure students have all the material handy. Demonstrate how to punch the hole.

- 2 Place one sticker at the top of the "clock face" and one directly opposite, on the bottom. With the marker, write the number 12 on the top sticker and the number 6 on the bottom sticker. Place one sticker on each side, halfway in between the top and bottom. Write 3 on the right hand sticker, and 9 on the left hand one. Fill in the other numbers on the clock, using your markers.

Demonstrate. Monitor and make sure students are writing the numbers correctly.

- 4 Draw and then cut two arrows out of construction paper: a longer one for the minute hand, and a shorter one for the hour hand. Fasten the ends of the arrows with the paper fastener and secure at the back.

Assist students when they do this. They need to make sure that one arrow is shorter than the other, but not too short. Monitor while students use the scissors.

- 5 Set your clock and test your classmates.

Form groups. Students move the clock hands to show different times. Their classmates say the time shown. Students take turns. Monitor while they work.

- 6 Put your clock in your portfolio. Keep it for your final project.

Students save their work in their portfolio.

Vocabulary

afternoon	milk
at	movie theater
breakfast	on
cereal	orange juice
circus	polish shoes
ice cream	punctual
in	roller skating

A Moment to Ourselves

Why is it important to be punctual?

Ask the question on the first page of the lesson, and give students a few minutes to think about the question before sharing their ideas with others. Write "Respect" and "Responsibility" on the board and elicit how being punctual connects to these values.

Getting Started

Form two teams. Play a miming game with words for routine activities.

Lesson 2

Why is it important to be punctual?

A Read and circle in, on and at.

Peter Punctual is always on time. It's 7 o'clock. It's time to get up. It's 7:30. It's time for breakfast – cereal, orange juice and milk. At 10 o'clock in the morning, he's in the park. At 10:10, it's time for an ice cream. It's always time for an ice cream at 10:10 in the morning. Peter Punctual has lunch at 1:50. He always goes to the movie theater in the afternoon, and he watches television in the evening.

On the weekends, he goes roller skating on Saturday morning. On Saturday afternoon, he goes to the circus. On Sunday morning, Peter Punctual always cleans his house. What does he do on Sunday evening? He polishes his shoes, and then he goes to bed. Peter always goes to bed at 8:55 on Sunday evening!



B Complete the table. Then, talk about Peter's day.

7:00	gets up
7:30	has breakfast
10:10	has an ice cream
In the afternoon	goes to the movie theater
On Saturday morning	goes roller skating
On Sunday afternoon	polishes his shoes

Notice when we use
at, in, on.
at 7 o'clock
in the morning
on Saturday afternoon

C In pairs, invent another three times and activities for Peter Punctual. Tell your classmates. Answers will vary.

- _____
- _____
- _____

A Read and circle in, on and at.

Elicit what the boy in the picture is doing. Students read the text. Explain the task. Play it again and pause to give students time to identify and circle the words. Check.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes, call on a volunteer to explain when we use these words. Make sure students understand. Ask for more examples.

B Complete the table. Then talk about Peter's day.

Attract students' attention to the Cross-Check box before starting the activity. Have them read the information in the table. Explain that they need to complete it with information from the text and then talk to a partner about Peter's day. Complete the first one with students as a model. Elicit: *Peter gets up at 7:00.* Monitor.

C In pairs, invent another three times and activities for Peter Punctual. Tell your classmates.

Beginners	Fast finishers
Give students three activities and three different times/days. Students match the times/days and the activities and then copy them into the book.	Don't help unless students ask you to. Encourage them to write three activities of their own and the times/days. Have volunteers read sentences about Peter's extra activities.

Explain and demonstrate an activity and time on the board. Monitor while students write. Volunteers share their ideas with the whole class. You may want them to write the complete time and sentence on the board.

D Read and complete.



Quartz Crystal



Quartz Watch

There is a connection between the two. There is a tiny piece of quartz crystal inside the watch. Why? Because quartz crystals pulse in the presence of power. There is a battery in the watch, too. The battery provides constant power, and makes the quartz crystal pulse. The pulsing operates the watch. And here is the important thing: The pulsing is very constant, so quartz watches are incredibly precise!

1. Quartz watches are good because they are incredibly precise.
2. Have you ever seen a quartz watch? Answers will vary.

E Read and circle.

1. You find quartz a) in the ground. b) on a plant.
2. The watch's power comes from the a) quartz. b) battery
3. a) All b) Not all watches contain quartz.
4. The quartz makes the watch a) keep perfect time b) very attractive.

F In pairs, talk about the important times in your day. Write three sentences about your partner.

1.	<u>Diego plays soccer at 3:30 on Thursdays.</u>
2.	<u>Answers will vary.</u>
3.	



Vocabulary

- | | |
|-----------|-----------|
| battery | quartz |
| crystal | tiny |
| precise | watch (n) |
| pulse (v) | |

CLIL: Science

D Read and complete.

Have students look at the pictures and check vocabulary. Read the incomplete sentences with students. Explain the task. Students scan the text and find the answer to Question 1. Then they answer the Question 2 using their personal experience. Check. Have volunteers read their answers aloud.

E Read and circle.

Go through the sentences with students and explain any vocabulary they are unsure about. Students read the text again and circle the correct options. Check, inviting volunteers to write the complete sentences on the board.

F In pairs, talk about the important times in your day. Then write three sentences about your partner.

Beginners	Fast finishers
Give students a list of activities and different time options. Have each student choose the three that match their daily activities best. They read their sentences aloud to their partner. Then they copy their partner's information in the grid.	Monitor, but don't help unless students ask you to. Encourage them to add activities/events and different times.

Form pairs. Elicit examples of important events during the day. Elicit when these happen and write one of the examples on the board. Students use this as a model to work on their own. Have students tell each other what they do during the day and make notes on their partners' activities. Volunteers share their work.

G Listen to your teacher, spell and say.

1. evening
2. afternoon
3. Saturday
4. morning
5. weekend
6. Sunday

H  **Track 28** Listen and say.



I Write about your important times. Use **at**, **in** and **on**. Look at the example.

I start school at... *Answers will vary*

Go to page 57 in your Workbook and write an entry in your blog.

78

Unit 3 From Time to Time

G Listen to your teacher, spell and say.

Beginners	Fast finishers
Give students the words on slips of paper. They listen and paste the word in its corresponding place. Encourage them to say the words aloud in order and spell them.	Monitor, but do not help unless students ask you to. Students write sentences using the words they wrote.

Explain the task and spell out the following list of words slowly and carefully: 1. e-v-e-n-i-n-g; 2. m-o-r-n-i-n-g; 3. a-f-t-e-r-n-o-o-n; 4. w-e-e-k-e-n-d; 5. S-a-t-u-r-d-a-y (Say Capital S); 6. S-u-n-d-a-y (Say Capital S). Have students compare in pairs. Volunteers write the words on the board for you to check with the class.

H  **Track 28** Listen and say.

Have students describe the pictures. Explain the task. Play the track once

through. Have them point at the corresponding picture. Play it again for them to repeat the words, pausing where necessary.

I Write about your important times. Use **at**, **in** and **on**. Look at the example.

Encourage students to use dictionaries if necessary. Check that language and writing conventions are correct. Students share their ideas with the whole group. For the weaker students, give them a list of activities and times they can choose from and copy.

Go to page 57 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go to the blog on page 57 and read the instructions. Answer a couple of questions with the whole class before letting them continue on their own before they compare answers with a partner. Have volunteers tell you their answers and whether their partner agreed with them.

PROJECT

Make a Personal Planner

- 1 Write down the things you do throughout the week in the correct sections of the planner. Say if you do them always, sometimes or usually.

DAY PLANNER

In the morning:

7:00
8:00
9:00
10:00
11:00

In the afternoon:

12:00
13:00
14:00
15:00
16:00

In the evening:

17:00
18:00
19:00
20:00
21:00

On the weekend:

Saturday
Sunday

- 2 Tell your classmates about your week.
- 3 Find out about your classmates' activities.

Lesson 2

79

PROJECT

Material:

Student's Book, pens / pencils

Elicit from students activities that they do during the week. They could also make lists individually and then compare with a partner before sharing with the class. Write some of their ideas on the board.

- 1 Write down the things you do in the week in the correct sections of the planner. Say if you do them always, sometimes or usually.

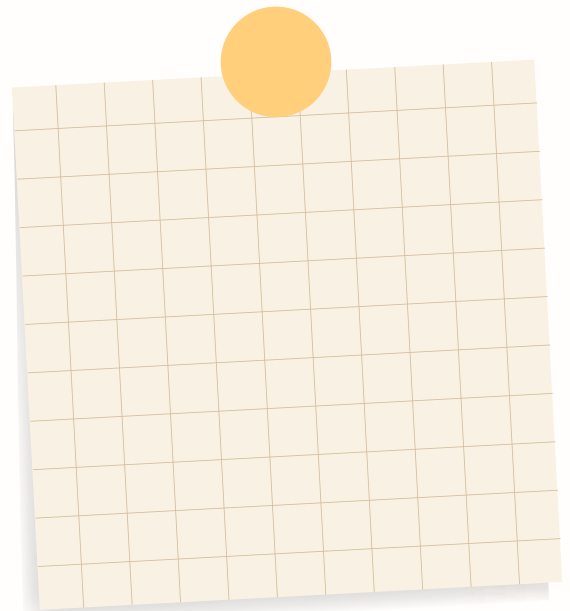
Have a sample about you to show to students. Read it to them. Go through the instructions and make sure everybody knows what to do. Review the meaning of *always*, *sometimes* and *usually* with them. Monitor while they write. Weaker students can work in pairs. They could use different colored pencils/pens for different activities to make it attractive and easy to read.

- 2 Tell your classmates about your week.

Volunteers share their diaries with the class.

- 3 Find out about your classmates' activities.

Form teams. Practice the question students need to ask: *What do you do at/in/on...?* Elicit when we use *at/in/on* again to remind them. Monitor and help if necessary.



Lesson 3

Vocabulary

Where is...?	museum
Where are...?	next to
It's...	planetarium
They're...	restrooms
across from	simulator
behind	souvenir
building	space shuttle
galaxy	train station
in front of	

A Moment to Ourselves

How can directions help you?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

Elicit museums or public places students are familiar with. Ask them what they do to find places. Revise or present the vocabulary for this lesson.

A Read and number.

Ask students to point to the places in the map and say the names. Practice pronunciation. In pairs, ask students to take roles and read the conversation so they can number the places in the order they are presented. Nominate students to check answers.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes, call on a volunteer to explain the difference between these phrases. Make sure students understand. Ask for more examples using places in the school or town.

B Talk about the places. Follow the example.

Demonstrate with a strong student. Monitor while students ask and answer questions based on the picture. Monitor while students work.

Lesson 3

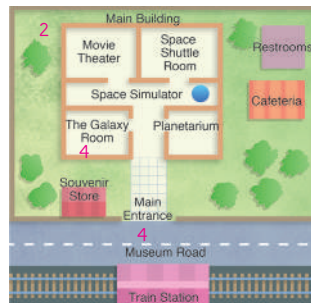
How can directions help you?

A Read and number.

Museum Official: Welcome to the Space Museum.
Tourist: Excuse me. Where's the Space Shuttle Room?
Museum Official: It's next to the museum movie theater in the main building.
Tourist: I'm looking for the Space Simulator.
Museum Official: It's in front of the Space Shuttle Room, sir.

Tourist: Excuse me. Where are the rest rooms, please?
Museum Official: They're behind the cafeteria, in the museum garden.

Tourist: I'm looking for the museum store.
Museum Official: It's near the main entrance.
Tourist: And where's the train station?
Museum Official: It's across from the museum.



What is the difference between "in front of" and "across from"? It's in front of the Space Shuttle Room. It's across from the museum.

We use "in front of" when something is on the same side of the street/passage. We use "across from" when something is on the other side of the street and is further away.

B Talk about the places. Follow the example.

The Space Shuttle Room is next to the museum movie theater.

C Think of five questions about different activities. Ask and answer. Draw the members of your family in different positions on the map. Then, ask and answer. Look at the example.

Student A: Where's your mom?
Student B: She's behind the Space Simulator.

80

Unit 3 From Time to Time

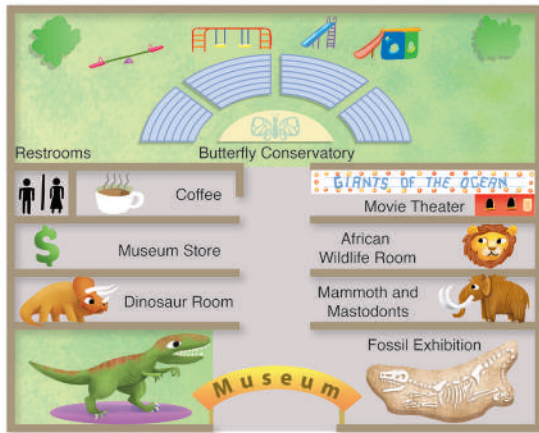
C Think of five questions about different activities. Ask and answer. Draw the members of your family in different positions on the map. Then ask and answer. Look at the example.

Beginners	Fast finishers
After students draw family members in five different places, ask them the questions. They only have to answer. If you want them to practice the question form instead, copy the plan on the board and draw your family members. Students ask you where they are.	Monitor, but do not help unless students ask you to. Encourage students to make the plan of the school and do a similar activity drawing their friends and teachers.

Form teams. Make sure students know what to do and how to ask and answer. Demonstrate with two strong students using the example. Monitor while students speak.

D Look at the plan and find out.

1. What's the movie at the Museum Movie Theater?
Giants of the Ocean



It's next to the African Wildlife Room and the Fossil Exhibition. It's across from the Dinosaur Room.

E Answer the questions in your notebook.

- Where's the Mammoth and Mastodons room? **African Wildlife Room**
- You want to learn about lions. Where do you go? **African Wildlife Room**
- What's in the museum gardens? **The Butterfly Conservatory**
- Is it possible to eat at the museum? **Yes**
- Is the big T Rex near the Dinosaur room? **Yes**

F In pairs, describe where things are. Then, write a conversation between a visitor and a museum official. Look at the example.

A: Excuse me. Where's the Dinosaur Room, please?
B: It's...

Vocabulary

- | | |
|--------------|---------------|
| African | fossil |
| butterfly | mammoth |
| conservatory | mastodons |
| dinosaur | movie theater |
| exhibition | wildlife |

CLIL: Science

D Look at the plan and find out.

Focus students' attention on the lead-in question. Students look at the picture to find the answer. Check. Ask students some questions about the places, e.g., *Where's the coffee shop? Where's the fossil exhibition?* Ask them which room they would like to visit.

E Answer the questions in your notebook.

Read the questions with students before they attempt the task. Students look at the plan to answer the questions. They compare with a partner. Volunteers share their answers with the whole group. Remind students about respecting others' contributions.

F In pairs, describe where things are. Then, write a conversation between a visitor and a museum official. Look at the example.

Beginners	Fast finishers
Give students a jumbled dialogue (visitor and official) for them to order. Check. Encourage students to read the dialogue aloud.	Monitor, but do not help unless students ask you to. Encourage these students to ask questions about different places at a local public place.

Elicit some descriptions, e.g., *The coffee shop is next to the museum store.* Students describe the plan to each other. Then they write the conversation. Refer students to page 80 for support. Monitor while they write and ask. Volunteers act out their dialogs.

G Draw pictures and label with the words in the box.

across from behind in front of near next to



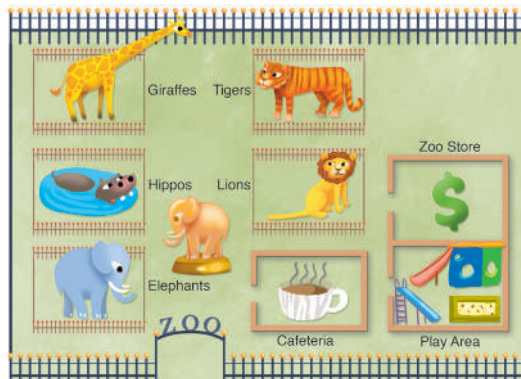
Answers will vary

H **Track 29** Listen and say.

On Monday, Mark the Mammoth met Mike the Mastodont in the museum.

I Write sentences about where things are. Look at the example.

The elephants are near the hippos.
The hippos are across from...



Go to page 60 in your Workbook and write an entry in your blog.

82

Unit 3 From Time to Time

G Draw pictures and label with the words in the box.

Explain to students that they have to draw two places in each square. Then, below the picture, write the appropriate word based on the position of the places in it. Draw one yourself on the board as an example, and elicit the correct word(s).

H **Track 29** Listen and say.

Make sure students know the meanings of the words. Students read the sentence aloud. Play the recording once through to familiarize students with it. Play it again for them to repeat. Play the recording and pause after each word with the /m/ sound for students to repeat. Play a game. Form two teams. The team that can say the sentence faster and without mistakes is the winner. As an extra activity, you could have students write their own /m/ chants in pairs or groups.

I Write sentences about where things are. Look at the example.

Beginners	Fast finishers
Students can work in pairs. Give students a list of the prepositions they can use. Guide them into saying each sentence correctly.	Monitor, but do not help unless students ask you to. Students can draw their own zoo and describe it to a partner.

Review the prepositions and review or present the animals. Monitor and help only if necessary.

Go to page 60 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go to the blog on page 60 and explain the task. Ask questions to students to keep them focused as they draw, e.g., *What place is this? Where is the dinosaur?*

PROJECT

Plan a town.

- 1 Work in groups of four to plan your town.
- 2 Include the following things in your plan: streets, a library, a school, a supermarket, a museum, and a park. Add more places.
- 3 Draw a map of your town. Think of names for the streets and buildings. What's the name of your town?
- 4 Tell your classmates about your town.



The supermarket is on Apple Street.
It's near the library.

- 5 Choose someone in your group to look after the map for the final project.



Lesson 3

83

PROJECT

Material:

a large sheet of construction or bond paper,
colored pencils or markers, ruler

Find a space where groups of four students can work around a large piece of construction paper so that they can make their map.

- 1 Work in groups of four to plan your town.

Form groups of four. Make sure students have the material they need. Put up a large sheet of construction or bond paper on the board which you can use to create a model for them.

- 2 Include the following things in your plan: streets, a library, a school, a supermarket, a museum, and a park. Add more places.

Elicit places and draw them on your map. Students can choose where the places are. Include streets and elicit names for them. When it is finished, ask students where certain places are.

- 3 Draw a map of your town. Think of names for the streets and buildings. What's the name of your town?

With your plan as a model, students start drawing their plan. They name their town. They can decorate their town.

- 4 Tell your classmates about your town.

Have students stand up, present the map of their town and describe it to the class, as in the example.

- 5 Choose someone in your group to look after the map for the final project.

Either students nominate someone from their team, or you can collect and save the maps for later.

Lesson 4

Vocabulary

bakery	go down	river
bookstore	go up	turn into
from	hill	walk along
go across	park	woods

A Moment to Ourselves

Is it important to know your way around different places?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

Use the map you created during the last project to present / review vocabulary for places in town. Ask students about some of the places, e.g., *Is there a hill in town? Are there woods near here?* Encourage volunteers to name places in town and describe where they are.

Lesson 4

Is it important to know your way around different places?

A **Track 30** Listen, read and point.

From: helen@mymail.com
To: stevie@youremail.com
Subject: My party!

Hi Stevie,
 My party is at 11 o'clock on Saturday morning. It's in Bluebell Woods. I'm including a map.
 Walk from your house to the book store on Green Street. Go across the road to Elm Street. Walk along Elm Street to the bread store. Turn into Daisy Road. Walk along Daisy Road to the movie theater. The entrance to Bluebell Woods is next to the movie theater. Go up Bluebell Hill, then down the hill to the river. The party is in the woods next to the river.
 See you on Saturday!
 Helen

B Describe the route in pairs.

Walk from Stevie's house to the book store...

Walk from - Caminar desde
 Go across - Cruzar
 Walk along - Caminar sobre
 Go up - Subir
 Walk down - Bajar

Look at the words in green. How do you say the equivalents in Spanish?

Walk **from** your house to the book store.
 Go **across** the road.
 Walk **along** Daisy road.
 Go **up** the hill.
 Walk **down** the hill to the river.

C Write how to get from the woods to the bookstore.

Walk along Daisy Road. Walk down Elm Street. Go across Elm Street. Go across Green Street.

84
Unit 3 From Time to Time

A **Track 30** Listen, read and point.

Elicit places in the picture. Students read the text before listening to the track. Clarify vocabulary. Explain the task. Play the recording once through to familiarize students with the text. Play the recording again, for them to point to the places mentioned and follow the route described. Check.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes call on a volunteer to explain and demonstrate the prepositions. Make sure students understand. Ask for more examples.

B Describe the route in pairs.

Elicit a couple of examples using the expressions in the book. Monitor while students speak. Ask stronger students to try and describe the route from memory without looking at the text.

C Write how to get from the woods to the bookstore.

Beginners	Fast finishers
Give students a text with blanks to fill in with the appropriate prepositions. Encourage them to read their text aloud.	Monitor, but do not help unless students ask you to. They can also write how to get from the bookstore to Stevie's house.

Form teams. Make sure the task is understood. Monitor and help as necessary. Volunteers share their text with the group.

D Read and draw Rex's final destination.

Come Back Rex

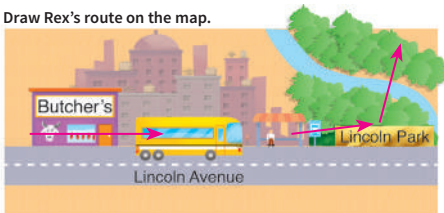
Rex is Jed's dog. Rex is also Jed's best friend. But Rex is very big and Jed is very small! Jed is taking Rex for a walk. Oh, no! Rex is escaping. "Come back, Rex!"
 But Rex isn't listening. He's running along Lincoln Avenue. Now he's in front of the butcher's store. Rex loves sausages. "Come back, Rex!"
 But Rex isn't listening. Now, he's running across the avenue. He's going behind a bus. Oh, there he is! He's next to the bus stop. "Come back, Rex!" But Rex isn't listening. He's running from the bus stop to the park. He's in the park now!
 "Come back, Rex!" But Rex isn't listening. He's running across the park to the river. Hey! SPLASH! Now Rex is in the river!
 "Come back, Rex!"
 "Woof!" Rex loves swimming in the river!

Students should draw a picture of Rex swimming in the river.

Vocabulary

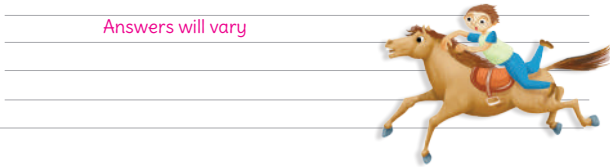
behind	escaping	sausages
butcher	listening	splash
come back	running	swimming

E Draw Rex's route on the map.



F Write a short story about *Bullet, the runaway horse*.

Answers will vary



CLIL: Social Studies

D Read and draw Rex's final destination.

Students read the text in silence. Clarify vocabulary. Ask students where Rex is at the end of the text. They have to draw this final scene. They compare their drawings and volunteers share them with the class.

E Draw Rex's route on the map.

Students read the text to draw Rex's route. They compare with a partner and make modifications if necessary before checking with you. Monitor what they discuss with their partner as this is more important than drawing the route perfectly.


F Write a short story about *Bullet, the runaway horse*.

Beginners	Fast finishers
Give students a text with blanks and words to choose from to fill them in.	Monitor, but do not help unless students ask you to.

Elicit some ideas and write them on the board for students' reference. Monitor while students write. Encourage the use of dictionaries. Volunteers read their stories aloud.

G Find and circle the new prepositions in this lesson.



H  **Track 31** Listen. What is the final sound? Say the words. **Final sound- -er**

theater number river mother father sister brother

I Write an invitation to a friend explaining how to get to your house.



Go to page 63 in your Workbook and write an entry in your blog.

86

Unit 3 From Time to Time

G Find and circle the new prepositions in this lesson.

Find one word in the snake with students. Students find the rest. They compare in pairs before checking with you. Volunteers write the words on the board for you to check / correct spelling.

H  **Track 31** Listen. What is the final sound? Say the words.

Read the words aloud for students to notice the pronunciation pattern. Make sure the meanings are clear. Explain the task. Play the track once through to familiarize students with it. Play the track again, pausing for students to repeat the words. Have students practice the *-er* sound by itself.

I Write an invitation to a friend explaining how to get to your house.

Beginners	Fast finishers
Students work in pairs. Write the route from school to another place nearby which students know – perhaps a place where they can have a party. Leave blanks for them to fill in, either the places or the prepositions. Encourage them to read the texts aloud for you to check.	Monitor, but do not help unless students ask you to. Encourage these students to have a conversation, asking how to get to different places.

Give an example and write it on the board. Monitor and check that language and writing conventions are correct. Volunteers read their invitations aloud.

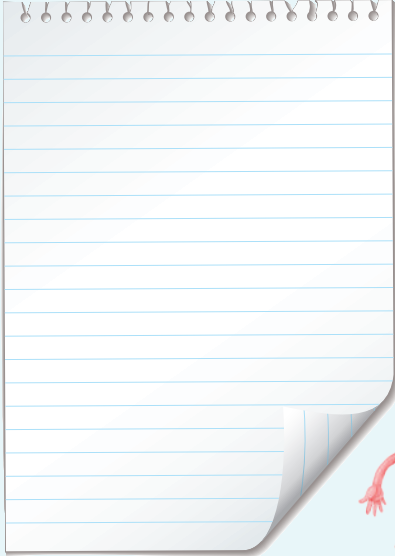
Go to page 63 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go to the blog on page 63 and explain the task. Students can work in pairs to write the directions. Monitor and help with vocabulary if necessary. Have volunteers share with the whole class.

PROJECT

Create a story called *The Runaway Clock*.

- 1 Work with the same project group from Lesson 3.
- 2 Look at the map of your town, and plan your story. Where does the runaway clock escape from? Where does it go? Where is it at the end of the story?



- 3 Rehearse telling your story.
- 4 Use your map to help telling the story to the rest of the class.

Lesson 4

87

PROJECT

Material:

map students made in Lesson 3, portfolio of evidence.

Elicit from students the meaning of the word *runaway* that they saw in Activity F on page 85 (something that escapes from somewhere and is a little out of control). Have them take out their maps from the previous project.

- 1 Work with the same project group from Lesson 3.

Get students together and take out their town maps.

- 2 Look at the map of your town, and plan your story. Where does the runaway clock escape from? Where does it go? Where is it at the end of the story?

Have students discuss the questions in groups and decide on a route. Then, on their maps, students draw the route the clock follows in pencil. Then, working together, they write a description of the route in their books.

- 3 Rehearse telling your story.

Students read their story aloud to each other to practice pronunciation and fluency. Each student should read a part of the story and practice pointing to the route on the map.

- 4 Use your map to help tell the story to the rest of the class.

Students take turns to tell the story showing and pointing to the places on the map.

Lesson 5

Vocabulary

ballet	magic tricks
can	sing
dance	talent show
funny	

A Moment to Ourselves

Do we all have the same abilities?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

Play a miming game to review actions verbs. As an alternative, you can play Hangman with abilities (*sing, dance, ride a horse, swim, etc.*).

A Track 32 Listen and read. Then, read again and match.

Elicit what is going on in the pictures. Ask students in which picture they can see children how many children there are. Students read the conversation before listening to the recording. Clarify vocabulary and make sure the task is understood. Play the track once through to familiarize students with the text. Play the track again for them to match the names of the students with the talents. Check.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes, call on a volunteer to tell you what they have noticed about the verbs in the sentences. Encourage students to notice a pattern (*can* goes before the main verb and *can* does not change form). Make sure students understand. Elicit more examples.

B Say what the kids can do.

Make sure students know what to do. Go through the example with a strong student. They refer to the text to produce the sentences. Monitor while students speak.

Lesson 5

Do we all have the same abilities?

A **Track 32** Listen and read. Then, read again and match.

Teacher: It's the Talent Show next month. Ideas, please.

Carrie: I study ballet. I can dance.

Jodie: I can dance ballet, too.

Teacher: Good! Carrie and Jodie can dance in our Talent Show.

Jodie: Jason can do magic tricks.

Teacher: Wow! Is that right?




Fred: Yes! He can do great magic tricks!

Teacher: Great! Anyone else?

Donald: Johnnie, Fred and I sing funny songs. We can sing a funny song in the show.

Carrie: They can sing very funny songs.

Teacher: OK. You three boys can sing a funny song in the Talent Show. This is looking good!






How many verbs are there in the sentences? What is different about the one in green?

I **can** sing.
He **can** do magic tricks.
We **can** dance.


There are two verbs. The one in green never changes.

B Say what the kids can do.



Carrie and Jodie can...

C What abilities do you have for a talent show? Tell to your group.



I can play the guitar.

88
Unit 3 From Time to Time

C What abilities do you have for a talent show? Tell your group.

Beginners	Fast finishers
Write some abilities on the board and have the students choose some and make sentences. Students may be weak in English, but they might have quite a few abilities. Encourage students to talk about them.	Monitor, but do not help unless students ask you to. Encourage students to add friends and family members' abilities.

Form groups. Work with the example. Elicit abilities students have and write them on the board for reference. Monitor and help while students speak.

D Choose the best title.

1. Learning a Language

2. Right and Left

3. We're Good at Math




This is a human brain. Look! It has a right side and a left side. In some people, the right side is very strong. In other people, the left side is stronger. "Left-side" people are good with numbers. They can do math very well. They are good with languages, too. They can speak foreign languages very well. "Right-side" people are not usually good at math or languages. They are artistic. They like music. They can draw well and they can write good stories. Which are you? Are you a "right-side" person or a "left-side" person?

E Complete the table.

music numbers/math stories languages drawing

Right-side People	Left-side People
drawing	languages
music	numbers/math
stories	



F  **Talk about things you're good at. Then, write a sentence about each person in the group. Look at the example.**



I can do math.



I can draw well.

Emma can...

Vocabulary

art	languages	music
be good at	left side	right side
brain	math	


CLIL: Science

D Choose the best title.

Read the text with students. Students skim the text to choose a title. Check. Ask students to support their answer.

E Complete the table.

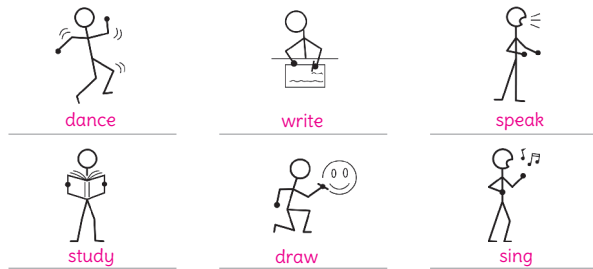
Students read the text carefully and complete the table individually. Students compare with a partner. Encourage volunteers to share their answers. Ask a few students whether they think they are left- or right-sided and why they think so.


F  **Talk about things you're good at. Then, write a sentence about each person in the group. Look at the example.**

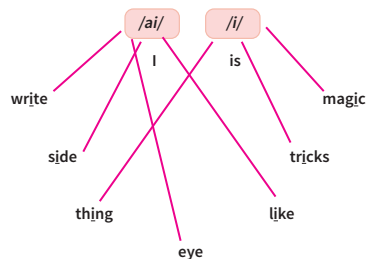
Beginners	Fast finishers
Students should be able by now to talk about their abilities. Guide them into talking and writing about other people's abilities.	Monitor, but do not help unless students ask you to. They can write about members of their family, too. They can also write about different abilities to expand their vocabulary.

Go through the examples. Elicit some sentences and ask students to report about others to demonstrate what they have to do. Volunteers share their sentences with the group.

G Listen to your teacher and write the words under the correct pictures.





H  **Track 33** Listen and match. Listen again and say.



I Write about what you can do. **Answers will vary**


1. I can _____ and _____. I can _____, too.
2. _____

 Go to page 66 in your Workbook and write an entry in your blog. 

G Listen to your teacher and write the words under the correct pictures.

Beginners	Fast finishers
Pause after each word to give weaker students the chance to find the picture and write. You may also give them the words on slips of paper for them to match and paste.	Monitor, but do not help unless students ask you to. Students can add more drawings and words.

Elicit the activities depicted in the pictures. Tell students you are going to read out a list of words describing the activities in the pictures, but that the words are not in the correct order. Read out the list of activities slowly and carefully: *study, dance, sing, speak, draw, write*. Read it again for students to write the word below the corresponding picture. Have students check in pairs. Have volunteers write the words on the board to practice spelling. Check with the class. You may want students to mime the actions as you say the words at random.



H  **Track 33** Listen and match. Listen again and say.

Have students read the words aloud and tell you the ones that they

know. Play the track for students to listen and point to the words they hear. Tell them to look at the two sounds, the long sound /ai/ and the short sound /i/. Have them repeat the two sounds. Play the track again for them to match the sounds to the words. Play it again, pausing for students to repeat each word.

I Write about what you can do.

Review vocabulary for abilities. Monitor while students write. Encourage them to put music to their sentences and create chants they can act out.

 Go to page 66 in your Workbook and write an entry in your blog. 

This activity is optional or may be done for homework. Go to the blog on page 66 and explain the task. Clarify vocabulary. Elicit from students how to ask the questions. Students stand up and interview classmates. Volunteers share with the class.

PROJECT



- 1 Work in groups of eight.
- 2 Think of three entertaining things you can do for your group's Talent Show. Make a list.
 1. _____
 2. _____
 3. _____
- 3 Tell your project group. Then, decide on one thing from each list for the group Talent Show.
- 4 Rehearse. Make suggestions and improvements.
- 5 Make a final list of the order of events in your group Talent Show.
- 6 Put the list in your portfolio to use later.

Lesson 5

91

PROJECT

Material:

portfolio of evidence, dictionaries, colored pencils/markers, construction paper

Elicit from students what a talent show is. Ask them if they have ever participated in a talent show. Ask what talent they performed. Then ask if anyone has even seen a talent show, either live or on television. Ask them what kind of talents they saw people perform.

1 Work in groups of eight.

Form groups of eight, preferably combining weaker and stronger students.

2 Think of three entertaining things you can do for your group's Talent Show. Make a list.

Students discuss the different abilities they have for a Talent Show. Encourage them to believe that all abilities can be used in talent shows. They can check in dictionaries for words they do not know. Everyone writes an individual list.

3 Tell your project group. Then, decide on one thing from each list for the group Talent Show.

Students share what they can do with the group. Remind students about respecting others' contributions. The other members of the group can vote on their favorite talent from each list.

4 Rehearse. Make suggestions and improvements.

Students practice the ability each of them is going to demonstrate in the Talent Show. Their teammates make respectful suggestions for improvement. This could be a moment to talk to them about the values of respect and friendship and how they can demonstrate these in this activity.

5 Make a final list of the order of events in your group Talent Show.

With the whole group, organize the order of activities for the show. This could be done in poster form, using different colored pencils/markers and pictures. Have students present their posters. They could do this as a commercial, encouraging people to come and watch it.

6 Put the list in your portfolio to use later.

Students save their work in their portfolio.

Lesson 6

Vocabulary

bored	popcorn
can't	skate
diving	soccer
friendship	sports
Ping Pong	swimming

A Moment to Ourselves

In what situations do you talk about your abilities?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

Ask student the following question: *What does a good friend do?* Make notes on the board of their answers.

Ask them who is a good friend to them and if they think they are good friends to other people and why/why not. Ask them for examples of good deeds. Encourage students to tell anecdotes to the class.

Lesson 6

In what situations do you talk about your abilities?

A Track 34 Listen, read and answer.

Jack is very good at sports. He can skate very well. He's captain of the 8 to 10 soccer team. He likes swimming, diving and Ping-Pong too. But right now, he has a broken leg. He can't go skating, he can't play soccer, and he can't go swimming or diving. Poor Jack! It's 10 o'clock on Saturday morning. All his friends are playing soccer! And there are always hot dogs after the game!

Jack's very bored!

But then there's a knock on the door! It's Mia and Lucy, two friends from school. They have a DVD, popcorn and sodas.

"You can't play soccer today, but you can watch a movie," says Mia.

"And you can't go out for hot dogs, but we can eat popcorn and drink sodas here," says Lucy.

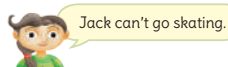
"Thank you very much," says Jack. He smiles at the two girls. It's great to have good friends!

Be nice to your friends! What example of friendship can you find in the story?



1. Why is Jack at home? **He has a broken leg.**
2. Why is he unhappy? **He can't go out.**
3. What do Jack's friends bring him? **They bring him a DVD, popcorn and soda.**

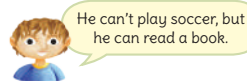
B Talk about what Jack can't do.



What do you notice about the verb that follows "can't"?
He can't go skating.

The verb is in the simple/base form.

C Talk about other things Jack can't do with a broken leg. What can he do?



92

Unit 3 From Time to Time

A Track 34 Listen, read and answer.

Have students look at the picture and elicit what is wrong with Jack. Students read the text before listening to the recording. Clarify vocabulary. Play the recording once through to familiarize students with the text. Have students read the questions and then play the recording again for them to answer. Check. Encourage students to support their answer. Volunteers write the answers on the board.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes, call on a volunteer to tell you about the verb that follows *can't*. Make sure students understand. Elicit more examples.

B Talk about what Jack can't do.

Allow students to refer to the text to find out what Jack can't do.

C Talk about other things Jack can't do with a broken leg. What can he do?

Beginners	Fast finishers
Give students the text with blanks for them to fill in. Encourage them to read aloud the things that Jack can/can't do.	Monitor, but do not help unless students ask you to. Students can talk about someone they know who can or can't do some things.


Go through the example with students. Attract their attention to the word "but" in the sentence. You may want to explain that it is used for contrast. Monitor while students speak.

D Read and circle the answer.

Jemima's Art Space

Look at these pictures. They're good, aren't they? But guess what! The artist, Jemima Higgins, is disabled. She has no arms, so she can't paint in the normal way. But that doesn't stop her. She can't paint with her hands, but she can paint with her feet!


Some disabled artists paint with their mouths, too. They hold the paintbrush in their teeth. But Jemima can't do that. "It's too difficult," she says. "I can't hold the paintbrush between my teeth, but I can hold it between my toes, and that's fine for me!"



Jemima paints with her feet / mouth.

E Answer the questions.

1. What is Jemima? She's an artist.
2. What is her problem? She can't paint with her hands.
3. How does she overcome her problem? She can paint with her feet.

F  In pairs, discuss a disabled artist called Cuthbert Crow. Then, write an article about him for a website.

Cuthbert Crow Art Space

Answers will vary



Vocabulary

arms	feet	paintbrush
art	guess	teeth
artist	hands	toes
disabled	paint (v)	


CLIL: Art

D Read and circle the answer.

Read the lead-in statement with students. They skim the text and circle the correct option. Check, and ask students to justify their answer.

E Answer the questions.

Students read the text again to answer the questions. Allow weaker students to work in pairs. Elicit answer or ask volunteers write the answer on the board for you to check.

F  In pairs, discuss a disabled artist called Cuthbert Crow. Then write an article about him for a website.

Beginners	Fast finishers
Encourage students to use the text as a model. Guide them into circling the words they can change. Then they copy the text with the changes.	Monitor, but do not help unless students ask you to. Encourage students to find out about any other disabled artist they are familiar with.

Students use the text in D as a model. Monitor while students write. Volunteers read their text aloud to the class. As an extension or for homework, students can find out about another disabled artist on the Internet.

G Listen, write and say. Choose one and draw it.

Explain to students that you will read out some words, letter by letter, and that they need to write the words on the lines. Spell out the following list of words slowly and carefully:

1. *s-o-c-c-e-r*; 2. *c-a-p-t-a-i-n*; 3. *s-w-i-m-m-i-n-g*; 4. *d-i-v-i-n-g*; 5. *p-o-p-c-o-r-n*; 6. *b-o-r-e-d*. Volunteers write their answers on the board. Ask students to draw a picture of one of the words in the space provided. Students can share their pictures with a partner and ask the partner to guess the word.

H Track 35 Listen and underline the repeated sounds. Then listen and join in.

Read the text aloud with students. Clarify vocabulary. Play the song for students to listen and underline the sounds that are repeated. Play the song again for students to join in. Continue for as long as students are interested.

I Write a paragraph about what you can and can't do.

Beginners	Fast finishers
Elicit different abilities. Encourage students to say what they can / can't do. Guide them into writing about it using <i>but</i> . You can also give students a text with blanks for <i>can</i> and <i>can't</i> for them to fill in with the appropriate modal.	Monitor, but do not help unless students ask you to. Encourage students to add what a friend, family member or pet can / can't do.

G Listen, write and say. Choose one and draw it.

- soccer
- captain
- swimming
- diving
- popcorn
- bored

Students draw a picture of one of the words from here.

H Track 35 I sing this song. Listen and underline the repeated sounds. Then, listen and join in.

I sing this song.
But as I go along,
I play Ping-Pong,
and I get the song all wrong!

I Write a paragraph about what you can and can't do.

Answers will vary

Go to page 69 in your Workbook and write an entry in your blog.

94 Unit 3 From Time to Time

Explain the task. Elicit one sentence and write it on the board, e.g., *I can't drive, but I can swim*. Monitor while they work. Volunteers read their text aloud for the group.

Go to page 69 in your Workbook and write an entry in your blog.

This activity is optional or can be done for homework. Go to the blog on page 69 and explain the task. Have students try the activity in example one for fun. Clarify meanings. Encourage students to use their partner's name. If they complete it for homework, they can use example from their family. Have volunteers share their blog and pictures with the whole class.

PROJECT

Write a mini-play for your Talent Show

- 1 Work in the same groups as you did for the project in Lesson 5.
- 2 Someone has a broken leg. Who is it? What can he or she do? What can't he or she do? Look at the Ideas box and make notes.

Title: _____
Main character: _____
Number of other characters: _____
Activities the main character can do: _____ _____ _____
Activities the main character can't do: _____ _____ _____

- 3 Write the play. Remember to include enough characters so that each person in the group can talk. Look at the example.

Student A: Wash the dishes.

Student B: I can't wash the dishes. I have a broken leg.

Student A: Well, watch TV.

Student B: OK. I can watch television, etc.

- 4 Decide on the characters for each person in the group, and rehearse the play.
- 5 Keep the play in your portfolio for your final project.

Lesson 6

95

PROJECT

Material:

notebook, pen/pencil, props

Elicit from students what a "play" is. Ask them if they have ever acted in a play. Ask volunteers to tell you about it. Tell students that they are going to write a play. Ask them what you need to make a play (actors, script, props, costumes, make up). You could use this opportunity to practice this vocabulary.

- 1 Work in the same groups as you did for the project in Lesson 5.

Make sure teams have the same members that worked together in Lesson 5.

- 2 Someone has a broken leg. Who is it? What can he or she do? What can't he or she do? Look at the Ideas box and make notes.

Students plan their play with the help of the questions and the form to fill in. Monitor and provide guidance to the teams.

- 3 Write the play. Remember to include enough characters so that each person in the group can talk. Look at the example.

Monitor and help students to write their scripts. Make sure all members in the team have a turn to speak in the play. They can choose names for their characters if they want and can begin to find, make or plan the props they need.

- 4 Decide on the characters for each person in the group, and rehearse the play.

Teams distribute the roles and start rehearsals. Encourage them to be expressive and help them with pronunciation if necessary.

- 5 Keep the play in your portfolio for your final project.

Students save their scripts in their portfolio.

Lesson 7

Vocabulary

Who can...?	make a cake
birthday card	organize
blow up balloons	sound system
decorate	surprise party
fix	

A Moment to Ourselves

Is it useful to know people with different abilities?

Ask students to write 3 things they can do and 3 things they can't do. Ask students to mingle and find students with similar abilities and form groups. Ask students to answer the question in this section and share their answers with the class.

Getting Started

Pre-teach new and review known vocabulary. Play *Pictionary* with: *room, birthday card, computer, cake, balloons, sound system.*

Lesson 7

Is it useful to know people with different abilities?

A Track 36 Listen and read. Then, complete the list.

Dany: Guess what? It's Miss Meg's birthday on Friday.

All: Let's organize a surprise party. Dany Great idea! Who can decorate the room?

Tina and Peggy: We can! We're good at that.

Dany: Who can make the birthday card?

April: I can! I can do it on my computer!

Dany: Great! April will make the card. Who can make a cake?

Millie: My Mom can.

Dany: OK. Millie's mom can make the cake. We need balloons. Who can blow up the balloons?

Sam: I can! I am a strong boy.

Dany: Thanks, Sam. Now, Who can fix the sound system?

Sue: My Dad can!

All: Awesome Sue!



decorate the room	Tina and Peggy
make the card	April
make a cake	Millie's mom
blow up the balloons	Sam
fix the sound system	Sue's dad.

Look at the short answer to the question. How is it different? Who can decorate the room? I can.

B Ask and answer.



C In groups of four or five, imagine you are organizing a party. Ask and answer.



96

Unit 3 From Time to Time

A Track 36 Listen and read. Then, complete the list.

Students read the text before listening to the track. Play the track once through to familiarize students with the text. Play the track again for them to listen and read. Have students use the list below to add names to the dialog. Then have them complete the list. Check.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes, call on a volunteer to tell you about short answers to questions with *can*. Make sure students understand. Elicit more examples. Attract students' attention to the form of questions starting with *Who...* (there's no inversion as in normal Yes/No questions) and the short answers.

B Ask and answer.

Read the example aloud for students to repeat. Elicit one more question and answer before letting pairs work on their own using the information from Activity A. Monitor and correct as necessary.

C In groups of four or five, imagine you are organizing a party. Ask and answer.

Beginners	Fast finishers
Give students a list of things that need to be done for a party. They use the list to ask questions with "Who can...?"	Monitor, but do not help unless students ask you to.

Go through the example with students. Make sure they know what to do. If necessary, demonstrate with a strong student. Encourage the use of the short answers. Monitor. Volunteers share their questions and answers with the class.

D Read and answer.

Marty Party

It's Saturday morning and it's a very special day. Linda is very excited. It's her birthday. She wants a dog for her birthday. "Happy birthday, Linda," says her mom. "Happy birthday, sweetheart," says her Dad. They give Linda her birthday gifts – a scooter from Dad and a toy giraffe from Mom. Now it's Linda's party. Marty Party is a party entertainer. He's entertaining the kids. He's great! He can make balloon animals. He can sing funny songs. He can do magic tricks. He's making a giant balloon for Linda. He's covering the balloon with a cloak. He's saying the magic word: "Abracadabra." BANG! The balloon explodes! Out jumps a dog! A real dog! "Oh, thank you, Marty! Thank you!" says Linda. Mom and Dad smile.



Who is Marty Party? He's a party entertainer.

E Answer the questions.

1. Is Linda a lucky girl? Why?
Answers will vary
2. How do you think Linda's mom and dad feel when they give Linda her gifts?
Answers will vary
3. What do you like doing on your birthday?
Answers will vary

F Add three more questions to find people with "entertaining" talents. Then, ask and answer. Look at the examples.

1. Who can do magic tricks?
2. Who can sing funny songs?
3. Answers will vary ?
4. _____ ?
5. _____ ?

Vocabulary

- | | |
|-----------------|-------------|
| balloon animals | gifts |
| cloak | jump |
| decorations | scooter |
| entertainer | surprise |
| explode | toy giraffe |

CLIL: Social Studies

D Read and answer.

Have students read the question below the text to help them focus their attention while they read. Clarify vocabulary as necessary. Students read in silence and answer the question. Check.

E Answer the questions.

Students discuss the questions with a partner and then write answers. Lead a brief feedback session, so that everybody has an opportunity to express their ideas. Have students explain their answers.

F Add three more questions to find people with "entertaining" talents. Then ask and answer. Look at the example.

Beginners	Fast finishers
Give students scrambled questions. They unscramble and write them down. Encourage them to read the questions aloud and ask different partners.	Monitor, but do not help unless students ask you to. These students can add more questions.

Form groups. Elicit a question to make sure students know what to do. Monitor while they write and ask their group members the questions. Have volunteers share their questions and answers and write them on the board.

G Write the missing letters. Then say the words.

Explain that students have to write words connected to parties. Do the first word with the whole group. Monitor while they work. Have volunteers write the words on the board for you to check. Alternatively you could play *Hangman* with the words or write the missing letters on the board (jumbled) to help them out. Remember that the second word has two possible answers (*Happy* and *party*)

H Read the words and underline the stressed syllable. Look at the example.

Read examples 1 and 2 with students and elicit why part of the word is underlined. Once students understand the concept of the stressed syllable, read the words and pause after each word. Guide students into identifying and underlining the stressed syllable. Read the words again, pausing after each word to have students repeat. You could also have them volunteers make sentences with the words to check comprehension.

I Prepare a questionnaire for the teacher for sports day. Follow the example.

Beginners	Fast finishers
Let students work in pairs or groups to do this task. Give students the questions for them to copy into their books. Encourage them to read the questions aloud. Volunteers answer the questions.	Monitor, but do not help unless students ask you to. Form pairs. Encourage students to write and ask more questions.

G Write the missing letters. Then, say the words.



Surprise party
 Birthday
 balloon
 Decorations




H Read the words and underline the stressed syllable. Look at the example.

1. party 2. surprise 3. balloon 4. morning
 5. explode 6. birthday 7. scooter 8. giraffe

I Prepare a questionnaire for the teacher for sports day. Follow the example.

1. Who can swim?	Answers will vary
2. Who can play...?	

Go to page 72 in your Workbook and write an entry in your blog.

98 Unit 3 From Time to Time

Students write four more questions related to sports on the questionnaire. They ask them to different members of the class or their group. Encourage the use of short answers.

Go to page 72 in your Workbook and write an entry in your blog.

This activity is optional or can be done for homework. Go the blog on page 72 and explain the task. Monitor and help. Encourage students to add color to their comic strip. Have volunteers share their blog with the whole class.

PROJECT

Make a poster for your Talent Show.

- 1 Get into your project group.



- 2 You need white construction paper, a marker pen and a gluestick.
- 3 Think of a name for your group's Talent Show. Write the name at the top of your poster.
- 4 Glue your "order of events" list on the poster under the title.
- 5 Write the title of your play on the poster and decorate the poster.
- 6 Advertise your Talent Show. Display the poster on the classroom wall.

Lesson 7

99

PROJECT

Material:

White construction paper, markers, glue

Tell students that they are going to make a final poster for their talent show including all of their ideas from the previous projects. They will need to take out what they produced in projects from lessons 5 and 6.

- 1 Get into your project group.

Make sure the same students that have worked together in previous projects sit together.

- 2 You need white construction paper, a marker pen and a gluestick.

Check that every group has the material they need.

- 3 Think of a name for your group's Talent Show. Write the name at the top of your poster.

Monitor while students decide on a name for their team. Check it is written in the correct place.

- 4 Glue your "order of events" list on the poster under the title.

Students refer to the poster on the page to know what to do and where to write the list.

Students can use the text they wrote in the project on page 91 and glue it to their poster or copy the events from it to make a new poster.

- 5 Write the title of your play on the poster, and decorate the poster.

Students refer to the poster on the page to know what to do and where to write the title. They need to use the title they created in the project on page 95. Monitor while students decorate and make sure they don't cover the texts.

- 6 Advertise your Talent Show. Display the poster on the classroom wall.

Students put up their posters on the classroom walls.

Lesson 8

Vocabulary

Can you...?	good at
Yes, I can.	math problems
No, I can't.	poems
calculator	science experiments
cool	subtract

A Moment to Ourselves

Why is it important to work together as a team?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

Review / present numbers. Ask students to draw two columns in their notebook with the headings: *can* / *can't*. Dictate the following sentences:

- Run for 30 minutes.*
- Play football.*
- Play basketball.*
- Jump 30 cm.*
- Color.*
- Draw a house.*
- Write 100 words in English.*
- Eat 10 hamburgers.*
- Say the alphabet in 20 seconds.*

Students write the sentence in the corresponding column, depending on whether or not they have the ability. Students read their sentences aloud: *I can jump 30 cm.*

A Read and circle.

Read the lead-in question with students. Encourage them to read the conversation in silence. Clarify vocabulary. Have them circle the correct answer. Check. Elicit from students how to pronounce the numbers. Then students can practice the conversation in pairs or as a class with boys as Kurt and girls as Jilly. Encourage them to be expressive and help them with pronunciation and stress.

Cross-Check

Form groups of four or five and ask them to read the information in the box and complete the blanks. After a few minutes, call on a volunteer to identify a pattern. Ask them which words change. Make sure students understand. Ask for more examples.

Lesson 8

Why is it important to work together as a team?

A Read and circle.

Who likes math?

Jilly

Kurt

Jilly: I hate math homework. What's 350×5 , minus $290 + 16$?

Kurt: 1,476.

Jilly: Wow! Are you using a calculator?

Kurt: No!

Jilly: Can you do math problems like that in your head?

Kurt: Yes, I can.

Jilly: Can you do science experiments, too?

Kurt: Yes, I can.

Jilly: This is so cool! I have a science project to do!

Kurt: OK. I can help you with that!

Jilly: And I have to write a poem. Can you write poems?

Kurt: No, I can't. I'm no good at that!

Jilly: That's a pity... but here's another math problem! 290 minus...



Look at the first sentence. Then complete the blanks.
Can you do math problems in your head? Yes, I can. / No, I can't.
Can he do math problems in his head?
Yes, he can. No, he can't.

B Ask about Kurt and Jilly.



Can Kurt do math problems in his head?

C Ask a partner. Look at the example.

Can you do math problems...?

More ideas:

- speak English
- write songs
- draw a horse



100

Unit 3 From Time to Time

B Ask about Kurt and Jilly.

Students use the information in the text in Activity A to ask and answer. Monitor while students speak and correct as necessary.

C Ask a partner. Look at the example.

Beginners	Fast finishers
Students take a role each. They read the conversation in A aloud. They change roles and read again. Then, they can try Activity C.	Monitor, but do not help unless students ask you to. Have students add more to the list of abilities and continue asking / answering.

Students use the conversation in Activity A as a model. Monitor and correct when necessary. Invite volunteers to act out the conversation.

D Read and write a title for the article.

Answers will vary

Let's read about a true scientific experiment. The people are college students. The chimpanzee is called Ayamu. Look at the nine numbers on the screen. They are out of order. Touch one number and all the numbers disappear.

The students are looking at the numbers. So is Ayamu. They are looking at the numbers for 3 tenths of a second (a very short time). A student touches a number. All the numbers disappear from the squares. The student can't touch the squares in the right order from 1 to 9. The other students try. They can't touch the squares in the right order.

Ayamu touches a number. All the numbers disappear. Ayamu can touch the squares in the right order, and Ayamu is only five years old! Other chimpanzees try. They can all touch the squares in the right order! Chimpanzees are smarter than humans at number recognition.



E Answer the questions.

1. What is the point of the experiment?
To touch the numbers on the screen in the correct order.
2. What does the experiment show?
The chimpanzee can do it correctly, but the humans can't.
3. Why do they use chimpanzees in the experiment?
Chimpanzees are smarter than humans at number recognition.
4. Are chimpanzees more intelligent than humans?
No. (Explanations will vary)

F Complete the questions. Then, ask your classmates.

- When you find someone who can do something, write their name.
Can you count to 100 backwards? _____
- Can you count to 100 in English _____
- Can you subtract 33 from 332 in your head? Answers will vary _____
- Can you use a calculator? _____
- Can you multiply 10 x 5? _____

Vocabulary

chimpanzee	screen
disappear	smarter
number recognition	touch
scientific	try

CLIL: Science

D Read and write a title for the article.

Have students look at the pictures and elicit what the article will be about. Then have students skim the text and, in pairs, discuss a title for it. Elicit ideas. Accept any contribution as long as it makes sense. Elicit more examples from students of intelligent animals. Ask them if they have heard any stories about animals that can do incredible things or have them tell you about smart things that their pets can do. This will help them practice language for abilities.

E Answer the questions.

Beginners	Fast finishers
Form pairs. Give students the scrambled answers. They unscramble the sentences and write the answers. Check.	Monitor, but do not help unless students ask you to.

Students complete the sentences using their own ideas. Encourage volunteers to share their opinions.

F Complete the questions. Then, ask your classmates.

Students complete the questions. Then they mingle, asking the questions to different classmates. When they find someone who says "Yes, I can," they write that student's name and go on asking. Encourage them to have five different names. Volunteers write their questions and answers on the board.

G Listen and write the word that matches with the pictures.

Read the following list of words slowly and carefully with a pause between each so that students have time to find the appropriate picture and write: *chimpanzee, number, screen, student, calculator, computer*. Have volunteers write the words on the board for you to check. With weaker students, give them the words to match with the pictures. Take this as an opportunity to check stress and pronunciation.


H Track 37 Listen and say as fast as you can.


Ask students to count the nurses. Play the track for students to listen and read. Play the track again for students to repeat. Encourage them to say the tongue twister faster and faster. Continue for as long as students are interested.


I Write an "Abilities" questionnaire. Try it out on your classmates.


Beginners	Fast finishers
Give students two questions about each topic. They copy the questions under the correct heading. They ask the questions to a partner.	Monitor, but do not help unless students ask you to. Students write more questions about different topics. Encourage students to report their results, e.g., <i>Maru can speak French.</i>


G Listen and write the word that matches with the pictures.



screen


chimpanzee


student


number



computer


calculator

chimpanzee number screen student calculator computer

H Track 37 Listen and say as fast as you can.

Nineteen nice nurses and one naughty nanny!



I Write an "Abilities" questionnaire. Try it out on your classmates.

Can you...?

SCHOOLWORK Answers will vary

SPORTS

ENTERTAINMENT

Go to page 75 in your Workbook and write an entry in your blog.

102 Unit 3 From Time to Time

Elicit possible questions. Write some on the board for support. Encourage volunteers to read their questions aloud.

Go to page 75 in your Workbook and write an entry in your blog.

This activity is optional or may be finished for homework. Go the blog on page 75 and explain the task. Elicit and practice with students the questions they will need to ask, e.g., *Can you save money?* Explain that students need to draw a line when they find a student that can do the task in the question. Students keep a tally. Monitor and help. Have volunteers share the results.

PROJECT

Group Talent Show.

- 1 Perform your Talent Show for the class. Remember you have eight acts in your show, and one play.
- 2 Watch the other groups' Talent Shows.

Have Fun !



Lesson 8

103

PROJECT

Material:

Students need to bring the material they need for their specific shows

Tell students that today is the day they are going to perform their talent shows. Give them time to get any materials they need and to take out their poster with the agenda of events.

- 1 Perform your Talent Show for the class. Remember you have eight acts in your show, and one play.

Organize the groups. Make sure students watch the different shows respectfully.

- 2 Watch the other groups' Talent Shows.

Organize the presentations. Remind students about respecting others' work.

NOTES : _____

Review 3

A Complete and answer.



1. What **time** _____ is it?
It's **eight o'clock** _____.
2. **What time is it** _____?
It's eight fifteen _____.
3. What time do you have breakfast?
Answers will vary _____.
4. What time do you go to bed?
Answers will vary _____.

B Write in, on or at.

1. She goes roller skating **at** 8:00 **in** the morning.
2. They have lunch **at** 3:00 **on** the weekends.
3. What do you do **on** Sunday afternoons?
4. He goes to the movies **in** the evenings.

C Write sentences with the words in the box.

in front of behind across from next to near

1. _____ **Answers will vary** _____.
2. _____
3. _____
4. _____
5. _____

104

Unit 3 From Time to Time

A Complete and answer.

Demonstrate what they have to do. Monitor while they work, but do not help at this stage. Ask volunteers to write on the board one exercise each. Check with the whole group.

B Write in, on or at.

Give students some time to read the sentences without attempting to complete them yet. They read again, this time completing it. To check, encourage volunteers to read them aloud.

C Write sentences with the words in the box.

Demonstrate, completing the first with students. You can suggest that students refer to places in school, places in their town/city or students in the classroom. Monitor while students work. Volunteers write their sentences on the board or read them aloud.

D Write can or can't.

	do magic tricks	do math problems	play the guitar	swim
Cynthia	X	✓	✓	X
Mark	✓	X	✓	X
Olivia	✓	X	✓	✓
John	X	✓	X	✓

1. Mark can play the guitar.
2. Cynthia can't do magic tricks.
3. John can swim.
4. Olivia can't do math problems in her head.

E Write the questions. Then, answer them. Answers will vary

1. Can _____? _____ (Mark)
2. _____? _____ (John)
3. _____? _____ (Olivia)

F Write more questions. Answers will vary

1. Who _____?
2. _____?
3. _____?

G Answer the questions. Answers will vary

1. What can you do? _____
2. What can't you do? _____

Review 3 105

D Write can or can't.

Students complete the sentences according to the information in the table. Do the first one with students to demonstrate how they can draw information from the table. Check, having volunteers write the sentences on the board.

E Write the questions. Then, answer them.

Students write questions and answers about the information in the table. Monitor while students work. Check, having volunteers write the questions and answers on the board.

F Write more questions.

Students can either make up their own questions or use the table to form them. Volunteers write their questions on the board.

G Answer the questions.

Students answers with information that is true for them. Volunteers read their answers to the class.

Extra, Extra

Vocabulary

always	often
drama club	performances
members	popular
never	sometimes

A Moment to Ourselves

What is the importance of after-school activities?

Ask the question on the first page of the lesson, and give students a few minutes to think about their answers before sharing their ideas with others.

Getting Started


Elicit or present the meanings of *always*, *often*, *sometimes* and *never* using the days of the week and a calendar. Ask students how often they do activities, on the board write the questions: *How often do you visit your grandparents? How often do you eat out? Answer the questions about you to model the answers.* Encourage and guide students into using the adverbs in their responses.

Lesson 1

UNIT 4

Extra, Extra

What is the importance of after-school activities?


A  **Track 38** Listen, read and complete the table.

Wood Elementary School has a drama club. The club always meets after school on Fridays. The kids often go to the theater on the weekend with their drama teacher. The club always presents an end-of-year play. "We sometimes do a musical. We sometimes do a comedy. But we never do a serious show, because we like to have fun", says Dotty, a member of the club.

"We paint the scenery," says Derek. "And we make all our own costumes". "Well, our moms often help us", adds Felicity. "The shows are very popular", says Mr. Kline, the drama teacher. The students and teachers always enjoy our performances. And the parents of club members never miss a show, of course!



Always	Often	Sometimes	Never
The club meets on Fridays.	The kids go to the theater on the weekend.	The kids do a musical or a comedy.	The kids do a serious show./ The parents miss a show.

B  **Close your books. Talk about the Drama Club.**

They never do a serious show.




C  **Look at the table. Talk about Molly and Mark, members of the Drama Club.**


	Molly	Mark
Sing in shows	100%	0%
Dance in shows	60%	30%
Paint scenery	0%	60%
Go to rehearsals	100%	60%
Make costumes	30%	30%
Go to theater with the teacher	30%	0%

A  **Track 38** Listen, read and complete the table.

Explain the task. Play the track once through to familiarize students with the text. Play the track again for them to read along. Go through the example with students and do another as a demonstration. Nominate students to check answers.

B  **Close your books. Talk about the Drama Club.**

Go through the example and elicit one more from stronger students. Monitor while students speak and provide help when necessary. Weaker students may need to use the text for support.

C  **Look at the table. Talk about Molly and Mark, members of the Drama Club.**

Beginners	Fast finishers
For these students, change the numbers for adverbs. You may want to do more examples with students before they work on their own.	Monitor, but do not help unless students ask you to. Encourage them to add more activities Molly and Mark do at school.


Draw a line on the board. Write 100% on the left, 50% in the middle and 0% on the right. Elicit where to write *always*, *often*, *sometimes* and *never*. Explain the task and elicit a couple of sentences, e.g., *Molly always sings in shows. Mark never sings in shows. Molly often dances in shows. Mark sometimes dances in shows.* Monitor closely while students speak and guide students to peer correct if possible.

D Read and answer.

Are you in a theater club? Do you want to be an actor? If so, you need to learn how to project your voice.

- Choose a line from a children's song. For example, "Hickory dickory dock."
- Say the line in your normal voice. An audience won't hear that! Now shout the line. That's bad for your voice, and it's not nice to listen to!
- Now learn how to do it right. Fill your lungs with air. Hold your diaphragm, like this.
- Now say the line to the wall at the back of the room. Support your voice with your hands on your diaphragm. Don't shout. Remember you are talking to someone at the back of the room.
- Take another deep breath. This time, don't put your hands on your diaphragm. Stand up straight. Think about your diaphragm. Is it supporting your lungs? Speak to the back of the wall again.

Now, you're projecting your voice!



What parts of your body do you use to project your voice?

Lungs and diaphragm

E Choose a Rainbow chant from this book. Read it. Project your voice to the wall at the back of the room.

F Write sentences using the sentences from the box. Look at the example. Compare your sentences with another pair.

An actor always / often / sometimes / never...

projects his voice learns his lines forgets his lines goes to rehearsals
talks to reporters goes on stage with no make-up misses a performance

Answers will vary

Vocabulary

actor	project
audience	shout
breath	stage
deep	stand up
diaphragm	straight support
lines	voice
lungs	wall

CLIL: Music

D Read and answer.

Have students read the lead-in question. Read the text with students and clarify vocabulary as necessary. Students read again to answer the question. Demonstrate and have students practice with the instructions given. Can they project their voices? Check answers as a whole class.

E Choose a Rainbow chant from this book. Read it. Project your voice to the wall at the back of the room.

Each group chooses a song or chant from the book. You may want to play them to remind them of the tunes. Students practice reciting the chants and projecting their voice. Remind them of the difference between shouting and projecting!

F Write sentences using the sentences from the box. Look at the example. Compare your sentences with another pair.

Beginners	Fast finishers
Give students jumbled sentences to order. They arrange them to form correct sentences and write them on the lines. As an alternative, you can give them the sentences with blanks to fill in with adverbs.	Encourage students to write sentences about parents, for example, <i>Parents always remember to pick you up from school.</i>

Read the expressions of the box and make sure the meanings are understood. Elicit a couple of examples. Have students write at least five sentences. Monitor while students work and help if necessary. Arrange pairs of students to compare answers.



G Listen to your teacher and write the words.

1. theater 4. comedy
 2. costumes 5. scenery
 3. voice 6. performance



H  **Track 39** Listen and repeat.

/a:/
 The banana farmer in the drama works on his farm in his pajamas.

I  Use the words in parentheses and write about your after-school activities. Then, write about your family's leisure time activities.

After-school Activities

1. _____ (always)
 2. _____ (never)
 3. _____ (sometimes)
 4. _____ (often)



Leisure-time Activities

1. _____
 2. _____
 3. _____
 4. _____



Go to page 78 in your Workbook and write an entry in your blog.


108 **Unit 4 Extra, Extra**

G Listen to your teacher and write the words.

Explain that you are going to dictate a list of six words and that students must write the words on the lines. Read the following list of words slowly and carefully so that students have time to write: 1. theater, 2. comedy, 3. costumes, 4. scenery, 5. voice, 6. performance. If necessary, spell out difficult words for students. Ask students to compare words in pairs.

H  **Track 39** Listen and repeat.

Make sure students know the meanings of the words. Ask students to read the words aloud to hear how they pronounce them. Play the track as many times as necessary. Get choral and individual repetitions of the words. If there is time, have the students draw pictures of the farmer.

I  Use the words in parentheses and write about your after-school activities. Then write about your family's leisure-time activities.

Beginners	Fast finishers
Elicit after-school and leisure-time activities and write them on the board. Guide students into giving you the sentences and the adverb. Write the sentences on the board. Students copy them into their books.	Monitor, but do not help unless students ask you to. Ask students to include two more sentences to each group.

In pairs, have students describe the pictures using phrases to describe activities. Then explain the task. Do one sentence as an example with them and make sure they know what to do. While students work, monitor and provide help. Pay special attention to the position of the adverbs in the sentences. Volunteers read their sentences aloud.

Go to page 78 in your Workbook and write an entry in your blog.

This activity is optional and may be finished for homework. Go to the blog on page 78 and explain the task. Have students work in small groups or mingle to complete their surveys. Have volunteers share their sentences with the whole class.



PROJECT

A Puppet Play.

- 1 You need white construction paper, pencils and colored pencils, scissors, two rulers and sticky tape.
- 2 Draw the characters. Color them, then cut them out.
- 3 Stick the characters onto rulers, like this:



- 4 Think of a story for a short play (see the Ideas box).

Your characters belong to a drama club.
One of the characters can't act.
The audience can't hear one of the actors.

- 5 Practice the play in pairs.
- 6 Perform your play to the class. Use a desk as the stage. Kneel behind the desk and make the characters move on the surface of the desk.
- 7 Put your puppets away in your portfolios for later.
- 8 Color the picture on the page.

Lesson 1

109

PROJECT

Material:

white construction paper, pencils and colored pencils, scissors, two rulers and sticky tape

Ask students if they know what a "puppet play" is. Elicit answers from students, using visuals if necessary. Ask them if they have ever seen a puppet play and where they saw it. Ask them if they have ever performed one for friends or family.

- 4 Think of a story for a short play (see the Ideas box).

Read the ideas in the box with students. Elicit more ideas and write them on the board for reference. Remind them that they can use their own ideas too. Have them write their scripts. Monitor while students write and correct language and punctuation.

- 1 You need white construction paper, pencils and colored pencils, scissors, two rulers and sticky tape.

Have an extra set of material so that you can show students what to do in each step. Make sure students have all the material handy.

- 2 Draw the characters. Color them, then cut them out.

Demonstrate. Monitor and ask questions to keep students focused, e.g., *Who is this? What color is his/her hair?* Monitor while students use the scissors.

- 3 Stick the characters onto rulers, like this:

Monitor while students work.

- 5 Practice the play in pairs.

Students practice reading their lines and using the puppets. Encourage them to try not to read their scripts too closely. Ask stronger students to turn their scripts over.

- 6 Perform your play to the class. Use a desk as the stage. Kneel behind the desk and make the characters move on the surface of the desk.

Organize the rehearsals. Monitor. Make sure students project their voice correctly.

- 7 Put your puppets away in your portfolios for later.

Students save their work in their portfolio.

- 8 Color the picture on the page.

Students that finish other parts of the project quickly can color the picture.

Vocabulary

at	karate
ballet	olympic gymnastics
days of the week	on
guitar	soccer

A Moment to Ourselves

Do you think it's good to have extra classes and activities every day of the week?


Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others. Ask students if they think extra activities after school might be tiring or entertaining. Encourage them to explain their answers as they share with the class.

Getting Started


Form two teams. Play a guessing game with times. Have slips of paper ready with different times written on them. A member of Team A comes to the front and picks a piece of paper. Using his/her arms as clock hands, the student shows the time. Team B guesses what time it is. Teams take turns.

Lesson 2

Do you think it's good to have extra classes and activities every day of the week?


A  **Track 40** Listen and write the missing times.

	Monday	Tuesday	Wednesday	Thursday	Friday
Penny	3:30 Ballet	4:00 Olympic gymnastics	3:30 Ballet		5:00 Karate
Trevor	4:00 Soccer	3:00 Guitar		4:00 Soccer	5:00 Karate

B  **Talk about the children and their classes.**



Penny has karate on Fridays at...

C  **Fill in your after-school activities. Walk around the class and tell your classmates.**



I have ballet on Thursdays at...


After-school Activities

Monday	Tuesday	Wednesday	Thursday	Friday


Answers will vary

A  **Track 40** Listen and write the missing times.

Ask students what kind of text this is (a diary/journal). Students read the text before listening to the recording. Explain the task and have students identify the activities that they need to listen for. Play the track through once to familiarize students with the text. Play it again and pause to give students time to write. Check.

B  **Talk about the children and their classes.**

Attract students' attention to the example before starting the activity and explain as necessary. Elicit another example. Monitor while students speak, making sure they use the prepositions correctly.

C  **Fill in your after-school activities. Walk around the class and tell your classmates.**

Beginners	Fast finishers
Write these expressions on the board: <i>on</i> (day) <i>at</i> (time). Keep them there to support students while they speak. Provide vocabulary for extra activities.	Don't help unless students ask you to. Encourage them to add activities and times/days and to ask the question, "What do you do on...?" to their classmates.

Explain and demonstrate on the board with a diary of your own. Monitor while students write. While they speak, make sure they are using the correct prepositions. They can work in pairs or mingle with other classmates. Volunteers share their activities with the whole class. You may want them to write complete sentences on the board.

- D** Read and discuss. What do you think the colored words mean? Mime what they mean. Do not touch your classmates!

KARATE KIDS

Karate is a martial art. It is a popular after-school activity for both girls and boys. In karate, you use all parts of your body for example, your hands, **fists**, **elbows**, legs and **knees**. You also wear special clothes: a white jacket and pants. A colored belt tells people what level you are. Karate is good for self-defense. It is also very good exercise. In every class, you practice different skills, like **punches**, **kicks**, and **blocks**. Each skill requires great concentration. But perhaps what you learn most from karate is respect, patience, discipline and self-control. A class always starts and ends with a **bow** to the instructor. You practice kicks and punches, but you also stand still and wait for the next command. You never kick or punch without a command. Studies show that what you learn in karate can affect your school grades. They often improve!



- E** Answer the questions.

- Why is karate a good exercise?
You use all parts of your body.
- What does bowing to the instructor teach you?
Possible answer: respect
- How does karate teach patience and discipline?
Each skill requires concentration. You need to listen to commands.
- Why do you think it can improve your school grades?
Answers will vary

- F** Write a flyer for an after-school karate class answering these questions.

What days are the classes?
What time are the classes?
What equipment do you need?
What do you learn in the class?

Lesson 2

111

Vocabulary

belt	parts of the body
blocks	patience
bow	punches
commands	respect
discipline	self-control
kicks	self-defense
martial art	stand still

CLIL: Sports

- D** Read and discuss. What do you think the colored words mean? Mime what they mean. Do not touch your classmates!

Read the text with students. Elicit the meanings of the words. Explain the task. Students work in small teams and each member takes a turn to mime the words. The others guess the word. Monitor and check students do not touch the others. Make sure the meanings of the words are understood. You could play *Simon Says* with them to practice the new words.

- E** Answer the questions.

Go through the questions with students and make sure they know the meanings of the words. They read again to answer. Check, inviting volunteers to write the complete answers on the board. Accept all answers that students can explain.

- F** Write a flyer for an after-school karate class answering these questions.

Beginners	Fast finishers
Form pairs. Make sure the questions in the box are understood. Give students the information. They order the sentences according to the questions and paste them on a piece of paper and decorate. Encourage students to read the information aloud.	Monitor, but do not help unless students ask you to. Encourage them to add questions and answers to provide more information, e.g., cost and place.

Elicit answers. Write an example on the board or bring examples of flyers advertising activities like this to show students. Students use this as a model to work on their own. Have students think about what kind of language they should use in a flyer and also what visuals they can use to make it attractive. Volunteers share their work.

G Listen, spell and repeat.

Spell out the following list of words slowly and carefully for the students to write

1. *d-i-s-c-i-p-l-i-n-e*, 2. *p-a-t-i-e-n-c-e*,
3. *s-e-l-f-c-o-n-t-r-o-l*, 4. *c-o-n-c-e-n-t-r-a-t-i-o-n*,
5. *e-x-e-r-c-i-s-e*. Repeat as necessary.

H Track 41 Listen and repeat.

Have students read the text. Clarify vocabulary. Play the track once through. Play it again for them to repeat. Have them practice the o sound (/o/) in isolation.

H Write about your after-class activities. Follow the example.


Beginners	Fast finishers
Elicit and write after-school activities on the board. Write an example of your own, with special emphasis on the word <i>on</i> before the day(s). Students use the ideas and your model to write sentences.	Monitor, but do not help unless students ask you to. Students write sentences about their classmates, too, e.g., <i>Maria has English lessons on Wednesdays.</i>

G Listen, spell and repeat.


1. *discipline*
2. *patience*
3. *self control*
4. *concentration*
5. *exercise*

H Track 41 Listen and repeat.

/o/
How now, brown cow?
Why do you bow and moo so loud?



I Write about your after-class activities. Follow the example.

	I have guitar lessons on Mondays and Fridays.
	Answers will vary

Go to page 81 in your Workbook and write an entry in your blog.

112 Unit 4 Extra, Extra

Encourage students to use dictionaries if necessary. Check that language and writing conventions are correct. Students share their ideas with the whole group. For the weaker students, give them a list of activities and times they can choose from and copy.

Go to page 81 in your Workbook and write an entry in your blog.

This activity is optional and may be done for homework. Go to the blog on page 81 and read the instructions. Make sure students know what to do. Have them work individually to complete it and share their work with a partner in class.

PROJECT

An “Extra-Activities” Collage.

- 1 You need colored construction paper, pens, pencils, colored pencils, scissors, and a glue stick.
- 2 Work in groups of four and discuss what after-school activities you do.
- 3 Make a list of the group’s activities.
- 4 Talk about the activities and rate them A, B or C. (“A” activities are very popular. “B” activities are quite popular. Only one or two of your friends do “C” activities.)
- 5 Decide which are the 8 most popular activities. Draw and color pictures of them.
- 6 Cut out the pictures and stick them onto colored construction paper to make a collage.
- 7 Show your collage to the class, and talk about the activities it shows.



Ballet is a popular after-school activity for girls. I go to ballet on Tuesdays and Thursdays at 4 o'clock. Ballet is my favorite after-school activity.



Lesson 2

113

PROJECT

Material:

colored construction paper, pens, pencils, colored pencils, scissors and a glue stick

Ask students if they know what a collage is and what materials they need to make a collage. Then distribute the materials or have students collect them.

- 4 Talk about the activities and rate them A, B or C. (“A” activities are very popular. “B” activities are quite popular. Only one or two of your friends do “C” activities).

Work on an example with students so they know how to do this. Encourage teams to compare their results.

- 1 You need colored construction paper, pens, pencils, colored pencils, scissors, and a glue stick.

Make sure students have all the materials handy.

- 2 Work in groups of four, and discuss what after-school activities you do.

Monitor and encourage the use of dictionaries if students need words they are not familiar with.

- 3 Make a list of the group’s activities.

Students write down a list of the activities they discussed.

- 5 Decide which are the 8 most popular activities. Draw and color pictures of them.

Students decide which the most popular activities in their group are. You can reduce this number if students don’t have a wide range of activities on their list.

- 6 Cut out the pictures and stick them onto colored construction paper to make a collage.

Monitor and make sure students handle the scissors carefully. Ask questions about their drawings, e.g., *What activity is this? Who does it? How often does X do it?*

- 7 Show your collage to the class, and talk about the activities it shows.

Organize this activity. Remind students about respecting others’ contributions.

Lesson 3

Vocabulary

chess	three times a week
every day	twice a week
once a week	violin
tennis	What about you?

A Moment to Ourselves

Do extra classes help you in your school work?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started


Write the following chart on the board:

Activities	How many times a week?
watch TV	
feed the pet	
play soccer	
eat out	

Students copy it into their notebook. They fill out the information about themselves, then ask a partner and write the answers: *How often do you (watch TV)?*

Lesson 3

Do extra classes help you in your school work?

A  **Track 42** Listen, read and complete the chart for Jeff.

	Monday	Tuesday	Wednesday	Thursday	Friday
Helen			violin		
Richard	chess	chess		chess	
Lilly		tennis		tennis	swimming
Jeff	computer class	computer class	computer class	computer class	computer class

Teacher: Do you do any after school activities, Helen?

Helen: Well, I take violin classes once a week.

Teacher: That's great. What about you, Richard?

Richard: I love chess. I play three times a week.

Teacher: Wow! Does anyone else play chess? What about you, Lilly?

Lilly: No, but I play tennis twice a week. And I go swimming once a week too.

Teacher: What about you Jeff?


Jeff: I go to computer class every day at 4 o'clock.

Teacher: That's why you're such a whizz at computer games, Jeff!

I play tennis
once a week
twice a week
three times a week
every day
The phrases tell you
about:
a) the frequency
b) the order of the activity

B Look at the chart and write sentences.

- Hilary takes violin classes once a week.
- Answers will vary
-
-
-


C  What about you? Talk about your routines.

I play soccer three times a week.



114

Unit 4 Extra, Extra

A  **Track 42** Listen, read and complete the chart for Jeff.

Students study the chart for a minute. Explain the task. Play the track once through to familiarize students with the text. Play the track again for them to do the task. Check.


Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes, call on a volunteer to explain what the different phrases mean and what they tell us about an action. Make sure students understand. Ask for more examples using activities from the Getting Started stage.

B Look at the chart and write sentences.

Beginners	Fast finishers
Give students the sentences with the words scrambled. They write them correctly in their books. Encourage them to read the sentences aloud.	Monitor, but do not help unless students ask you to. They can also write about their or their friends' real activities.

Go through the example and elicit another sentence. Monitor while students work. Volunteers read their sentences aloud and write them on the board so you can check with the whole group.

C  What about you? Talk about your routines.

Form teams. Make sure students know what to do. Demonstrate with two strong students using the example. Monitor while students speak.

D Read and answer.

Activity Anne

Activity Anne never stops. She goes to school, and then she takes extra classes in the afternoons and evenings. She also does a lot of after-school activities. She goes to the school's Computer Club every day.

"My dad's a computer programmer", says Anne. "He says computer skills are very important!" She goes swimming once a week! "Swimming is important, too", she explains. "It's a survival skill!"

She does Olympic gymnastics three times a week. "My mom says exercise is good for me!" Activity Anne studies piano once a week, too! "I'm not very good! I don't practice enough!" And every Friday, she goes to the school's Chess Club.

"I also take an extra math class on Wednesdays, but that's before school starts! I think out-of-school activities are important. I like to try everything!"



This is: a) an ad in the newspaper. b) an article in a children's magazine.

E Answer the questions.

- Which is the activity she does most often?
Computer club
- Which is not an after-school activity?
Math class
- Why do you think she goes to computer club so often?
Answers will vary
- Why do you think she doesn't practice piano more?
Answers will vary
- Do you think it's good for Activity Anne to do so many things? Explain your answer.
Answers will vary

F Write an article about a character called Activity Alan. Look at the box.

What activities does he do?
How often does he do them?
What does he say about the different activities?

Lesson 3

115

Vocabulary

club enough
computer programmer practice
computer skills survival skill

CLIL: Social Studies

D Read and answer.

Read the options with students. Have them skim the text and choose the correct option. Check, and ask students to justify their choice. Elicit features of the different types of texts that.

E Answer the questions.

Read the questions with students before they attempt the task. Students read the text again to answer the questions. They compare with a partner. Volunteers share their answers with the whole group and write them on the board.

F Write an article about a character called Activity Alan.

Beginners	Fast finishers
Give students a text with blanks for them to fill in (dictagloss activity). Weaker students can be given the list of words to fill in the blanks. Encourage students to read their texts aloud.	Monitor, but do not help unless students ask you to. Encourage students to use frequency adverbs and quotations to express Alan's opinion.

Students use the text in Activity D as a model for their text about Alan. Monitor and encourage the use of dictionaries. Early finishers could draw a picture to complement their text. Volunteers read their texts aloud.

G Match to make words.

1. tw	ter
2. prac	ery
3. af	ice
4. ev	ities
5. activ	tra
6. ex	tice

H Track 43 Listen and underline the long E sounds. Then, repeat the words.

Sheep speak Greek once a week.
They eat and bleat before they sleep.



I Write about you and your family. Follow the example.

My dad goes to work every day.

Answers will vary

Go to page 84 in your Workbook and write an entry in your blog.

G Match to make words.

Explain to students that they have to draw a line to join the two parts of the words. Copy the activity on the board. Students go to the board to do the task. Check with the whole group. Have students read the words they have made aloud.

H Track 43 Listen and underline the long E sounds. Then repeat the words.

Make sure students know the meanings of the words. Students read the verse aloud. Play the recording once through to familiarize students with it. Play it again for them to repeat. Play the recording and pause after each word with the long E sound for students to repeat. Play a game. Form two teams. The team that can say the sentence the fastest and without mistakes is the winner. You could extend the activity by having them write their own chants/verses, in pairs, using the long E sound.

I Write about you and your family. Follow the example.

Beginners	Fast finishers
Students work in pairs. Give students a list of the activities they can use. Guide them into writing each sentence correctly.	Monitor, but do not help unless students ask you to. Students can write extra sentences about a neighbor or extended family members (cousin, uncle, grandpa, etc.).

Review activities and frequency adverbs before students start. Monitor and help only if necessary.

Go to page 84 in your Workbook and write an entry in your blog.

This activity is optional and may be done for homework. Go to the blog on page 84 and explain the task. Students can interview classmates or friends outside of school. Encourage students to share their blogs with the class.

PROJECT

Make a Mr. X Card Game

- 1 Work in groups of six.
- 2 Write one frequency card each. (Choose from the frequency words in the box. Do not repeat a frequency word or expression.)

once a week
twice a week
three times a week
every day
often
never

- 3 Make two activity cards each. (Draw or paste pictures of games, extra classes, musical instruments, food or places.)



- 4 Put the frequency cards face down in a pile on the desk. Put the activity cards face down in another pile on the desk.
- 5 Turn over a card from each pile and make a sentence.
- 6 Play with your classmates.

Mr. X often goes to the theater!



Lesson 3

117

PROJECT

Material:

a large sheet of card or paper or index cards, colored pencils or markers, glue, cut outs from magazines, one large envelope per group

Tell students that they are going to play a game, but first they have to make the materials. Remind them to make the materials neat and attractive so that they can use them again in other classes.

- 4 Put the frequency cards face down in a pile on the desk. Put the activity cards face down in another pile on the desk.

Have students stand up and gather around the desk where there cards are.

- 1 Work in groups of six.

Form groups of six. Make sure students have the material they need.

- 2 Write one frequency card each. (Choose from the frequency words in the box. Do not repeat a frequency word or expression).

Students decide who will write each phrase. Have students use markers if possible so that the phrases are clear. Tell them not to write too small. Make sure each student writes a frequency word / expression and that phrases are not duplicated.

- 3 Make two activity cards each. (Draw or paste pictures of games, extra classes, musical instruments, food or places).

Monitor and check activity cards are not duplicated.

- 5 Turn over a card from each pile and make a sentence.

Go through the example and demonstrate with a strong student. Monitor while students play, but do not correct or help. Students who make a correct sentence receive a point, and the winner is the person with the most points when you decide time is up. You could have students peer grade the sentences. Alternatively, if a student makes a correct sentence with the adverb in the correct place, they keep the two cards. If they don't, they put the cards back in the pile and the pile is shuffled.

- 6 Play with your classmates.

Have students put the game cards in an envelope at the end. A volunteer per group can keep the game in their portfolio, or you can collect the games.

Lesson 4

Vocabulary

does karate once a week / month
 days of the week plays games
 every week / month trains

A Moment to Ourselves

Is it important to be consistent with your extra activities?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others. Have students justify their answers.

Getting Started

Play a miming game to review typical extra activities.

Lesson 4

Is it important to be consistent with your extra activities?

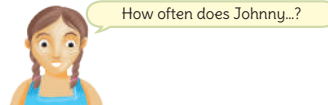
A Track 44 Listen and circle.

- Johnny trains **twice a week** / **three times a week**
- He plays away games **once a month** / **twice a month**.
- He plays home games **every week** / **once a month**.
- He has swimming **on Fridays** / **on Saturdays**.
- He does karate **twice a week** / **three times a week**.



How often do you play baseball?
 Three times a week.
 How often does he go swimming?
 Once a week.
 The question asks about frequency. **Yes** / No.

B Ask and answer.



C Role play an interview with the school soccer captain.



118

Unit 4 Extra, Extra

A Track 44 Listen and circle.

Students read the text before listening to the track. Clarify vocabulary and frequency expressions. Explain the task. Play the recording once through to familiarize students with the text. Play the recording again and have them circle the correct options. Check by having students read the correct sentences aloud.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes call on a volunteer to explain and answer the question with *Yes* or *No*. Make sure students understand. Ask for more examples of how to use *How often*?

B Ask and answer.

Go through the example and elicit one more from the text in A. Monitor while students speak.

C Role play an interview with the school soccer captain.

Beginners	Fast finishers
Give students a jumbled script of the dialog for them to match questions and answers and then act out the conversation.	Monitor, but do not help unless students ask you to. They can write a second interview with the theater teacher or another teacher or student of their choice.

Form pairs. Make sure students understand the task. Monitor and help as necessary. Volunteers act out their dialog for the group.

D Read and give the article a title.

Answers will vary

Richard lives near the beach. He goes surfing every day after school with a group of friends from his elementary school... and with Jimbo. Jimbo is Richard's dog. Richard and Jimbo love surfing. Dog surfing is now a popular sport in the US. Jimbo is the surfing champion of La Jolla, near San Diego. Jimbo surfs on a boogie board. Boogie boards are perfect for dogs. The boards are small, and dogs feel safe on them. Jimbo sometimes falls off his board. That's no problem though, because Jimbo is a great swimmer too. Surfing is a great sport for humans and their canine friends!



E Answer the questions.

1. Why do you think dogs like surfing?
Answers will vary
2. What other human activities do you think dogs enjoy?
Answers will vary
3. What abilities are necessary for surfing?
Answers will vary
4. Do you like the idea of surfing?
Answers will vary
5. Why do you think dogs like surfing?
Answers will vary

F Write questions to make a questionnaire for the national surfing team to answer. Look at the example.

1.	How often do you	?
2.		?
3.	Answers will vary	?
4.		?
5.		?

Lesson 4 119

Vocabulary

beach	fall off	swimmer
boogie board	safe	
canine	surfing	

CLIL: Sports

D Read and give the article a title.

Have students scan the text and underline any new vocabulary. Have them discuss possible meanings in pairs before checking as a class. Then students read the text in silence. In pairs, they decide on a title. Encourage students to justify their choices.

E Answer the questions.

Students answer the questions individually and then compare with a partner. Lead a brief feedback session to give students the opportunity to express their opinions. Remind students about respecting others' contributions / ideas.

F Write questions to make a questionnaire for the national surfing team to answer. Look at the example.

Beginners	Fast finishers
Form pairs. Give students questions with blanks and words to choose from to fill them in. Encourage students to read the questions out loud.	Monitor, but do not help unless students ask you to. Students can then answer the questions as if they were the surfing team.

Elicit some ideas for the questions and write them on the board for students' reference. Monitor while students write. Encourage the use of dictionaries. Volunteers read their questions aloud.

G Look at the pictures and unscramble the words.

Students describe the pictures. Tell them that the pictures are clues for the words that they are going to unscramble. Elicit the first word from students. Check. Volunteers write the words on the board for you to check / correct spelling. Weaker students can work in pairs.

H Underline the B sounds, and circle the V sounds. Then say.

Have students underline the B and V sounds. Read the first line, exaggerating the V and B sounds. Ask students if they can hear a difference. Explain how to form the different sounds and that the V sound is formed with the upper lip and lower teeth and the B sound is produced with both lips. Demonstrate and ask students to follow. Students practice the individual sounds. You could also have them practice using minimal pairs (*berry-very, base-vase*, etc.). Read the verse, line by line, and have the students repeat each line. Then read the whole verse. Students read the entire verse, paying attention to the two sounds.

I A TV reporter is interviewing the junior surfing champion of Oaxaca. Write the interview.

Beginners	Fast finishers
Form pairs. Give students questions and answers for them to match. Encourage students to act out the interview.	Monitor, but do not help unless students ask you to. They may write another interview, this time with a famous soccer player.

G Look at the pictures and unscramble the words.

 migswinm swimming
 tchma match
 lacss class
 rakcte racket
 postsr sports
 babseall baseball

H Underline the B sounds, and circle the V sounds. Then, say.


 Victor has a boogie board,
 Bobby has a volleyball,
 And they share.
 Now Victor has the volleyball,
 And Bobby has the boogie board!

I A TV reporter is interviewing the junior surfing champion from Oaxaca. Write the interview.

Answers will vary

Go to page 87 in your Workbook and write an entry in your blog.

120 Unit 4 Extra, Extra

Students can refer to some of the questions they wrote on page 119. Monitor and check that language and writing conventions are correct. Volunteers act out their interviews.

Go to page 87 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go to the blog on page 87 and explain the task. Students can investigate the answers for G and H in books, encyclopedias or on the Internet. If students are completing the activity in class, they can work in pairs or groups. Have volunteers share with the whole class.

PROJECT

Chart of 3rd Grade Activities

- 1 Work as a class. You need a very large sheet of paper. Pin the paper to the classroom wall.
- 2 Write your name on a strip of paper.
- 3 Stick your names in a list down the left hand side of the paper.
- 4 Draw pictures of your class's favorite activities and stick them along the top of the chart.
- 5 Now, draw horizontal and vertical lines on the paper to make a chart.
- 6 Ask your friends about the activities they do, and put a check for each on the chart.
- 7 Talk about the things your class does.



Lesson 4

121

PROJECT

Material:

large sheets of construction or bond paper, scissors, glue, pencils, colored pencils, markers

Students will do a whole class survey of their classmates' favorite activities.

- 1 Work as a class. You need a very large sheet of paper. Pin the paper to the classroom wall.

Help students cover part of the wall with the sheet(s) of paper.

- 2 Write your name on a strip of paper.

Each student writes his/her name on strips of paper.

- 3 Stick your names in a list down the left hand side of the paper.

Assist students while they do this. Encourage them to be neat and organized.

- 4 Draw pictures of your class's favorite activities and stick them along the top of the chart.

Elicit activities students do and write them on the board for reference. Form teams. Each team draws the picture of an activity. When finished, paste the pictures on top of the chart.

- 5 Now draw horizontal and vertical lines on the paper to make a chart.

Help students do this with a long school ruler.

- 6 Ask your friends about the activities they do, and put a check for each on the chart.

You may want to ask the questions and draw the check yourself so the activity is organized.

- 7 Talk about the things your class does.

Students can use the expressions in the example, or you can demonstrate, for example: *Pablo, you play chess. How often do you play?* Monitor while students speak.

Lesson 5

Vocabulary

candy	heart
diet	junk food
doctor	stethoscope
energy	tired

A Moment to Ourselves

Why are health and hygiene important?


Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started


Books closed. Write the new vocabulary on the board. Ask students what they think the lesson will be about. Accept students' contributions as long as they make sense.


Lesson 5




Why are health and hygiene important?


A  **Track 45** Listen and read. Why is Mr. Potter at the doctor's?
He is always tired and he has no energy.



Doctor: Hello, Mr. Potter.
Mr. Potter: Hello, doctor.
Doctor: What's the problem?
Mr. Potter: I'm always tired. I have no energy.
Doctor: Let me listen to your heart with my stethoscope. Umm... How often do you do exercise?
Mr. Potter: About once a month.
Doctor: You need to exercise four times a week! How often do you eat fresh fruit and vegetables?
Mr. Potter: Not often. About twice a month. I don't like vegetables.
Doctor: Eat vegetables and fruit every day. They give you energy! What about junk food?
Mr. Potter: I eat that every day! And candy too!
Doctor: Well stop! You need a good diet and exercise!




B  **Ask and answer.**

Ask	Answer
1. How often  ?	x month
2. How often  ?	x 2 month
3. How often  ?	every day

C  **Talk about your healthy and unhealthy habits.**

 How often do you eat vegetables?
 I eat vegetables every day.


122 **Unit 4 Extra, Extra**

A  **Track 45** Listen and read. Why is Mr. Potter at the doctor's?

Elicit what is going on in the picture and which words from the vocabulary activity they can see (*doctor* and *stethoscope*). Students read the conversation before listening to the recording. Clarify vocabulary. Attract students' attention to the lead-in question. Play the track once through to familiarize students with the text. Play the track again for them to answer. Check.

B  **Ask and answer.**

Elicit the meanings of the pictures (do exercise, eat fruit and vegetables, eat junk food). Make sure students know what to do (Form questions such as "How often do you do exercise?" and answer them with Mr. Potter's answers.). Demonstrate a question and answer with a strong student. Students can refer to the text to do the task. Monitor while students speak.

C  **Talk about your healthy and unhealthy habits.**

Beginners	Fast finishers
Elicit healthy and unhealthy habits and write them on the board so students can refer to them.	Monitor, but do not help unless students ask you to. Encourage them to talk about habits not mentioned in the text and extend the conversation if they can, giving suggestions, etc.



Form groups. Work with the example. Elicit one more example of question and answer. Monitor and help while students speak.



D Read the text. Circle the fact is false.

FUNBODYFACTS.COM

What do you know about your body? Here are some fun facts.

- ▶ Your nose and ears keep on growing all your life.
- ▶ Your tongue print is unique, just like your fingerprints.
- ▶ Your body takes about 12 hours to digest the food completely.
- ▶ There are approximately 96,000 kilometers of blood vessels in your body.
- ▶ You are about 1 cm taller in the morning than in the evening.
- ▶ 20% of your body is water.





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E Answer the questions.

1. What parts of your body are completely different from everyone else's?
Your tongue prints and fingerprints
2. Why do you think you are taller in the morning than in the evening?
Answers will vary (Our bodies compress during the day and stretch at night when we are sleeping)
3. Which fact surprised you the most?
Answers will vary
4. How many bones there are in a foot?
26

F  Discuss what food is good for your body, and what exercise you can do to keep healthy. Make a list. Follow the example.

	Food	Exercise
●	broccoli	soccer
●		
●	Answers will vary	
●		
●		

Lesson 5

123

Vocabulary		
blood vessels	facts	percent
digest	fingerprints	tongue print
ears	nose	

The final fact is false. 80% of your body is water.

CLIL: Science


D Read the text. Circle the false fact.

Clarify vocabulary. Students read the text carefully and find the statement that is false. Check. If students want to talk about these facts, allow and guide a brief discussion.

E Answer the questions.

Beginners	Fast finishers
Students work in pairs to answer. Monitor and help if necessary. You may want to provide students with different answers for them to choose from.	Monitor, but do not help unless students ask you to.

Students answer the questions and compare with a partner. Have students make predictions for numbers 2 and 4. Volunteers share their answers with the class. Then, take them to the computer lab to look for the missing information on the Internet or set this task for homework.

F  Discuss what food is good for your body, and what exercise you can do to keep healthy. Make a list. Follow the example.

Go through the examples. Elicit some vocabulary for healthy food and sports or have them come up with ideas in their groups. Students write the words under the correct heading. Volunteers share their words with the class.

G Write the parts of the body.

Elicit the parts of the body in the pictures. Students write the words. Check by inviting volunteers to write the words on the board. You may want students to touch the parts of their body as you say the words at random or play a game of *Simon Says*. Organize a Spelling Bee with these words.

H Track 46 Listen and repeat.

Make sure students understand the meaning of the word “stress” in reference to words. Write some examples on the board and have students repeat the words and come to the board to underline the stressed syllable. Then have students read the chant. Play the track for students to listen and point to the words they hear. Play it again for them to underline the stressed syllable. Check. Play it again, pausing for students to repeat each word.

I Write sentences about what you do to keep healthy.

Beginners	Fast finishers
Write on the board complete sentences about how you keep healthy. Students copy the ones that apply to them.	Monitor, but do not help unless students ask you to.

G Write the parts of the body.

1. feet
2. finger
3. nose
4. tongue
5. ear
6. bones

H Track 46 Listen and repeat.

Where's the stress?
Vegetables, energy, exercise, comfortable,
stethoscope.
It's at the beginning! Yes, yes, yes.

I Write sentences about what you do to keep healthy.

1. _____
2. _____
3. _____
4. _____
5. _____

Answers will vary

Go to page 90 in your Workbook and write an entry in your blog.

124 Unit 4 Extra, Extra

Elicit healthy activities and write them on the board. Monitor while students write. Volunteers share their ideas by writing the sentences on the board.

Go to page 90 in your Workbook and write an entry in your blog.

This activity is optional or may be completed for homework. Go to the blog on page 90 and explain the task. Students can interview a classmate, someone from home or answer the survey themselves. Volunteers share their blog with the class.

PROJECT

Picture Poster about How to Keep Fit

- 1 You need a large sheet of construction paper, pens, colored pencils, scissors, magazines, and a glue stick.
- 2 Work in groups of four or five. Make notes about the things you need in order to keep healthy.
- 3 Make a note of the exercise you do in your group in order to keep healthy.
- 4 Now, make a picture poster of what you need to be healthy.
- 5 Write the title of your poster at the top of the construction paper: *How to Keep Fit and Healthy*.
- 6 Illustrate your poster – cut out pictures from magazines and stick them on your poster. Draw and color pictures for the poster as well.
- 7 Present your poster to the class, and talk about how to keep fit and healthy.



Lesson 5

125

PROJECT

Material:

a large sheet of construction paper, pens pencils, colored pencils, scissors, magazines, a glue stick

Elicit what "Keep Fit" means (Keep healthy and in good condition). Elicit ways to keep fit. Tell students they are going to make a poster giving people tips on how to keep fit.

- 4 Now, make a picture poster of what you need to be healthy.

Encourage students to plan their posters in pencil before using markers and colors.

- 1 You need a large sheet of construction paper, pens, pencils, colored pencils, scissors, magazines, and a glue stick.

Make sure students have all the material they will need.

- 2 Work in groups of four or five. Make notes about the things you need in order to keep healthy.

Form groups. Students discuss and make notes. Monitor and encourage the use of dictionaries if necessary.

- 3 Make a note of the exercise you do in your group in order to keep healthy.

Students share what they do and make notes. Remind students about respecting others' contributions.

- 5 Write the title of your poster at the top of the construction paper: *How to Keep Fit and Healthy*.

Monitor and make sure students write correctly and leave enough space for the illustrations.

- 6 Illustrate your poster – cut out pictures from magazines and stick them on your poster. Draw and color pictures for the poster as well.

Monitor and make sure students use the scissors carefully. Check that the images they cut and draw are related to the topic.

- 7 Present your poster to the class, and talk about how to keep fit and healthy.

Organize the presentations. Remind students about respecting others' work and contributions.

Lesson 6

Vocabulary

after	bristles	hygiene
before	brush	snacks
between	dentist	teeth
breath	floss	toothbrush

A Moment to Ourselves

Why is it important to visit the dentist regularly?


Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others. Ask how often they go to the dentist and if they like it.

Getting Started

Elicit examples of good dental health habits. Ask students how often they brush their teeth. Ask if they eat a lot of candy or drink a lot of soda. Elicit the damage that these can cause to their teeth.

Lesson 6


Why is it important to visit the dentist regularly?

A  **Track 47** Listen, read and give the article a title.


Answers will vary

Dental hygiene is important. Brush your teeth at least twice a day – after breakfast and before you go to bed. It's a good idea to brush them after lunch or after sugary snacks too. Brush all of your teeth, not just the front ones. Brush them for two or three minutes every time. Buy a new toothbrush every three months. Some toothbrushes have bristles that change color when it's time to change them. Floss your teeth once a day. It's an important way to keep them healthy. The floss eliminates food that's trapped between your teeth. You can also brush your tongue to help keep your breath fresh! Visit the dentist twice a year. Be careful about what you eat and drink. Sugar is not good for your teeth. Eat lots of fruits and vegetables, and drink water instead of soda. And don't forget to smile!



B  Read the article again. Close your books. Write 10 things you need to do to keep your teeth healthy.

1. Brush your teeth at least twice a day.
2. Brush them after lunch or sugary snacks.
3. Brush all of your teeth.
4. Brush them for two or three minutes every time.
5. Buy a new toothbrush every three months.
6. Floss your teeth once a day.
7. Brush your tongue.
8. Visit the dentist twice a year.
9. Eat lots of fruits and vegetables.
10. Drink water instead of soda.


C  Ask and answer.




Do you floss your teeth?

126

Unit 4 Extra, Extra

A  **Track 47** Listen, read and give the article a title.

Students read the text before listening to the recording. Clarify vocabulary. Play the recording once through to familiarize students with the text. Play the recording again for them to read along. Encourage students to support their choice of title. Weaker students can think of a title in pairs.

B  Read the article again. Close your books. Write 10 things you need to do to keep your teeth healthy.

Beginners	Fast finishers
Allow students to refer to the text to find 10 things and copy them. Encourage them to read their lists aloud.	Monitor, but do not help unless students ask you to. See how many tips they can remember.

Students read the article and cover the text. They try to remember ten things that help keep teeth healthy. Volunteers read their lists or write them on the board.

C  Ask and answer.

Go through the example with students. Elicit the answer: *Yes, I do. / No, I don't. / Sometimes.* Students can refer to the text to look for information for the questions. Monitor while students speak, and be careful that nobody gets laughed at or criticized for their habits.

D Read and answer.

Samuel Sucker is a vampire. He has enormous teeth. Samuel Sucker's favorite food is – guess what? Candy! He loves candy, but he doesn't look after his teeth.

It's Monday night. Samuel Sucker is getting up. Oh no! He has a terrible toothache! What can he do? All night Samuel is in agony. He can't eat his candy bar for breakfast. He doesn't have his popsicle for lunch. He throws away his supper – chili-coated caramels. Poor Samuel Sucker!

In the morning, Samuel Sucker can't sleep. He goes to the dentist.


"Open wide", says Dr. Pullemout. He looks at Samuel's enormous teeth. "Oh dear! You don't look after your teeth, Mr. Sucker". The dentist pulls out Samuel's tooth. It's 20 cm long! He puts in a false tooth. It's a human tooth. Samuel looks very weird, but he's happy. Now he can eat candy again!



What's the problem with Samuel? He has a terrible toothache.

E Answer the questions.

1. Why does Samuel Sucker get up at night?
He is a vampire
2. What time do you think he has lunch?
Answers will vary
3. Does he eat well that night?
No
4. Do you think this is Samuel's last visit to the dentist?
Answers will vary

F  Talk about the dentist's advice to Samuel Sucker. Then, write the advice.

Brush your teeth twice a night.
Answers will vary

Vocabulary

agony	look after	toothache
doesn't	popsicle	vampire
don't	pull out	weird
enormous	put in	
false tooth	throw away	


CLIL: Language Arts/Health

D Read and answer.

Read the lead-in question with students. They scan the text to find the answer. Check, and ask students to justify their answer.

E Answer the questions.

Students read the text again to answer the questions. Allow weaker students to work in pairs. Volunteers write the answers on the board for you to check.

F  Talk about the dentist's advice to Samuel Sucker. Then write the advice.

Beginners	Fast finishers
Encourage students to use the text on page 126 as a model. Have them circle the advice. Then they copy the sentences.	Monitor, but do not help unless students ask you to. Encourage students to find out and write more advice.

Elicit some advice. Monitor while students write. Volunteers read their text aloud to the class.

G Find and circle five words from the Samuel Sucker story.

Students should now be familiar with this type of puzzle. Weaker students can work in pairs. Check. Volunteers write the words on the board.

H Track 48 Read and circle the /e/ sound. Then listen and repeat.

Read the text aloud with students. Clarify vocabulary. Have students practice the /e/ sound. Then play the track for students to listen and circle the sound in the words. Check. Play the track again for students to join in. Ask students if they can think of any other words with the /e/ sound in them. Students make lists in pairs and you can give a time limit to see which pair finds the most words.

I Write five sentences about what Samuel Sucker doesn't do. Follow the example.

Beginners	Fast finishers
Give students sentences with blanks for them to fill in. Encourage them to read the sentences aloud.	Monitor, but do not help unless students ask you to. Encourage students to add what a friend or a family member doesn't do.

G Find and circle five words from the Samuel Sucker story.

toothache vampire false tooth enormous weird

T	O	O	T	H	A	C	H	E	Z
Q	E	N	O	R	M	O	U	S	A
Z	K	Z	F	V	K	J	P	W	W
V	A	M	P	I	R	E	Z	E	Y
X	P	X	Z	P	Q	K	X	I	P
V	Q	Q	X	P	W	J	Q	R	V
J	W	Z	V	D	X	L	W	D	B
F	A	L	S	E	T	O	O	T	H



H Track 48 Read and circle the /e/ sound. Then, listen and repeat.

Ben gets up at ten
then he eats breakfast.
After breakfast, his breath isn't fresh.
He goes to the dentist.
Now Ben's breath is fresh again.

I Write five sentences about what Samuel Sucker doesn't do. Follow the example.

1. He doesn't brush his teeth twice a day.
2. _____ Answers will vary _____
3. _____
4. _____
5. _____
6. _____

Go to page 93 in your Workbook and write an entry in your blog.

Explain the task. Elicit one sentence and write it on the board, e.g., *He doesn't look after his teeth.* Monitor while they work. Volunteers read their text aloud for the group.

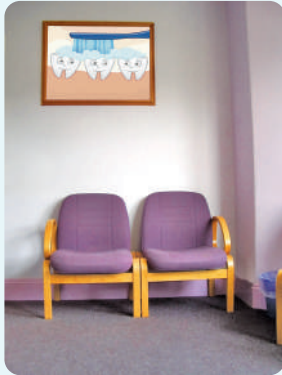
Go to page 93 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go to the blog on page 93 and explain the task. Have students compare their charts in class and have volunteers share their blog with the whole class.

PROJECT

Dental Hygiene Flash Cards

- 1 You need sheets of colored construction paper.
- 2 Work in your project groups, and discuss what is important for healthy teeth.
- 3 Decide how many flash cards you need.
- 4 Cut your construction paper into four.
- 5 Write the dentist's instructions.
- 6 Draw a picture showing the instructions.
- 7 In your group, show the cards and tell your classmates how to have healthy teeth.
- 8 Put your flash cards away in your portfolios for the final project.



Lesson 6

129

PROJECT

Material:

sheets of colored construction paper, colored pencils, pens, scissors

Tell students that they are going to make flashcards with instructions for how to keep teeth healthy.

They will be able to use these later to practice the vocabulary and test each other.

- 1 You need sheets of colored construction paper.

Make sure teams have the necessary material.

- 2 Work in your project groups, and discuss what is important for healthy teeth.

Students talk about hygiene and habits. Monitor and provide guidance to the teams. If necessary have them look back through the lesson for ideas or give them clues on the board. .

- 3 Decide how many flash cards you need.

According to the students' discussion, they decide how many pictures they will make.

- 4 Cut your construction paper into four.

Monitor and make sure students use the scissors carefully.

- 5 Write the dentist's instruction.

Students write an instruction on each card.

- 6 Draw a picture showing the instruction.

On the other side of the card, students draw a picture according to the instruction.

- 7 In your group, show the cards and tell your classmates how to have healthy teeth.

Organize the presentations. Remind students about respecting others' work.

- 8 Put your flash cards away in your portfolios for the final project.

Students save their work in their portfolios.

Lesson 7

Vocabulary

a lot of	exercise	potatoes
bread	fish	run
burn	marathon	runner
eat	meat	salad
eggs	much	

A Moment to Ourselves

Why eating healthy is important when you do exercise?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others. Ask students to brainstorm ideas of food they can eat when they do exercise.

Getting Started

Play *Pictionary* with food vocabulary.

Lesson 7

Why eating healthy is important when you do exercise?

A Track 49 Read and write the missing words. Listen and check.

Mavis Pratt is a marathon runner. A marathon is more than 42 kilometers, so marathon runners need a lot of energy. Mavis Pratt eats two (1) **eggs** a day. She eats (2) **cereal** and (3) **bread**. She drinks a lot of (4) **milk**. She always has (5) **pasta** with cheese for lunch. She has (6) **meat** or (7) **fish** every night. And she eats a lot of (8) **potatoes**! She eats (9) **fruit**, vegetables and salad, too. Mavis is not fat. She is thin. This is because she does so much exercise, and her body burns all the food. She runs for four hours every day, including Sundays!



B Talk about Mavis's diet.

She eats eggs every day.



C Prepare a menu for a marathon runner. Answers will vary

Breakfast	Dinner
_____	_____
_____	_____
_____	_____
Lunch	

130

Unit 4 Extra, Extra

A Track 49 Read and write the missing words. Listen and check.

Elicit what the woman in the picture is doing. First, have students read the text individually, ignoring the gaps. Then have them work in pairs and write the words that the pictures underneath illustrate. Check. Students read the text again and insert the missing words. They compare in pairs. Play the track once through to familiarize students with the text. Play the track again for them to listen and check.

B Talk about Mavis's diet.

Read the example aloud for students to repeat. Elicit one more sentence before letting pairs work on their own. One student can point at a picture from Activity A, and the other student has to make a sentence about when Mavis eats that food. Monitor and correct as necessary.

C Prepare a menu for a marathon runner.

Beginners	Fast finishers
Give students a list of food, or pictures of food. They write or paste the pictures under the correct heading.	Monitor, but do not help unless students ask you to.

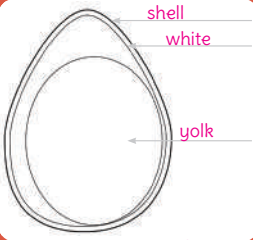
Make sure students know what to do. If necessary, demonstrate with a strong student. Monitor. Volunteers share their menus with the class. Ask students if they would like to eat this kind of food.

D Read the website and complete.

www.food.com Home Menus Nutritional Facts

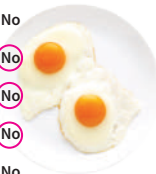
Chickens and Eggs


- ▶ Eggs are an excellent source of protein.
- ▶ The chicken is the closest living relative of the Tyrannosaurus Rex.
- ▶ An average hen lays 300–325 eggs every year.
- ▶ Chickens can fly – but not for long. The record is 13 seconds.
- ▶ Eggs keep fresher in the refrigerator.
- ▶ A mother hen turns her eggs frequently, so the yolk (the yellow part) doesn't stick to the shell.



(Protein gives you energy)

E Read and circle Yes or No.

1. Eggs are good because they give you energy.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
2. Hens are dinosaurs.	<input type="radio"/> Yes	<input checked="" type="radio"/> No	
3. Hens can lay 650 eggs in 24 months.	<input type="radio"/> Yes	<input checked="" type="radio"/> No	
4. Chickens are good flyers.	<input type="radio"/> Yes	<input checked="" type="radio"/> No	
5. Hens look after their eggs well.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	

F  **Discuss, make notes, and write a report about eggs. Look at the example. Include your partner's ideas.**

What's the most popular way to eat eggs?

boiled
 fried
 scrambled
 with ham
 with mayonnaise
 etc.

Answers will vary

Lesson 7 **131**

Vocabulary

chicken	refrigerator
fly	shell
hen	source
lay eggs	stick
protein	white
record	yolk

CLIL: **Science**


D Read the website and find out.

Have students study the diagram and elicit the names for the different parts of the egg. Tell them that they can find two of the words in the text and one of the words is a color (it is not in the text). Have students read the text to find the words and label the diagram. Then they compare in pairs. Check. Have students read the text again and answer questions about vocabulary.

E Read and circle Yes or No.

Beginners	Fast finishers
Students work in pairs and look for the answers in the text. Monitor and help if necessary, guiding students and eliciting, without giving them the answers.	Monitor, but do not help unless students ask you to.

Students read the statements. Make sure they understand. Students refer to the text to choose *Yes* or *No*. Check. Have students support their choices.

F  **Discuss, make notes, and write a report about eggs. Look at the example. Include your partner's ideas.**

Each student writes down their favorite way of eating eggs. Monitor while they write and encourage the use of dictionaries. Then have students form groups of four or five. Groups collect the information and on another piece of paper or in their notebooks write a short report of how the people in their group like to eat eggs, for example, *“Two people in our group like to eat eggs with ham,”* etc. Have one student from each group read the reports and, at the end, elicit from students which is the most popular way to eat eggs in the class.

G Circle the foods.

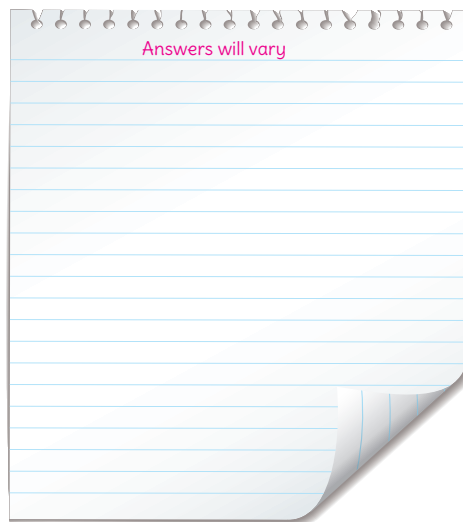
potatoes, eggs, yolk, bread, cereal, salad

H  **Track 50** Listen and repeat.

Do you like your yellow yolk?
Yes, the yellow yolk is yummy!

I Write a short story about a character called Egbert the Egg Monster.

Answers will vary



Go to page 96 in your Workbook and write an entry in your blog.

132

Unit 4 Extra, Extra

G Circle the foods.

Explain clearly what students have to do. Find the first word with the whole group. Monitor while they work. Have volunteers write the words on the board for you to check.

H  **Track 50** Listen and repeat.

Read the verse with students. Clarify vocabulary. Play the track and have students repeat. Have them underline the /y/ sound and elicit the pronunciation of the sound by itself. Practice the /y/ sound by itself and in different words.

I Write a short story about a character called Egbert the Egg Monster.

Beginners	Fast finishers
Let students work in pairs or groups to do this task. Give students the story with blanks to fill in. Encourage them to read the story aloud.	Monitor, but do not help unless students ask you to.

Students invent a story about the monster. They may need to read the text about Samuel Sucker for support and ideas. Volunteers read their stories aloud.

Go to page 96 in your Workbook and write an entry in your blog.

This activity is optional and may be done for homework. Go the blog on page 96 and explain the task. Monitor and help. Have volunteers share their blog with the whole class.

PROJECT

High-Energy Food Puppets

- 1 You need construction paper, paper plates, pencils, scissors, colored pencils, popsicle sticks, and a glue stick.
- 2 In your project groups, look through this unit and make a list of high-energy foods. (Ask your teacher, or look on the Internet to find other high-energy foods.)
- 3 How many high-energy foods are there on your list? Cut out the same number of circles from white construction paper. (Draw around a small plate to make all the circles exactly the same size.)
- 4 Draw high-energy food faces on the circles, and color them.
- 5 Stick popsicle sticks on the back of each high-energy food face to make it into a high-energy food puppet.
- 6 Prepare and practice a High-Energy Food presentation for using the puppets.
- 7 Put your High-Energy Food puppets away in your portfolios for your final project.



Hello. I'm an egg. Eggs are an excellent source of protein. Eggs are a high-energy food. Eat an egg every day.

Lesson 7

133

PROJECT

Material:

white construction paper, paper plates, pencils, scissors, colored pencils, popsicle sticks, a glue stick

Elicit from students what “high-energy foods” are. Examples could include honey, bananas, apples, oranges, spinach, beans, nuts, chicken, salmon, tuna, dark chocolate and eggs.

- 1 You need construction paper, paper plates, pencils, scissors, colored pencils, popsicle sticks, and a glue stick.

Make sure students have all the material they will need.

- 2 In your project groups, look through this unit and make a list of high-energy foods. (Ask your teacher, or look on the Internet to find other high-energy foods.)

Students list high-energy foods. Encourage the use of dictionaries or the Internet.

- 3 How many high-energy foods are there on your list? Cut out the same number of circles from white construction paper. (Draw around a small plate to make all the circles exactly the same size.)

Students cut as many circles as there are foods in their lists. Monitor and make sure they use the scissors carefully.

- 4 Draw high-energy food faces on the circles, and color them.

Students draw the food with a face, as in the picture in the book.

- 5 Stick popsicle sticks on the back of each high-energy food face to make it into a high-energy food puppet.

Monitor while students work, and ask them questions to keep them focused: *What is this? What color is it?*

- 6 Prepare and practice a High-Energy Food presentation for using the puppets.

Students prepare and rehearse the presentation of each food puppet, using the example as a model.

- 7 Put your High-Energy Food puppets away in your portfolios for your final project.

Students save their work in their portfolio.

Vocabulary

hand	right
in	shake
left	turn around
out	

A Moment to Ourselves

Do you think being happy can make you healthy?


Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

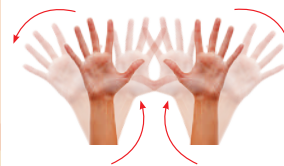
Review / elicit parts of the body. Present *in* and *out* with mime. Elicit *right* and *left*. Have students move by asking them to put their right hand out / in, then the left hand. Get them move to the right and to the left. Elicit *turn around* and have them practice.

Lesson 8

Do you think being happy can make you healthy?

A  **Track 51** Listen and touch the parts of your body.

Put your right hand in.
Put your right hand out.
In out, in out, and shake it all about.
Do the hokey pokey,
and turn yourself around.
That's what it's all about. Yeah!




B Join in with the singing and the actions.

C Try these new verses. Sing and dance.

Left hand	Right foot	Left foot	Elbows	Whole body
-----------	------------	-----------	--------	------------

134

Unit 4 Extra, Extra

A  **Track 51** Listen and touch the parts of your body.

Read the text with students. Clarify vocabulary. Play the song once through to familiarize students with the song. Play the song again for them to touch the corresponding parts of their bodies.

B Join in with the singing and the actions.

Demonstrate the action and have students copy them. Play the track for them to join in and do the actions. Continue for as long as students are interested.

C Try these new verses. Sing and dance.

Tell students that they are going to replace the phrase “right hand” in the song with the words in the box. Write the words on the board and elicit the body parts and the movements. Play the track again for students to join in and do the actions. Point to a word at the beginning of each verse and have them shout it out in the correct place in the song. Continue for as long as students are interested.

D Read and answer.

Sing, Dance, Laugh and Be Healthy

Singing is a fun thing to do. Singing produces a substance called endorphins. Endorphins are a chemical substance that makes you happy. Singing with friends produces the very best effects.

Singing and dancing are musical activities. Music makes people happy, too. Singing and dancing improve your lung capacity and your blood circulation – two very good things for your health. And guess what?

There are scientific reports that show that singing and dancing improve your school grades too.

Sing, dance and laugh with a group of friends. It's a three-way success story. You feel great, you look great, and it makes your health great, too! It's easy! Do it!



How do endorphins make you feel? _____

E Write sub-headings for each of the paragraphs in the text. *Answers will vary*

1. _____
2. _____
3. _____

F Write a story about a character called Happy Holly. Then, read it to the class. Which Happy Holly story do you like the best?



Happy Holly is a very happy person.

Vocabulary

blood circulation	improve
chemical	lung capacity
endorphins	substance
great	success story

CLIL: Science

D Read and answer.

Read the lead-in question with students. Have them skim the text and, in pairs, discuss the answer. Check.

E Write sub-headings for each of the paragraphs in the text.

Beginners	Fast finishers
Form pairs. Give students different possible sub-headings for them to select the ones they think are appropriate.	Monitor, but do not help unless students ask you to.

Students need to read the text again to decide on three sub-headings. Check, asking students to support / justify their choices.



F Write a story about a character called Happy Holly. Then, read it to the class. Which Happy Holly story do you like the best?

Form groups of four or five. Students think of ideas for a brief story about a happy person. Elicit what information they should include in the story, e.g., what she does, what she eats, what she is like, where she lives. Write ideas on the board for reference. Tell them that everyone in the group needs to contribute an idea to the story. Teams read their stories aloud. Take a vote for the best story. With a strong group, as an alternative you could lead a game of *Consequences*. Each student has a sheet of loose paper. The teacher says, "Where does Holly live?" and they have to write down a place and then fold over the paper and pass it to their right. The teacher continues with more questions and, each time, students write their ideas, cover them, and pass on the piece of paper. In the end the students unfold their papers and tell the stories of Happy Holly.

G What is the girl doing?

Students look at the picture and write a complete answer. A volunteer writes the answer on the board.

There may be different possible answers (dancing, turning around, doing the hokey pokey, spinning).

H  **Track 52** Listen and chant.

Read the text with students and clarify vocabulary. Ask them what the words in the song have in common (/əl/ sound at the end of the words). Play the track once through while students read. Play it again for students to join in.

I Write another verse with words ending in *-ing*. (For example, *singing*).

Beginners	Fast finishers
Give students a list of words ending in <i>-ing</i> . They use these words to write the verse. Encourage them to use the verse in Activity H as a model and just substitute the words.	Monitor, but do not help unless students ask you to.

G What is the girl doing?

She is dancing / turning around



H  **Track 52** Listen and chant.

Bicycle and tricycle,
theatrical and musical,
technical and chemical,
individual and tropical,
alphabetical and mathematical,
all end in the very same way,
and that's the sound we're practicing today.

I Write another verse with words ending in *-ing*. (For example, *singing*.)

Answers will vary

Go to page 99 in your Workbook and write an entry in your blog.

Encourage students to put music to their verse and sing it for the class. Allow volunteers to present their song for the class.

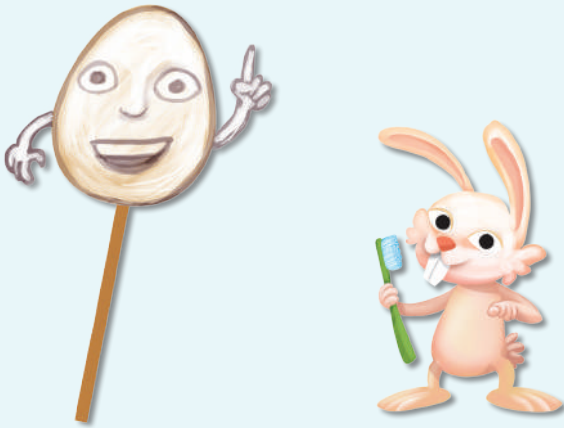
Go to page 99 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go the blog on page 99 and explain the task and the meaning of *agree* and *goals*. Tell them they need to write five goals. A family member or a classmate can be their witness. Monitor and help. Have volunteers share their blog with the whole class.

PROJECT

Create a Good-Health Campaign.

- 1 Get into your project groups. Take out your picture poster, your dental-hygiene flash cards, and your high-energy food puppets.
- 2 Show them to the rest of the class, and talk about how to keep healthy.
- 3 Find a good place in your school to display your work, like the school nurse's office, or a wall in reception, for example. Arrange your work so that everyone can see it.
- 4 Invite other groups to come and find out how to keep healthy.
- 5 Be prepared to answer questions, and to explain about high-energy foods.



Lesson 8

137

PROJECT

Material:

Portfolio containing projects from this unit

Students will organize a Good-Health fair with different stops or stalls that other students will visit to ask questions and get information.

- 1 Get into your project groups. Take out your picture poster, your dental-hygiene flash cards, and your high-energy food puppets.

Organize the groups. Make sure students have all they need.

- 2 Show them to the rest of the class, and talk about how to keep healthy.

Organize the presentations. Remind students about respecting others' work.

- 3 Find a good place in your school to display your work, like the school nurse's office, or a wall in reception, for example. Arrange your work so that everyone can see it.

Encourage students to ask the principal where they can display their work.

- 4 Invite other groups to come and find out how to keep healthy.

You can have students make invitations for other groups.

- 5 Be prepared to answer questions, and to explain about high-energy foods.

Ask the teams some questions about their work to prepare them for questions people can ask. Help students think of questions to ask their classmates about their work.

Review 4

A Look at the pictures and solve the crossword puzzle.

B Circle the correct option.

Alice: How often **do** **does** you go swimming?
 Brian: **Twice** every a week.
 Alice: Do you **do** **play** tennis?
 Brian: Yes. I always play **in** **on** Mondays.
 Alice: Do you **play** **go** soccer?
 Brian: No, I **often** **never** play.

C Complete the questions. Then, answer them.

Monday	Tuesday	Wednesday	Thursday	Friday
Karate	Karate			
				Tennis
	Soccer	Soccer	Soccer	
Guitar	Guitar	Guitar	Guitar	Guitar

- How often does Jeff have karate? Twice a week.
- How often does he play soccer? Three times a week.
- How often does he have guitar class? Every day.
- How often does he play tennis? Once a week.

138 Unit 4 Extra, Extra

A Look at the pictures and solve the crossword puzzle.

Students identify the actions in the pictures. Monitor while they work, but do not help at this stage. Ask volunteers to write the words on the board. Check with the whole group.



B Circle the correct option.

Give students some time to read the sentences without attempting to circle a choice yet. They read again, this time completing the task. To check, encourage volunteers to read them aloud. Have students read the conversation in pairs.

C Complete the questions. Then answer them.



Students read the table and the questions first. Then they complete the questions. Check. They answer them with information from the table.

D Unscramble the body and food words, and match them with the pictures. Which word doesn't have a picture?

1. ginfre finger  2  5

2. atem meat

3. woble elbow

4. soottape potatoes  4  1

5. dreab bread

E Unscramble the sentences.

1. you / do / your / often / brush / How / teeth
How often do you brush your teeth _____?

2. fruit / eats / always / She / fresh
She always eats fresh fruit _____.

3. does / He / exercise / any / never
He never does any exercise _____.

4. week / a / three / meet / times / We
We meet three times a week _____.

F Write one word in each space to complete the conversation.

Dentist: Billy, your teeth aren't clean. How often do you brush them?

Billy: Once a day, in the mornings.

Dentist: You need to brush your teeth twice a day – in the morning and in the evening. Do you eat a lot of sugar?

Billy: Yes. I eat ice cream and candy every day.

Dentist: That's not good, Billy. Sugar is bad for your teeth!

Review 4 139

D Unscramble the body and food words, and match them with the pictures. Which word doesn't have a picture?

Demonstrate, unscrambling the first word with students. Monitor while students work. Then have them write the numbers. Volunteers write the words on the board or read them aloud. Elicit which word does not have a picture.

E Unscramble the sentences.

Do the first one with students to demonstrate. Students write the sentences ordering the words. Check, having volunteers write the sentences on the board. Focus students' attention on the position of the adverbs.

F Write one word in each space to complete the conversation.

Students read the text without attempting to fill in yet. They complete during the second reading. Monitor while students work. Check, having volunteers read the conversation aloud.

The Now and The Then

Vocabulary

(10) times (2)	popular
never	sometimes
numbers 1–100	ten times table
performances	

A Moment to Ourselves

How do we use math every day?


Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others. Ask students where and when they see numbers. Give some examples: prices, phone numbers, school grades, etc.

Getting Started

Review numbers 1 to 10 with the chant “Ten Little Piggies,” to the tune of “Ten Little Indians.”

One little, two little, three little Piggies
 Four little, five little, six little Piggies
 Seven little, eight little, nine little Piggies
 Ten little Piggies.
 Ten little, nine little, eight little Piggies
 Seven little, six little, five little Piggies
 Four little, three little, two little Piggies
 One little Piggy

Or use a number song of your choice, e.g. “Ten in the Bed.” You can find more on the Internet.

- A**  **Track 53** Listen, fill in the missing numbers, and point. Listen again and join in.


Have students complete the song with the answers before they listen. Play the track once through to check their answers. Play the track again for them to read along and point to the numbers in the picture when they hear them. Play it again for them to join in. Continue for as long as students are interested.

Lesson 1

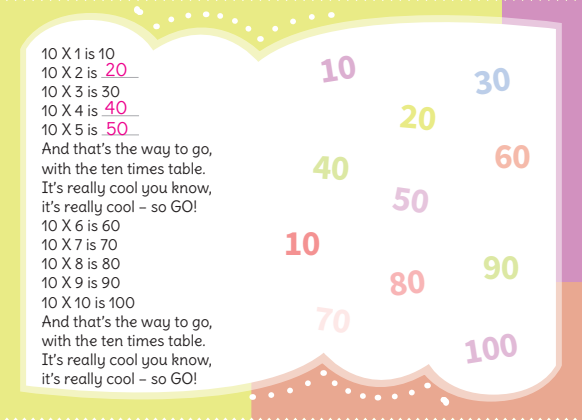
The Now and The Then


UNIT 5


How do we use math every day?

A  **Track 53** Listen, fill in the missing numbers, and point. Listen again and join in.


10 X 1 is 10
 10 X 2 is 20
 10 X 3 is 30
 10 X 4 is 40
 10 X 5 is 50
 And that's the way to go,
 with the ten times table.
 It's really cool you know,
 it's really cool – so GO!
 10 X 6 is 60
 10 X 7 is 70
 10 X 8 is 80
 10 X 9 is 90
 10 X 10 is 100
 And that's the way to go,
 with the ten times table.
 It's really cool you know,
 it's really cool – so GO!



B  **Ask and answer.**



What's 10 X 3?




10 X 3 is 30

C **Count from 50 to 100.**

50, 51, 52...

140

Unit 5 The Now and The Then

- B**  **Ask and answer.**

Elicit how to say the symbol X (*times*). Go through the example and elicit one more from stronger students. Monitor while students speak, and provide help when necessary. Weaker students may need to use the text for support.

- C** **Count from 50 to 100.**

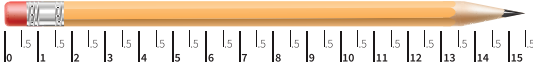
Beginners	Fast finishers
Elicit numbers 50 to 100 and write them on the board. Read them and have students repeat after you.	Monitor, but do not help unless students ask you to. Encourage them to add more numbers.

Monitor while students speak and help only if they get stuck.

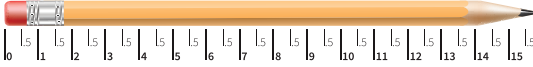
D Read and complete.

Ten in the Decimal System

You can write fractions by using the decimal system. The decimal system uses a decimal point. A decimal point is a period. The complete number goes before the decimal point (to the left). The "fraction" of the number goes after the decimal point (to the right). In the decimal system, the fraction $\frac{1}{2}$ is written 0.5. There is no complete number.



This pencil is 15½ centimeters long. In the decimal system that is 15.5. That's 15 complete centimeters and one half of another centimeter.



This pencil is 16 centimeters long. In the decimal system, we don't use 15.10 because .10 is a complete number, so we use 16.0. Remember that complete numbers go BEFORE the decimal point. 10 is the number that makes the difference in the decimal system!

The important number in the decimal system is 10

E Answer the questions.

1. What does the decimal point divide? The complete number and the fraction of the number.
2. How do you write the fraction $\frac{3}{10}$ in the decimal system? 0.3
3. How do you write 17.5 using a fraction? $17\frac{1}{2}$

F Solve the problems. Write two more in your notebook, and test your friends.

1. There are 10×4 books on the shelf. Mr. Bookworm reads half of the books. How many books doesn't he read? 20
2. Lucy Lucky has $10 + 10 + 10 \times 2$ presents for her birthday. How many presents does Lucy Lucky have? 40
3. Gregory Greedy eats 30×3 cup cakes + 7 brownies. How many cakes does Gregory Greedy eat? 97

Lesson 1

141

Vocabulary

- $\frac{1}{2}$ (half)
- decimal point
- decimal system
- fraction
- period
- point (e.g. fifteen point five)

CLIL: Math

D Read and complete.

Have students read the lead-in statement they will need to complete. Read the text with students and clarify vocabulary as necessary. Students read again to complete the statement. Encourage a volunteer to write the complete sentence on the board.

E Answer the questions.

Beginners	Fast finishers
For Activities E and F: Allow students to work in pairs or groups of three. You can give them the answers for both activities for them to match to the questions / problems.	Monitor, but do not provide help unless students ask for it. You may want them to write a few more problems for the group to solve.

Guide students through the questions and make sure they understand. Volunteers write the answers on the board for you to check with the whole group. Encourage students to say how they know the answers.

F Solve the problems. Write two more in your notebook, and test your friends.

Weaker students can work in pairs to solve the problems. Read the problems aloud before students work in silence. Monitor and help if necessary. Do the math aloud while you write the answers on the board.

G Listen and repeat.

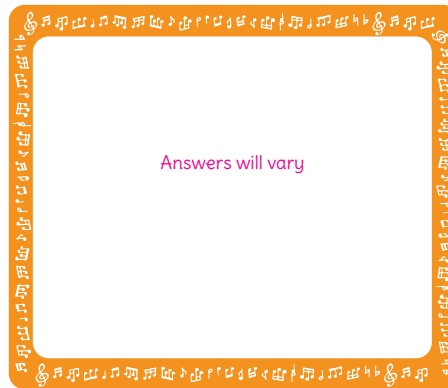
1. 60 sixty 2. 70 seventy 3. 80 eighty
 4. 90 ninety 5. 100 one hundred

H Track 54 Listen and repeat.

It's cool you know,
 at school, so go,
 and it's the rule
 to go to school.
 So wake up, Joe,
 and off you go!



I Choose a times table from 6 to 9. Write a table song like the one on page 140.



Go to page 102 in your Workbook and write an entry in your blog.

G Listen and repeat.

Read the figures aloud for students to repeat. Write the scrambled words on the board for them to unscramble and write.

H Track 54 Listen and repeat.

Make sure students know the meanings of the words. Ask what the student in the picture looks like. Play the track once through while students read along. Who do they think the boy in the picture is? Play it again for students to join in.

I Choose a times table from 6 to 9. Write a table song like the one on page 140.

Beginners	Fast finishers
Give students a song with blanks and options to fill in. Students work together to complete it and copy the completed song into their books.	Monitor, but do not help unless students ask you to. Ask students to include one more times table.

Do a couple of sentences as an example with students, and make sure they know what to do. While students work, monitor and provide help. Volunteers sing their songs aloud.

Go to page 102 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go to the blog on page 102 and explain the task. Elicit typical events that happen at those times in people's lives, or have students ask their parents. Volunteers share their blogs with the whole class.

PROJECT

Invent a number game to practice 10 and multiples of 10.

- 1 Work in groups of 4. Look at the games in the ideas box.

- Tic-tac-toe
- Memory
- Buzz
- Snakes and Ladders
- Snap
- Hangman

- 2 Choose one of the games in the box, or invent a different one. Plan how you can adapt the game to practice the number 10 and multiples of 10.
- 3 Use construction paper and colored pencils to make the game.
- 4 Make a list of the rules.
- 5 Show your game to the class and explain how to play it.
- 6 Go around the class with your group and play all the games.



Lesson 1

143

PROJECT

Material:

white construction paper, colored pencils

Ask students what their favorite games are. These could be board games they play at home or other types of games they play with their friends or family. What are the favorite games of the members of the class? For this activity, it may be useful to bring one of the games to class (like Snakes and Ladders or cards for Snap).

- 4 Make a list of the rules.

Give students the rules to play with the game you made. Elicit some game rules and write them on the board for reference. Monitor while students write the rules for their games.

- 1 Work in groups of 4. Look at the games in the Ideas box.

Make sure students are familiar with the games mentioned. Explain or demonstrate the ones they are not familiar with.

- 2 Choose one of the games in the box, or invent a different one. Plan how you can adapt the game to practice the number 10 and multiples of 10.

Demonstrate with one of the games from the box. Then have them work in groups to adapt a game. Ask questions to keep students focused, e.g., *What game is this? What number is this?* Give students space and time to work out a solution collaboratively, but be available to provide ideas if needed.

- 3 Use construction paper and colored pencils to make the game.

Monitor while students work.

- 5 Show your game to the class and explain how to play it.

Show students how to play the game you prepared and have them explain their games. Make sure everyone is participating.

- 6 Go around the class with your group and play all the games.

Organize the games so that students can move from one to the other. Have students leave the rules in a place where other students can read them, or have one person from each group stay to explain their game. Monitor and participate in some of the games.

Vocabulary

awesome	ice skaters
bloggers	performing dogs
circus	today
clowns	trapeze
cool	was / were
egg-and-spoon race	yesterday

A Moment to Ourselves

Are you more interested in today, yesterday or tomorrow?

Ask the question on the first page of the lesson, and give students a few minutes to think about their answer before sharing their ideas with others.

Getting Started

Elicit leisure activities both inside and outside school. Write some examples on the board: movies, sports, school festival, circus, theater, shows, concerts, reading. Write students' contributions on the board. Have students skim the text and tell you which of their ideas are mentioned in it.

Lesson 2

Are you more interested in today, yesterday or tomorrow?

A **Track 55** Listen, read and find out.

KIDS BLOG

Hello, bloggers:
Today I'm at school, but yesterday we were all at the Galaxy Ice Show. All the kids in third grade were there! It was a great show. The ice skaters were awesome. Yesterday was fun!
Kim

Hi, bloggers:
Today it's raining! But yesterday it was sunny. It was sports day. We were in the field behind our school. I was in the egg-and-spoon race! It was great! I love sports day.
Jimmy

Hi there, bloggers:
Guess what! Yesterday I was at the circus with my mom and dad. The trapeze artists were really good. The performing dogs were fun, too. But the clowns were the best! We're in the school library right now. There's a math test. Not cool! But the circus yesterday was really cool!
Blake

B **Talk about yesterday for Kim, Jimmy and Blake.**

Kim was at the Galaxy Ice Show yesterday. The ice skaters were awesome!

Read and circle Yesterday or Today. Then circle the "past" words in the sentences.

I'm at school.
Yesterday Today
I was at the circus.
Yesterday Today
We were in a field.
Yesterday Today
We're in the school library.
Yesterday Today

C **Talk about yesterday for yourself.**

My brother and I were at the movie theater. The movie was very funny.

A **Track 55** Listen, read and find out.

Ask students what kind of text this is (a web page / blog). Ask them if they know what a blog is and what kind of things people usually mention in them. Students read the text before listening to the recording. Play the track through while students read.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes, call on a volunteer to read out the answers. Have students explain their answers. Ask for more examples using activities from the Getting Started stage.

B **Talk about yesterday for Kim, Jimmy and Blake.**

Beginners	Fast finishers
Have students identify the word <i>yesterday</i> in the text in Activity A. Then, students underline the activities as well as underlining <i>was / were</i> . With this help, students read the sentences aloud.	Don't help unless students ask you to.

Attract students' attention to the example before starting the activity and explain as necessary. Elicit another example. Monitor while students speak.

C **Talk about yesterday for yourself.**

Tell students what you did yesterday (Give a few examples using *was* and *were*). Ask what some students did yesterday: *What about you, (Pedro)?* to elicit *Yesterday I was ...*

D Read and answer.

Ice Skating Then and Now

The first ice skating was in Finland. That was more than 3,000 years ago. Look at the picture. The skates in those days were bones. Nowadays, ice skates are metal (steel). At first, ice skates were a means of transport in the snow! Now, ice skating is a major sport in cold countries. There are several ice-skating events in the Olympic Games.

The very first Olympic skating competition was in the Summer Olympics in 1908. Now, there are no ice-skating events in the Summer Olympics. They are in the Winter Olympic Games. The first Winter Olympics were in 1924, in France, and ice-skating competitions were an important part of the games. Ice skating is still one of the most popular sports in the Winter Olympics today.



Why do you think skating started in Finland? *Answers will vary*

E Discuss the questions. *Answers will vary*

1. What type of bones do you think they used for the first ice skates?
2. Why do you think ice skating is more popular in cold countries?
3. What other events are there in the Winter Olympic Games?
4. Is there ice skating in your country? Where?
5. Do you go ice skating?

F Imagine you were at the skating rink yesterday. Use the ideas in the box to write a blog.

Yesterday: ice rink
Friends: who?
How many hours?
Great fun!

Answers will vary

myblog.com

Vocabulary	
bone	snow
ice skates	steel
means of transport	Winter Olympics

CLIL: Sports

D Read and answer.

Read the lead-in question with students. Elicit ideas from students. Accept all contributions that make sense. Write them on the board. Students skim the text. Clarify vocabulary. Have students read the text again more carefully to help them find the answer to the question. Check, and ask students to justify their answer. Have them underline the answer in the text. Students decide which idea on the board was the closest to the answer in the text.

F Imagine you were at the skating rink yesterday. Use the ideas in the box to write a blog.

Beginners	Fast finishers
Form pairs. Make sure students understand the ideas in the box. Give them a scrambled text to order, or a text with blanks for them to fill in. Encourage students to read the information aloud.	Monitor, but do not help unless students ask you to. Encourage them to write full sentences and add more ideas.

E Discuss the questions.

Go through the questions with students and make sure they know the meanings of the words. They discuss the answers with their partner. Elicit ideas and lead a brief feedback session with the whole group. Remind students about respecting other people's opinions.

Tell students to look at ideas in the box. Explain the task. Monitor and encourage the use of dictionaries if necessary. Volunteers share their work.

G Label the pictures with the words in the box.

Students write the correct words below the pictures.
Play hangman to practice spelling.

H  **Track 56** Listen and repeat.




Read the text aloud and clarify vocabulary. Play the track once through. Play it again for students to repeat. See if they can remember it without looking at the text.




I Write about what you did on the weekend.


Beginners	Fast finishers
Elicit and write weekend activities on the board. Write an example of your own, with special emphasis on the words <i>yesterday, was</i> and <i>were</i> . Students use the activities and your model to write sentences. Encourage them to read their sentences aloud.	Monitor, but do not help unless students ask you to. Students write sentences about their classmates, too, e.g., <i>Maria was at the sports center on Sunday.</i>

G Label the pictures with the words in the box.

ice ice rink skates skating Olympics competition

1.  skates 2.  Olympics 3.  ice

4.  competition 5.  skating 6.  ice rink

H  **Track 56** Listen and repeat.

Education is a combination of competition and dedication!

I Write about what you did on the weekend. *Answers will vary*

Go to page 105 in your Workbook and write an entry in your blog.

146 Unit 5 The Now and The Then

Encourage students to use dictionaries if necessary. Check that language and writing conventions are correct. Volunteers share their sentences with the whole group.

Go to page 105 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go to the blog on page 105 and read the instructions. Make sure students know what to do. If possible, take students to the computer lab to find out about the sport they chose and look for pictures. Volunteers share their work with the class or in groups.

PROJECT

Skiing Now And Then

- 1 In groups, read the skiing research notes.
- 2 Close your books and talk about skiing.



Research Notes on Skiing

- The first record we have of skiing was 22,000 years ago. That was in the Ice Age. There are drawings of pre-historic men on cave walls. And guess what – they have skis on their feet!
- The skis were sticks from trees.
- Modern skis are a combination of wood, plastic and metal.
- Originally, skis were a means of transportation across the snow in Northern Russia. They were very useful for hunting animals.
- The first skiing competition was in Norway in the 1760s.
- The first Winter Olympics were in France in 1924.
- There are six different types of skiing events in the modern Winter Olympic Games.

- 3 Plan a website article on “Snow Skiing Now and Then.”
- 4 Write your article and illustrate it.
- 5 Present your article to the class.

Lesson 2

147

PROJECT

Material:

notebooks, computers, Internet, library books

Ask students to look at the pictures and tell you what sport they show. Elicit what they know about skiing. Ask if they would like to try it or not. Do they think it looks easy or difficult?

- 1 In groups, read the skiing research notes.

Make sure students know the meanings of the words. Encourage the use of dictionaries.

- 2 Close your books and talk about skiing.

Have students see what they can remember from the text. They can discuss with a partner or in a group in order to help each other.

- 3 Plan a website article on “Snow Skiing Now and Then.”

Discuss with the group what they think the contents of their articles could be. Write their ideas on the board for reference. Students do research using the resources available and take notes. Let them organize their article into past and present, helping only if necessary.

- 4 Write your article and illustrate it.

Teams write their article using the one above as a model.

- 5 Present your article to the class.

Organize this activity. Remind students about respecting others' contributions.

Lesson 3

Vocabulary

back door	drapes
back yard	kitchen
bed	living room
bedroom	sneakers
closet	sofa
desk	supper
dining room	yard

A Moment to Ourselves

What are the advantages and disadvantages of having a pet?


Ask the question on the first page of the lesson, and give students a few minutes to think about the answers before sharing their ideas with others. You could have them make notes in two columns before they speak.

Getting Started

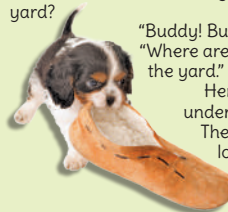
Divide the board into two halves. Write the word *house* at the center on each side and circle it. Form two teams. Give a member of each team a marker or chalk. Say: *ready, set, go!* Students come to the board and write a word related to house and hand in the chalk to another member of their team to add another word. Continue this procedure for five minutes. The team with the most words is the winner.

Lesson 3

What are the advantages and disadvantages of having a pet?

A  **Track 57** Read, listen and find out what was under the tree. **Eli's sneakers**

Where was Buddy? It was supper time, but Buddy wasn't in the kitchen. He wasn't on the sofa in the living room. He wasn't behind the drapes in the dining room. What about in Eli's bedroom? No, he wasn't on the bed, and he wasn't under the desk. Maybe he was in the yard?



"Buddy! Buddy!" called Eli. There was no answer. "Where are my sneakers?" Eli said. "I need them to go in the yard."

Her sneakers weren't in her closet. They weren't under her bed. They weren't near the front door. They weren't next to the back door. Then Eli looked out of the window. Buddy was under the tree in the back yard. And her sneakers were there too!

B Read the story again. Then, close your books and talk about Buddy and the sneakers.


Buddy wasn't in the kitchen...



Buddy wasn't in the kitchen. Her sneakers weren't in her closet.

Complete the table.

Affirmative	Negative
<u>was</u>	<u>wasn't</u>
<u>were</u>	<u>weren't</u>

C  Invent a story about missing school supplies using the words from the box. Tell the class.


backpack pencil case kitchen table desk closet car bathroom



This morning, Evan's colored pencils weren't...

148

Unit 5 The Now and The Then

A  **Track 57** Read, listen and find out what was under the tree.

Ask students to describe the pictures. Explain that they should listen and read to say what was under the tree. Play the track once through to familiarize students with the text. Play the track again for them to do the task. Have them underline the answer. Check.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes, call on a volunteer to explain the differences between these phrases. Make sure students understand. Check answers to the table. Elicit more examples.

B Read the story again. Then, close your books and talk about Buddy and the sneakers.


Beginners

Students work in pairs. They read the text and underline the sentences with *wasn't* / *weren't*. Students then read the sentences aloud.

Fast finishers

Monitor, but do not help unless students ask you to.

Go through the example and elicit another sentence with *wasn't*. Monitor while students work. Elicit sentences to make sure students got the concept right. Ask: *Where was Buddy?* and *Where were the sneakers?*

C  Invent a story about missing school supplies using the words in the box. Tell the class.

Form groups of four or five. Make sure students know what to do. Demonstrate with two strong students using the example. Monitor while students speak. Make sure that everyone contributes to the story. With weaker groups, you can give them sentences with blanks for them to fill in with *wasn't* / *weren't* and *was/were*.

D Read and match the pictures to the paragraphs.

Cats in History

1. Cats were very popular in Ancient Egypt. They were very useful when there were snakes and rats around! They were also sacred animals. In most tombs, there were statues of cats. Mummies of cats were common, too.
2. Europe in the Middle Ages was not a good time to be a cat. People associated cats with witches. People were scared, and thought cats were evil things.
3. Life was better for cats in the Far East. They were a sign of good luck. In Islam, they were a symbol of purity.
4. Today cats are the most popular pets. There are 90 million pet cats just in the USA. Cats, like dogs, provide company, love and affection. Do you own a cat?



E Answer the questions.

1. What animal do you think is the best pet?
_____ *Answers will vary*
2. What's the most popular pet in your country?
_____ *Answers will vary*
3. What is the attitude to cats in your country? Is it different from before?
_____ *Answers will vary*
4. What stories do you know about cats?
_____ *Answers will vary*

F In your notebook, write three sentences using **wasn't** or **weren't** about cats in the past. Take your information from the "Cats in History" article. Look at the example.

Cats weren't a symbol of luck in Ancient Egypt.

Vocabulary

ancient	mummies
cats	purity
Egypt	rats
Europe	sacred
evil	snakes
Far East	statues
Islam	tombs
Middle Ages	witches

CLIL: History

D Read and match the pictures to the paragraphs.

Ask volunteers to tell you if they like cats and why/why not. Clarify vocabulary. Have students skim the text and choose the correct pictures. Have them work in pairs if they are having trouble so that they can share ideas. Check, and ask students to justify their choices. You may need to help them with some of the pictures (maybe by eliciting from them which cat has Chinese writing on it, which cat looks Egyptian or which cat looks scary/like a witches cat).

E Answer the questions.

Read the questions with students before they attempt the task. Students write their own opinions and compare with a partner. Volunteers share their answers with the whole group and write them on the board.

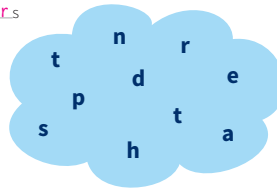
F In your notebook, write three sentences using **wasn't** or **weren't** about cats in the past. Take your information from the "Cats in History" article. Look at the example.

Beginners	Fast finishers
Guide students into identifying and underlining the sentences in the text. Then they choose three to copy into their notebooks. Encourage students to read their sentences aloud.	Monitor, but do not help unless students ask you to. Encourage these students to include more than three sentences from the text.

Students use the text to choose three sentences. Monitor. Volunteers read their sentences aloud.

G Use the letters in the cloud to complete the words. Draw your favorite word.

1. sneakers
2. tree
3. grapes
4. snake
5. witch



Answers will vary

H **Track 58** Listen and repeat.

There's a small stone statue,
a special stone statue,
sticking out of the snow in the street.
It's a snake that is starting,
to swallow a snail.
What a tasty snack for a snake!



I Write a story using the words **wasn't** and **weren't**. Follow the example.

	The Missing Cat Family
	Whiskers and her two kittens were lost this morning. Whiskers wasn't...
	Her kittens weren't...
	Answers will vary

Go to page 108 in your Workbook and write an entry in your blog.

G Use the letters in the cloud to complete the words. Draw your favorite word.

Copy the activity on the board. A strong student goes to the board to demonstrate. Monitor while students work. Encourage them to cross out the letters they have already used. Check with the whole group.

H **Track 58** Listen and repeat.

Elicit ideas from students about what they can see in the picture. What sounds do the words (*snake, snail, statue, snow*) have in common? Students read the verse aloud. Clarify vocabulary. Play the recording once through to familiarize students with it. Play it again for them to repeat. Play a game. Form two teams. The team that can say the verses the fastest and with the least mistakes is the winner.

I Write a story using the words **wasn't** and **weren't**. Follow the example.

Beginners	Fast finishers
Students work in pairs. Give students a text with blanks for them to fill in with <i>wasn't</i> or <i>weren't</i> . Encourage them to read the completed text aloud.	Monitor, but do not help unless students ask you to.

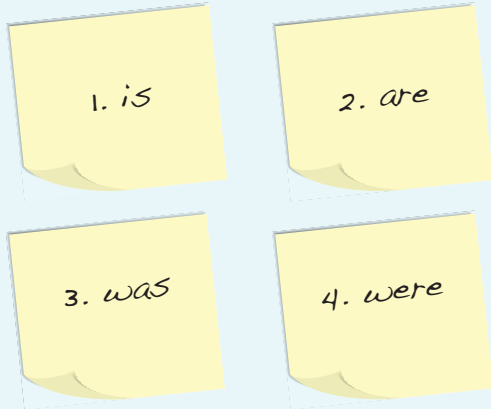
Reread the story about Buddy (page 148) before students start. They can use this story as a model. Monitor and help only if necessary. Encourage the use of dictionaries.

Go to page 108 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go to the blog on page 108 and explain the task. For Activity F have students form groups of three or mingle with their classmates to find the answers. Encourage students to share their blogs with the class.

PROJECT

Play 3 X 4



- 1 Play in pairs.
- 2 Write the numbers 1 to 4 on four pieces of paper. Then, write words as in the example above.
- 3 Put the pieces of paper in a bag.
- 4 Take turns picking a number out of the bag.
- 5 Make a sentence with the word on that number's square.
- 6 Each player has a different colored pencil. If the sentence is correct, put a check on the square in your color.
- 7 The first player to have three checks on each square is the winner.

Lesson 3

151

PROJECT

Material:

cards or small pieces of paper, colored pencils, a non-transparent bag

Have students look at the words on the four cards on the page. Write *yesterday* and *today* in two separate columns on the board. Elicit which words from the cards we use with *today* and which words we use with *yesterday*. Have volunteers attempt to make sentences with the words before you start.

1 Play in pairs.

Form pairs. Make sure students have the material they need.

2 Write the numbers 1 to 4 on four pieces of paper. Then write words as in the example above.

Make sure students write the words shown and that no words are duplicated.

3 Put the pieces of paper in a bag.

Monitor.

4 Take turns to pick a number out of the bag.

Demonstrate. Students pick a piece of paper out of the bag.

5 Make a sentence with the word on that number's square.

Demonstrate.

6 Each player has a different colored pencil. If the sentence is correct, put a check on the square in your color.

Demonstrate. Remind students to put the papers back in the bag.

7 The first player to have three checks on each square is the winner.

Monitor and check students' results and who the winners are. Encourage a round of applause for the winners in each group.

Vocabulary

Were you / Was...?	crime
Yes, I / he was. / No, I /	husband
he wasn't.	study
Where were you...?	detective
cousin	maid
earring	diamond
nephew	necklace

A Moment to Ourselves

Why are crime stories and movies very popular?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others. Elicit some crime stories and movies from students.

Getting Started

Write on the board:

Find someone who...

was at school last Sunday. _____

was at the movies yesterday. _____

was in the study last night. _____

Students copy the text in their notebooks. Practice the question form before they start. Students mingle asking their classmates the question: *Were you ...?* When they find someone with an affirmative answer, they write the name on the line. They should get three different names. Volunteers report their findings, e.g., *Samuel was at the movies yesterday.*

A Track 59 Listen and read. Then circle the correct options.

Read the statements with students and make sure they understand them. Students read the text before listening to the track. Clarify vocabulary. Explain the task. Play the recording once through to familiarize students with the text. Play the recording again, for them to circle the correct options. Check by having students read the correct sentences aloud. Have students justify their answers.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it, paying attention to the words in blue. After a few minutes, call on a volunteer to answer the question and explain. Make sure students understand. Ask for more examples and have students practice short answers. Explain *Yes/No* and *Wh-* questions.

Lesson 4

Why are crime stories and movies very popular?

A Track 59 Listen and read. Then, circle the correct options.

- The text is a page from **a) a history book. b) a novel.**
- Detective Sherwin was at the house **a) to investigate a robbery. b) to have dinner.**

Where Were You?

It was 9 p.m. Detective Sherwin was in the dining room with Mr. and Mrs. Grantham.
Mrs. Grantham was very upset. "My diamond necklace and earrings were in my room at 6:30 this evening. They were on the table. But they weren't there at 6:45!"
"Were you in your bedroom between 6:30 and 6:45, Mrs. Grantham?" asked Sherwin.
"No, I wasn't", said Mrs. Grantham.
"Where were you?"
"I was here in the living room. I was with my husband."
"Who else was in the house?"
"My nephew George, my cousin Elsie and her husband Harry, and our maid, Molly", said Mr. Grantham.
"Was your nephew with you in the living room?"



"Yes, he was".
"Were Elsie and her husband with you?"
"No, they weren't. They were in the study".
"Where was Molly?" asked Sherwin.
"She was in the kitchen, I think, preparing dinner."

B Ask and answer.



Where was Inspector Sherwin at 9 p.m.?

Were you in your bedroom?
Yes, I was. / No, I wasn't.
Was he in the living room?
Yes, he was. / No, he wasn't.
Where were you? In the dining room.
Where was she? In the kitchen.
Is there always a question word in a question?

C Ask your classmates about yesterday.

B Ask and answer.

Beginners	Fast finishers
Give students the written questions and answers for them to match and then read aloud.	Monitor, but do not help unless students ask you to.

Read the example and have a volunteer answer the question. Then have a student ask another question about the text in A. Monitor while students speak.

C Ask your classmates about yesterday.

Form groups. Make sure students understand the task. Encourage students to use the questions the detective asks as a model. Monitor and help as necessary. Volunteers share their questions and answers with the group.

D Match the paragraphs to the questions.

Diamonds

- 4** It's a mineral. It's made of carbon, just like coal and the lead in your pencil. But the atoms are arranged in a different way. Diamond is the hardest material in the world.
- 1** Over billions of years deep under the ground, under intense pressure and heat. They often come to the surface because of volcanic activity.
- 3** Very big! It weighs 109.13 grams. It was found in South Africa in 1985. The largest diamond is in space. It's a white dwarf star consisting of diamonds. It's called Lucy and it's enormous!
- 2** No. Impurities give diamonds a shade of blue, red, orange, yellow, green and even black.



1. How do diamonds form? 3. Are all diamonds white?
2. How big is the world's largest diamond? 4. What is a diamond?

E Answer the questions.

1. What do diamonds and coal have in common?
They are both made of carbon
2. Which is harder, steel or diamond?
Diamond
3. What or who is Lucy?
It is the largest diamond. / It is a white dwarf star

F Find out and write a report in your notebook. Share with the class. Answers will vary

1. Are there diamond mines in your country?
2. What type of mines are there in your country?

Vocabulary

atom	hardest	pressure
carbon	heat	shade
coal	impurities	South Africa
diamond	largest	volcanic
found	lead	weighs
ground	mineral	white dwarf

CLIL: Science

D Match the paragraphs to the questions.

Review or present vocabulary. Students read the text in silence. In pairs, they match a question with each paragraph. Check. Encourage students to justify their choices.

E Answer the questions.

Students answer the questions individually and then compare with a partner. Lead a brief feedback session to give students the opportunity to justify their answers.

F Find out and write a report in your notebook. Share with the class.

Beginners	Fast finishers
Form pairs or groups. You can give them the answers (in note form) to match to the questions. Then they can use the answers to write a report using full sentences.	Monitor, but do not help unless students ask you to.

Elicit some ideas for the answers and write them on the board for students' reference. If necessary, have students go the computer lab to find the answers. Once students have the information, monitor while they write their reports. Encourage them to give their reports a title. Volunteers read their texts aloud.

G Listen to your teacher and write. Listen again and repeat.

Dictate the following words letter by letter.

1. d-i-a-m-o-n-d
2. n-e-c-k-l-a-c-e
3. e-a-r-r-i-n-g-s
4. n-e-p-h-e-w
5. h-u-s-b-a-n-d

Say each word twice, and then spell it. Pause to give students time to write. Say each word again for students to repeat. Volunteers write the words on the board for you to check with the whole group. Organize a Spelling Bee with these words.

H Track 60 Listen and repeat.

Read the verses aloud for students to hear the pronunciation. Have students tell you which words sound similar. Make sure the meanings are clear. Play the track once through to familiarize students with it. Play the track again, pausing after each line for students to repeat. Students could draw a picture of the necklace on the page to help them remember the word.

I Write a short play and act it out.

Beginners	Fast finishers
Give groups the story, but with the sections or sentence jumbled for them to put in order. Have them paste the story on a piece of paper or in their books. Leave the times blank for them to fill in. Then encourage students to assign the character roles and act it out.	Monitor, but do not help unless students ask you to.

G Listen to your teacher and write. Listen again and repeat.

1. diamond
2. necklace
3. earrings
4. nephew
5. husband

H Track 60 Listen and repeat.

My necklace is nice,
the price is twice as nice,
it's made of colored rice,
and little silver mice.



I Write a short play and act it out.

- ▶ This morning, the class encyclopedia disappeared. It was in the classroom one minute, and then it wasn't!
- ▶ Choose your characters.
- ▶ Decide on the time of the disappearance.

Answers will vary

Go to page 111 in your Workbook and write an entry in your blog.



Form groups. Students refer to the detective story on page 152 as a model. Encourage students to make a plan of what happens before they write their plays. Monitor and check that language and writing conventions are correct. Volunteers act out their plays.

Go to page 111 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go to the blog on page 111 and explain the task. Draw a map of the school on the board, or have students draw one. Have volunteers read their sentences and see if the class can identify correctly where the hidden objects are.

PROJECT

Take your Fingerprints

- 1 You need an ink pad (or a piece of paper), a soft lead pencil, sticky tape and a fingerprint record sheet.
- 2 Work in groups of five.
- 3 Make the group fingerprint record sheet. Divide the paper into five sections by drawing five horizontal lines across the record sheet. Write your names in a column down the right side of the record sheet. Use a ruler to draw five vertical lines down the right hand side of the paper. There are now five squares beside each name (one square for each finger on your right hand).
- 4 If you have an ink pad, press your thumb onto the pad. Then, press your thumb gently onto the first square of the record sheet beside your name. Look! That's your thumb print. Continue with the other fingers on your right hand.

(If you don't have an ink pad, you can make your own. Rub the soft lead pencil onto paper. Press your thumb on the lead. Then, press your thumb gently onto a small piece of sticky tape. Stick the sticky tape onto the first square of the record sheet. Look! You can see your thumb print. Continue with your other fingers and complete the record sheet.)
- 5 Compare your fingerprints.
 - Are any two fingerprints identical?
 - What patterns can you see?
 - What advantages can you think of for everyone having different fingerprints?
- 6 Make one more fingerprint (any finger). Give your fingerprint to the teacher. Then, take someone else's fingerprint, and look at the record sheets. Can you find a match?



Lesson 4

155

PROJECT

Material:

an ink pad (or a piece of paper, a soft lead pencil and sticky tape) and a fingerprint record sheet

Ask students why detectives and police officers look for fingerprints at the scene of a crime. Ask them if they think they could be good detectives. What characteristics do they think you need to be a good detective?

- 4 If you have an ink pad, press your thumb onto the pad. Then press your thumb gently onto the first square of the record sheet beside your name. Look! That's your thumb print. Continue with the other fingers on your right hand. (If you don't have an ink pad, you can make your own. Rub the soft lead pencil onto paper. Press your thumb into the lead. Then press your thumb gently onto a small piece of sticky tape. Stick the sticky tape onto the first square of the record sheet. Look! You can see your thumb print. Continue with your other fingers and complete the record sheet.)

- 1 You need an ink pad (or a piece of paper), a soft lead pencil, sticky tape and a fingerprint record sheet.

Have an extra set of material to demonstrate each step.

- 2 Work in groups of five.
- 3 Make the group fingerprint record sheet. Divide the paper into five sections by drawing five horizontal lines across the record sheet. Write your names in a column down the right side of the record sheet. Use a ruler to draw five vertical lines down the right hand side of the paper. There are now five squares beside each name (one square for each finger on your right hand).

Demonstrate and have students follow you.

- 5 Compare your fingerprints.

Students compare and answer the questions. Elicit answers.

- 6 Make one more fingerprint (any finger). Give your fingerprint to the teacher. Then, take someone else's fingerprint, and look at the record sheets. Can you find a match?

Have each student make one clear fingerprint on a small square of paper and give it to you (tell them to write their initials on the back). Redistribute the fingerprints and have students mingle to match the fingerprint to one on the record sheet.

Lesson 5

Vocabulary

January	August
February	September
March	October
April	November
May	December
June	get wrong
July	take long

A Moment to Ourselves

What months do you like best, and what months don't you like?

On the board write the question: Do you have a favorite celebration throughout the year? Encourage volunteers to say why they like such celebration. Ask the question on the first page of the lesson, and give students a few minutes to think about the answers before sharing their ideas with others.

Getting Started


Books closed. Write a month word snake on the board.

JanuaryFebruaryMarchAprilMayJuneJuly
AugustSeptemberOctoberNovemberDecember

Students take turns to come to the board and circle the months of the year.


Lesson 5


What months do you like best, and what months don't you like?


A  **Track 61** Song: *The months*. Listen, read and circle your favorite month.

Answers will vary


Let's learn the months, don't get them wrong. Sing this song, and it won't take long. January, February, March, April, May and June, July, August, September, October, November and December. Let's learn the months, don't get them wrong. Sing this song, and it won't take long.



B  **Sing the song as a class.**




Say the months in English.
Say the months in Spanish.
Are they similar? Why?


C  **Say the months.**

January February March April May
June August September October
November December


156
Unit 5 The Now and The Then

A  **Track 61** Song: *The months*. Listen, read and circle your favorite month.

Students look at the picture and say what the song will be about. They read the text before listening to the track. Clarify vocabulary. Attract students' attention to the task. Play the track once through to familiarize students with the text. Play the track again for them to circle their favorite month. Encourage students to say their favorite and explain why.

B  **Sing the song as a class.**

Play the song again for students to join in. You can divide students into two teams, into girls and boys. One group sings up to June and the other group sings the second part. Or have them sing alternate lines. Then they change roles. Finally, the whole group sings together the complete song.

C  **Say the months.**

Say the months and students repeat after you. Then they say their birthday month. To make the activity more dynamic, you can play the track 61 again and students just shout out the names of the months, or have them point to the months when they hear them.

D Read and find out.

The same in different time

There are four seasons in the year. They are spring, summer, fall and winter. And there are two hemispheres on our planet. They are the northern hemisphere and the southern hemisphere. Look at the picture.

The Equator is that line around the middle of the planet. It is not a real line, it is an imaginary line. It is exactly halfway between the North Pole and the South Pole. The Equator divides the northern hemisphere from the southern hemisphere.

The seasons of the year are different in the northern and southern hemispheres. Look at the tables below.



The Northern Hemisphere			
Spring	March	April	May
Summer	June	July	August
Fall	September	October	November
Winter	December	January	February

The Southern Hemisphere			
Summer	December	January	February
Fall	March	April	May
Winter	June	July	August
Spring	September	October	November

What divides the northern and the southern hemispheres? The Equator

E Discuss the questions. Answers will vary

1. Why do you think the third season of the year is called "fall"?
2. Why do you think the seasons are different in the two hemispheres?
3. Which season do you like best? Explain why.
4. How are the seasons different in your country?

F Read the sentence. Write two more sentences about different months of the year. Follow the example.

1. There are a lot of flowers in March.
2. Answers will vary
3. Answers will vary

Vocabulary

Equator	seasons	winter
fall	southern	
hemispheres	spring	
northern	summer	

CLIL: Science

D Read and find out.

Read the lead-in question. Clarify vocabulary. Students read the text carefully and find the answer. Check. Ask them which hemisphere their country is in. If they are not sure, let them find it on a map. Have them find a country in the opposite hemisphere.

E Discuss the questions.

Beginners	Fast finishers
Monitor and help if necessary. You may want to provide students with answers for them to match to the questions.	Monitor, but do not help unless students ask you to.

Students answer the questions and compare with another pair. Volunteers share their answers with the class.

F Read the sentence. Write two more sentences about different months of the year. Follow the example.

Go through the example. Elicit some things that happen in the students' region in different months. Write some ideas on the board. Students write sentences following the model. Volunteers share their sentences with the class.

G Complete the months.

Janu_ary_ Septem_ber_ Feb_ruary M_arc_h
 Apr_il_ Oct_ober_ Jul_y_ Au_gust
 Ju_ne_ N_ovemb_er_ De_cember M_a_y

H Track 62 Listen and circle the sound that is repeated seven times.

Try to remember
 there's a sound in September,
 that's exactly the same,
 as a sound in October.
 And where is my sweater?
 It's cold! It's November,
 and the year - it is over,
 when it gets to December.

I Write about your favorite month. Say why you like it.

	Answers will vary

Go to page 114 in your Workbook and write an entry in your blog.

G Complete the months.

Elicit the months. Students complete the words. Check by inviting volunteers to write the words on the board.

H Track 62 Listen and circle the sound that is repeated seven times.

Make sure students know the words. Play the track for students to listen and point to the sounds they think are repeated. Play it again for them to circle the sound. Have students practice the words with the -er sound.

I Write about your favorite month. Say why you like it.

Beginners	Fast finishers
Write on the board complete sentences with characteristics of the different months and possible reasons to like each. Leave a space for the name of the month. Students copy the ones that apply to them, adding the month, and read them aloud.	Monitor, but do not help unless students ask you to.

Elicit from a couple of strong students which month their favorite is and why. Monitor while students write. Volunteers share their ideas by writing the sentences on the board.

Go to page 114 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go to the blog on page 114 and explain the task. They can use the text on page 157 to help them with months of the seasons. Volunteers share their blog with the class.

PROJECT

Research the origin of the name of a month of the year.

- 1 Read the text and answer the questions.

JANUARY: Janus was the Roman god of beginnings. January is named in honor of Janus. January is the beginning of the new year. Look at this picture of Janus. He has a two faces. One face looks forward and the other face looks backwards. January looks forward to the new year, and backwards to the old year!



Who was Janus?

The Roman god of beginnings

Which month is named in honor of Janus?

January

Why?

January is the beginning of the new year.

- 2 Work in groups. Choose another month of the year. Use the Internet, or books in the school library. Make notes.
- 3 Use your notes to write a short article.
- 4 Tell your classmates about your month.
- 5 Put all your articles together to make a website on the origins of the names of the months of the year.

Lesson 5

159

PROJECT

Material:

notebooks and pencils / pens

Ask students if they know where the names of the months of the year come from. Tell them to look at the text and tell you which month they are going to read about.

- 1 Read the text and answer the questions.

Monitor while students read and answer. Allow them to work in pairs or teams to answer the questions. Have them underline the answers in the text.

- 2 Work in groups. Choose another month of the year. Use the Internet, or books in the school library. Make notes.

Form groups. Students choose a month, do research and make notes. Monitor and encourage the use of dictionaries if necessary. Alternatively, you can assign each group a month to ensure a wide range of articles.

- 3 Use your notes to write a short article.

Students use their notes and the text as a model to produce a similar article about their month. Encourage students to decorate their work.

- 4 Tell your classmates about your month.

Students present their articles to the class. Remind them about respecting other people's contributions.

- 5 Put all your articles together to make a website on the origins of the names of the months of the year.

Monitor and make sure students write correctly and leave enough space for the illustrations. If it is not possible to make a website or blog, they can use different sheets of construction paper and put the story of the months on a wall for everybody to see.

Vocabulary

another ordinal river
 fish tank numbers: (first tadpole
 frogspawn to thirty-first)

A Moment to Ourselves

What things do people count in everyday life?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others.

Getting Started

Prepare cards with ordinal numbers in words, not figures, e.g., *first, second, third*, etc. There should be one card per student. Distribute the cards at random and ask students to form a line according to the number on their card. Say three numbers and give a command, for example, *First, fifth, twentieth, move one step forward! Fifth, twelfth, thirty-first, jump!* Continue until all students have participated. Collect the number cards for Activity C.

Lesson 6

What things do people count in everyday life?

A Track 63 Listen, read, and find out.

It was the first day of vacation. Humphrey and Kathy were down by the river. What was that in the water? It was frogspawn.
 "Wow!" said Humphrey. "Let's take some frogspawn home!"
 "Good idea," said Kathy. Soon the frogspawn was in their house in an old fish tank.
 Three days later... there was one tadpole in the old fish tank. "Look!" said Kathy. "The first tadpole!" Then there was another tadpole, and another, and another!
 "And the second, and the third, and the fourth!" said Humphrey. Soon there were more and more tadpoles. The two children were very excited.

"The fifth, and the sixth, and the seventh..." they shouted.
 And soon it was the twentieth, the twenty-first, the twenty-second, the twenty-third, and the twenty-fourth! Then the twenty-ninth, the thirtieth, and the thirty-first tadpole. And that was the end! There were no more tadpoles!
 "That was so cool!" said Humphrey.
 "Yes, it was!" said Kathy.



How many tadpoles were in the old fish tank? Thirty-one

B Point and count the tadpoles in order. Look at the example.

The first, the second, the... **third, the fourth, the fifth, the sixth**



C Line up in the correct order and number off along the line as in Activity B.

I'm the first.



I'm the second.



A Track 63 Listen, read and find out.

Read the lead-in question with students. They skim the text before listening to the recording. Clarify vocabulary. Play the recording once through to familiarize students with the text. Play the recording again for them to read along and find the answer. Check.

B Point and count the tadpoles in order. Look at the example.

Beginners	Fast finishers
Allow students to refer to the text to find the numbers.	Monitor, but do not help unless students ask you to. Encourage them to draw more tadpoles and say their numbers.

Students point to each tadpole and say the ordinal number. Monitor and correct pronunciation.

C Line up in the correct order and number off along the line as in Activity B.

Go through the example with students. Each student takes a card (use the ones from Activity A). Explain the task and monitor while students form the line. Then they call out their numbers, as in the example.

D Read and number the pictures in the correct order.

From Frogspawn to Frogs

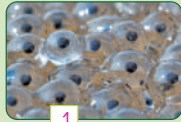
The first stage in the frog's life cycle is frogspawn. The frogspawn is in a pond or river. The frog eggs are surrounded by the frogspawn. Frogspawn looks like jello.

After three weeks, tadpoles emerge from the eggs in the frogspawn. Tadpoles are not fish, but they look similar and swim like them. Tadpoles are the second stage in the life cycle of the frog.

Next, the tadpoles grow hind (back) legs. That is the third stage in the life cycle of the frog.

After that, the front legs grow and the tadpole's tail disappears – the fourth stage in the life cycle of a frog is complete!

Finally, the tadpole changes into an adult frog, and climbs out of the pond. Frogs are amphibians. That means they are happy in and out of the water.



E Discuss. Answers will vary

1. Why do you think frog eggs are surrounded by frogspawn?
2. Do you think tadpoles are amphibians? Explain why or why not.

F Ribbit is a frog. Write four or five sentences about Ribbit's life.

Answers will vary

Lesson 6

161

Vocabulary

amphibians	life cycle	stage
grow	pond	surround

CLIL: Science

D Read and number the pictures in the correct order.

Read the text aloud with students. Students then read in silence to complete the task. Allow weaker students to work in pairs. Check, and ask students to justify their choices.

E Discuss.

Students read the text again and discuss the questions. Volunteers share their answers for you to check.


F Ribbit is a frog. Write four or five sentences about Ribbit's life.

Beginners	Fast finishers
Give students the sentences with blanks. They use the sentences in the text to complete the story. E.g.: <i>First, Ribbit was an egg living inside frogspawn. Then, ...</i>	Monitor, but do not help unless students ask you to. Encourage students to find out and write more about frogs.

Students use the text for reference. Monitor while students write. Volunteers read their text aloud to the class.

G Unscramble the letters to make words. Then, draw pictures.

Students should now be familiar with this type of puzzle. Weaker students can work in pairs. Check. Volunteers write the words on the board and show their drawings to the class.

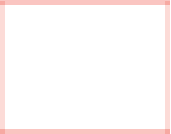
H  **Track 64 Listen and repeat. Say the words fast.**

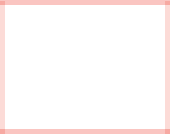
Read the text aloud with students. Clarify vocabulary. Play the track for students to listen and read and then play the track again for students to join in. Turn this activity into a contest with two or three teams. They say the verses each time faster and without mistakes. Take a vote and decide with rounds of applause who the winners are.

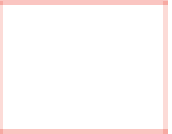
I Write sentences about what you do to keep healthy. Follow the example.

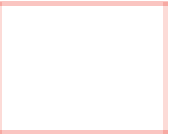
Beginners	Fast finishers
Give students habits to keep healthy for them to order and copy into their books. Encourage them to read the sentences aloud.	Monitor, but do not help unless students ask you to. Encourage students to add what a friend or a family member does.

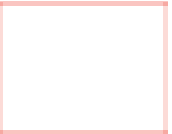
G Unscramble the letters to make words. Then, draw pictures.



 1. elptdao
tadpole


 2. rgfo
frog



 3. onpd
pond


 4. hfsi
fish


 5. nakt
tank

H  **Track 64 Listen and repeat. Say the words fast.**

/nd/
 Second, pond, hand and bend!
 Stand and band, around and end!



I Write sentences about what you do to keep healthy. Follow the example.

- First, I Answers will vary
- Second, _____
- _____
- _____
- _____

Go to page 117 in your Workbook and write an entry in your blog.

162 Unit 5 The Now and The Then

Explain the task. Elicit one sentence and write it on the board, e.g., *First, I have a healthy breakfast.* Monitor while they work.

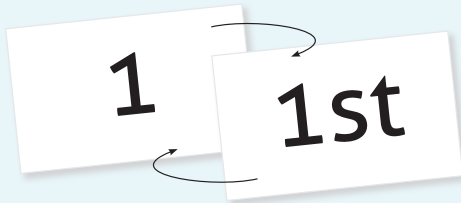
Go to page 117 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go to the blog on page 117 and explain the task. Elicit the question they need to ask to find out the answer they need. (*When is your birthday?*) Encourage students to give full answers (*It's on the + ordinal number + month*). Have volunteers share their blog.

PROJECT

Cardinal–Ordinal Flip Cards

- 1 Work in groups. You need 31 cards.
- 2 Write the cardinal numbers 1 to 31 on one side of the cards (one number on each card).
- 3 Turn the cards over. Now write the ordinal number on that side of the card.



- 4 You are now ready to play for the cardinal–ordinal number game (play the game in pairs):
 - Hold up a card with either the cardinal or ordinal number showing.
 - Say the number.
 - Can your partner say the other number before you count to three?
 - Turn over the card and check the answer.
 - Continue the game with another number.

Lesson 6

163

PROJECT

Material:

31 index cards or construction paper cut the size of index cards per team, colored pencils or markers

Ask students in what situations you need to use ordinal numbers. Write their answers on the board. Answers may include birthdays, races, the Olympics, to talk about how many times they have done something or been somewhere. Elicit example sentences from students.

- 1 Work in groups. You need 31 cards.

Make sure teams have the necessary material.

- 2 Write the cardinal numbers 1 to 31 on one side of the cards (one number on each card).

Monitor while students write and check they do not omit numbers.

- 3 Turn the cards over. Now write the ordinal number on that side of the card.

Make sure that the ordinal number corresponds to the cardinal number on the other side.

- 4 You are now ready to play for the cardinal–ordinal number game (play the game in pairs):

- Hold up a card with either the cardinal or ordinal number showing.
- Say the number.
- Can your partner say the other number before you count to three?
- Turn over the card and check the answer.
- Continue the game with another number.

Read the instructions with students and demonstrate. Monitor and participate.

Lesson 7

Vocabulary

birthday book

When's your birthday? It's in... / on...

ordinal numbers

months

zodiac signs

A Moment to Ourselves

Is it important to remember people's birthdays?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others. This could be a good moment to talk about friendship and if they think a good friend remembers birthdays or not.

Getting Started

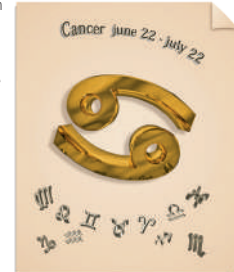
Show flashcards of the zodiac signs to convey meaning. Ask students what their signs are. Write students names next to each sign and check the winner sign.

Lesson 7

Is it important to remember people's birthdays?

A Track 65 Listen, read and match.

- Stevie:** What's that?
Elena: It's my new birthday book. I'm writing down everyone's birthdays so I don't forget them. When's your birthday?
Stevie: July 22nd.
Elena: July 22nd. Look. It tells you what sign of the zodiac the date is. Your sign is Cancer.
Stevie: That's right. When's your birthday?
Elena: It's on November 30th.
Stevie: Are you Scorpio?
Elena: No, I'm Sagittarius. Look – here are all my family's birthdays. My Dad's birthday is in January. It's on the 15th. And my mom's is on May 1st. My brother's birthday is on March 8th and my sister's is on September 18th. My grandmother...
Stevie: September 18th! Hey, that's my sister's birthday, too!
Elena: Wow!



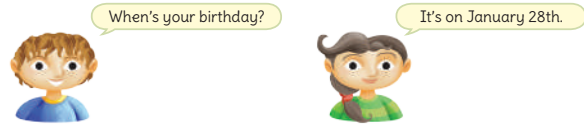
- | | |
|----------------------------|----------------|
| Stevie's birthday | May 1st |
| Elena's birthday | September 18th |
| Elena's mom's birthday | July 22nd |
| Stevie's sister's birthday | November 30th |

B Ask and answer about the birthdays of Elena's family.

When do we use **in** and when do we use **on** for dates?
 When's your birthday?
 It's **on** February 5th
 It's **in** October.

On for specific days and **in** for months.

C Ask your classmates about their birthdays.



164

Unit 5 The Now and The Then

A Track 65 Listen, read and match.

Students read the text before listening to the track. Clarify vocabulary. Play the track once through to familiarize students with the text. Play the track again for them to listen and match. If students need to, let them refer back to the text to do the matching. Check.

B Ask and answer about the birthdays of Elena's family.

Beginners	Fast finishers
Students read aloud the birthdays mentioned in the text, e.g., <i>Stevie's birthday is on July 22nd.</i>	Monitor, but do not help unless students ask you to. Volunteers share the information with the class, e.g., <i>Laura's birthday is on December 24th!</i>

Ask: *When's Elena's dad birthday?* to elicit *Elena's dad birthday is in January, on the 15th.* Students continue in pairs. Monitor and correct as necessary.

C Ask your classmates about their birthdays.

Model the example with a student. Monitor while students speak. Remind them about using the correct preposition (*in/on*).

D Read and make a list of the holidays mentioned and their dates.

Holidays!

What are the public holidays in the United States? Here are some of the most important. New Year's Day, of course, is on January 1st. The celebrations start the night before when people get together to celebrate, and wish each other a happy and prosperous New Year. Independence Day is on July 4th. The holiday celebrates the nation's birthday and the Declaration of Independence on that date, made many years ago. It's a day of picnics, parades, concerts and fireworks. Labor Day, on the first Sunday in September, honors the country's working people. Columbus Day is on October 12th. It remembers the date when Christopher Columbus arrived in the New World. Thanksgiving is on the fourth Thursday in November. It is probably the most important holiday of the year for people in the USA. Families celebrate with a meal of roast turkey and pumpkin pie. And then, of course, the Christmas celebrations are on December 25th.



Vocabulary

Christmas	parades
Columbus Day	picnics
fireworks	public holidays
Independence Day	pumpkin pie
Labor Day	roast turkey
New Year's Day	Thanksgiving

- New Year's Day - January 1st
- Independence Day - July 4th
- Labor Day - first Sunday in September
- Columbus Day - October 12th
- Thanksgiving - fourth Thursday in November
- Christmas - December 25th

E Answer the questions.

1. What other famous holiday do children celebrate in the USA in October?

 Answers will vary
2. What are the most important public holidays in your country?

 Answers will vary
3. What are their dates?

 Answers will vary
4. What is your favorite public holiday?

 Answers will vary

F Choose a public holiday in your country and write about it. What does the holiday celebrate? What do people do on that day?

Answers will vary

CLIL: Social Science

D Read and make a list of the holidays mentioned and their dates.

Elicit what the family in the picture could be celebrating. Have volunteer students read the text. Then have students read the instruction, and tell them to underline the names of holidays they find. Volunteers write the list on the board.

E Answer the questions.

Students read the questions. Make sure they understand them. Students discuss in pairs and write answers. If necessary, let them investigate the answers to numbers two and three by using a calendar.


F Choose a public holiday in your country and write about it. What does the holiday celebrate? What do people do on that day?

Beginners	Fast finishers
Give students a text about a national holiday of your choice with blanks for them to fill in using their own knowledge and experience. Suggested blanks: date, action verbs, food.	Monitor, but do not help unless students ask you to. Students may write about how they celebrate their birthday, too.

Form pairs. Make sure students know what to do. Monitor while they write and encourage the use of dictionaries. Pairs share their texts with the group.

G Listen to your teacher and write.

1. birthday _____
2. New Year _____
3. celebration _____
4. Christmas _____
5. independence _____
6. Thanksgiving _____

H  **Track 66** Listen and check the sentences with words with a long A. Then circle the sentences with words with a short A.

1. My birthday's in May. ✓
2. She bakes great cakes. ✓
3. It's the black cat's hat. ✓
4. The steak's on the plate. ✓
5. There's a fat bat on the mat. ✓
6. It's a rainy day. ✓



I Write the dates. Write on this year's calendar if you need to. *Answers will vary*

1. Easter _____
2. Father's Day _____
3. Valentine's Day _____
4. Mother's Day _____
5. Teacher's Day _____
6. Children's Day _____
7. The first day of spring _____
8. Three Kings Day _____



Go to page 120 in your Workbook and write an entry in your blog.


166

Unit 5 The Now and The Then

G Listen to your teacher and write.

Explain clearly what students have to do. Dictate the words below. Say them twice. Have volunteers write the words on the board for you to check. You may want students to draw a picture related to the celebrations.

1. birthday
2. New Year
3. celebration
4. Christmas
5. independence
6. Thanksgiving

H  **Track 66** Listen and check the sentences with words with a long A. Then circle the sentences with words with a short A.

Read the sentences with students and clarify vocabulary. Play the track through to familiarize students with the sounds. Elicit from students what a long A and short A sound like and have them practice them. Play the track again for them to do the task. Check. Play it again and pause after each sentence to have students repeat.

I Write the dates. Write on this year's calendar if you need to.

Beginners	Fast finishers
Let students work in pairs or groups to do this task.	Monitor, but do not help unless students ask you to.

Students look up the dates in a calendar. Volunteers read their answers aloud. Encourage them to say complete sentences: *Teacher's Day is on May 15th.*

Go to page 120 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go to the blog on page 120 and explain the task. You may need to take students to the computer lab or the library to do research about the topic chosen. Monitor and help. Have volunteers share their blog with the whole class.

PROJECT

Make a classroom birthday poster

- 1 You need a large piece of construction paper and strips of different-colored construction paper (one for each person in the class).
- 2 Divide the large piece of construction paper into 12 columns.
- 3 Fix the “poster” on the wall.
- 4 Get into groups of people who have their birthday in the same month as you do.



Who has a birthday in January?



- 5 Write your name and the date of your birthday on your strip of construction paper.
- 6 In your groups, organize the birthdays in order.
- 7 Stick your birthdays on the poster in the correct column and in the correct order (for example, the third column is for March, the fifth column is for May, the tenth column is for October, etc.).
- 8 Discuss the results. How many people have birthdays in each month? Which month has the most birthdays? Is there a date with more than one birthday?

Lesson 7

167

PROJECT

Material:

a large piece of construction paper and strips of different-colored construction paper (one for each person in the class), sticky or masking tape, glue

- 4 Get into groups of people who have their birthday in the same month as you do.

Practice the question with students. They mingle, asking the question. They form teams with people who have their birthday in the same month.

- 5 Write your name and the date of your birthday on your strip of construction paper.

Monitor while students work, making sure the language is correct and the handwriting legible.

- 1 You need a large piece of construction paper and strips of different-colored construction paper (one for each person in the class).

Make sure students have all the material they will need. Have an extra set of material for you ready for demonstrations.

- 2 Divide the large piece of construction paper into 12 columns.

Show students how to do this. You and students can measure the sheet and divide by 12 to calculate the width of the columns.

- 3 Fix the “poster” on the wall.

Use the tape to stick to posters on the wall.

- 6 In your groups, organize the birthdays in order.

Monitor to make sure they have the birthdays in order.

- 7 Stick your birthdays on the poster in the correct column and in the correct order (for example, the third column is for March, the fifth column is for May, the tenth column is for October, etc.).

Students glue their birthdays in the correct column and in order.

- 8 Discuss the results. How many people have birthdays in each month? Which month has the most birthdays? Is there a date with more than one birthday?

Say a sentence as an example, e.g., *There are 5 birthdays in March.*

Lesson 8

Vocabulary

costumes	trick or treating
ghosts	vampires
Halloween	wallet
honest	wizards
moonlight	

A Moment to Ourselves

Why is it always good to be honest?

Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others. Have students tell any anecdotes they may have about honesty.

Getting Started

Review celebrations. Play a miming game where a student mimes a celebration and the others guess the celebration and say the date.

Lesson 8

Why is it always good to be honest?

A Track 67 Listen, read and answer.

It was October 31st. It was a cold, windy night – the night of Halloween. Daisy and Ben were in the street. They were in their Halloween costumes. Daisy was a witch and Ben was a mummy. It was 7 o'clock – time to go trick or treating. There were a lot of other children in the street. There were wizards, ghosts and vampires. Then, in the bright moonlight, Ben saw something on the ground.

"Look. A wallet," he said.

"What's inside?" asked Daisy.

"Twenty, forty, sixty, eighty, one hundred dollars," said Ben. "Wow! Now I can buy a cell phone!"

"Let me see," said Daisy. "Look... there's a name and an address. Mr. James Stephens, 85, Willow Drive. Hey, we're on Willow Drive and this is number 85."

She rang the bell.

"But what about my cell phone?" said James.

"It's not honest to keep the money," said Daisy.

Just then, Mrs. Stephens came to the door. She was very happy to see her husband's wallet. She asked the children in for some pumpkin pie and hot chocolate.



1. What was on the ground in the moonlight? a wallet
2. What was inside? one hundred dollars

B Read the story again carefully. Close your books and retell the story. Look at the example.

It was Halloween. It was cold. The children were...

C Talk about your last Halloween.

- What was your costume?
- Where were you?
- Who were you with?
- What was the weather like?
- Was your trick or treating successful?

What are Wh questions?
Why are they called like that?

168

Unit 5 The Now and The Then

A Track 67 Listen, read and answer.

Read questions 1 and 2 before reading the text with students. Clarify vocabulary. Play the track once through to familiarize students with the text. Play the track again for them to read along. Students answer the questions. Check.

Cross-Check

Form groups of four or five and ask them to read the information in the box and discuss it. After a few minutes, call on a volunteer to explain. Make sure students understand. Remind them of the explanation you gave in Lesson 4, page 152. Elicit examples of *Wh*-questions.

B Read the story again carefully. Close your books and retell the story. Look at the example.

Beginners

Give students a jumbled summary of the story. They put it in order. Encourage them to read it aloud while acting out the actions.

Fast finishers

Monitor, but do not help unless students ask you to.

Play the track. Students act out the story in silence while they listen. Then they close their books and try to retell as much as they can remember. Monitor, and if you wish, give students verbal or body language clues to help them.

C Talk about your last Halloween.

Form pairs. Attract students' attention to the box with questions. Explain that they will ask each other the questions. Clarify vocabulary. If students don't celebrate Halloween, they can talk about the last celebration they had, or you can ask them to imagine they celebrated Halloween and make up their answers.

D Answer the Honesty Quiz. Answers will vary

How honest are you? Try this quick quiz and find out.

Home **Quizzes** Forum **values.com**

- You are leaving the candy store. You realize the clerk gave you \$10 change, not \$5. You...
 - keep on walking. You're saving up for a cell phone.
 - decide to share the extra \$5 with your best friend.
 - go back and return the extra cash.
- You often download music onto your computer. You...
 - always download free music illegally.
 - decide to download the music just this once. It's a song you love.
 - ask your parents to pay for a site where you can download what you want.
- You are at a friend's house. You accidentally break a plate, but nobody sees you. You...
 - say nothing.
 - say it was the cat.
 - tell your friend's parents and apologize.
- You find a classmate's math homework. This friend is good at math. You are bad at math. You...
 - copy it.
 - look at some of it.
 - don't look at it.

E **Compare your answers with a partner. Calculate your scores.**

How to score:
a = 1 b = 2 c = 3
4-6: You aren't honest. Try harder!
7-10: Not bad, but you could improve.
11-12: Congratulations! You are very honest!

F **Write a fifth example for the Honesty Quiz. Then, ask your classmates.**

Answers will vary

Lesson 8 169

Vocabulary	
apologize	download
cash	honest
change	illegal
clerk	site

CLIL: Social Studies

D Answer the Honesty Quiz.

Discuss the lead-in question with students. Have them do the quiz individually. Volunteers share their answers with the class.

E **Compare your answers with a partner. Calculate your scores.**

Show students how to work out their scores. Have them compare scores and answer with a partner. Elicit results from volunteers. Do they agree with their result?

F **Write a fifth example for the Honesty Quiz. Then ask your classmates.**

Beginners	Fast finishers
Discuss options with students and write them on the board. Students choose the one they like the most and copy it into their books. Students decide how to score the question. Students have a partner from another team answer the question.	Monitor, but do not help unless students ask you to. Have students ask classmates to answer their question.

Students write one more item. Monitor and encourage the use of dictionaries. Teams read their question and options to a classmate from another team and then compare results.

G Find and write five words ending in *ght*.

x	z	w	q	g	r	y	q
n	i	g	h	t	i	x	z
z	x	b	r	i	g	h	t
q	w	j	k	g	h	x	v
v	l	i	g	h	t	v	x
f	i	g	h	t	f	g	w

1. night
2. bright
3. light
4. fight
5. tight

H  **Track 68** Listen, match and repeat.

1. quiz
2. quilt
3. queen
4. question mark
5. quiet




I Remember the conversation from page 168 and write about your last Halloween.

Answers will vary

Go to page 123 in your Workbook and write an entry in your blog.

G Find and write five words ending in *ght*.

Elicit words ending in *-ght*. Write them on the board as support for students. They do the task in pairs. Volunteers write the words they found on the board.

H  **Track 68** Listen, match and repeat.

Read the words with students and clarify vocabulary. Ask students what sound the words have in common. Play the track once through while students read. Play it again for students to match the words with the pictures. Play it again and pause after each word for students to repeat. Nominate students to check answers.

I Remember the conversation from page 168 and write about your last Halloween.

Beginners	Fast finishers
Students refer to the questions on page 168 and write the answers in pairs.	Monitor, but do not help unless students ask you to.

Students use the questions in the box on page 168 as a basis for their writing. If students don't celebrate Halloween, they can write about the last celebration they had, or you can ask them to imagine they celebrated Halloween and make up their answers.

Go to page 123 in your Workbook and write an entry in your blog.

This activity is optional or may be done for homework. Go the blog on page 123 and explain the task. Elicit how to start and end a letter and provide help with language for giving advice if necessary. Monitor. Have volunteers share their blog with the whole class.

PROJECT

Make a Halloween Poster

- 1 Work in four large groups. Each group chooses a different of these subjects.

Costumes

Food and Decorations

Trick or Treating

Making Jack-o-lanterns

- 2 Write three or four sentences and illustrate your subject. (You can research on the Internet or in books from the school library, or write about your own experiences.)
- 3 Put your material together on one poster.
- 4 Rehearse what you are going to say and present your poster to the class.

Halloween is on October 31st.
Children wear costumes.
Popular costumes are...



Lesson 8

171

PROJECT

Material:

Portfolio containing projects from this unit

Have students read the four topics in Activity 1 and elicit the meanings of the vocabulary. Ask students what they know about each of the four topics in relation to Halloween and write their ideas on the board.

- 1 Work in four large groups. Each group chooses a different of these subjects.

Organize the groups and assign the topics. Make sure students have all the material they need.

- 2 Write three or four sentences and illustrate your subject. (You can research on the Internet or in books from the school library, or write about your own experiences.)

Monitor while students decide what to write. Take them to a computer lab or show them a video about Halloween in the US to give them ideas. Encourage students to draw or paste pictures related to the topic to decorate the poster. Check and correct language.

- 3 Put your material together on one poster.

Students put up the poster on the wall.

- 4 Rehearse what you are going to say and present your poster to the class.

While teams rehearse, ask them some questions about their work to prepare them for questions others can ask.

Review 5

A Do the math and write the answers.



- Twenty plus thirty equals fifty.
- Ninety minus fifteen equals seventy-five.
- Seventy-six plus thirteen equals eighty-nine.
- Fifty-eight plus seven equals sixty-five.

B Complete the sentences with **am, is, are, was** or **were**.

- Yesterday, it was a warm sunny day. Today, it is rainy.
- Today, I am at school. Yesterday, I was at the beach.
- Yesterday, my skates were in my backpack, but I don't know where they are now!



C Complete the conversation.

- A: Was Dylan at home at 4 o'clock yesterday?
- B: No, he wasn't. And he wasn't in the park, and he wasn't at Pete's house. He was with his dad.
- A: Oh. Where were they? Were they at the swimming pool?
- B: No, they weren't. They were at the movie theater.

172

Unit 5 The Now and The Then

A Do the math and write the answers.

Monitor while students work, but do not help at this stage. Encourage them to write both the full word and the number. Ask volunteers to write the results on the board. Check with the whole group.

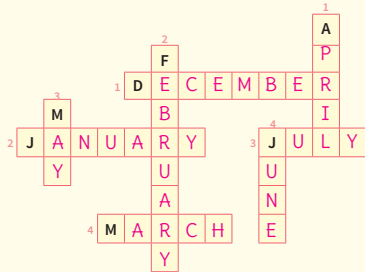
B Complete the sentences with **am, is, are, was** or **were**.

Give students some time to read the sentences without attempting to fill in yet. They read again, this time doing the task. To check, encourage volunteers to read the sentences aloud.

C Complete the conversation.

Students read the conversation. Then they complete it. Ask pairs to act it out to check answers with the whole group.

D Read the clues and solve the crossword.



Across:

1. The twelfth month
2. The first month
3. The seventh month
4. The third month

Down:

1. The fourth month
2. The second month
3. The fifth month
4. The sixth month

E Write the abbreviations of the numbers.

1. Eighteenth 18th
2. Eleventh 11th
3. Thirty-first 31st
4. Twenty-second 22nd
5. Twentieth 20th

F Here are some international days. Follow the lines, write and then say the dates.

1. International Family Day _____ (tenth month) 5
May 15th
2. World Teacher's Day _____ (seventh month) 30
October 5th
3. International Friendship Day _____ (sixth month) 8
July 30th
4. World Oceans Day _____ (fifth month) 15
June 8th

Review 5

173

D Read the clues and solve the crossword.

Demonstrate, solving the first clue with students. Monitor while students work. Volunteers write the words on the board or read them aloud.

E Write the abbreviations of the numbers.

Students need to write the figures with the ordinal number suffix. Do the first one with students to demonstrate. Remind students that the suffix is always the last two letters of the ordinal number word, e.g., *first -1st*, *third -3rd*. Volunteers write the answers on the board for you to check.

F Here are some international days. Follow the lines, write and then say the dates.

Do the first with students as an example. Monitor while they work. Check, having volunteers write the dates on the board.

Assessment Unit 1

Name: _____ Grade: _____

A Complete the sentences with the correct phrasal verb.

look for **hand in** **hurry up** **come in** **take out**

1. Oh, dear! It's very late. Please _____!
2. Welcome! Please _____.
3. You need to _____ your homework every day.
4. Good morning. _____ your books.
5. Please help me _____ my pen. I can't find it.

B Unscramble and write the sentences or questions.

1. washing / Is / Dad's / he / car / ?

2. are / classroom / homework / They / doing / the / in / .

3. music / to / she / listening / Is / ?

4. am / pizza / eating / I / .

5. is / The / explaining / problem / teacher / the / .

C Write five chores you do to help at home.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

Assessment Unit 1

Name: _____ Grade: _____

A Match the two parts of each sentence.

- | | |
|---------------|---|
| 1. Watch | a) away your books and pens. It's time to go. |
| 2. Put | b) off my sweater? I'm hot! |
| 3. I'm saving | c) out! The plate is hot. |
| 4. Can I take | d) up to buy a game. |
| 5. Turn | e) off the light. It's time for bed. |

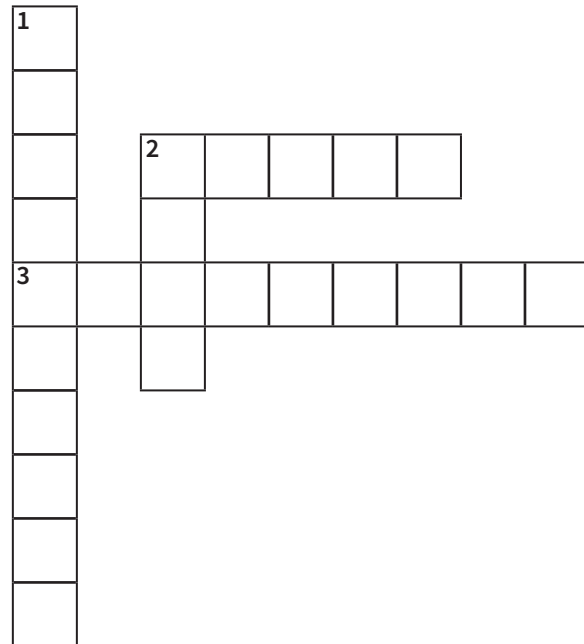
B Solve the crossword about natural disasters.

Across

- 2. excessive flow of water
- 3. storm with a violent wind

Down

- 1. violent shaking of the ground
- 2. destructive burning



C Write five things you normally do to help the environment.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Assessment Unit 2

Name: _____ Grade: _____

A Read the sentences and circle the correct word to complete them.

1. Michaela **get** / **gets** up early every day.
2. She **doesn't** / **don't** go to school.
3. She **do** / **does** schoolwork at home.
4. She **don't** / **doesn't** watch TV.
5. She **works** / **work** at a TV studio.

B Rewrite the sentences in the negative.

1. I play with toys. _____.
2. My friend likes to run. _____.
3. Julia does her homework every day. _____.
4. My mom has a car. _____.
5. We need a new computer. _____.

C Write about your best friend's routine. Use the phrases in the box and *always* / *never* / *sometimes* / *often*.

go to school get up late watch TV play soccer go to the park

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

Assessment Unit 2

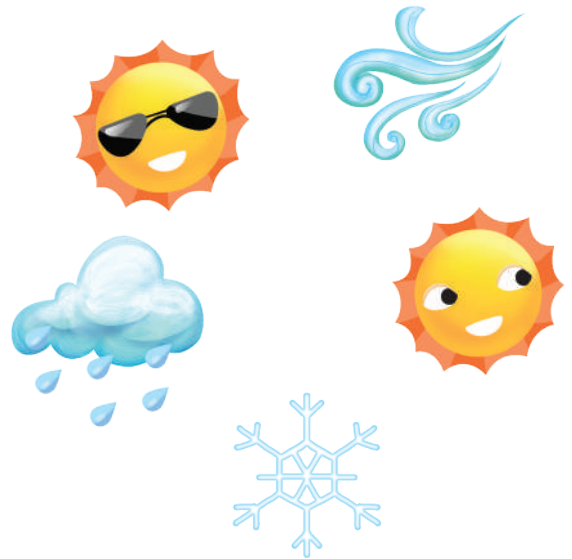
Name: _____ Grade: _____

A Complete the sentences.

- I'm from _____. I'm Japanese.
- He's from _____. He's French.
- She's from _____. She's Mexican.
- I'm from _____. I'm Chinese.
- I'm from _____. I'm Australian.

B Find five weather words in this puzzle.

J	Y	Q	A	H	H	S	Y
B	A	Q	X	R	N	U	L
H	E	U	I	A	Z	C	W
O	D	W	K	I	L	O	X
N	W	I	M	N	K	L	W
S	U	N	N	Y	V	D	Q
P	P	D	L	H	H	O	T
K	F	Y	X	Y	U	N	X



C Use the words in the box to write sentences about the weather.

sunny rainy hot windy snowy cold

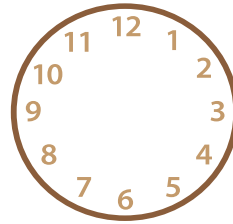
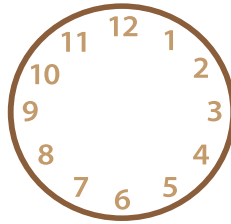
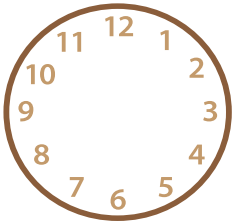
Example: *It is snowy in Canada.*

- _____.
- _____.
- _____.
- _____.
- _____.

Assessment Unit 3

Name: _____ Grade: _____

A Draw the times on the clocks or write the time shown on the clocks.



1. 7:00

2. _____

3. 3:30

4. 6:15

5. _____

B Choose the best option to complete the sentences.

1. I always get up _____ six o'clock.

a) on

b) at

c) in

2. My birthday is _____ Christmas Day.

a) on

b) at

c) in

3. Carmen always goes to the beach _____ winter.

a) on

b) at

c) in

4. I usually visit my grandparents _____ the weekends.

a) on

b) at

c) in

5. My mom's birthday is _____ July.

a) on

b) at

c) in

C Write about things in the classroom or a museum using the words in the box.

next to

behind

in front of

across from

near

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

Assessment Unit 3

Name: _____ Grade: _____

A Answer the questions about you.

1. Can you swim? _____.
2. Can your best friend sing? _____.
3. Can you whistle? _____.
4. Can you speak another language? _____.
5. Can your mom ride a bike? _____.

B Match the two parts to form questions.

- | | |
|------------------------------|-------------------|
| 1. Can your best friend ride | a) math? |
| 2. Can you look | b) a bus? |
| 3. Can you do | c) a horse? |
| 4. Can Bruce drive | d) dance? |
| 5. Who can | e) after a puppy? |

C Write sentences about John and Jane. Look at the example.

	bake a cake	sing in English	play the piano
John	x	✓	x
Jane	✓	x	✓

Example: *John can't bake a cake.*

1. John _____.
2. John _____.
3. Jane _____.
4. Jane _____.
5. Jane _____.

Assessment Unit 4

Name: _____ Grade: _____

A Write the expression in the corresponding column.

December	10:00	Friday morning	six thirty	2001
in		on		at

B Answer the questions about your activities.

1. What do you do on Sunday morning?
_____.
2. What does your mom/dad do at 6 o'clock?
_____.
3. What do you do on Mondays at 11:00?
_____.
4. Can you speak another language?
_____.
5. Can your mom ride a bike?
_____.

C Answer the questions about you. Use the words in the box.

always	usually	often	sometimes	never
--------	---------	-------	-----------	-------

1. How often do you cook? _____
2. How often do you eat out? _____
3. How often do you practice a sport? _____
4. How often do you wash the dishes? _____
5. How often does your best friend visit you? _____

Assessment Unit 4

Name: _____ Grade: _____

A Write the words below the pictures. Write H next to the healthy foods.



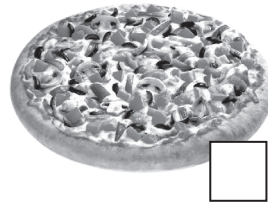
1. _____



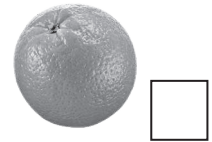
2. _____



3. _____



4. _____



5. _____

B Write sentences about Jesus and Sandra according to the information in the table. Use *always* / *often* / *sometimes* / *never*. Look at the example.

Example: *Sandra sometimes watches TV.*

	Jesus	Sandra
Make his/her bed	100%	
Paint pictures		0%
Have breakfast		100%
Drink soda	30%	
Wash the dishes		60%

- _____.
- _____.
- _____.
- _____.
- _____.

C Write five sentences with information from the chart. Look at the example.

Example: *Helen plays violin once a week.*

	Monday	Tuesday	Wednesday	Thursday	Friday
Helen			violin		English
Richard	chess	chess	soccer	chess	soccer
Lilly		tennis		tennis	swimming

- _____.
- _____.
- _____.
- _____.
- _____.

Assessment Unit 5

Name: _____ Grade: _____

A Unscramble the words and write the months.

1. tberOco _____

2. rMcah _____

3. uguAst _____

4. neJu _____

5. prAil _____

B Write the numbers.

Example: *twenty-first = 21st*

1. tenth	
2. twenty-second	
3. first	
4. thirtieth	
5. ninth	

C Write three honest things and two dishonest things.

1. _____

2. _____

3. _____

4. _____

5. _____

Assessment Answer Key

Assessment 1 Unit 1

A 1. hurry up; 2. come in; 3. hand in; 4. Take out; 5. look for

B 1. Is he washing Dad's car? 2. They are doing the homework in the classroom. 3. Is she listening to music? 4. I am eating pizza. 5. The teacher is explaining the problem.

C Answers will vary

Assessment 2 Unit 1

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

B Across: 2. Flood; 3. Hurricane
Down: 1. Earthquake 2. Fire

C Answers will vary

Assessment 1 Unit 2

A 1. gets; 2. doesn't; 3. does; 4. doesn't; 5. works

B 1. I don't play with toys. 2. My friend doesn't like to run. 3. Julia doesn't do her homework every day. 4. My mom doesn't have a new car. 5. We don't need a new computer.

C Answers will vary

Assessment 2 Unit 2

A 1. Japan; 2. France; 3. Mexico; 4. China;
5. Australia

B

J	Y	Q	A	H	H	S	Y
B	A	Q	X	R	N	U	L
H	E	U	I	A	Z	C	W
O	D	W	K	I	L	O	X
N	W	I	M	N	K	L	W
S	U	N	N	V	V	D	Q
P	P	D	L	H	H	O	T
K	F	V	X	Y	U	N	X

C Answers will vary

Assessment 1 Unit 3

A 1.



3.



4.



5. 10:00/10 o'clock

B 1. b; 2. a; 3. c; 4. a; 5. c

C Answers will vary

Assessment 2 Unit 3

A Answers will vary

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

C 1. John can sing in English. 2 John can't play the piano. 3. Jane can bake a cake. 4. Jane can play the piano. 5. Jane can't sing in English.

Assessment 1 Unit 4

A

in	on	at
December 2001	Friday morning	10:00 six thirty

B Answers will vary

C Answers will vary

Assessment 2 Unit 4

A 1. bread; 2. cake; 3. milk; 4. pizza

B (in any order) 1. Jesus always makes his bed. 2. Sandra never paints pictures. 3. Sandra always has breakfast. 4. Jesus sometimes drinks soda. 5. Sandra often washes the dishes.

C 1. Helen has English class on Friday. 2. Richard plays chess three times a week. 3. Richard plays soccer twice a week/on Wednesdays and Fridays. 4. Lilly plays tennis twice a week/ on Tuesdays and Thursdays. 4. Lilly goes swimming once a week/ on Fridays.

Assessment 1 Unit 5

A 1. were; 2. was; 3. was; 4. were; 5. was

B 1. b; 2. a; 3. b; 4. a; 5. c

C 1. thirty-eight; 2. sixteen; 3. eighty-seven; 4. thirty;
5. sixty

Assessment 2 Unit 5

A 1. October; 2. March; 3. August; 4. June; 5. April

B 1. 10th; 2. 22nd; 3. 1st; 4. 30th; 5. 9th

C Answers will vary

Track 1

Rainbow of words Level 3 by Amy Scarf
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Track 2

Miss White: Come in, children. Sit down. Hurry up! Take out your books and your colored pencils. What are you doing, Brian?

Brian: I'm looking for my book, Miss White.

Miss White: Well, hurry up! Look at the picture on page 29. Is everyone ready? Color the picture.

Brian (to Milly): What are we doing?

Milly: We're coloring the picture on page 29.

Miss White: What are you doing now, Brian?

Brian: I'm looking for my colored pencils, Miss White.

Miss White: Now, do the exercise and hand in your books.

Various children: Yes, Miss White.

Brian (to Milly): What are we doing now?

Track 3

sun, color, come, hurry, brother, gum

Track 4

Mom: What are you doing, Martin?

Martin: Err... I'm tidying up my room.

Mom: Good. And what is your sister doing?

Martin: She's doing her homework.

Mom: Good. And what are your brothers doing?

Martin: They're washing Dad's car.

Mom: Good. I'm going to the supermarket.

Martin: OK, Mom!

Track 5

This is a sound that's very short.
Say it and his and pick and fill.
Fish and children, dinner and busy.
Learn this sound, but don't get dizzy.

Track 6

Nancy: Sherry! It's late! Are you up?

Sherry: Yes, I am, Nancy.

Nancy: Are you getting dressed?

Sherry: No, I'm not. I'm taking a shower.

Nancy: Sherry! I need to use the bathroom! Are you washing your hair?

Sherry: Yes, I am.

Nancy: Hurry up! Are you brushing your teeth?

Sherry: No, I'm not. Mom says, "breakfast first." I'm almost finished.

Nancy: Oh! OK... I'm very late. Are you coming out now?

Sherry: Yes, I am, Nancy!

Track 7

/i:/

Come and eat with me.

We can read and watch TV.

Track 8

Is Ben feeding the cat?

Yes, he is. Yes, he is.

Is he brushing the cat?

No, he isn't. No, he isn't.

He's feeding the cat,

And it's getting very fat.

He's feeding the cat,

And that is that!

Is Kim walking the dog?

Yes, she is. Yes, she is.

Is she playing with the dog?

No, she isn't. No she isn't.

She's walking the dog.

It's running along.

She's walking the dog.

It's very strong.

Track 9

fat, strong, black, song

Track 10

Today we're looking at the sound /e/.

It's the sound in red, and also in bread.

It's the sound in bed and pen,

And also the sound in jelly and ten.

That's the sound we're learning today.

Come on everyone, listen and say...

Red, red,

Bread, bread,

Bed, bed,

Pen, pen

Jelly, jelly

Ten, ten.

Track 11

Teacher: Let's pack the Christmas boxes for the orphanage.

Children: Yeah!

Teacher: There are 25 boxes. How many scarves do we have?

Children: 25!

Teacher: That's great. One scarf for each box. How many chocolate bars do we have?

Girl: Err... 47, 48, 49, 50... There are 50 chocolate bars.

Teacher: That's 2 chocolate bars in each Christmas box.

Children: OK.

Teacher: How many toys do we have?

Girl: 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60! We have 60 toys.

Teacher: Hmm. That's 2 toys for each box. How many toys is that?

Children: 50! 50!

Teacher: We have 60 toys. Take away 50. How many extra toys are there?

Track 12

Say these words,

They're short /l/ and long /i:/

Say these words.

Don't get them wrong.

fifty five

little Mike

children child

live alive

bit bite

sit site

Track 13

Go, go, go for the garden hose.

It's so, so hot, as everyone knows.

Then let's have a cold soda.

No, no, no! Don't drop the can.

Throw it in the trash, you silly man!

Track 14

Mom: Clive! Turn off the TV, please. You aren't watching it.

Clive: OK, Mom.

Mom: And turn off the light in your bedroom. You're wasting electricity!

Clive: Sorry, Mom. I keep on forgetting.

Mom: Julie! What are you doing?

Girl: I'm taking a shower!

Mom: Well, hurry up! You're wasting water. Davey! What are you doing?

Davey: I'm washing the car, Mom.

Mom: Well put away the hose! Use a bucket of water! And take off those dirty shoes before you come into the house!

Davey: OK, Mom.

Track 15

Michaela is 14 years old. She gets up early every day.

She has orange juice and eggs for breakfast. Michaela goes to the Disney XD studios every morning. She doesn't go to school. She is a child TV star.

She records the programs in the mornings. In the afternoons, she does schoolwork in the studio with the other children.

In the evening, she goes home. She doesn't watch TV. She goes to bed early. It's hard work being a TV star!

Track 16

My name is Luis. On school days I get up early. I have breakfast with my family. We have orange juice and cereal. I like bananas with my cereal. My parents have coffee. I don't have coffee. I have a chocolate smoothie. I don't go to school in my dad's car. I go to school on the school bus. I go to Hillside Elementary School. After school, I take the school bus home. I have lunch with my brother. Then we watch television and do our homework.

Track 17

School, rule and routine
All have this sound
As will be seen
And so do cool, and jewel and juice
/u:/ is a sound that's very long
But don't look at the spelling
Or you'll get it wrong!

Track 18

She watches television.
He teaches karate.
She plays the piano.
He goes to school.
She drinks coffee.
He likes cereal

Track 19

Teacher: Welcome to the International Camp. First let's get to know each other. Where are you from, Yoko?

Yoko: I'm from Japan.

Teacher: Where are you from, Pierre?

Pierre: I'm from France.

Teacher: And you, Randy? Where are you from?

Randy: I'm from the United States.

Teacher: And you, Martha?

Martha: I'm from Argentina.

Teacher: And Mei is from China, and Bruce is from Australia... And Pedro... Where's Pedro? And where's he from? Does anyone know?

Martha: Pedro's from Mexico.

Pedro: Hi, Sorry I'm late! I'm Pedro.

Track 20

What's the weather like today?
It's a sunny, sunny, sunny day.
Put on your shades – come out and play!

What's the weather like today?
It's a rainy, rainy, rainy day.
Put on your raincoat – come out and play!

What's the weather like today?
It's a really hot, really hot, really hot day.
Put on your shorts – come out and play!

What's the weather like today?
It's a really cold, really cold, really cold day.
Put on your sweater – come out and play!

What's the weather like today?
It's a windy, windy, windy day.
Put on your windbreaker – come out and play!

What's the weather like today?
It's a snowy, snowy, snowy day!
Put on your snow boots – come out and play!

Track 21

Henry isn't happy.
He's horribly hot.
Hetty isn't happy.
She's horribly hungry.
Here's a hamburger for Hetty.
And an ice cream for Henry.
Henry and Hetty are very happy now!

Track 22

What's the weather like in Switzerland today?
It's cold and snowy.
What's the weather like in England today?
It's windy and rainy.
What's the weather like in New Zealand today?
It's hot and sunny.
What's the weather like in Nigeria today?
It's sunny and hot.
What's the weather like in South Korea today?
It's cold and rainy.

Track 23

1. meteorologist, 2. predicts, 3. hurricanes,
4. heat wave, 5. blizzards, 6. tornadoes

Track 24

Mark: What does your dad do?
Rebecca: He's a tornado chaser.
Mark: Wow! Does he chase tornadoes all the time?
Rebecca: No, he doesn't! Only in the tornado season!
Mark: What does he do when it isn't tornado season? Does he go swimming? Does he go water skiing?
Rebecca: Yes, he does – when it's hot and sunny.
Mark: Does he go skiing?
Rebecca: Yes, he does – when it's cold and snowy.
Mark: Does he take you tornado chasing?
Rebecca: No, he doesn't! He says it's too dangerous!

Track 25

The sound at the end is strange, you see.
Listen carefully,
and say the words with me.
Bottle
Kettle
Shuttle

**Track 26**

Tic toc, tic toc.
What time is it?
Tic toc, tic toc.
It's seven o'clock.

Tic toc, tic toc.
What time is it?
Tic toc, tic toc.
It's eight o'clock.

Tic toc, tic toc.
What time is it?
Tic toc, tic toc.
It's eight thirty.

Tic toc, tic toc.
What time is it?
It's eight forty-five.

**Track 27**

Listen to the sound at the end of each word.
It's the strangest sound you ever have heard.
Clocks and rocks,
crocs and socks,
Box and fox.
Say them with glee,
straight after me!
Clocks and rocks,
crocs and socks,
box and fox.

**Track 28**

1. skating, 2. school, 3. scan, 4. skip, 5. sky,
6. skiing

**Track 29**

On Monday, Mark the Mammoth met Mike the
Mastodont in the museum.

**Track 30**

Hi Stevie,
My party is at 11 o'clock on Saturday morning.
It's in Bluebell Woods. I'm including a map.
Walk from your house to the book store on
Green Street. Go across the road to Elm Street.
Walk along Elm Street to the bread store. Turn
into Daisy Road. Walk along Daisy Road to the
movie theater. The entrance to Bluebell Woods

is next to the movie theater. Go up Bluebell
Hill, then down the hill to the river. The party is
in the woods next to the river.
See you on Saturday!
Helen

**Track 31**

theater, number, river, mother, father, sister,
brother

**Track 32**

Teacher: It's the Talent Show next month.
Ideas, please.

Carrie: I study ballet. I can dance.

Jodie: I can dance ballet, too.

Teacher: Good! Carrie and Jodie can dance in
our Talent Show.

Jodie: Jason can do magic tricks.

Teacher: Wow! Is that right?

Fred: Yes! He can do great magic tricks!

Teacher: Great! Anyone else?

Donald: Johnnie, Fred and I sing funny songs.
We can sing a funny song in the show.

Carrie: They can sing very funny songs.

Teacher: OK. You three boys can sing a funny
song in the Talent Show. This is looking
good!

**Track 33**

write, side, thing, eye, like, tricks, magic

**Track 34**

Jack is very good at sports. He can skate very
well. He's captain of the 8 to 10 soccer team.
He likes swimming, diving and Ping-Pong, too.
But right now, he has a broken leg. He can't go
skating, he can't play soccer, and he can't go
swimming or diving. Poor Jack! It's 10 o'clock
on Saturday morning. All his friends are playing
soccer! And there are always hot dogs after the
game! Jack's very bored!

But then there's a knock on the door! It's Mia
and Lucy, two friends from school. They have a
DVD, popcorn and sodas.

"You can't play soccer today, but you can
watch a movie," says Mia.

"And you can't go out for hot dogs, but we can
eat popcorn and drink sodas here," says Lucy.

"Thank you very much," says Jack. He smiles at
the two girls. It's great to have good friends!

**Track 35**

I sing this song,
But as I go along,
I play Ping-Pong,
And I get the song all wrong!

**Track 36**

Dany: Guess what? It's Miss Meg's birthday on
Friday.

All: Let's organize a surprise party.

Dany: Great idea! Who can decorate the
room?

Tina and Peggy: We can! We're good at that.

Dany: Who can make the birthday card?

April: I can! I can do it on my computer!

Dany: Great! April will make the card. Who can
make a cake?

Millie: My Mom can.

Dany: OK. Millie's mom can make the cake.

We need balloons. Who can blow up the
balloons?

Sam: I can! I am a strong boy.

Dany: Thanks, Sam. Now, who can fix the
sound system?

Sue: My Dad can!

All: Awesome, Sue!

**Track 37**

Nineteen nice nurses and one naughty nanny!

**Track 38**

Wood Elementary School has a drama
club. The club always meets after school on
Fridays. The kids often go to the theater on
the weekend with their drama teacher. The
club always presents an end-of-year play. "We
sometimes do a musical. We sometimes do
a comedy. But we never do a serious show,
because we like to have fun," says Dotty, a
member of the club.

"We paint the scenery," says Derek. "And we
make all our own costumes."

"Well, our moms often help us," adds Felicity.

"The shows are very popular," says Mr. Kline,
the drama teacher. The students and teachers
always enjoy our performances. And the
parents of club members never miss a show,
of course!

Track 39

The banana farmer in the drama works on his farm in his pajamas.

Track 40

Penny and Trevor have a lot of after-school activities. Penny has ballet on Mondays and Wednesdays at 3:30. She has Olympic gymnastics on Tuesday at 4 o'clock. She has Karate at 5:00 on Fridays. She likes all her classes, but she likes ballet best. Trevor has soccer on Mondays and Thursdays at 4 o'clock. He has guitar class on Tuesdays at 3 o'clock. He goes to the same karate class as Penny. Trevor doesn't like karate very much. He's thinking of changing to the computer club.

Track 41

How now, brown cow?
Why do you bow and moo so loud?

Track 42

Teacher: Do you do any after school activities, Helen?
Helen: Well, I take violin classes once a week.
Teacher: That's great. What about you, Richard?
Richard: I love chess. I play three times a week.
Teacher: Wow! Does anyone else play chess? What about you, Lilly?
Lilly: No, but I play tennis twice a week. And I go swimming once a week, too.
Teacher: What about you Jeff?
Jeff: I go to computer class every day at 4 o'clock.
Teacher: That's why you're such a whizz at computer games, Jeff!

Track 43

Sheep speak Greek once a week.
They eat and bleat before they sleep.

Track 44

Aunty Myrtle: What after-school activities do you do, Johnny?

Johnny: I play baseball. I'm on the school team.

Aunty Myrtle: Wonderful. How often do you practice?

Johnny: We train three times a week. And then we have home matches, and away matches.

Aunty Myrtle: How often do you play away?

Johnny: Once a month. And once a month we play at home.

Aunty Myrtle: Do you have any other after-school classes?

Johnny: Yeah, swimming. Once a week. On Saturdays. And karate on Mondays and Fridays.

Aunt Myrtle: Wow! You're busy!

Johnny: Yeah! But I love sport!

Track 45

Doctor: Hello, Mr. Potter.

Mr. Potter: Hello, doctor.

Doctor: What's the problem?

Mr. Potter: I'm always tired. I have no energy.

Doctor: Let me listen to your heart with my stethoscope. Umm... How often do you do exercise?

Mr. Potter: About once a month.

Doctor: You need to exercise four times a week! How often do you eat fresh fruit and vegetables?

Mr. Potter: Not often. About twice a month. I don't like vegetables.

Doctor: Eat vegetables and fruit every day. They give you energy! What about junk food?

Mr. Potter: I eat that every day! And candy, too!

Doctor: Well stop! You need a good diet and exercise!

Track 46

Where's the stress?
Vegetables, energy, exercise, comfortable, stethoscope.
It's at the beginning! Yes, yes, yes.

Track 47

Dental hygiene is important. Brush your teeth at least twice a day – after breakfast and before you go to bed. It's a good idea to brush them after lunch or after sugary snacks, too. Brush all of your teeth, not just the front ones.

Brush them for two or three minutes every time. Buy a new toothbrush every three months. Some toothbrushes have bristles that change color when it's time to change them.

Floss your teeth once a day. It's an important way to keep them healthy. The floss eliminates food that's trapped between your teeth. You can also brush your tongue to help keep your breath fresh!

Visit the dentist twice a year. Be careful about what you eat and drink. Sugar is not good for your teeth. Eat lots of fruits and vegetables, and drink water instead of soda. And don't forget to smile!

Track 48

Ben gets up at ten,
Then he eats breakfast.
After breakfast, his breath isn't fresh.
He goes to the dentist.
Now Ben's breath is fresh again.

Track 49

Mavis Pratt is a marathon runner. A marathon is more than 42 kilometers, so marathon runners need a lot of energy. Mavis Pratt eats two eggs a day. She eats cereal and bread. She drinks a lot of milk. She always has pasta with cheese for lunch. She has meat or fish every night. And she eats a lot of potatoes! She eats fruit, vegetables and salad, too. Mavis is not fat. She is thin. This is because she does so much exercise and her body burns all the food. She runs for four hours every day, including Sundays!

Track 50

Do you like your yellow yolk?
Yes, the yellow yolk is yummy!

Track 51

Put your right hand in.
Put your right hand out.
In out, in out, and shake it all about.
Do the hokey pokey,
And turn yourself around.
That's what it's all about. Yeah!

Track 52

Bicycle and tricycle,
Theatrical and musical,
Technical and chemical,
Individual and tropical,
Alphabetical and mathematical,
All end in the very same way,
And that's the sound we're practicing today.

Track 53

10 X 1 is 10
10 X 2 is 20
10 X 3 is 30
10 X 4 is 40
10 X 5 is 50
And that's the way to go
With the ten times table.
It's really cool you know,
It's really cool – so GO!
10 X 6 is 60
10 X 7 is 70
10 X 8 is 80
10 X 9 is 90
10 X 10 is 100
And that's the way to go
With the ten times table.
It's really cool you know,
It's really cool – so GO!

Track 54

It's cool you know
At school, so go,
And it's the rule
To go to school.
So wake up, Joe,
And off you go!

Track 55

Hello, bloggers:
Today I'm at school, but yesterday we were
all at the Galaxy Ice Show. All the kids in third
grade were there! It was a great show. The ice
skaters were awesome. Yesterday was fun!
Kim

Hi, bloggers:

Today it's raining! But yesterday it was sunny. It
was sports day. We were in the field behind our
school. I was in the egg-and-spoon race! It was
great! I love sports day.
Jimmy

Hi there, bloggers:

Guess what! Yesterday I was at the circus with
my mom and dad. The trapeze artists were
really good. The performing dogs were fun, too.
But the clowns were the best!

We're in the school library right now. There's a
math test. Not cool! But the circus yesterday
was really cool!
Blake

Track 56

Education is a combination
Of competition and dedication!

Track 57

Where was Buddy? It was supper time, but
Buddy wasn't in the kitchen. He wasn't on the
sofa in the living room. He wasn't behind the
drapes in the dining room. What about in Eli's
bedroom? No, he wasn't on the bed, and he
wasn't under the desk. Maybe he was in the
yard?
"Buddy! Buddy!" called Eli. There was no
answer.

"Where are my sneakers?" Eli said. "I need
them to go in the yard."
Her sneakers weren't in her closet. They
weren't under her bed. They weren't near the
front door. They weren't next to the back door.
Then Eli looked out of the window. Buddy
was under the tree in the back yard. And her
sneakers were there, too!

Track 58

There's a small stone statue,
A special stone statue,
Sticking out of the snow in the street.
It's a snake that is starting,
To swallow a snail.
What a tasty snack for a snake!

Track 59

It was 9 p.m. Detective Sherwin was in the
dining room with Mr. and Mrs. Grantham.
Mrs. Grantham was very upset. "My diamond
necklace and earrings were in my room at six-
thirty this evening. They were on the table. But
they weren't there at six forty-five!"
"Were you in your bedroom between six-thirty
and six forty-five, Mrs. Grantham?" asked
Sherwin.
"No, I wasn't," said Mrs. Grantham.
"Where were you?"
"I was here in the living room. I was with my
husband."
"Who else was in the house?"
"My nephew George, my cousin Elsie and her
husband Harry, and our maid, Molly," said Mr.
Grantham.
"Was your nephew with you in the living
room?"
"Yes, he was."
"Were Elsie and her husband with you?"
"No, they weren't. They were in the study."
"Where was Molly?" asked Sherwin.
"She was in the kitchen, I think, preparing
dinner."

Track 60

My necklace is nice,
The price is twice as nice,
It's made of colored rice,
And little silver mice.

Track 61

Let's learn the months,
Don't get them wrong.
Sing this song,
And it won't take long.
January, February, March,
April, May and June,
July, August, September,
October, November and December.
Let's learn the months,
Don't get them wrong.
Sing this song,
And it won't take long.

Track 62

Try to remember,
There's a sound in September
That's exactly the same

As a sound in October.
And where is my sweater?
It's cold! It's November,
And the year – it is over
When it gets to December!

Track 63

It was the first day of the vacations. Humphrey and Kathy were down by the river. What was that in the water? It was frogspawn.

“Wow!” said Humphrey. “Let’s take some frogspawn home!”

“Good idea,” said Kathy. Soon the frogspawn was in their house in an old fish tank.

Three days later... there was one tadpole in the old fish tank. “Look!” said Kathy. “The first tadpole!” Then there was another tadpole, and another, and another!

“And the second, and the third, and the fourth!” said Humphrey. Soon there were more and more tadpoles. The two children were very excited.

“The fifth, and the sixth, and the seventh...” they shouted.

And soon it was the twentieth, the twenty-first, the twenty-second, the twenty-third, and the twenty-fourth! Then the twenty-ninth, the thirtieth, and the thirty-first tadpole. And that was the end! There were no more tadpoles!

“That was so cool!” said Humphrey.

“Yes, it was!” said Kathy.

Track 64

Second, pond, hand and bend!
Stand and band, around and end!

Track 65

Stevie: What’s that?

Elena: It’s my new birthday book. I’m writing down everyone’s birthdays so I don’t forget them. When’s your birthday?

Stevie: July 22nd.

Elena: July 22nd. Look. It tells you what sign of the zodiac the date is. Your sign is Cancer.

Stevie: That’s right. When’s your birthday?

Elena: It’s on November 30th.

Stevie: Are you Scorpio?

Elena: No, I’m Sagittarius. Look – here are all my family’s birthdays. My Dad’s birthday is in January. It’s on the 15th. And my mom’s is on May 1st. My brother’s birthday is on March 8th and my sister’s is on September 18th. My grandmother...

Stevie: September 18th! Hey, that’s my sister’s birthday, too!

Elena: Wow!

Track 66

1. My birthday’s in May.
2. She bakes great cakes
3. It’s the black cat’s hat.
4. The steak’s on the plate.
5. There’s a fat bat on the mat.
6. It’s a rainy day.

Track 67

It was October 31st. It was a cold, windy night – the night of Halloween. Daisy and Ben were in the street. They were in their Halloween costumes.

Daisy was a witch and Ben was a mummy. It was 7 o’clock – time to go trick or treating. There were a lot of other children in the street. There were wizards, ghosts and vampires. Then, in the bright moonlight, Ben saw something on the ground.

“Look. A wallet,” he said.

“What’s inside?” asked Daisy.

“Twenty, forty, sixty, eighty, one hundred dollars,” said Ben. “Wow! Now I can buy a cell phone!”

“Let me see,” said Daisy. “Look... there’s a name and an address. Mr. James Stephens, 85, Willow Drive. Hey, we’re in Willow Drive and this is number 85.”

She rang the bell.

“But what about my cell phone?” said James.


“It’s not honest to keep the money,” said Daisy. Just then, Mrs. Stephens came to the door. She was very happy to see her husband’s wallet.

She asked the children in for some pumpkin pie and hot chocolate.

Track 68


1. quiz , 2. quilt , 3. queen , 4. question mark ,
5. quiet




 **The Scariest Monster: Happy Halloween!**

Materials:
cardboard, magazine cutouts, different colored papers, glue, elastic thread, and wooden sticks

1. Cut and glue the mask on a piece of cardboard.
2. Mix the cutouts and colored papers. Glue them on your mask. Try to make the scariest one.
3. Use a wooden lollipop stick or a small piece of elastic thread to hold your mask.



Arts and Crafts 175

 **Gingerbread Man: Merry Christmas**

Material:
construction paper, scissors, glue, colored pencils or crayons, glitter, ribbon, clips

1. Color the gingerbread man and paste it on construction paper.
2. Cut it out and decorate it.
3. Put a paper clip where indicated, and hang it on the Christmas tree, or anywhere you like! Make as many decorations as you want.



Arts and Crafts 177

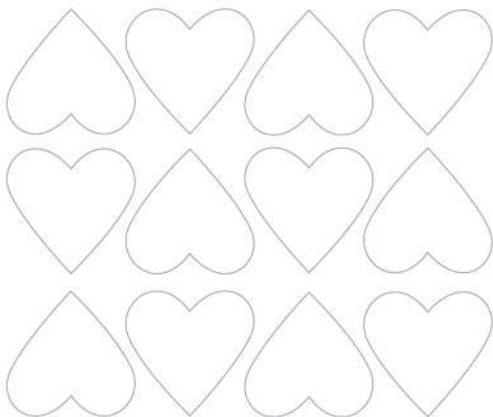


Hearts and Sponges: Happy Valentine's

Materials:

tempera paint in red, blue, and white, paintbrush, washable tray, 2 heart-shaped paint sponges or rubber stamps

1. Cut out the pattern and paste it on cardboard.
2. Create two different colors to use in this activity.
3. Place the paint in puddles carefully on a tray or palette.
4. Mix the paints together with a paintbrush to create different colors.
5. Follow the patterns with the heart shaped sponges and use the pattern as the background of a Valentine's card.



Arts and Crafts 179



Card: Happy Mother's Day!

Material:

construction paper, scissors, glue, colored pencils or crayons, pencil

1. Read and complete the card.
2. Color, cut it out, and glue the card on the construction paper. Decorate it.
3. Give it to your mom.

**Happy
Mother's Day**

You are as pretty as

You are as sweet as

You are as smart as

**But most of all, you are so special that
I love you!**

Arts and Crafts 181

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