TEACHER'S EDITION

CRISS CROSS

Luis Navarro Fernández





Luis Navarro Fernández



Editorial Director

ART AND DESIGNING DIRECTOR

Kells Education Publisher

EDITORIAL COORDINATORS

Design Coordinator

ART COORDINATOR

Press Coordinator

EDITOR

COVER DESIGNER

Series Designer

LAYOUT

Proofreader

Editorial Assistant

Pres:

Francisco Vásquez Ponce

Francisco Ibarra Meza

Jean Denise Salazar Wolfe

Hened Manzur Soda, Canda Machado Garza

Martha Berenice Hinojosa Rodríguez

Ivonne Carreón

Mario Estrada Paniagua

Geraldine Pugh

Andrés Antonio Morales Guerrero

Andrés Antonio Morales Guerrero

Maresa Oskam-Roux

Yaholi González

Daniela Tovar Uribe

Alicia Rivera Monroy

Teacher's Edition Criss Cross 3



Published by Editorial Esfinge, S. de R.L. de C.V. Esfuerzo 18-A Colonia Industrial Atoto Naucalpan de Juárez Estado de México, C.P. 53519 © 2014 Editorial Esfinge, S. de R.L. de C.V.

ISBN: 978-607-10-0662-2

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Publisher. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

This edition first published in 2014

Every effort has been made to trace the copyright holders and we apologize in advance for any unintentional omissions. We will be happy to insert the appropriate acknowledgements in any subsequent editions.

Printed in Mexico



Dear Teacher,

Welcome to *Criss Cross* a series aimed at providing you and your students with all the necessary academic support to set an enjoyable learning environment and facilitate your daily teaching practice.

You will find the series to be well rounded, enjoyable 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 learn.

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 relax and learn 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 *Criss Cross* to become your daily tool to help you and your students reach your goals.

Best wishes,

The Kells Education Team

Table of Contents

Criss Cross Metho	odology	V
Common Europe	an Framework of Reference	vii
Game Bank		ix
Components in t	he Series	xii
Scope & Sequenc	e	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		
Assessments' An	swer Key	184
Audioscripts		185

Criss Cross Methodology

Criss Cross 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.

Criss Cross 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 *Criss Cross* 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. *Criss Cross* 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	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. 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. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	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). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

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 *Criss Cross* 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 to work on pronunciation, and chants are aimed 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 CD 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 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. bu**s** - **s**tea**k** - **k**e**y** - **y**ello**w**, 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.

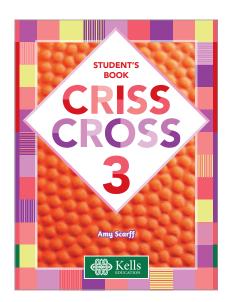
Quotes

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.





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 Criss Cross, 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 photocopiable 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.



Audio CD

- One audio CD accompanies the Student's book including all listening tasks plus songs and chants to work on developing listening comprehension strategies as well as on pronunciation and stress of the language.
- All listening activities are student-centered, theme-related and fun!



Scope & Sequence 1st Grade

Unit	Vocabulary	Structures	Phonics
1	 Greetings, Introductions School places Numbers 1 to 10 School objects Verbs: bow, clap, close, color, count, cut, draw, find, glue, hop, hug, jump, kiss, open, paint, say, see, sit, stand, turn, write, etc. The alphabet 	 Greetings and introductions: Good morning (afternoon/evening/night), How are you? What's your name? I am My name's Pleased to meet you Present simple tense of to be Personal Pronouns Question words: What, How: How old are you? What's this? Possessive adjectives (determiners) Definite and indefinite articles Imperatives: Cut the picture; Color the card, etc. Instructions: Stand up, Sit down, Open your Close your Clap three times 	 The alphabet and beginning sounds /p/ /m/
2	 Parts of the body Flavors Feelings Sports Food Verbs: see, touch, smell, taste, hear, kick, play, sit, ride, dance, throw, swim, walk, etc. Numbers 1 to 10 Ordinals and cardinals 	 Present simple tense of to be Present simple tense of to have Demonstratives: This / These Nouns in singular and plural Definite and indefinite articles: a / an / the Quantifiers: some Present simple tense Imperatives for common actions: Eat well, Read a book, Wash the dishes, Feed the cat, Make your bed, etc. There is / There are 	 /s/ /t/ (short) /a/, /e/, /i/, /o/, /u/ /k/ /b/ /f/
3	 Animals: mammals, fish, reptiles, insects, amphibian, birds, Arctic animals Adjectives: small, big, green, intelligent, etc. Colors: red, blue, etc. Numbers Verbs: climb, bite, fly, etc. 	 Present simple verb to be: questions Demonstratives: This / That / These / Those Wh questions: Where (singular and plural), What, How Word order using adjectives: It's a long, yellow snake. Use of adjectives in the singular and plural Use of Can: aff, neg, int Short answers 	 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 /l/ 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	 Food: healthy and unhealthy food Products from animals / vegetables: sugar cane, milk, honey, etc. Seafood Verbs: wash, cut, fry, eat, etc. Numbers 20 to 30 	 Present simple: Like / Likes Don't like / Doesn't like Questions: Do / Does? Instructions (following a recipe):	 /p/ /s/ /ch/ /th/ /y/ /sh/ \s. /s/ /b/ /t/ \s. /th/
2	 Toys Clothes: Costumes, princess, Spiderman, pirate, etc. Furniture in the bedroom Pets Verbs 	 Possessives 's Possessive adjectives Present simple: Have / Has Don't have / Doesn't have Existence: There is / There are Questions and short answers Wh question + has 	 /∂/ Combined words /qu/ /f/ Vs. /p/ /wh/ / l / /s/ Vs. /z/
3	 Vacation: beach, sandcastle, ocean, etc. Camping equipment Adjectives Names of sounds: bang, tap, clang, etc. Equipment in a fair: carousel, castle Verbs: camp, play, build, cook, relax, etc. Numbers 30 to 40 	 Present continuous Question words: who, what What are you doing? Instructions: Don't leave food in your tent. Adjectives Compound verbs Position of adjectives in sentences Gerunds (names of sounds): banging, tapping 	 /ng/ long /e/ short /i/ /o/ Vs. /oo/ /t/ /sh/ initial /ch/

Unit	Vocabulary	Structures	Phonics
4	 School clothes Musical instruments Experiments: magnet, cork, plastic lid Nature: seabirds, rock pool, sand, crabs, savanna Adjectives Colors Parts of the animals Verbs: Cut, rub, float, etc. 	 Whose? Possessive pronouns: mine, yours, his, hers Is this yours? Instructions and imperatives: Don't touch. Countables: How many? How many are there? Descriptions: What like? 	 /u/ as in cute /z/ /o/ as in brother /a/ /e/ /j/ Vs. /g/ /t/
5	 Rooms in the house Members of the family Food Days of the week Picnic Numbers 40 to 50 	 There is / There are Quantifiers: Some / Any (aff., neg. and Int.) Short answers: Yes, I do. No, I don't. Like / Don't like Question words: who, when, where, what Uncountable nouns What questions Dates and prepositions Who questions 	 /th/ long sounds Vs. short sounds /f/ /p/ Vs. /b/ /w/ /h/ /le/ as in turtle

Scope & Sequence 3rd Grade

Unit	Vocabulary	Structures	Phonics
1	 Chores at home Family members Routines at home Ecology: recycle, reuse, cans, aluminum, waste, etc. Phrasal verbs: come in, hurry up, look for, turn off, keep on, etc. Numbers 50 to 60 	 Rules: imperatives (aff. and neg.) Present continuous and short answers Phrasal verbs (inseparable) verb + one or more prepositions Usage of nouns and pronouns 	 /n/ as in sun /i/ /ae/ as in cat Vs. /o/ as in dog /e/ /i/ Vs. /i:/
2	 Frequency words: every day, often, always Spelling rule for plurals (+s, +es, +ies) Everyday activities Leisure: swimming, playing soccer, playing the violin, etc. Weather: sunny, cold, rainy, etc. Countries 	 Present simple (aff, neg, int.) Third person singular Short answers Weather Adverbs of time: never, sometimes, often, always Where from? Use of like as in What's the weather like? Present continuous 	 /ei/ /u:/ as in rule /s/ Vs. /iz/ /j/ /h/ /le/ as in kettle
3	 Time Prepositions of time, movement and place: from, to, up, down, along, across from, in front of Places in a museum Places and animals in a zoo Party: cake, candles, surprise Verbs 	 Telling the time and asking what time it is Instructions Prepositions of movement, time and place Directions Usage of can / can't in singular and plural Short answers 	 /x/ /m/ /er/ as in number /i/ /ng/ /n/

Vocabulary	Structures	Phonics
 School activities Extra activities Activities in a schedule: time Health: energy, tired, exercise, stethoscope, heart, etc. Parts of the body The dentist: teeth, tooth, false tooth, brush Healthy activities: run, eat, exercise, etc. Food: meat, eggs, bread, 	 Present simple (aff, neg, int) Question about frequency:	 /a:/ /o/ as in cow /e:/ as in bleat /b/ Vs. /v/ Stress on syllables /e/ /y/ Endings: /cle/, /ing/
 Math: times tables, fraction, decimal point Sports Pets Leisure activities The months of the year The seasons Amphibians: tadpole, frogspawn Numbers 1 to 100 Ordinals to 31st (for dates) 	 Past tense of verb to be, was, were Aff., neg., int. wasn't / weren't Wh questions in the past Dates Prepositions for dates 	 /u:/ as in rule Endings: /tion/ Beginning /s/ + consonant Rhyming sounds: nice, mice, rice /nd/ as in second
	 Extra activities Activities in a schedule: time Health: energy, tired, exercise, stethoscope, heart, etc. Parts of the body The dentist: teeth, tooth, false tooth, brush Healthy activities: run, eat, exercise, etc. Food: meat, eggs, bread, Math: times tables, fraction, decimal point Sports Pets Leisure activities The months of the year The seasons Amphibians: tadpole, frogspawn Numbers 1 to 100 Ordinals to 31st 	 Extra activities Activities in a schedule: time Health: energy, tired, exercise, stethoscope, heart, etc. Parts of the body The dentist: teeth, tooth, false tooth, brush Healthy activities: run, eat, exercise, etc. Food: meat, eggs, bread, Past tense of verb to be, was, were Aff., neg., int. wasn't / weren't Wh questions in the past Dates Prepositions for dates Prepositions for dates

Scope & Sequence 4th Grade

Unit	Vocabulary	Structures	Phonics
1	 House: attic, stairs, trunk, frame Objects: rag, rag doll, present, watch, sticks, clay, etc. Places Illnesses: disease, fleas, inoculations, kill sickness, spread, vaccinations, smallpox, inoculate, etc. 	 Past tense (regular verbs) affirmative, negative, interrogative Question words: who, what, where, when, how, why Time expressions for the past: yesterday, last week, the day before yesterday, two days ago, etc. Prepositions of time: in, on, at Past tense: irregular verbs: run, see, take, have, hear, etc. 	 Final ending sound of irregular verbs: /t/, /d/, /id/ /rk/ phoneme Final 's' sound: /s/, /z/, /iz/
2	 Sports: soccer, dance, run, skate, swim, etc. Vacation: camping, horseback riding, sunbathe, rafting, canopy gliding, cliff, etc. 	 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> 	 Pronunciation negative contractions: didn't, wouldn't, couldn't, can't Pronunciation of contractions with will: I'll, He'll, We'll, They'll Pronunciation: /ng/
3	 Art and art supplies: sculpture, collage, paint brushes, easel clay, water colors, etc. Dances: stomp, ballet, beat, garbage lids Musical instruments: violin, piano, horn, chello, clarinet, flute, viola, etc. Insects: ants, spiders, Black Widow, caterpillar, butterfly, snail, stink bug, grasshoppers, etc. 	 Simple Present: habits with frequency adverbs Present perfect: actions that began in the past and continue (for, since), indefinite time in the past (affirmative, negative, interrogative) 	 Phonemes: ft, nt, st /wh/ sound /ie/ sound

Unit	Vocabulary	Structures	Phonics
4	 Quantity expressions: some, many, etc. Countable and uncountable nouns Food Food related words: bowl, serve, etc. Giving directions: Turn right/left, walk to, corner, etc. Prepositions: up, towards, to, etc. 	 Expressing quantities – countable and uncountable nouns, affirmative, negative, interrogative Giving directions: walk up, down, towards, to, turn, right, left Imperatives: open, close, stand up, sit down, give me, etc. 	 /ng/ sound /Θ/ sound /sh/ sound /ng/ sound
5	 Geography: mountain, river, waterfall, features, lake, etc. Vacation/traveling: plane, fly, hot, cold, latitude, longitude, ice, Seasons: winter, spring, summer, fall Animals: lion, rabbit, lady bug, camouflage, etc. Space travel: astronaut, space ship, planet, universe, etc. 	 Superlative form of adjectives: the biggest, the happiest, the most interesting far/the farthest good/he best bad/the worst Going to Linking words: and, then 	 /dge/sound Pronunciation: they're, there, their Pronunciation soft c, strong c /wh/sound /sw/sound Tongue twisters (p, sh, s)

Scope & Sequence 5th Grade

Unit	Vocabulary	Structures	Phonics
1	 Racial Segregation: activist, civil rights, non-violent, protests, class, ethnic, race, row, seamstress, segregation Regular verbs Education in the past: ancient, punished, skills, strict Eating well: food, words related to nutrition The Olympic Games: athletes, competed, fit, Olympic, training, marathon, Empire 	 Past tense of regular/irregular verbs Ability and opportunity in the past: could / couldn't Linking words: but, because Giving reasons and contrasts with because and but Regular verbs 	 Pronunciation of the past of regular verbs: /t/, /d/, /id/ Spelling and pronunciation of /ou/ words Tongue twisters (k, b)
2	 Helping: generous, donate, leftovers, volunteer, etc. Celebrations: festival, celebrate, fireworks, etc. in different places and times Volunteering: charity, help, stall, ambassador, etc. 	 Preferences: I prefer, I'd rather Giving reasons with because Recommendations with should 	 Tongue twisters (sh, s, ch) /z/, /v/ sound Identifying long vowel sounds
3	 Friendship: friend, kind, manners, lonely, mistakes, rude, forgive, move Hobbies: article, champions, chess, hobby, baked, collection, model Space exploration: exploration, landed, launched, missions, orbit, samples 	 Simple Present: habits with frequency adverbs Present perfect: actions that began in the past and continue for, since, indefinite time in the past (affirmative, negative, interrogative) Past Participle form of irregular verbs for, since, already, yet, ever, never 	 Phonemes: ft, nt, st /wh/ sound /ie/ sound

Unit	Vocabulary	Structures	Phonics
4	 Household chores: chores, helping, list, clean, make the bed, water, housework, busy, sweep, vacuum, dishes, laundry, trash Pets: committed, feed, pet, promise, puppy, training, cages, litter, sick, vaccines, vet Activities on vacation: driving, skiing, snowboarding, beach, dolphins, reefs, sharks, snorkeling, hiking, packing, brochure, peaks, sail, journey, summit School Responsibilities: assignment, consequences, fault, forgot, lying, make excuses 	 Present continuous for future, while for two actions occurring at the same time Gerunds: names of activities Infinitives after: promise, want, remember, forget, agree Sequence words: first, then, after that, finally Simple present for plans 	 /ng/ sound /Θ/ sound /sh/ sound /ng/ sound
5	 Honesty: lying, proud, skip, trouble, hillside, liar, shepherd, villager, humble, bragging, gossip, bullying, spread, blame, grounded Sports: benefits, risk, disappointment, goals, self-esteem, strategic, bounces, rugby, scores, appearance, tournaments, cycling, helmet, pads, injuries 	 Modals: might, should, have to, can, could, must Requests with could and should Zero conditional (if, when) + present, + present 	 /dge/ sound Pronunciation: they're, there, their Pronunciation soft c, strong c /wh/ sound /sw/ sound Tongue twisters (p, sh, s)

Scope & Sequence 6th Grade

Unit	Vocabulary	Structures	Phonics
1	 Identification: <i>nickname</i>, <i>address</i>, etc. Adjectives Family/genealogy Music: (genres, characteristics) Sports Hobbies Gadgets: iPhone, <i>tablet</i>, etc. and the Internet Clothes: urban, <i>preppy</i>, etc. 	 To be: singular and plural Questions about subjects and objects with who and what Gerund: like + ing Order of adjectives (opinion, size, color, material, purpose) 	
2	 Inventions and discoveries Nationalities Natural disasters: hurricanes, earthquakes, etc. Instructions for emergency situations First aid kit supplies Containers: bottle, box, jar, etc. 	 Simple past: regular/irregular verbs Past continuous at a specific moment in the past (at 9 o'clock, and interrupted past with when) Imperative form in instructions 	 Final /mb/ sound Final /er/ sound Tongue twister: /wh/ Consonant clusters beginning with /s/ /w/ sound /y/ sound /oo/ as in 'room'
3	 Obligations (chores) Rules and regulations Recycling materials Rugby 	 Simple present: routines Must vs. have to: necessity, obligation, prohibition 	• Homophones

Unit	Vocabulary	Structures	Phonics
4	 Future technology: keyboard, affordable, slim, smart Resolutions: lose weight, do exercise, sunscreen, helmet, seatbelt Itineraries: itinerary, arranged, privacy, seclusion, destination Future Plans: catering, surrounded, ambitious, field, campus 	 Will / won't referring to future plans, promises Going to for future plans Present continuous for future plans Future time expressions: tomorrow, the day after tomorrow, next week, in two days, etc. 	Stress patterns in words Pronunciation: going to/gonna, want to/wanna, have to/hafta informal language
5	 Food: tasty, pork, beef, dessert, waffles, pastry, cinnamon, cloves Recipes: flour, mix, stir, pinch, weird, stomachache, choking, cockroach grasshoppers, etc. Nationalities/Countries Information on food labels: dairy, wholegrain, cholesterol, boiled, breast, packet, processed, calories, fat, sodium, fiber Milk process: milk (v), harmful, harvest, etc. Health: overweight, underweight, shape, genetics, unique, etc. 	 Superlative form of adjectives: the biggest, the happiest, the most interesting far/the farthest good/the best bad/the worst Going to Linking words: and, then 	 Tongue twister (b) Stress patterns in words Rules for soft c, and strong c sound

Getting It Right

Vocabulary

come in look for hand in look at hurry up 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. Cl

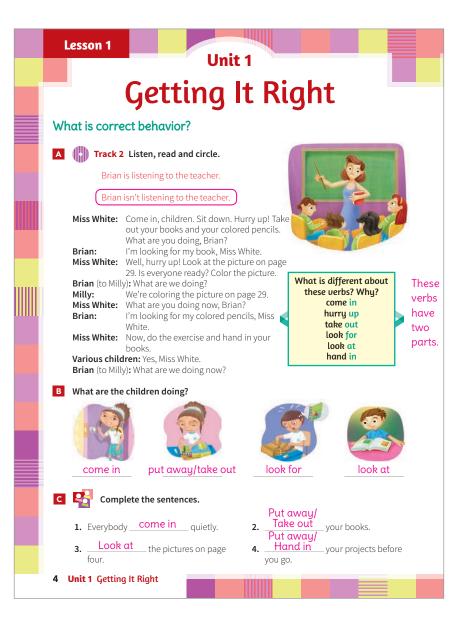
to be able to answer the question. Play Track 2. Check and ask students to justify their answer. Ask students why Brian was not paying attention. They read to find out. Have trios practice the conversation aloud.

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 Write an example of each.

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).

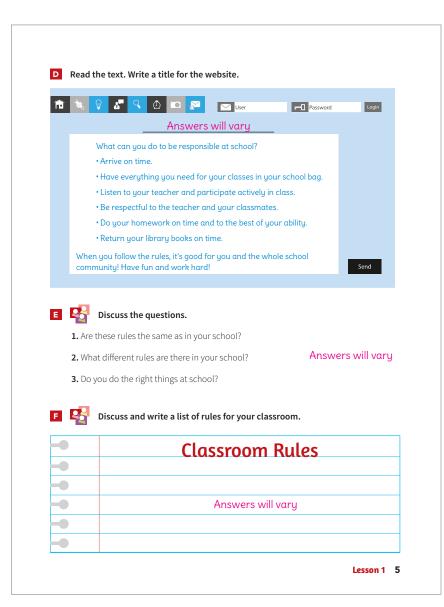




Complete the sentences.

Beginners	Advanced
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. Attract their attention to the Cross-Check box. Then ask them to read silently and complete, using verbs from the box. Check.



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.



Discuss the questions.

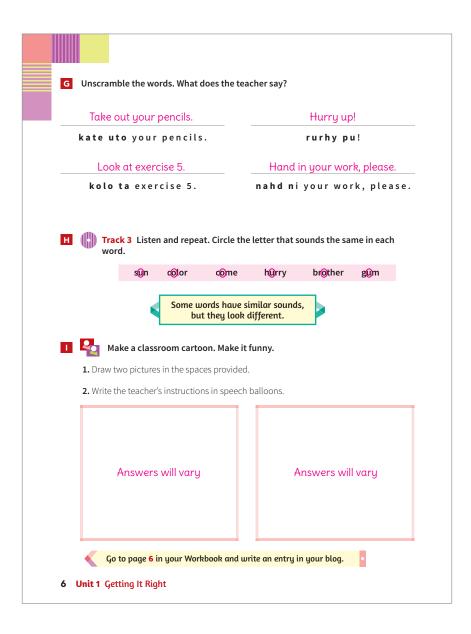
Put the students into small groups and ask them to discuss the questions. Monitor and help when necessary. Lead a brief feedback session with the whole group to elicit answers and opinions.



Discuss and write a list of rules for your classroom.

Beginners	Advanced
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.



Unscramble the letters. What does the teacher say?

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.



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 CD as many times as students need it to do the task. Check, playing word by word. Get choral and individual repetitions of the words.





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	Advanced
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.





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 reponsible 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.

Choose a sentence for Picture 1.

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

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.

Put your work away in your portfolio for later.

Students save their work in their portfolio.

Vocabulary

dancing tidying up doing washing going watching

A Moment to Ourselves

Why is it important to help at home?

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

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.



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.



Ask and answer.

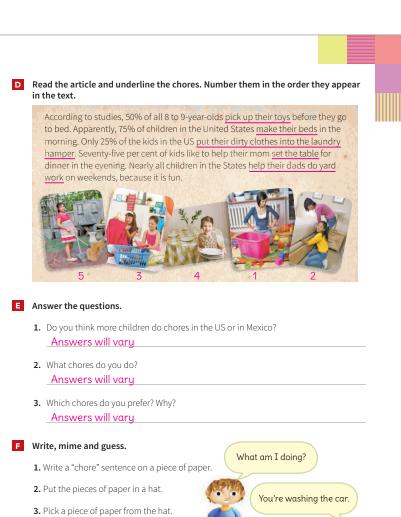
Act out the example conversation with a strong student. Divide student into pairs and have them ask and answer questions about the three pictures. Attract students' attention to the Cross-Check box and read and explain as necessary.



Play Mime and Guess.

Beginners	Advanced
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.



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

CLIL: Social Studies

4. Mime the action.

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

5. Have members of your group guess the chore.

Students scan the text and find and underline the chores. Check. Then they read again and number the pictures. Check.

E Answer the questions.

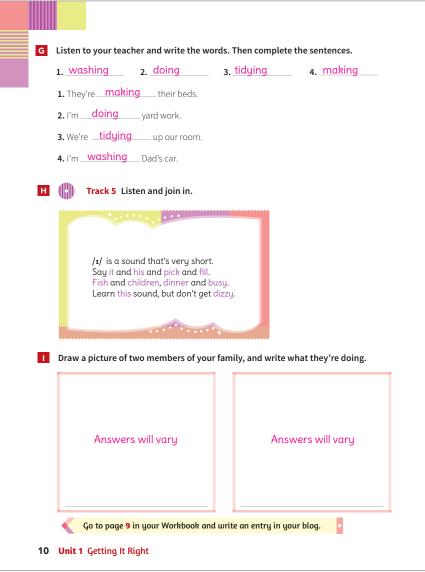
Have students answer the questions individually. Then they compare with a partner. Volunteers share their answers with the whole group. Remind students about respecting others' contributions.

F Write, mime and guess.

Lesson 2 9

Beginners	Advanced
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.

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.

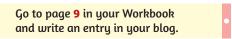


Have the students read the chant. Then play the song to familiarize students with it. Play it again and have them sing along. Have them say the chant aloud, without playing the track. Continue as long as students are interested and participating.

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

Beginners	Advanced
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.



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.

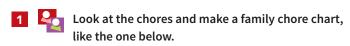




Material:

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.



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.

Vocabulary

brush your teeth come out get up

use the bathroom wash your hair

get dressed take a shower

A Moment to Ourselves

When do you need to be responsible?

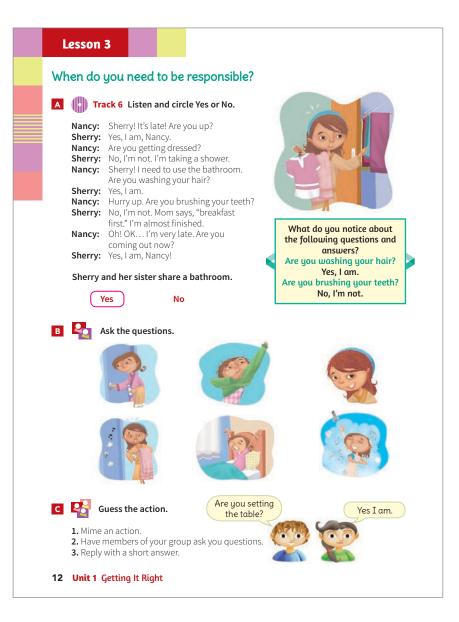
Ask the question, and give students a few minutes to think about the answer before sharing ideas with others.

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.





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.





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.

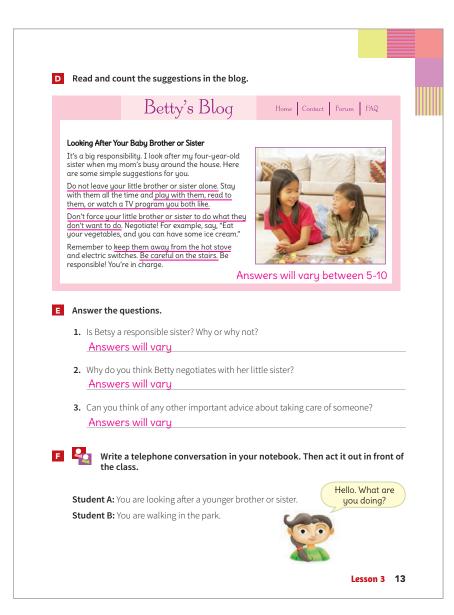




Guess the action.

Beginners	Advanced
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.



Vocabularybe careful force to do

keep (someone) away from

leave alone

look after

make the bed

negotiate

stay with them

CLIL: Social Studies

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.

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.



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

Beginners	Advanced
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. Stay with your brother! Don't talk to strangers.

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.

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.



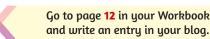
Track 7 Listen and underline the words that have the same sound.

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?

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

Beginners	Advanced
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.



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.





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.

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.

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

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

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.

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.

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 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.

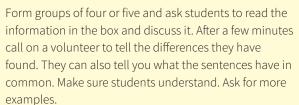
Getting Started

Put the names or pictures of four common pets on the wall of the classroom in different corners. Tell students they have to go and stand with their favorite pet. Ask volunteers to tell you why they like the pet they chose.

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.

Cross-Check





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,

Lesson 4

Why is it important to treat animals with respect?

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.



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

Is he feeding the cat?

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

Write questions, then ask and answer them.

1. he / feed / cat?	Is he <u>feeding</u> the cat	? res, ne is.
2. he / brush / the cat?	Is he brushing the cat	? No, he isn't.
3. she / walk / dog?	Is she walking the dog	? Yes, she is.
4. she / play with / dog?	Is she playing with the dog	? No, she isn't.

Write another verse for the song according to the pictures.





16 Unit 1 Getting It Right

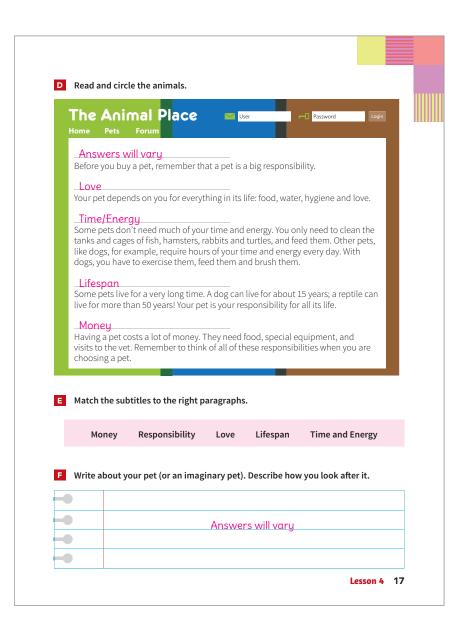
and ask volunteers to write the questions and answers on the board. Have them practice asking and answering in pairs.



Write another verse for the song according to the pictures.

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



Vocabulary		
cage	hygiene	require
clean	pet	tank
equipment	reptile	vet

CLIL: Social Studies D Read and circle the animals.

Students scan the text and find and circle the animals. Check. Encourage volunteers to read the names of the animals out loud. 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.

Match the subtitles to the right paragraphs.

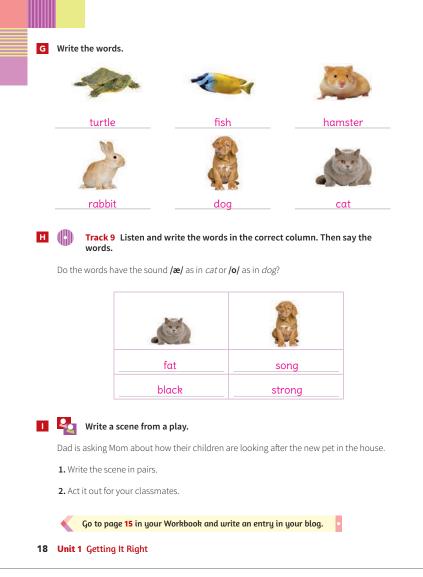
Tell students that they need to read the words in the box and match them to the paragraphs in the text in Activity D. Tell them that they only need to use four words. and that they need to leave the space at the top blank. Students select a title for the four paragraphs. Then have them compare with a 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.



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

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



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. Explain the task. Play the recording once through to familiarize students with it. Play it again 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.



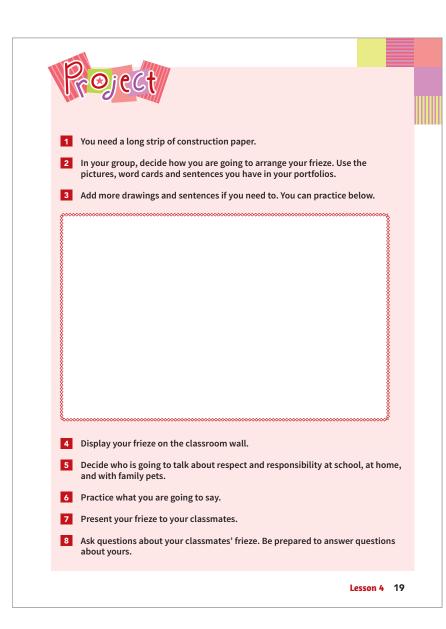
Write a scene from a play.

Beginners	Advanced
Give students the jumbled	Monitor, but do not help
conversation for them to order. Encourage them to practice	Encourage these students to
the conversation in pairs.	have a longer conversation.

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





Material:

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

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

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.

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

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

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 frieze on the classroom wall.

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.

6 Practice what you are going to say.

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

7 Present your frieze to your classmates.

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

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

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

Discuss "environment" and "community" with students and what their importance is. 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. Why are the children making cookies? Dad: Hi. What's happening? We're making cookies. Girl: Dad: Great! 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 Sometimes equipment, so we're collecting money. Good for you! But what a mess! Put on meanina is aprons. And clean up afterwards, please. Is the meaning of the verbs the same without the same: They are making cookies for a bake sale the preposition? cut = cut cut out out B Complete the sentences with a phrasal verb. watch out save up But not 1. Watch out! ! The cookies are hot! put on always. clean up 2. She's <u>cutting out</u> animal shapes. Watch is not the 3. The school is <u>saving up</u> for new playground equipment. same as 4. The children are <u>putting on</u> their aprons watch out. 5. The children are <u>cleaning up</u> the mess on the floor. 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

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. Play the recording once through to familiarize students with the text. Play the recording again for them to answer. Check. 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.

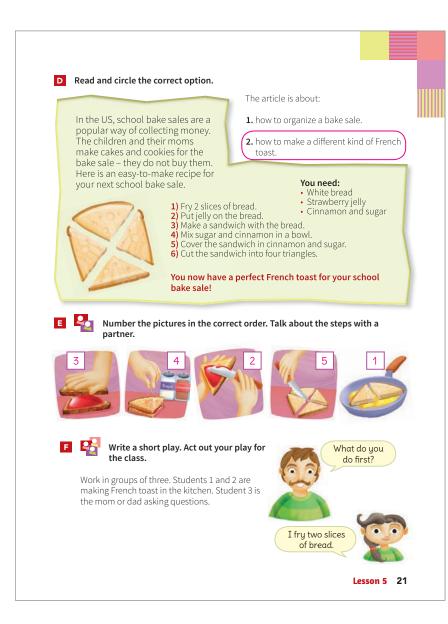
B Complete the sentences with a phrasal verb.

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.

Pick a number. Make a sentence.

Beginners	Advanced
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.



Vocabularybowlrecipecinnamonslicescoverstrawberry jellyFrench toastsugarfrywhite breadmix

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. Check.



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

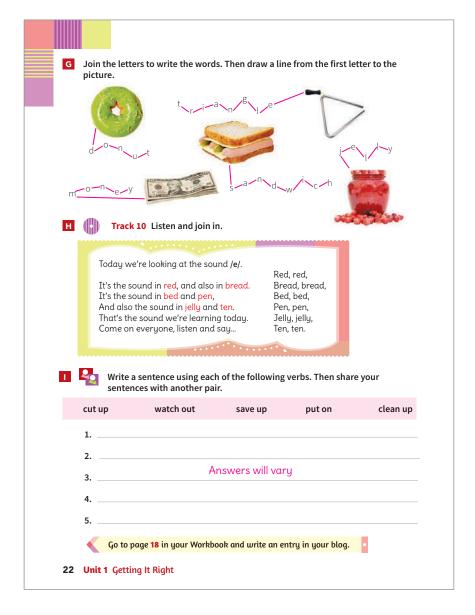
Students work together to number the pictures according to the recipe in Activity D. They compare with another pair before checking with you.



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

Beginners	Advanced
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.



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.



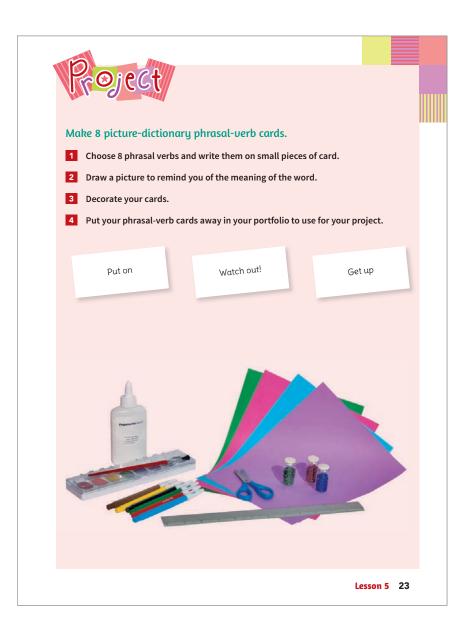
Write a sentence using each of the verbs. Then share your sentences with another pair.

Beginners	Advanced
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.



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.





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.

boxes pack candy scarf candies scarves Numbers 50-60 toys

orphanage

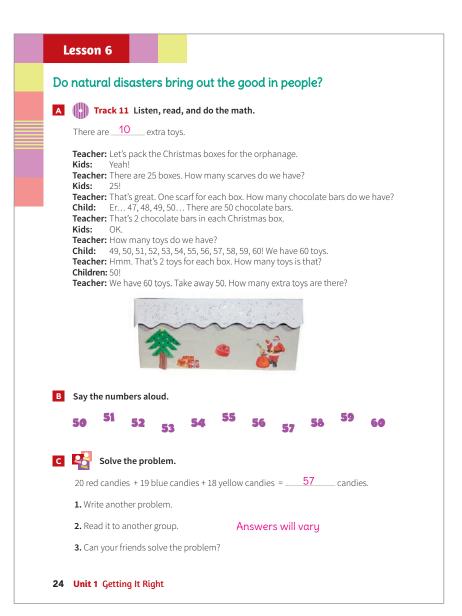
A Moment to Ourselves

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.



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.

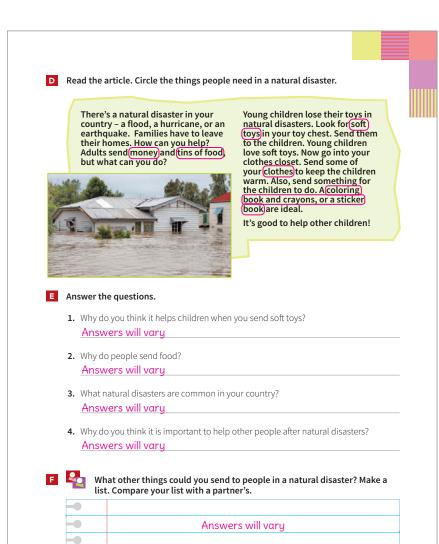
Read the numbers aloud slowly and clearly for students to follow you. Volunteers read the numbers individually. Get choral and individual repetitions until students get the numbers right.



Solve the problem.

Beginners	Advanced
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.



Vocabulary cans hurricane

cans hurricane send earthquake natural sticker book flood disaster toy chest

CLIL: Social Studies

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	Advanced
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.

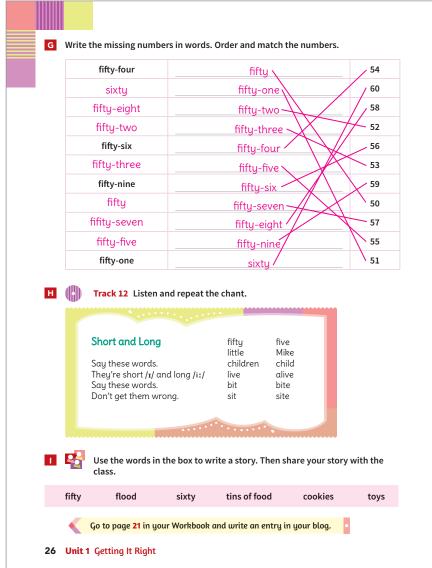
Students answer the questions individually. They compare in pairs before sharing with the group. Lead a brief discussion about helping in cases of disaster.



Lesson 6 25

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.



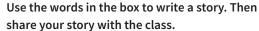
G Write the missing numbers in words. Order and match the numbers.

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.



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.





Beginners	Advanced
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.

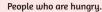


You need 8 cards, 4 paper clips and 4 colored pencils.

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

People who are poor.







Old people.





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

Lesson 6 27



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.

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

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.

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

Students save their work in their portfolio.

trash

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

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. It'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?

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

Ask and answer questions about the people in the picture.

Who's talking to the teacher?







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

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.



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.

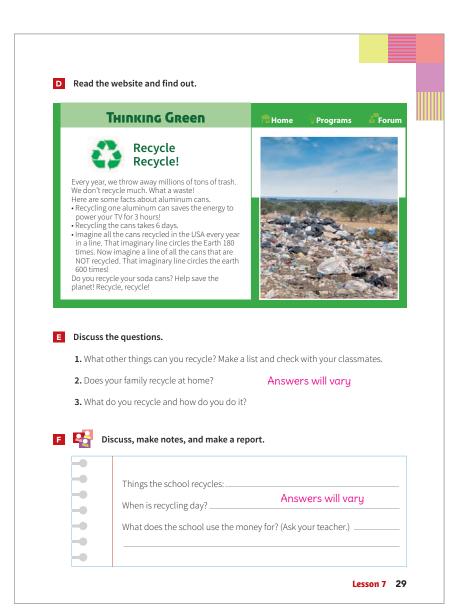


28 Unit 1 Getting It Right

Imagine you are tidying up your classroom.

Beginners	Advanced
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.



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.

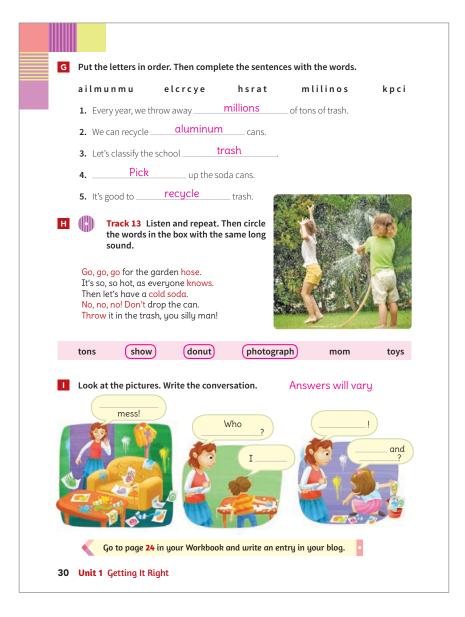
Students discuss the questions with a partner. Lead a brief feedback session about the questions, so that everybody has an opportunity to express their ideas.



Discuss, make notes, and make a report.

	Beginners	Advanced
to c allo The	students work in pairs do this task. If necessary, ow them to discuss in L1. en guide them into writing ir 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 CD again for students to join in. Continue for as long as students are interested.

Look at the pictures. Write the conversation.

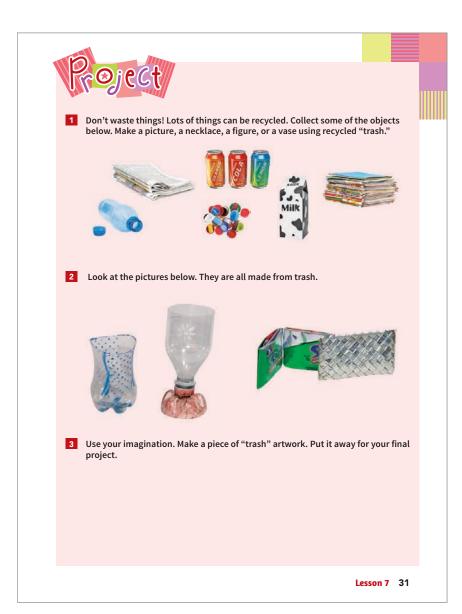
Beginners	Advanced
Let students work in pairs or groups to do this task. Give them the answers to match to the pictures.	Monitor, but do not help unless students ask you to. Encourage students to draw one more picture and write a dialog.

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.





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.

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?

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.

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



Track 14 Read, listen and answer.

Mom is not happy. What are her children wasting? Water

Mom: Clive! Turn off the TV, please You aren't watching it.

Clive: OK. Mom.

And turn off the light in your Mom: bedroom. You're wasting

electricity!

Clive: Sorry, Mom. I keep on

forgetting.

Julie! What are you doing? Mom:

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 Well, put away the hose! Use a bucket Mom:

of water! And take off those dirty shoes

before you come into the house!

Davey: OK, Mom.



When do we use these types 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!

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

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.

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.

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

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.





Imagine you are tidying up your classroom.

Beginners	Advanced
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.



bulb faucet
energy-efficient light leaking
environment toothbrush



CLIL: Ecology

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.

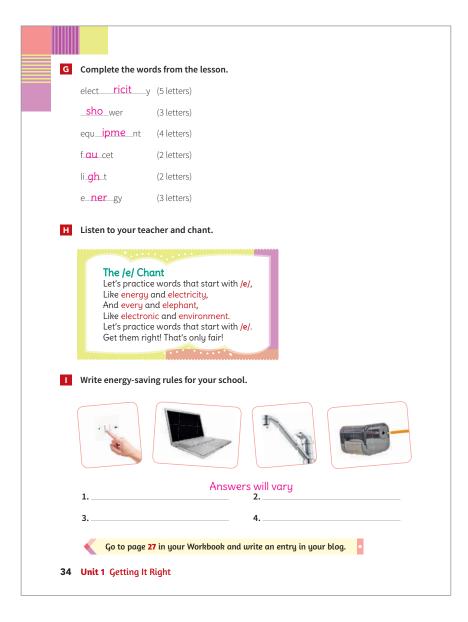
Students complete the sentences using their own ideas. Encourage volunteers to share their opinions.



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

Beginners	Advanced
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).

Write energy-saving rules for your school.

Beginners	Advanced
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.

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.



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.





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.

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.

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.

4 Display your "trash" artwork on a table.

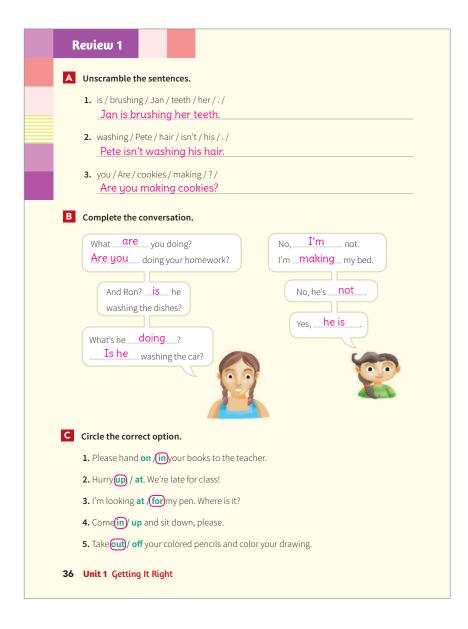
Students organize the display of the objects they made using trash material.

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?



A Unscramble the sentences.

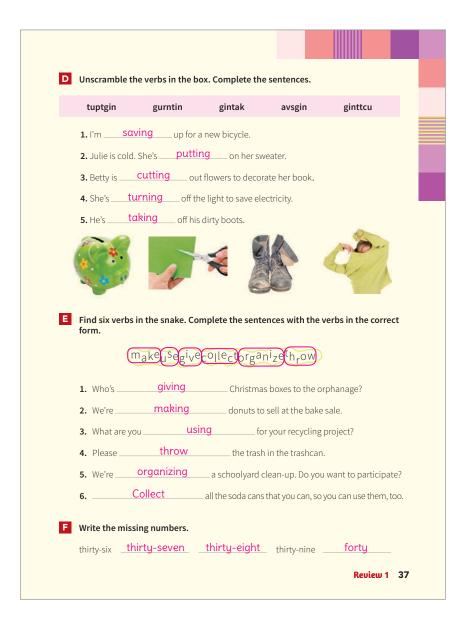
Do number one with students to demonstrate what they have to do. Monitor while they work, but do not help at this stage. Ask volunteers to write on the board one sentence each. Check with the whole group.

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.



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.

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

A Moment to Ourselves

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

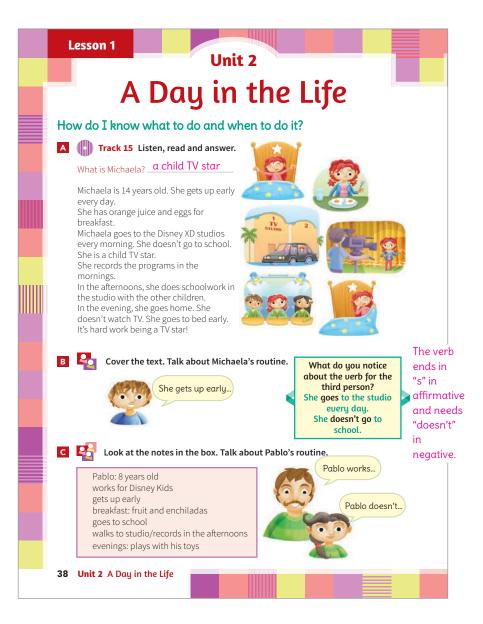
Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others.

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 CD once through to familiarize students with the text. After the first listening, some students may be able to answer the leadin question. Play the CD 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.



Cover the text. Talk about Michaela's routine.

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

Students cover the text and try to remember Michaela's routine based only on the pictures.





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

Read the phrases aloud with students. Attract their attention to the Cross-Check box again. Guide students into forming / producing an affirmative and a negative sentence, before letting them work on their own. They have the freedom to decide whether they make affirmative or negative sentences. Alternatively, when you go through the sentences, you can indicate to students which are affirmative and which are negative and tell them to mark them with a cross or a check. Monitor and help as necessary.



√ocab	ulary
-------	-------

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

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

Lesson 1 39

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.

E Find words in the article that mean...

CLIL:

Beginners	Advanced
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.

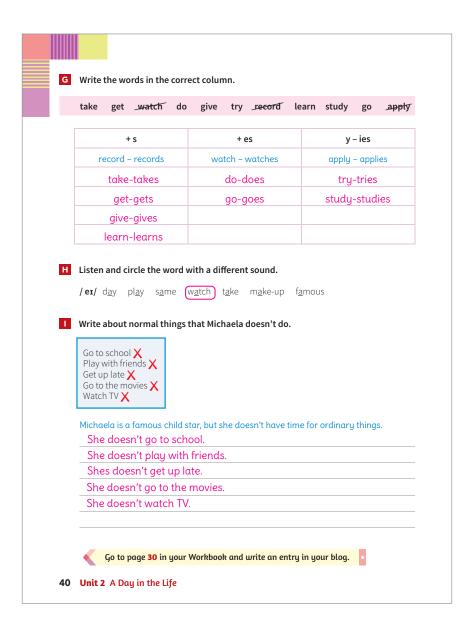
Social Studies

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.

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.



G Write the words in the correct column.

Beginners	Advanced
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 to your teacher and circle the word with a different sound.

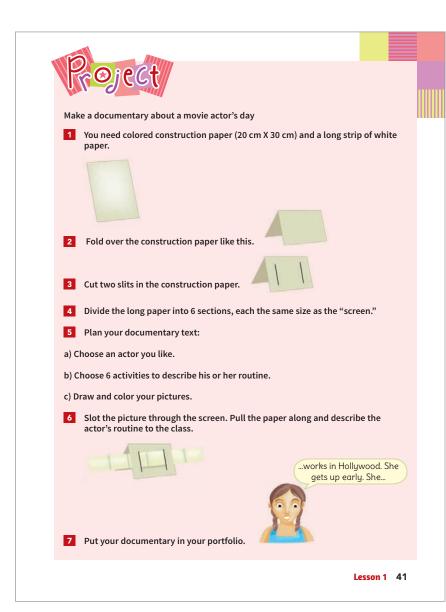
Ask students to read the words aloud to see how they pronounce them. Elicit the meaning of the words that they know. Explain the task. Read out the words slowly and clearly. Have them circle the words. You can have them close their eyes so that they can focus on the sounds. Get choral and individual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

Write about normal things that Michaela doesn't do.

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.



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.





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

7 Put your documentary in your portfolio.

Students save their work in their portfolio.

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?

Track 16 Listen, read and write the missing words.



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.

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 <u>bananas</u> 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 <u>dad's</u> 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.







Tell your group about your routine on school days.



42 Unit 2 A Day in the Life

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.



Close your book. Talk about Luis's routine.

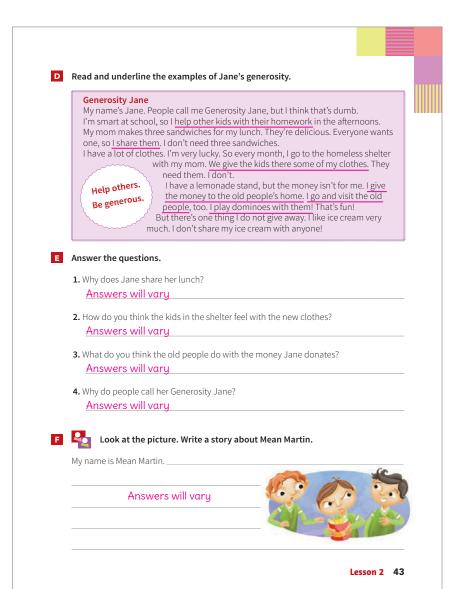
Beginners	Advanced
Read the text aloud and pause before each blank. Students say the verb they think fits. Correct before continuing.	Don't help unless students ask you to.

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





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



Vocabulary			
dumb	homeless	shelter	
generosity	lemonade	smart	
give away	share	stand	

CLIL: Social Studies

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.

Answer the questions.

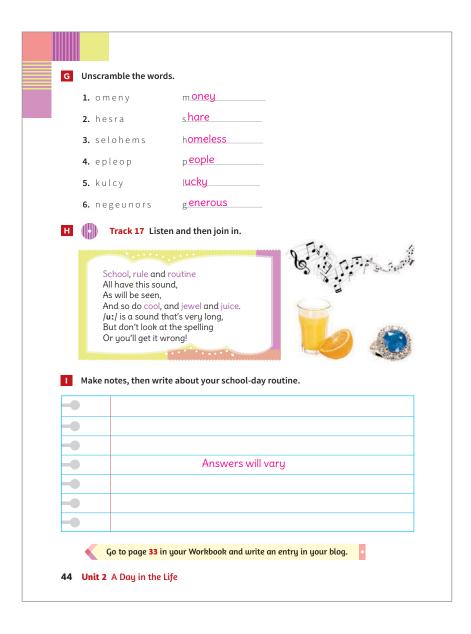
Students answer the questions. Then they compare with a partner. Volunteers share their answers with the whole group. Write the words on the board for future reference. Remind students about respecting others' contributions. Ask students if they do anything generous in their lives and get them to give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



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

Beginners	Advanced
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.

Beginners	Advanced	
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 (A)

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.

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

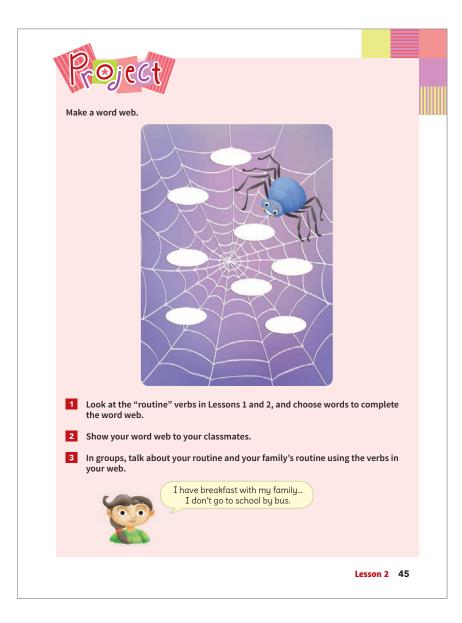
Encourage students to use dictionaries if necessary. Check that language and writing conventions are correct. Students share their routine with the whole group. Give weaker students a list of verbs they can use.



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.





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.

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.

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 Ask and answer. Do you go swimming? Yes I do. / No, I don't. Think of five questions about different activities. Ask and answer.

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.



Ask and answer.

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

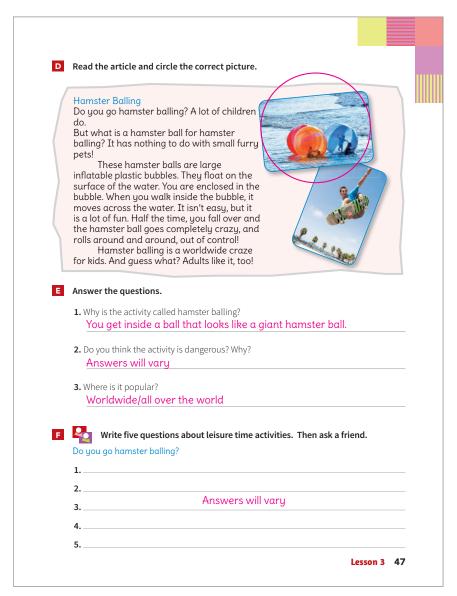


46 Unit 2 A Day in the Life

Think of five questions about different activities.

Beginners	Advanced
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.



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.

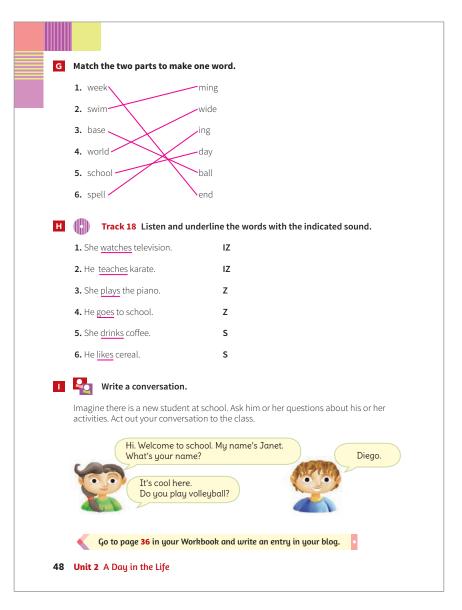
Students answer the questions. Then they compare with a partner. Volunteers share their answers with the whole group. Remind students about respecting others' contributions.



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

Beginners	Advanced
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.



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.



Write a conversation.

Beginners	Advanced
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.

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.



- 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.
- Put a check \checkmark or cross \times on the chart.
- 8 Count the number of people who do each activity.
- 7 Talk about the results of the survey:

We like ... best

Only three people go swimming.

We don't like ... very much.

Which are the most popular activities in your class?



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..

Lesson 3 49

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.

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.

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

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.

7 Talk about the results of the survey:

Ask students to make general conclusions about the results.

always sleepover sometimes hang out never tablet watch movies often

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 Wednesdays 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? 30% 60% 100% frequency sometimes often verbs come He never watches horror movies. before the He sometimes listens to music main verb. He often hangs out with friends. He always watches TV on Wednesday evenings.

Talk about Eddie's leisure-time activities.





Talk about your leisure-time 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.

Ask volunteers to make predictions. Read out the following text slowly and clearly so that students have time to circle the answers:

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.

Alternatively, you could 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.

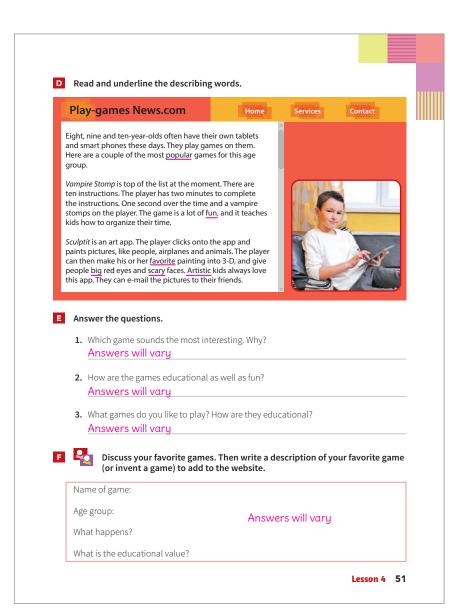
Talk about Eddie's leisure-time activities.

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.

Talk about your leisure-time activities.

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

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.



Vocabularyappstompsmart phoneartisticpopulartabletfavoritescaryvampire

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.



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

Beginners	Advanced
After students complete the	Monitor, but do not help
form, they draw a picture of	unless students ask you to.
the game instead of writing a	Students can decorate their
paragraph.	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 / correct spelling.

H Listen to your teacher and join in.

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.

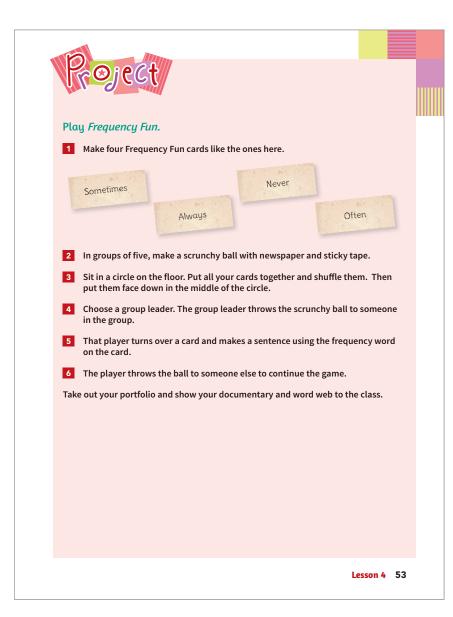
Write about the frequency of your leisure time activities.
Use the words in the box.

Beginners	Advanced
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.

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.





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.

1 Make four Frequency Fun cards like the ones here.

Monitor and check that students write clearly.

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.

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.

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.

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.

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

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

Present different countries on a map. Invite volunteers to find the countries on it as you mention them.

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. Check.

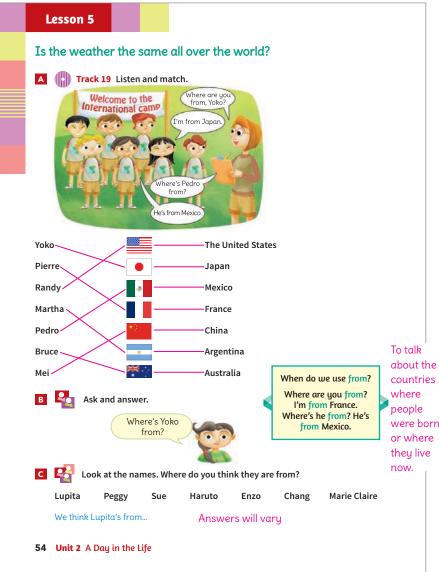
Cross-Check

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 using from. Make sure students understand. Elicit more examples. Ask some students where they are from. Encourage complete answers: I'm from...



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.



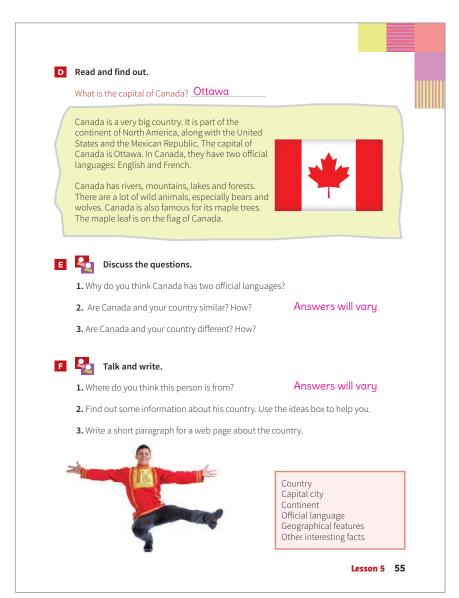




Look at the names. Where do you think they are from?

Beginners	Advanced
Give students a matching exercise like the one in Activity A. Then ask them the question and elicit the answer, e.g., Where's Lupita from? Lupita (She) is from	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.



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

CLIL: Geography

D Read and find out.

Read the lead-in question with students. Students skim the text to answer. Check. Ask them to support their answer. Ask some more questions, such as: What kinds of animals are there in Canada? Ask them if they like the flag and why.

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.

🖪 🛂 Talk and write.

Beginners	Advanced
Discuss the nationality of the character with students. Give them the paragraph with	Monitor, but do not help unless students ask you to. They can write a similar
blanks to fill in with words from the box.	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 <u>Japan</u>, 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. 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.

Follow the spaghetti lines. Write the questions and answers.

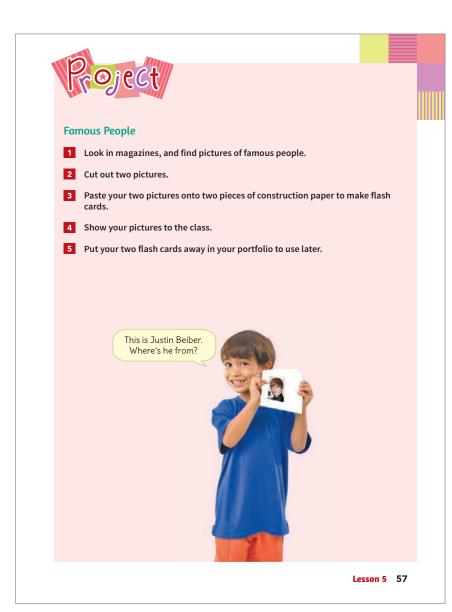
Beginners	Advanced
Give students the questions and answers in two columns for them to match, according to the results in the activity.	Monitor, but do not help unless students ask you to. Ask students to create an activity similar to this one with different names and countries.

Listen to your teacher and spell the countries. 1. the United States Japan France Russia Argentina Mexico Listen, point and say. Follow the spaghetti lines. Write the questions and answers. Li Jing-Peru Juliana Brazil Pablo China Pete Australia Where's Li Jing from? She's from China. Where's Pablo from? He's from Peru. Where's Juliana from? She's from Brazil. Where's Pete from? He's from Australia. Go to page 42 in your Workbook and write an entry in your blog. 56 Unit 2 A Day in the Life

> Review the names of the people and the countries. Students can use a pencil to follow the lines and match. Check. Then elicit one question and answer, for 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.





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.

Fix your 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.

boots rainy sweater cold shades weather shorts windbreaker hot windy put on snowy raincoat sunny

A Moment to Ourselves

Why is it helpful to know about the weather in different places?

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. Show students pictures or do drawings on the board to elicit: sunny, rainy, snowy, cloudy, hot, cold, windy. Revise shades, raincoat, shorts, windbreaker, sweater, boots. Play Pictionary with these words.



Track 20 Listen and match the verses to the weather icons.

Students read the verses 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 do the task. Check. Encourage students to support their 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 give the correct answer. Make sure students understand. Elicit more examples. Ask: What's the weather like today? Elicit complete answers with the new vocabulary.

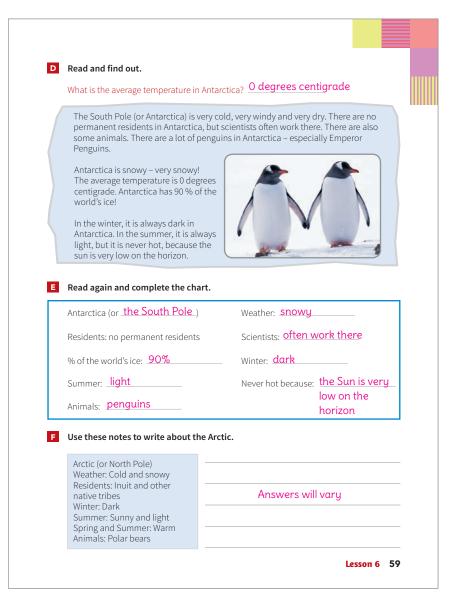
B Listen again and join in.

Play the recording again for students to sing along. Continue for as long as students are interested.

Write another verse with "chilly."

Beginners	Advanced
Give students a verse with blanks for them to fill in with the new word and the appropriate clothes for this	Monitor, but do not help unless students ask you to. Students can write one more verse with the word
weather.	"freezing."

Elicit the meaning of "chilly" using the picture. Form groups. Monitor while students write an extra verse. Groups read the verse aloud for the class. Check that the clothing item is appropriate for the weather.



Vocabulary		
average	ice	summer
degrees	low	temperature
centigrade	penguins	winter
horizon	percent	

CLIL: Geography D Read and find out.

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.

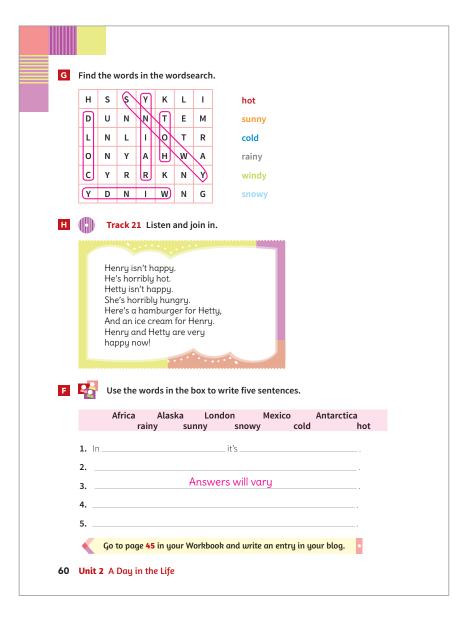
Read again and complete the chart.

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.

Use these notes to write about the Arctic.

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

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.



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.



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.



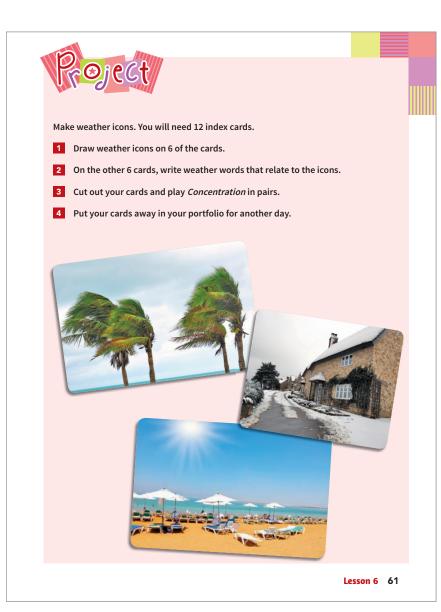
Use the words in the box to write five sentences.

Beginners	Advanced
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</i> , etc.	Monitor, but do not help unless students ask you to. Encourage students to add cities and weather they are familiar with.

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.



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.





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 to the game more challenging.

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

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.

Australia New Zealand Brazil Nigeria England South Korea France Switzerland

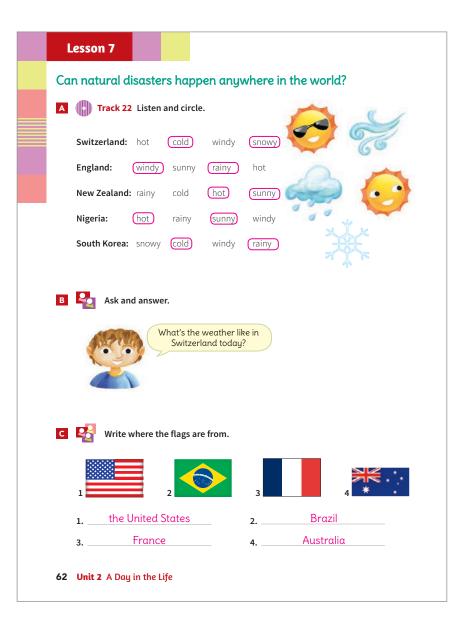
A Moment to Ourselves

Can natural disasters happen anywhere in the world?

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

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.



Track 22 Listen and circle.

Students read the text before listening to the CD. Encourage prediction of the weather in the countries. Students can mark their predictions in pencil. Play the CD once through to familiarize students with the text. Play the CD again for them to identify the weather. Check. If students' predictions were wrong, they erase them and mark the correct ones.



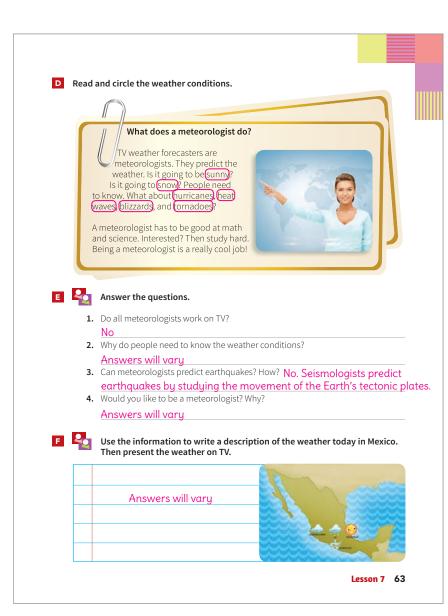
Read the example aloud for students to repeat. Elicit one more question and answer before letting pairs work on their own. Monitor and correct as necessary.



Write where the flags are from.

Beginners	Advanced
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.



Vocabulary	
blizzards	meteorologists
forecasters	snow
heat waves	tornadoes
hurricanes	

CLIL: Science

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. Ask some questions about it, e.g., What did you read about? What do meteorologists do? Students scan the text to find the weather conditions and circle them. Check.



Answer the questions.

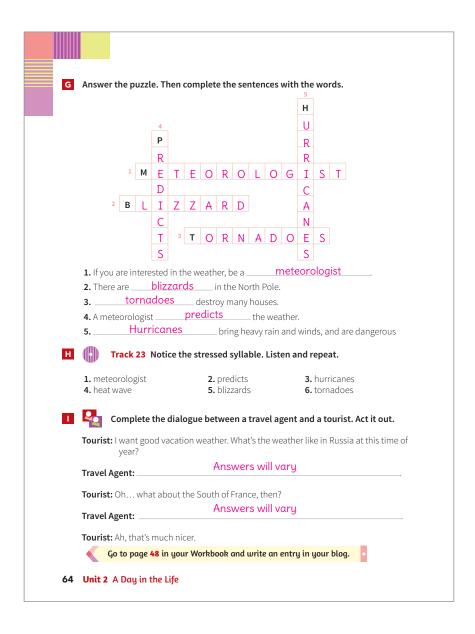
Students discuss the questions with a partner. Lead a brief feedback session about the questions, so that everybody has an opportunity to express their ideas. Have students support their answers.



Use the information to write a description of the weather today in Mexico. Then present the weather on TV.

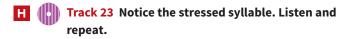
Beginners	Advanced
Give students the sentences they will need, but	Monitor, but do not help unless students ask you to.
scrambled. They unscramble	These students can find out
them and write them down	and write a report about
in order.	other cities.

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.



Answer the puzzle. 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 one with the whole group. Monitor while they work. Have volunteers write the words on the board for you to check.

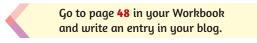


Read the instructions and make sure students understand them.

Clarify vocabulary. Play the CD and pause after the each word. Guide students into identifying and underlining the stressed syllable. Play the CD again, pausing after each word to have students repeat.

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.



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.





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.

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.

Keep your map in your portfolio to help you later.

Students save their work in their portfolio.

chaser season dangerous tornado skiing water skiing

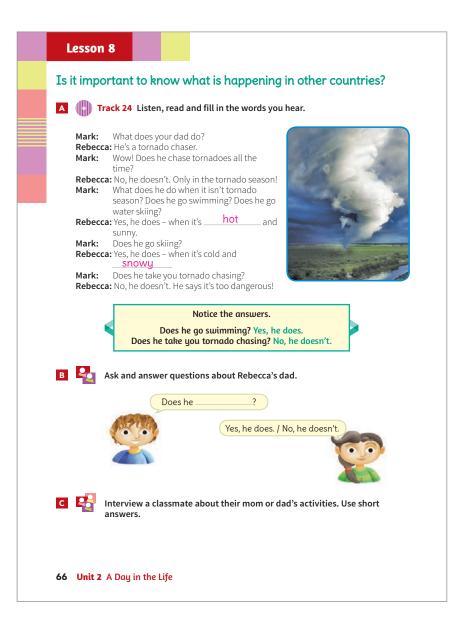
A Moment to Ourselves

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).





Track 24 Listen, read and fill in the words you hear.

Encourage students to read the conversation in silence. Clarify vocabulary. Play the CD once through to familiarize students with the text. Play the CD 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.



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.

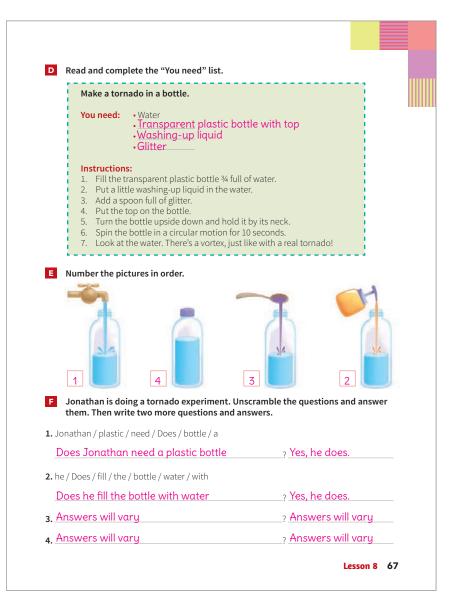




Interview a classmate about their mom or dad's activities. Use short answers.

Beginners	Advanced
Students take a role each.	Monitor, but do not help
They read the conversation	unless students ask you to.
aloud. They change roles	Have students replace some
and read again.	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.



Vocabulary	
glitter	spoon
hold	top
motion	transparent
neck	upside down
plastic bottle	vortex
spin	washing-up liquid
	glitter hold motion neck plastic bottle

CLIL: Science

D Read and complete the "You need" 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

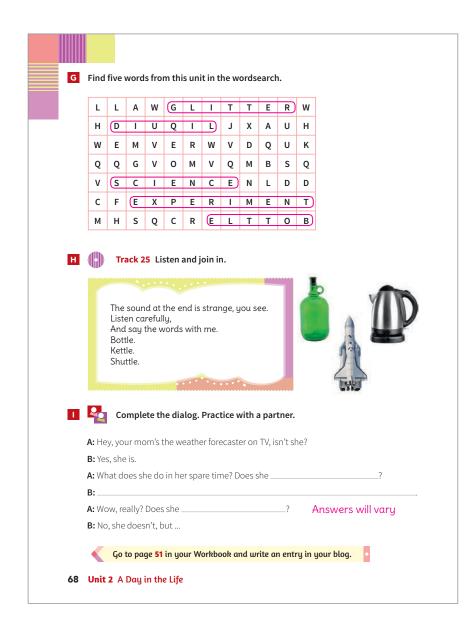
Number the pictures in order.

Students need to read again to put the pictures in order. Check.

Jonathan is doing a tornado experiment. Unscramble the questions and answer them. Then write two more questions and answers.

Beginners	Advanced
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.



Find five words from exercise D in the word search.

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.



Track 25 Listen and join in.

Read the chant aloud. Clarify vocabulary. Have students match the words with the pictures. Play the CD for students to listen and read. Play the CD again for students to join in. Continue for as long as students are interested.

Complete the dialog. Practice with a partner.

Beginners	Advanced
Give students the options to complete the questions and have them choose and copy.	Monitor, but do not help unless students ask you to. Students complete the questions with
They practice the dialog.	their own ideas.

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.



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.
- 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
- 7 Stick your weather icons on the map.
- 8 Write a script for a weather program on TV.

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



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.

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.

- 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.

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.

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.

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.

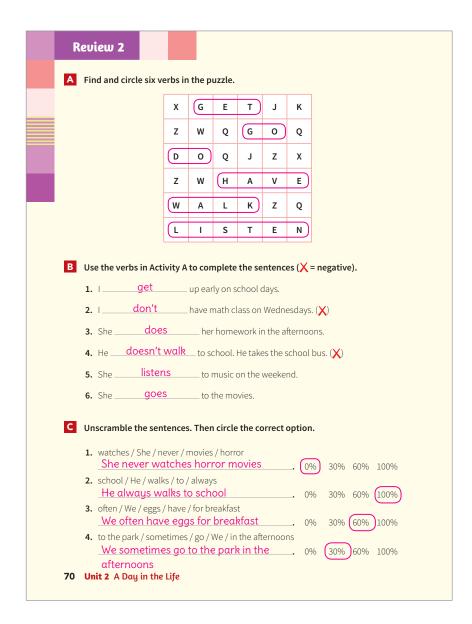
Check that the icons are correctly placed.

8 Write a script for a weather program on TV.

 $\label{thm:monitor} \mbox{Monitor and help students while they write a short script.}$

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.



A Find and circle six verbs in the puzzle.

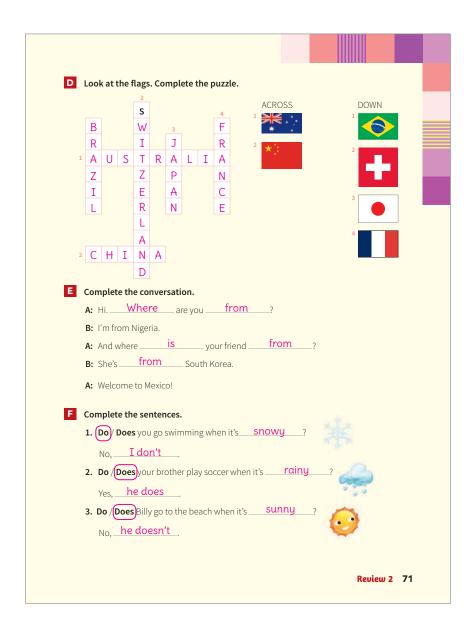
Do number one with students to demonstrate what they have to do. Monitor while they work, but do not help at this stage. If they are having trouble, tell them that there is one word per horizontal line. Ask volunteers to write on the board one word each. Check with the whole group.

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.

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.

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 ...

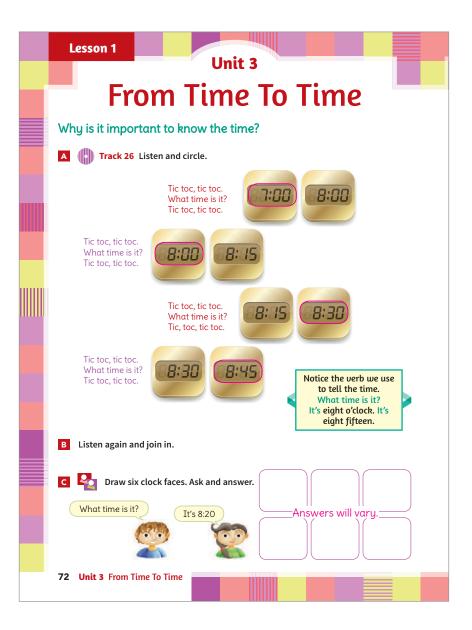
A Moment to Ourselves

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.



Track 26 Listen and circle.

Have students identify the pictures (digital clocks). Elicit the times / numbers. Explain the task. Play the CD once through to familiarize students with the text. Play the CD again for them to listen specifically for the time and circle the correct picture. Check. Encourage students to say the circled times aloud: It'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 Write an example of each.

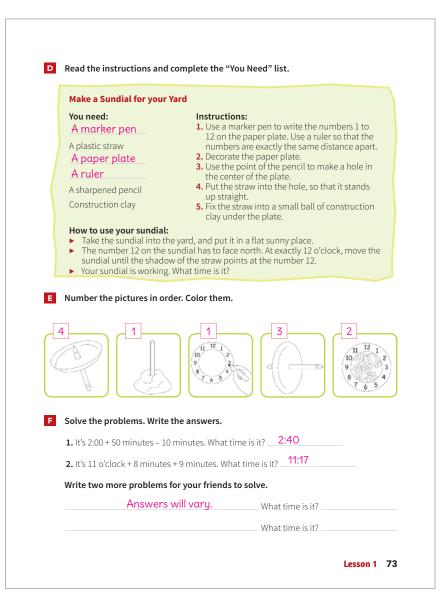
Play the recording for students to join in. Continue for as long as students are participating and interested.



C Praw six clock faces. Ask and answer.

Beginners	Advanced
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.



return
sharpened pencil
straw
sundial
yard

CLIL: Science

Read the instructions and complete the "You Need" 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.

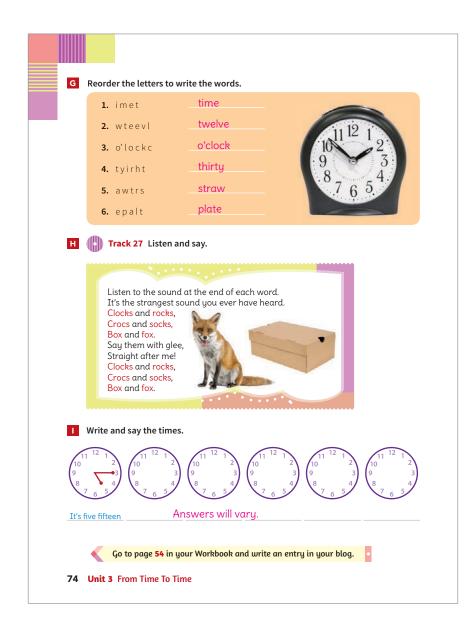
Number the pictures in order. Color them.

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.

Solve the problems. Write the answers. Write two more problems for your friends to solve.

Beginners	Advanced
Give students the answers	Students work individually.
for them to match. Give	Encourage students to make
students the additional two	two more problems for their
problems with the answers	partners to solve.
for them to match.	

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.



Reorder the letters to write the words.

Beginners	Advanced
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 CD 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

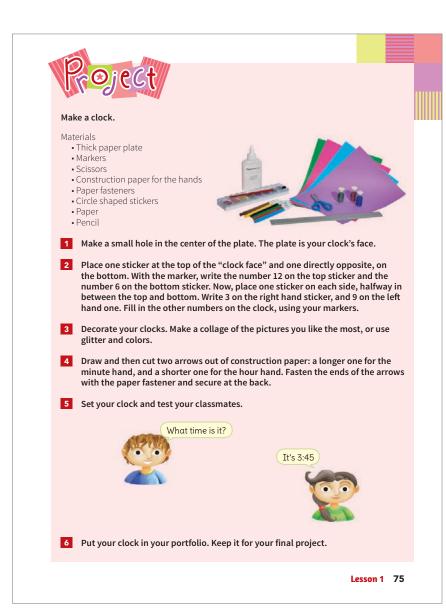
words. Then have students read out the whole chant.

Write and say the times.

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.





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.

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.

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. Now, 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.

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.

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.

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 he morning. Peter Punctual has lunch at 1:50. He always goes to the movie theater in the afternoon, and he watches television in he 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 doon Sunday evening? He polishes his shoes, and then he goes to bed. Peter always goes to bed at \$:5500 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

In pairs, invent another three times and activities for Peter Punctual. Tell your classmates.

1. _____Answers will vary.
2. ____

76 Unit 3 From Time To Time

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.

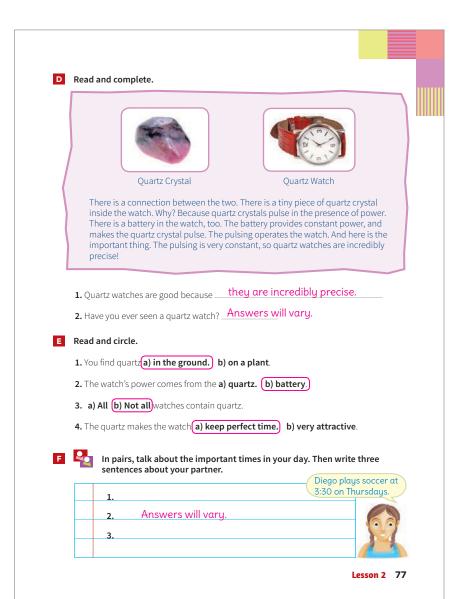
Attract students' attention to the Cross-Check box before starting the activity. Have them read the information in the table. Explain that they need to complete it with information from the text and then talk to a partner about Peter's day. Complete the first one with students as a model. Elicit: *Peter gets up at 7:00.* Monitor.

c 🌯

In pairs, invent another three times and activities for Peter Punctual. Tell your classmates.

Beginners	Advanced
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.



Vocabulary	
battery	quartz
crystal	tiny
precise	watch (n)
pulse (v)	

CLIL:	Science
D Read and con	plete.

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.

Ε	Read	and	circle.
---	------	-----	---------

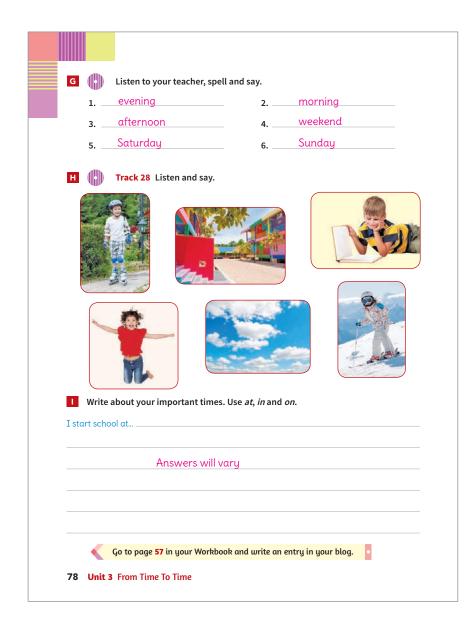
Go through the sentences with students and explain any vocabulary they are unsure about. Students read the text again and circle the correct options. Check, inviting volunteers to write the complete sentences on the board.



In pairs, talk about the important times in your day. Then write three sentences about your partner.

Beginners	Advanced
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.

Beginners	Advanced
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.



Track 28 Listen and say.

Have students describe the pictures. Explain the task. Play the CD

once through. Have them point at the corresponding picture. Play it again for them to repeat the words, pausing where necessary.

Write about your important times. Use at, in and on.

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.





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.

Tell your classmates about your week.

Volunteers share their diaries with the class.

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.

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 label.

Students identify the places in the picture. Play the CD once through to familiarize students with the text. Then explain that they need to write the number of the conversation in the correct place, for example, they write number 1 in the Space Shuttle room. Play the CD again for them to do the task. Check. Invite students to support their answer. Students can then practice the conversations in pairs.

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.



Talk about the places.

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 label.
- 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



B Talk about the places.

The Space Shuttle Pavilion is next to the museum movie theater.



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

Student A: Where's your mom? Student B: She's behind the Space Simulator.

80 Unit 3 From Time To Time



Think of five questions about different activities. Draw the members of your family in different positions on the map. Then ask and answer.

Beginners	Advanced
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.



Vocabulary

African fossil

butterfly mammoth

conservatory mastodonts

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.

Answer the questions in your notebook.

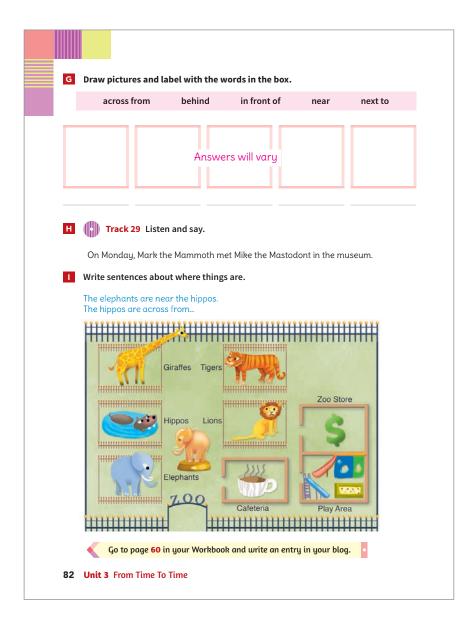
Read the questions with students before they attempt the task. Students look at the plan to answer the questions. They compare with a partner. Volunteers share their answers with the whole group. Remind students about respecting others' contributions.



In pairs, describe where things are. Then write a conversation between a visitor and a museum official.

Beginners	Advanced
Give students a jumbled dialogue (visitor and official)	Monitor, but do not help unless students ask you to.
for them to order. Check.	Encourage these students to
Encourage students to read the dialogue aloud.	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.



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).

Track 29 Listen and say. н

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.

Write sentences about where things are.

Beginners	Advanced
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.



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?





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.

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.

bakery go down river bookstore turn into go up from hill walk along go across woods park

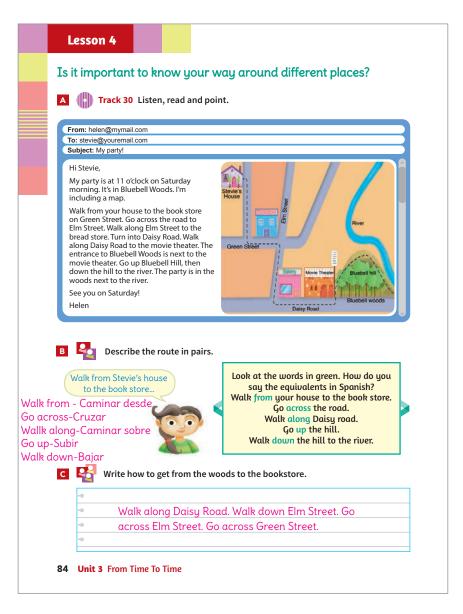
A Moment to Ourselves

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.



Track 30 Listen, read and point.

Elicit places in the picture. Students read the text before listening to the CD. 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.



Describe the route in pairs.

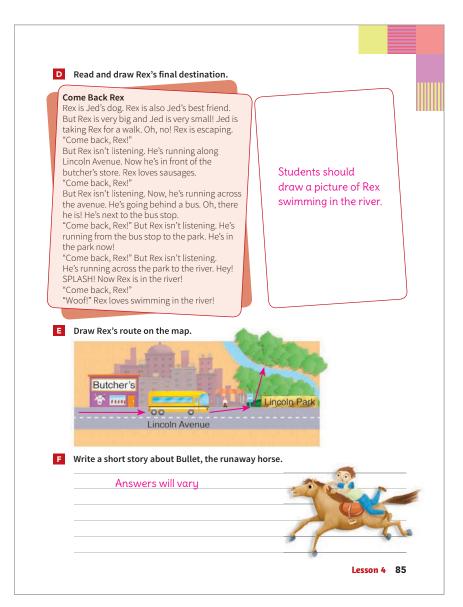
Elicit a couple of examples using the expressions in the book. Monitor while students speak. Ask stronger students to try and describe the route from memory without looking at the text.



Write how to get from the woods to the bookstore.

Beginners	Advanced
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.



Vocabulary		
behind	escaping	sausages
butcher	listening	splash
come back	running	swimming

CLIL: Social Studies

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.

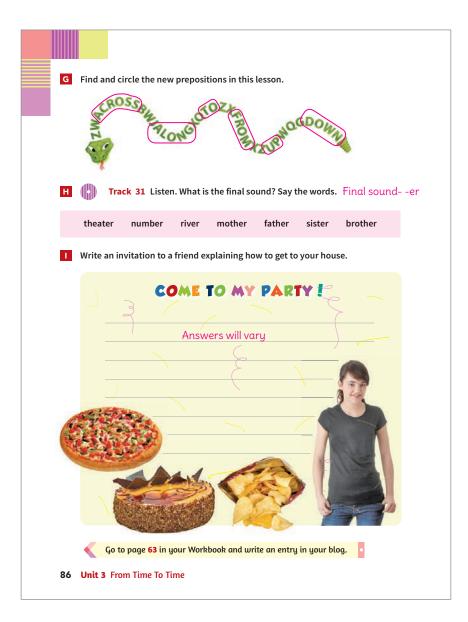
E Draw Rex's route on the map.

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	Advanced
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.

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.



Read the words aloud for students to notice the pronunciation pattern. Make sure the meanings are clear. Explain the task. Play the CD once through to familiarize students with it. Play the CD again, pausing for students to repeat the words. Have students practice the -er sound by itself.

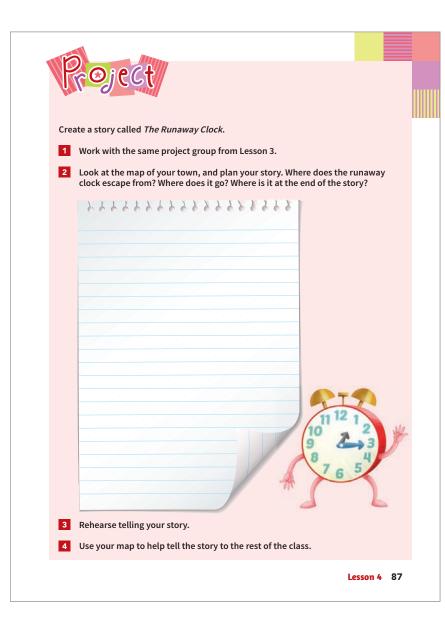
Write an invitation to a friend explaining how to get to your house.

Beginners	Advanced
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.





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.

ballet magic tricks can sing talent show dance

funny

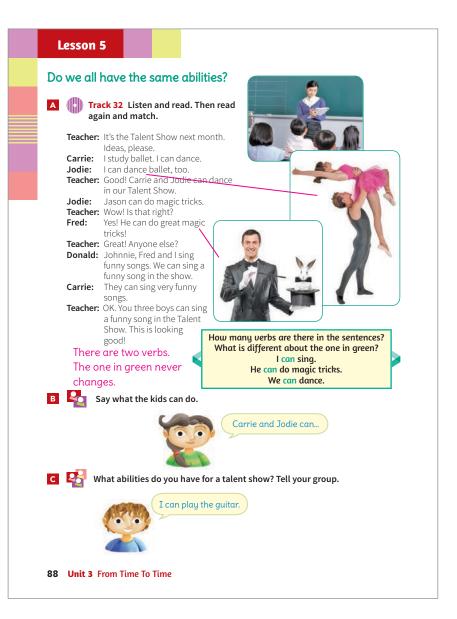
A Moment to Ourselves

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)





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 CD once through to familiarize students with the text. Play the CD 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.



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.

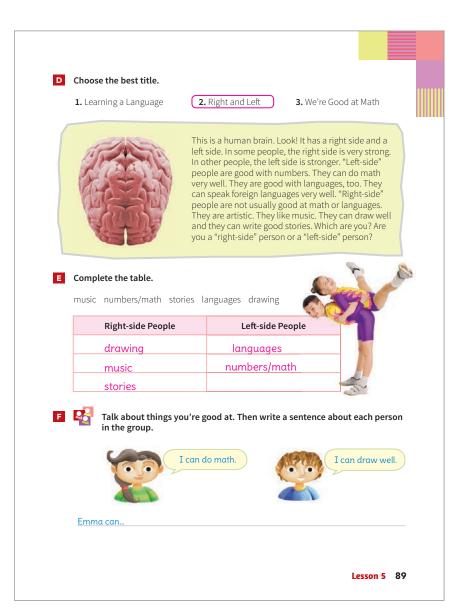


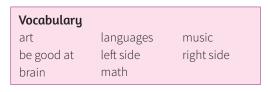


What abilities do you have for a talent show? Tell your group.

Beginners	Advanced
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.





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.

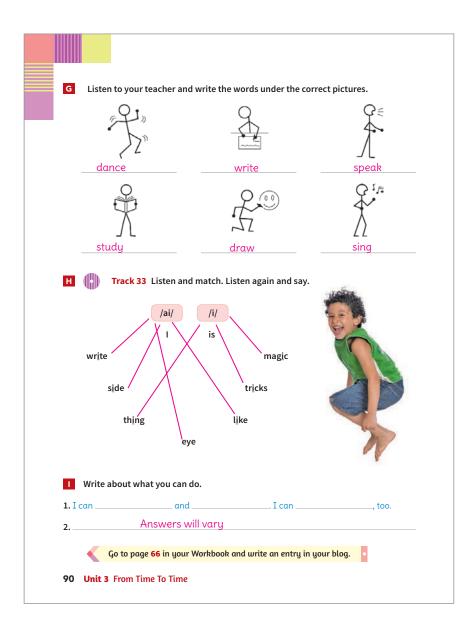
Students read the text carefully and complete the table individually. Students compare with a partner. Encourage volunteers to share their answers. Ask a few students whether they think they are left- or right-sided and why they think so.



Talk about things you're good at. Then write a sentence about each person in the group.

Beginners	Advanced
Students should be able	Monitor, but do not help unless
by now to talk about	students ask you to. They can
their abilities. Guide	write about members of their
them into talking and	family, too. They can also write
writing about other	about different abilities to
people's abilities.	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.

Beginners	Advanced
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.

Track 33 Listen and match. Listen again and say.

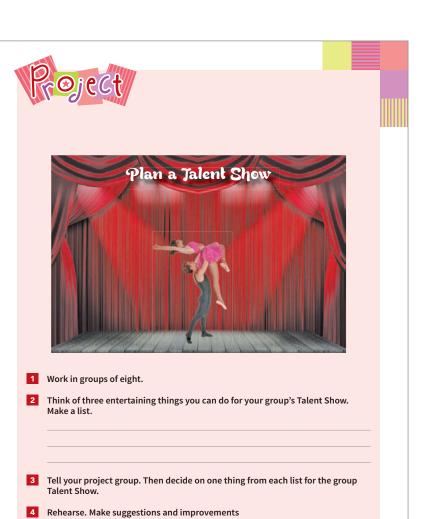
Have students read the words aloud and tell you the ones that they know. Play the CD for students to listen and point to the words they hear. Tell them to look at the two sounds, the long sound /ai/ and the short sound /i/. Have them repeat the two sounds. Play the CD again for them to match the sounds to the words. Play it again, pausing for students to repeat each word.

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.



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.





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.

Work in groups of eight.

Form groups of eight, preferably combining weaker and stronger students.

6 Put the list in your portfolio to use later.

5 Make a final list of the order of events in your group Talent Show.

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 and individual list.

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.

Lesson 5 91

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.

bored Ping Pong sports can't swimming popcorn skate diving

friendship soccer

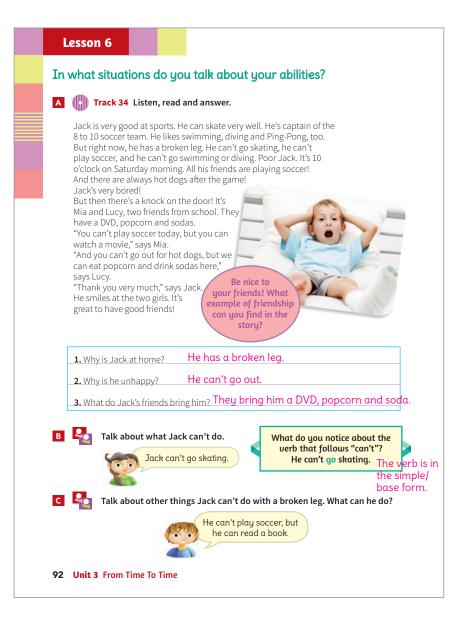
A Moment to Ourselves

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.





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.



Talk about what Jack can't do.

Allow students to refer to the text to find out what Jack can't do.



Talk about other things Jack can't do with a broken leg. What can he do?

Beginners	Advanced
Give students the text with	Monitor, but do not help
blanks for them to fill in.	unless students ask you to.
Encourage them to read	Students can talk about
aloud the things that Jack	someone they know who can
can/can't do.	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.



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.

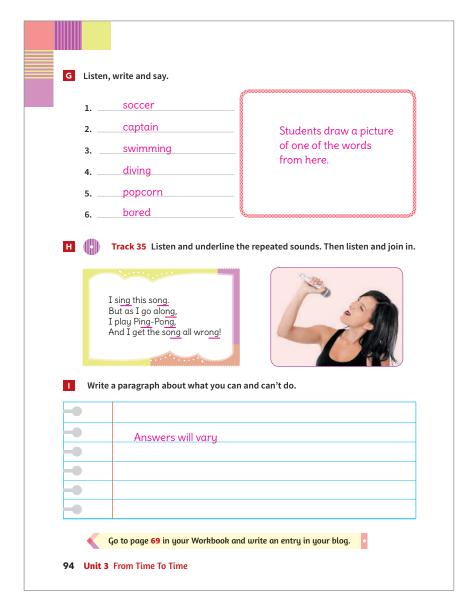
Students read the text again to answer the questions. Allow weaker students to work in pairs. Elicit answer or ask volunteers write the answer on the board for you to check.



In pairs, discuss a disabled artist called Cuthbert Crow. Then write an article about him for a website.

Beginners	Advanced
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.



Listen, write and say.

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.



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.



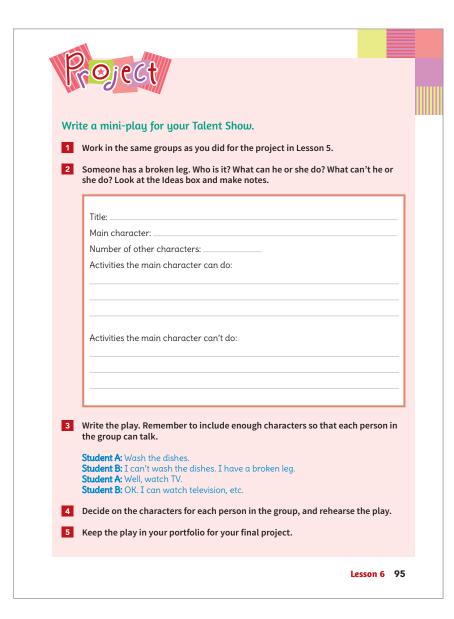
Use the words in the box to write a story. Then share your story with the class.

Beginners	Advanced
Elicit different abilities. Encourage	Monitor, but do not
students to say what they can /	help unless students
can't do. Guide them into writing	ask you to. Encourage
about it using <i>but</i> . You can also give	students to add what a
students a text with blanks for can	friend, family member
and can't for them to fill in with the	or pet can / can't do.
appropriate modal.	

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.



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.





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

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.

Write the play. Remember to include enough characters so that each person in the group can talk.

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.

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.

Who can...? make a cake birthday card organize blow up balloons sound system decorate surprise party fix

A Moment to Ourselves

How is it useful to know people with different abilities?

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 new and review known vocabulary. Play Pictionary with: room, birthday card, computer, cake, balloons, sound system.

How is it useful to know people with different abilities? Track 36 Listen and read. Then complete the list.

Guess what? It's Miss Meg's birthday on Friday.

 Let's organize a surprise party. Tina— Great idea!

Lesson 7

and— Who can decorate the room? ^{eggy}— We can! We're good at that.

- Who can make the birthday card? April— I can! I can do it on my computer!

– Great! Who can make a cake?

Millie- My Mom can.

— 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 — Who can fix the sound system?

Sue- My Dad can!

— Awesome!



Look at the short answer to the question. How is it different? Who can decorate the room? I can.

B Ask and answer.





In groups of four or five, imagine you are organizing a party. Ask and

Who can...?

96 Unit 3 From Time To Time



Track 36 Listen and read. Then complete the list.

Students read the text before listening to the CD. Play the CD once through to familiarize students with the text. Play the CD 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.



Ask and answer.

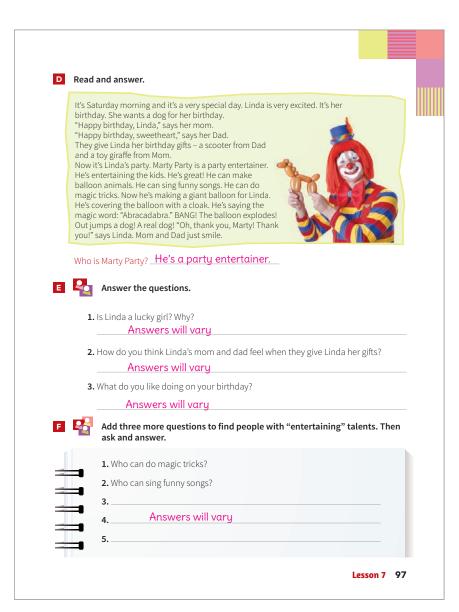
Read the example aloud for students to repeat. Elicit one more question and answer before letting pairs work on their own using the information from Activity A. Monitor and correct as necessary.



In groups of four or five, imagine you are organizing a party. Ask and answer.

Beginners	Advanced
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.

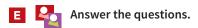


Vocabulary balloon animals gifts cloak jump decorations scooter entertainer surprise explode toy giraffe

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.



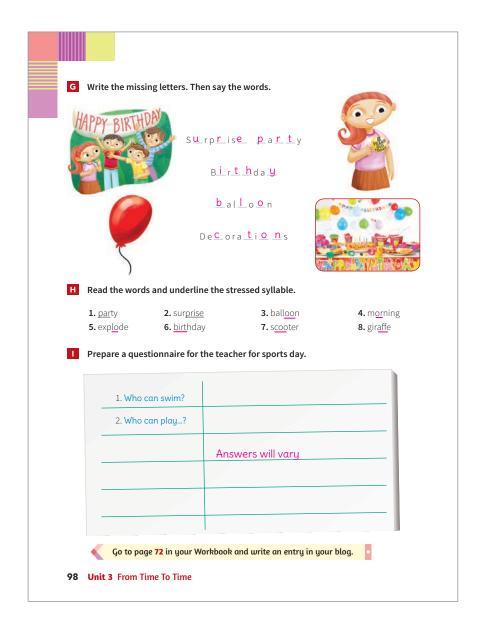
Students discuss the questions with a partner and then write answers. Lead a brief feedback session, so that everybody has an opportunity to express their ideas. Have students explain their answers.



Add three more questions to find people with "entertaining" talents. Then ask and answer.

Beginners	Advanced
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.



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.

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.

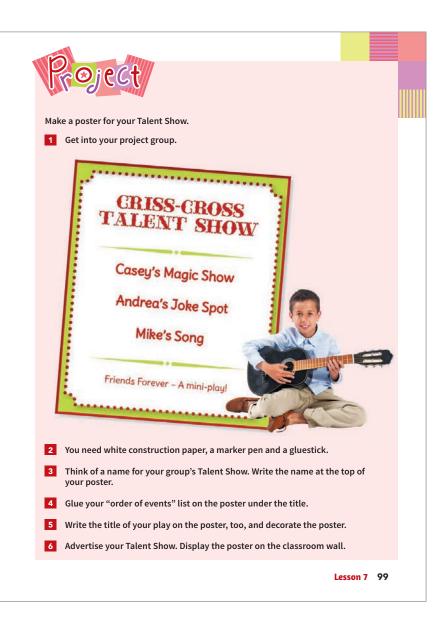
Prepare a questionnaire for the teacher for sports day.

Beginners	Advanced	
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.	

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.





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.

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.

Write the title of your play on the poster, too, 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.

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.

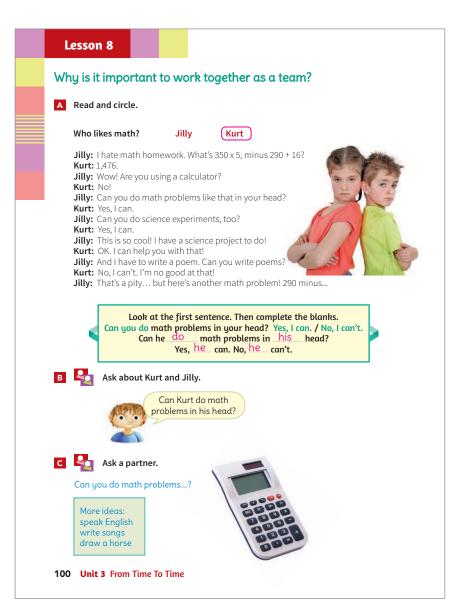
Draw a house.

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.



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.



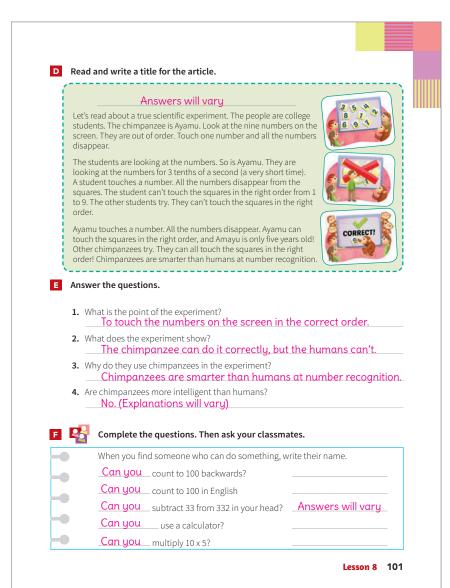
B Ask about Kurt and Jilly.

Students use the information in the text in Activity A to ask and answer. Monitor while students speak and correct as necessary.

Ask a partner.

Beginners	Advanced
Students take a role each.	Monitor, but do not help
They read the conversation	unless students ask you to.
in A aloud. They change roles	Have students add more
and read again. Then, they	to the list of abilities and
can try Activity C.	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.



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.

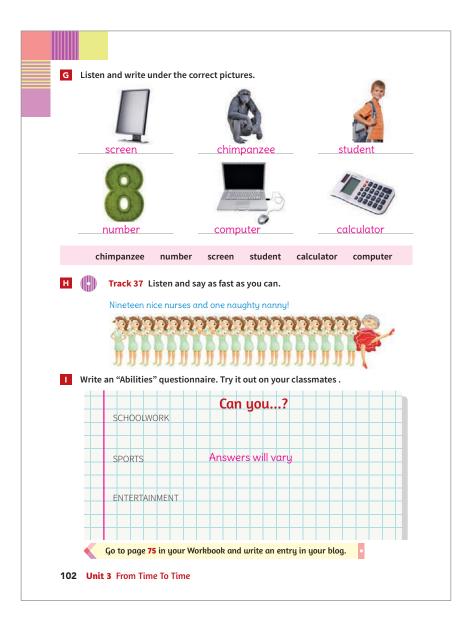
Beginners	Advanced
Form pairs. Give students the scrambled answers. They unscramble the sentences and write the answers. Check.	Monitor, but do not help unless students ask you to.

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



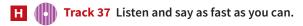
Complete the questions. Then ask your classmates.

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 under the correct 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.



Ask students to count the nurses. Play the CD for students to listen and read. Play the CD again for students to repeat. Encourage them to say the tongue twister faster and faster. Continue for as long as students are interested.

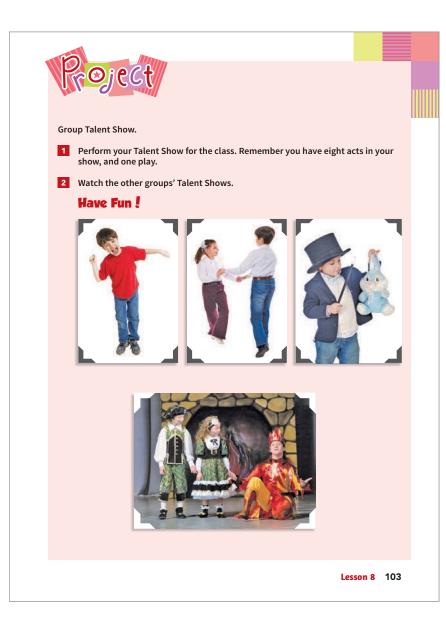
Write an "Abilities" questionnaire. Try it out on your classmates.

Beginners	Advanced
Give students two	Monitor, but do not help unless
questions about each	students ask you to. Students
topic. They copy the	write more questions about
questions under the	different topics. Encourage
correct heading. They ask	students to report their results,
the questions to a partner.	e.g., <i>Maru can speak French.</i>

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.





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.

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.



A Complete and answer.

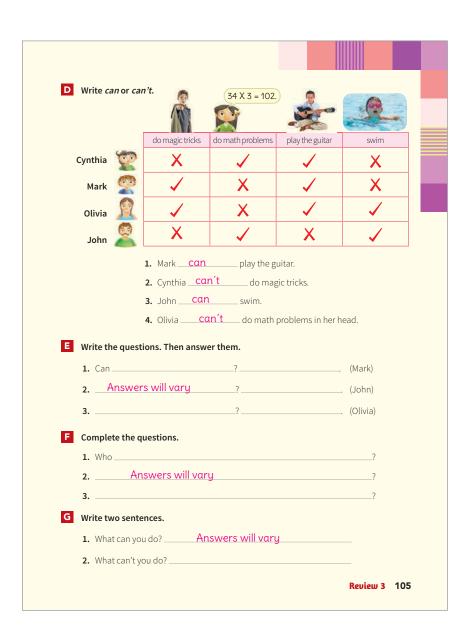
Demonstrate what they have to do. Monitor while they work, but do not help at this stage. Ask volunteers to write on the board one exercise each. Check with the whole group.

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.

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.

Complete the questions.

Students can either make up their own questions or use the table to form them. Volunteers write their questions on the board.

G Write two sentences.

Students write 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

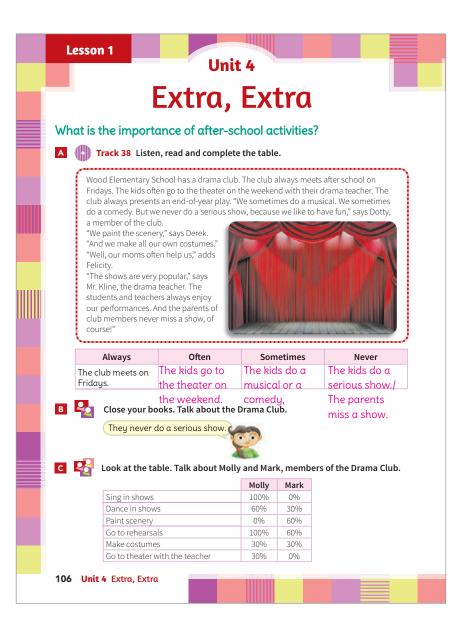
A Moment to Ourselves

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, e.g., How often do you visit your grandparents? How often do you eat out? Encourage and guide students into using the adverbs in their responses.





Track 38 Listen, read and complete the table.

Explain the task. Play the CD once through to familiarize students with the text. Play the CD again for them to read along. Go through the example with students and do another as a demonstration. Check.



Close your books. Talk about the Drama Club.

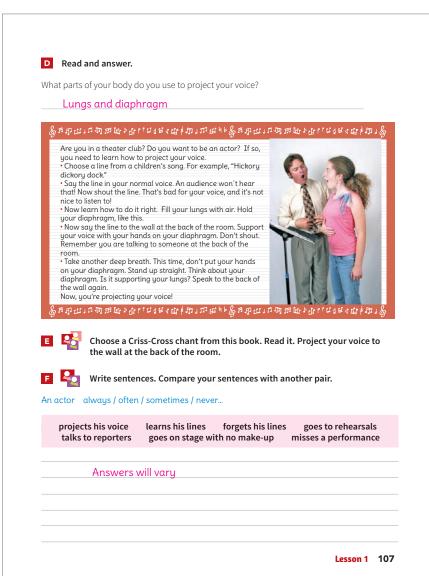
Go through the example and elicit one more from stronger students. Monitor while students speak and provide help when necessary. Weaker students may need to use the text for support.



Look at the table. Talk about Molly and Mark, members of the Drama Club.

Beginners	Advanced
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.



Vocabulary		
actor	lines	stand up
audience	lungs	straight
breath	project	support
deep	shout	voice
diaphragm	stage	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



Choose a Criss-Cross chant from this book. Read it. Project your voice to the wall at the back of the room.

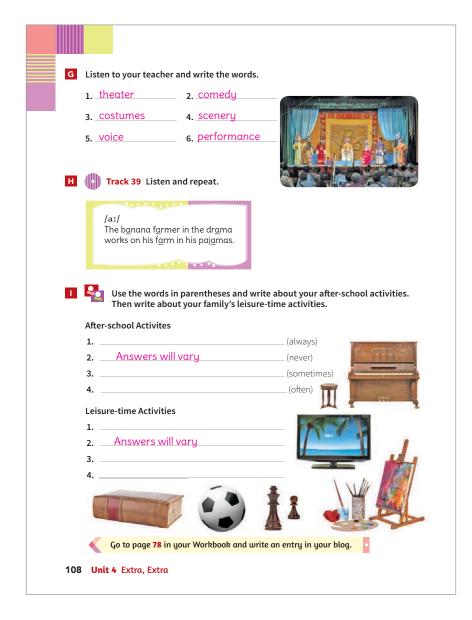
Each group chooses a song or chant from the book. You may want to play them to remind them of the tunes. Students practice reciting the chants and projecting their voice. Remind them of the difference between shouting and projecting!



Write sentences. Compare your sentences with another pair.

Beginners	Advanced
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.



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.



Make sure students know the meanings of the words. Ask students to read the words aloud to hear how they pronounce them. Play the CD 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.

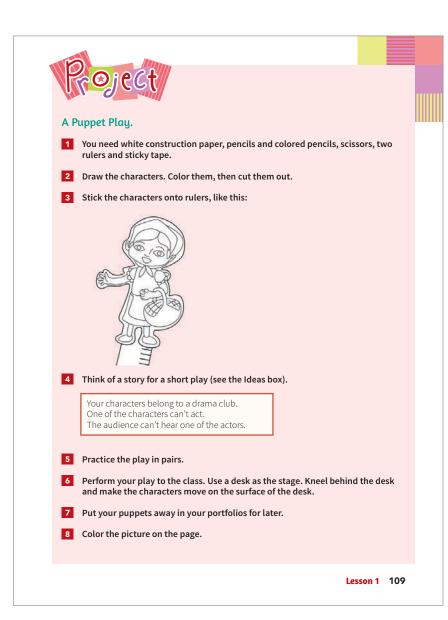
Use the words in parentheses and write about your afterschool activities. Then write about your family's leisuretime activities.

Beginners	Advanced
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	Monitor, but do not help unless students ask you to. Ask students to include two more sentences to each group.

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.



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.





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.

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.

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.

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.

karate at

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.

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?

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.



I have ballet on Thursdays at...

Fill in your after-school activities. Walk around the class and tell your

~				
Monday	Tuesday	Wednesday	Thursday	Friday
	Ans	swers will vo	ıry	
	Monday	Monday Tuesday	Monday Tuesday Wednesday	

110 Unit 4 Extra, Extra

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 CD through once to familiarize students with the text. Play it again and pause to give students time to write. Check.



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.



Fill in your after-school activities. Walk around the class and tell your classmates.

Beginners	Advanced
Write these expressions on the board: on (day) at (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.

Page 2 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 good exercise?
 You use all parts of your body.
- 2. 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.
- 4. Why do you think it can improve your school grades?
 Answers will vary
- F Write a flyer for an after-school karate class.

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

Vocabularybeltparts of the bodyblockspatiencebowpunchescommandsrespectdisciplineself-controlkicksself-defense

martial art

stand still

CLIL Activity: Sports

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.

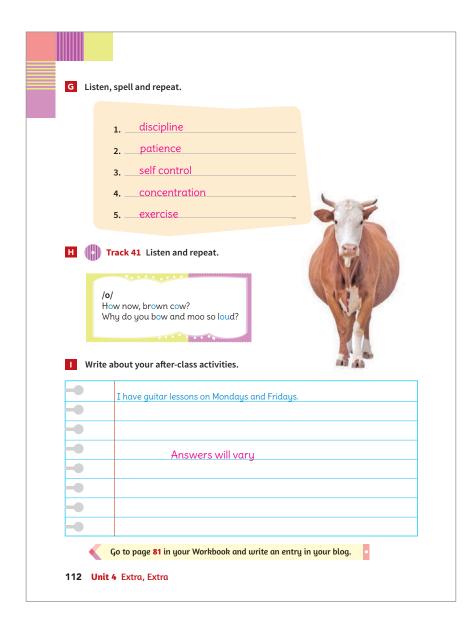
E Answer the questions.

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.

Write a flyer for an after-school karate class.

Beginners	Advanced
Form pairs. Make sure the questions	Monitor, but do
in the box are understood. Give	not help unless
students the information. They	students ask you to.
order the sentences according to the	Encourage them to
questions and paste them on a piece	add questions and
of paper and decorate. Encourage	answers to provide
students to read the information	more information,
aloud.	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.



Track 41 Listen and repeat.

Have students read the text. Clarify vocabulary. Play the CD once through. Play it again for them to repeat. Have them practice the o sound (/au/) in isolation.

Write about your after-class activities

Beginners	Advanced
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., Maria has English lessons on Wednesdays.

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.



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.





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.

1 You need colored construction paper, pens, pencils, colored pencils, scissors, and a glue stick.

Make sure students have all the materials handy.

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.

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.

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.

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?

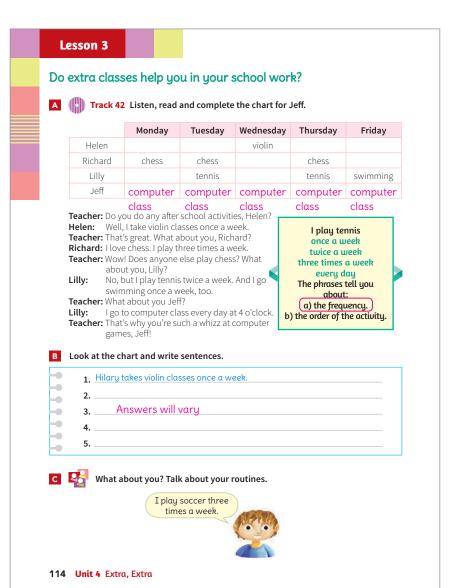
Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others.

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)?*





Track 42 Listen, read and complete the chart for Jeff.

Students study the chart for a minute. Explain the task. Play the CD once through to familiarize students with the text. Play the CD 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.

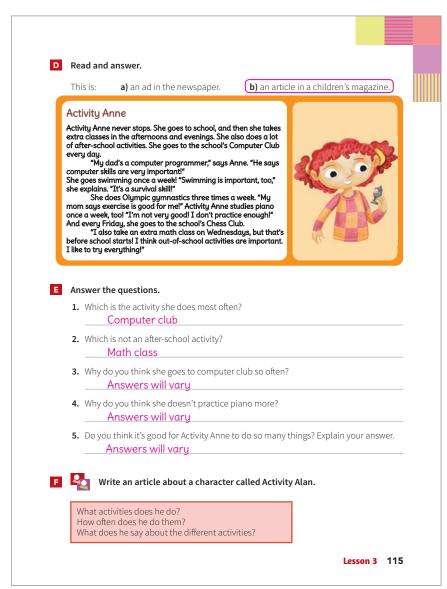
Beginners	Advanced
Give students the sentences	Monitor, but do not help
with the words scrambled.	unless students ask you to.
They write them correctly in	They can also write about
their books. Encourage them	their or their friends' real
to read the sentences aloud.	activities.

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.



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.



CLIL:

D Read and answer.

Answer the questions.

whole group and write them on the board.

Social Studies

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.

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 Vocabulary

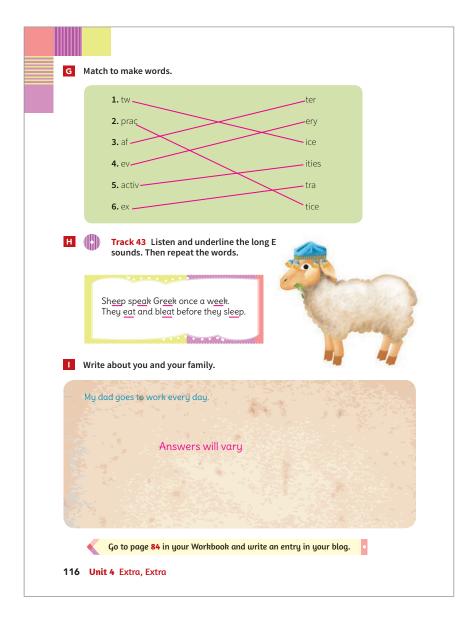
survival skill

club computer programmer computer skills enough practice



Beginners	Advanced
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.

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.



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.

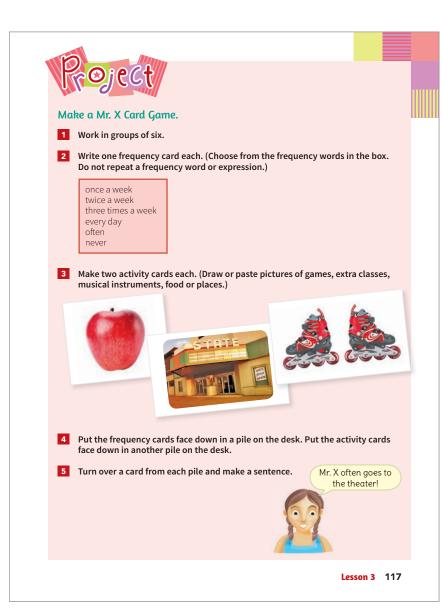
Write about you and your family.

Beginners	Advanced
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.



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.





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.

1 Work in groups of six.

Form groups of six. Make sure students have the material they need.

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.

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.

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.

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.

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.

does karate once a week / month days of the week plays games every week / month trains

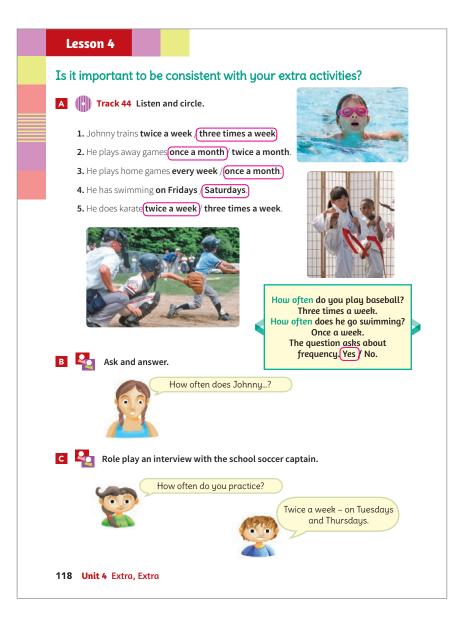
A Moment to Ourselves

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.



Track 44 Listen and circle.

Students read the text before listening to the CD. 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?*

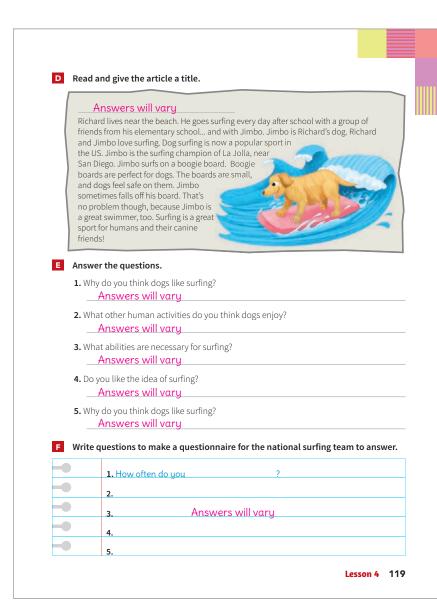
B Ask and answer.

Go through the example and elicit one more from the text in A. Monitor while students speak.

Role play an interview with the school soccer captain.

Beginners	Advanced
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.



Vocabularybeachfall offswimmerboogie boardsafecaninesurfing

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.

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.

Beginners	Advanced
Form pairs. Give students questions with blanks and words to choose from to fill	Monitor, but do not help unless students ask you to. Students can then answer
them in. Encourage students to read the questions out loud.	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.

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 needs to vibrate, but the B needs to bounce. 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.



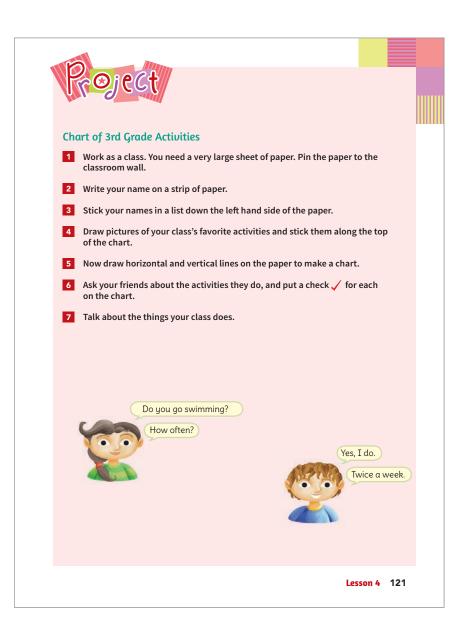
A TV reporter is interviewing the junior surfing champion of Oaxaca. Write the interview.

Beginners	Advanced
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.

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.





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.

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.

candy heart junk food diet stethoscope doctor 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.





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 CD once through to familiarize students with the text. Play the CD again for them to answer. Check.



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.



Talk about your healthy and unhealthy habits.

Beginners	Advanced
Elicit healthy and	Monitor, but do not help unless
unhealthy habits and	students ask you to. Encourage
write them on the	them to talk about habits not
board so students can	mentioned in the text and extend
refer to them.	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.



blood vessels fingerprints digest nose ears percent facts tongue print

The final fact is false. 80% of your body is water.

- 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. Find out how many bones there are in a foot.
- keep healthy. Make a list. Food Exercise soccer Answers will vary

Discuss what food is good for your body, and what exercise you can do to

Lesson 5 123

CLIL: Science

D Read the text. One of these facts is false. Which one do you think it is?

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.

Answer the questions.

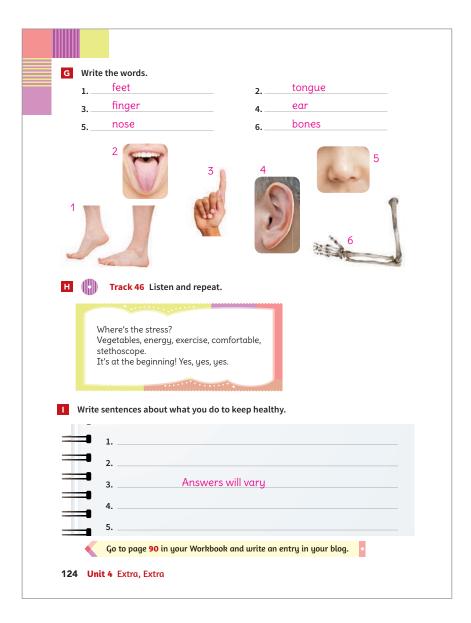
Beginners	Advanced
Students work in pairs to answer. Monitor	Monitor, but do
and help if necessary. You may want to	not help unless
provide students with different answers	students ask
for them to choose from.	you to.

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.



Discuss what food is good for your body, and what exercise you can do to keep healthy. Make a list.

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 words.

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 CD 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.

Write sentences about what you do to keep healthy.

Beginners	Advanced
Write on the board complete sentences about how you	Monitor, but do not help unless students ask you to.
keep healthy. Students copy the ones that apply to them.	

Elicit healthy activities and write them on the board. Monitor while students write. Volunteers share their ideas by writing the sentences on the board.



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.





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.

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.

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.

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.

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.

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.

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.

after bristles hygiene before brush snacks between dentist teeth floss toothbrush breath

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.

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?

Track 47 Listen, read and give the article a title.

Answers will varu

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!





Read the article again. Close your books. Write 10 things you need to do to keep your teeth healthy.

Brush your teeth at least twice a day.

Brush them after lunch or sugary snacks.

Brush all of your teeth.

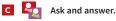
Brush them for two or three minutes every time. Buy a new tooth \underline{brush} every three months.

Floss your teeth once a day. Brush your tongue.

Visit the dentist twice a year.

Eat lots of fruits and vegetables.

Drink water instead of soda.







Do you floss your teeth?

126 Unit 4 Extra, Extra



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.





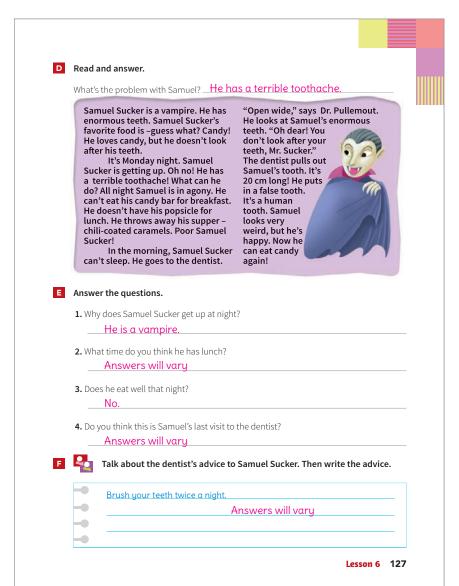
Read the article again. Close your books. Write 10 things you need to do to keep your teeth healthy.

Beginners	Advanced
Allow students to refer to the text to find 10 things and copy them. Encourage them	Monitor, but do not help unless students ask you to. See how many tips they can
to read their lists aloud.	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.

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.



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.

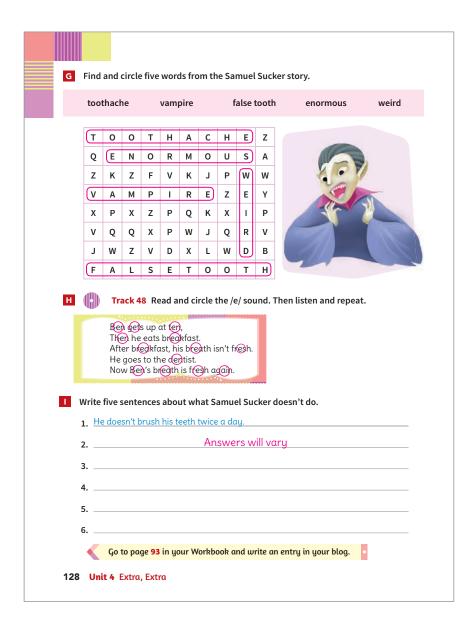
Students read the text again to answer the questions. Allow weaker students to work in pairs. Volunteers write the answers on the board for you to check.



Talk about the dentist's advice to Samuel Sucker. Then write the advice.

Beginners	Advanced
Encourage students to use the text on page 126 as a model. Have them circle the	Monitor, but do not help unless students ask you to. Encourage students to find
advice. Then they copy the sentences.	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 CD for students to listen and circle the sound in the words. Check. Play the CD 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.

Write five sentences about what Samuel Sucker doesn't do.

Beginners	Advanced
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.

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.



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.



Dental Hygiene Flash Cards

- 1 You need sheets of colored construction paper.
- Work in your project groups, and discuss what is important for healthy teeth.
- 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.
- 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



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.

a lot of exercise potatoes bread fish run burn marathon runner eat meat salad much eggs

A Moment to Ourselves

Why is healthy eating 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.

Getting Started

Play Pictionary with food vocabulary.



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 CD once through to familiarize students with the text. Play the CD again for them to listen and check.

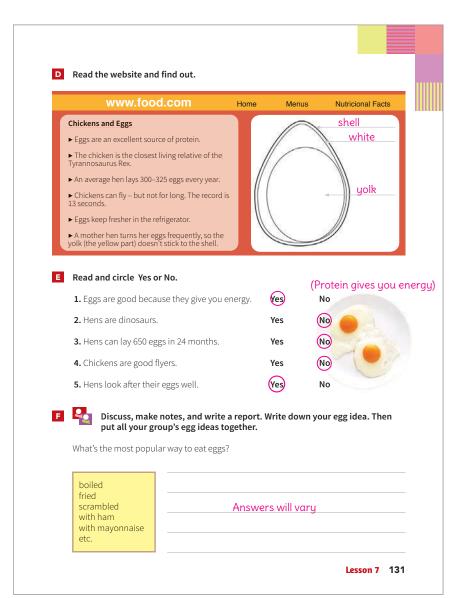
Talk about Mavis's diet.

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.

Prepare a menu for a marathon runner.

Beginners	Advanced
Give students a list of food, or pictures	Monitor, but do
of food. They write or paste the pictures under the correct heading.	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.



Vocabularychickenproteinsourceflyrecordstick

fly record stick hen refrigerator white lay eggs shell 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 Answer the questions.

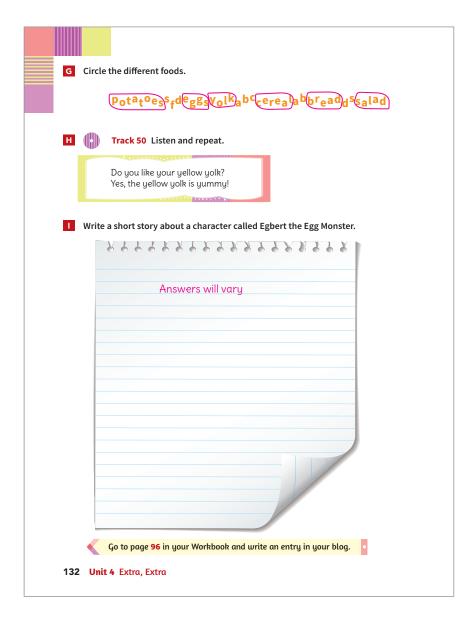
Beginners	Advanced
Students work in pairs and look for the answers in the text. Monitor and help if necessary, guiding students and eliciting, without giving them the answers.	Monitor, but do not help unless students ask you to.

Students read the statements. Make sure they understand. Students refer to the text to choose *Yes* or *No.* Check. Have students support their choices.



Discuss, make notes, and write a report. Write down your egg idea. Then put all your group's egg ideas together.

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 or 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 different 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.



Read the verse with students. Clarify vocabulary. Play the CD 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.

Write a short story about a character called Egbert the Egg Monster.

Beginners	Advanced
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.



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.





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.

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. Draw high-energy food faces on the circles, and color them.

Lesson 7 133

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.

Put your High-Energy Food puppets away in your portfolios for your final project.

Students save their work in their portfolio.

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.



A

Track 51 Listen and touch the parts of your body.

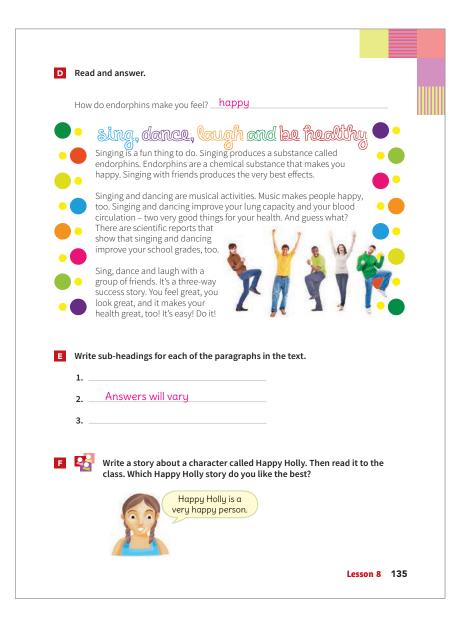
Read the text with students. Clarify vocabulary. Play the CD once through to familiarize students with the song. Play the CD again for them to touch the corresponding parts of their bodies.

B Join in with the singing and the actions.

Demonstrate the action and have students copy them. Play the CD for them to join in and do the actions. Continue for as long as students are interested.

C Try these new verses.

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 CD 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.



blood circulation chemical endorphins great

improve lung capacity substance 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 Answer the questions.

Beginners	Advanced
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 subheadings. Check, asking students to support / justify their choices.



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).

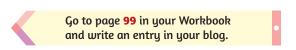


Read the text with students and clarify vocabulary. Ask them what the words in the song have in common (/əl/ sound at the end of the words). Play the CD once through while students read. Play it again for students to join in.

Write another verse with words ending in -ing. (For example, singing).

Beginners	Advanced
Give students a list of words ending in –ing. 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.

Encourage students to put music to their verse and sing it for the class.



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.





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.

Get into your project groups. Take out your picture poster, your dental-hygiene flash cards, and your highenergy 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.

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.

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.



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.

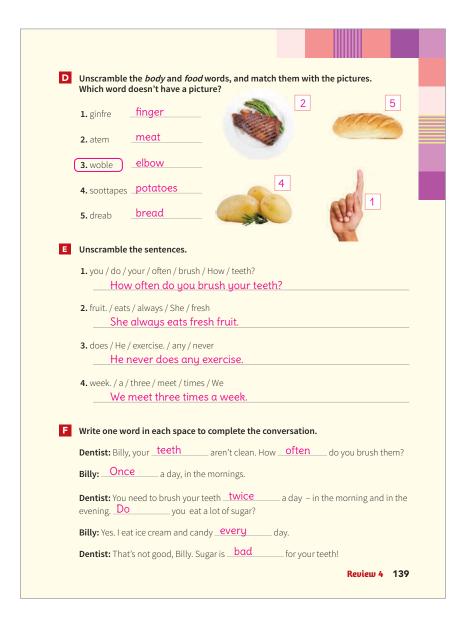
B Circle the correct option.

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.

138 Unit 4 Extra, Extra



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.

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.

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 sometimes never ten times table numbers 1-100

performances

A Moment to Ourselves

How do we use math every day?

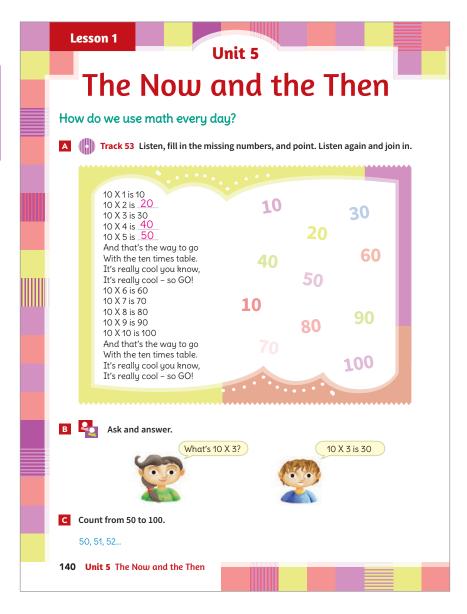
Ask the question on the first page of the lesson, and give students a few minutes to think about the answer before sharing their ideas with others.

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.



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 CD once through to check their answers. Play the CD 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.



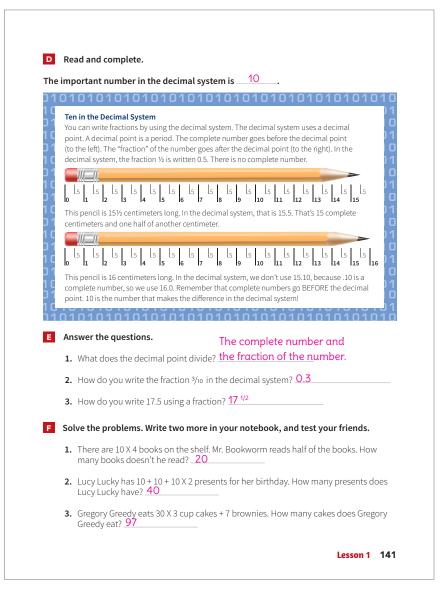
Ask and answer.

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.

Count from 50 to 100.

Beginners	Advanced
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.



Vocabulary
½ (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.

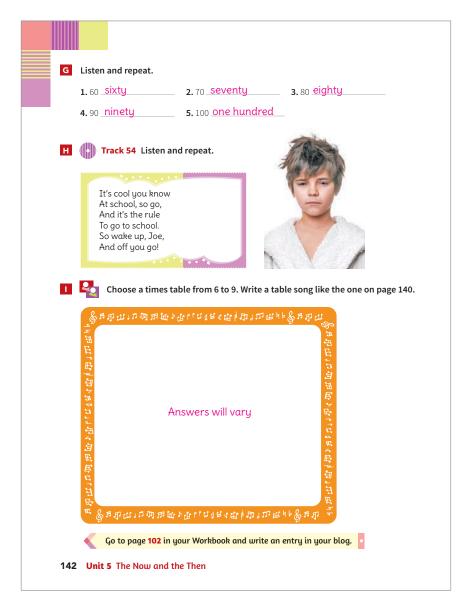
E Answer the questions.

Beginners	Advanced
For Activities E and F:	Monitor, but do not
Allow students to work in pairs	provide help unless
or groups of three. You can	students ask for it. You
give them the answers for both	many want them to write
activities for them to match to	a few more problems for
the questions / problems.	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.

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.

Read the figures aloud for students to repeat. Write the scrambled words on the board for them to unscramble and write.



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 CD once through while students read along. Who do they think the boy in the picture is? Play it again for students to join in.

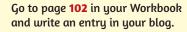




Choose a times table from 6 to 9. Write a table song like the one on page 140.

Beginners	Advanced
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.



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.



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

- 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



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).

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.

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.

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.

awesome ice skaters performing dogs bloggers

circus today clowns trapeze cool was / were egg-and-spoon race yesterday

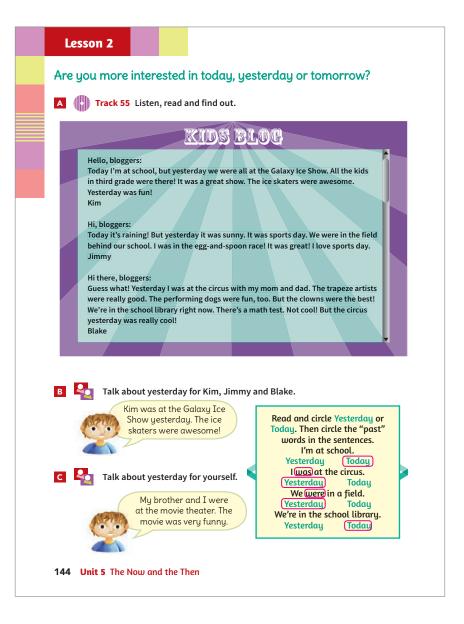
A Moment to Ourselves

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, e.g., 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.



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 CD 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.



Talk about yesterday for Kim, Jimmy and Blake.

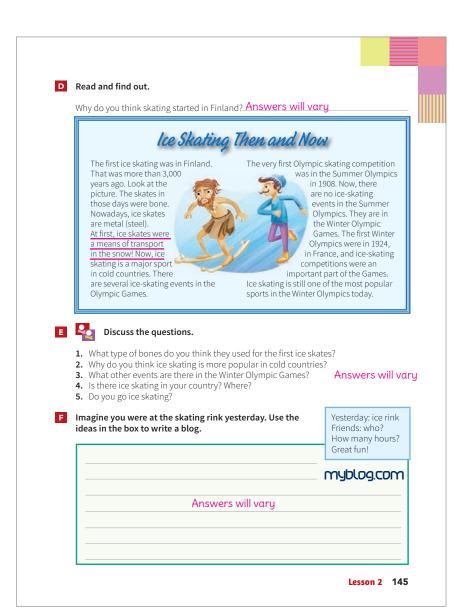
Beginners	Advanced
Have students identify the word <i>yesterday</i> in the text in Activity A. Then, students underline the activities as well as underlining <i>was / were</i> . With this help, students read the sentences aloud.	Don't help unless students ask you to.

Attract students' attention to the example before starting the activity and explain as necessary. Elicit another example. Monitor while students speak.



Talk about yesterday for you.

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 ...



Vocabulary bone ice skates means of transport snow steel Winter Olympics

CLIL: Sports

D Read and find out.

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.

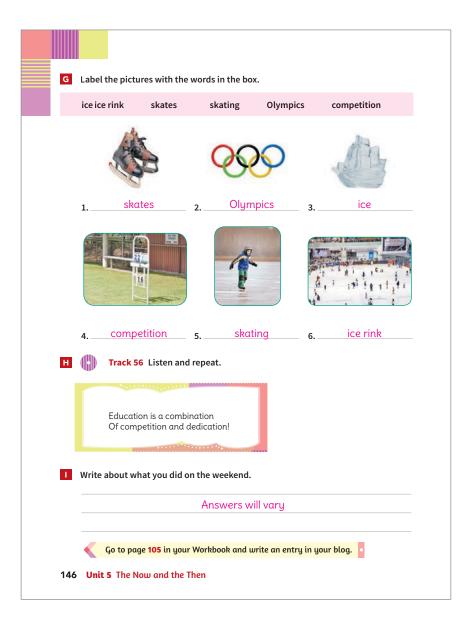
Discuss the questions.

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.

Imagine you were at the skating rink yesterday. Use the ideas in the box to write a blog.

Beginners	Advanced
Form pairs. Make sure students	Monitor, but do
understand the ideas in the box.	not help unless
Give them a scrambled text to order,	students ask you to.
or a text with blanks for them to fill	Encourage them to
in. Encourage students to read the	write full sentences
information aloud.	and add more ideas.

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.



Track 56 Listen and repeat.

Read the text aloud and clarify vocabulary. Play the CD once through. Play it again for students to repeat. See if they can remember it without looking at the text.

Write about what you did on the weekend.

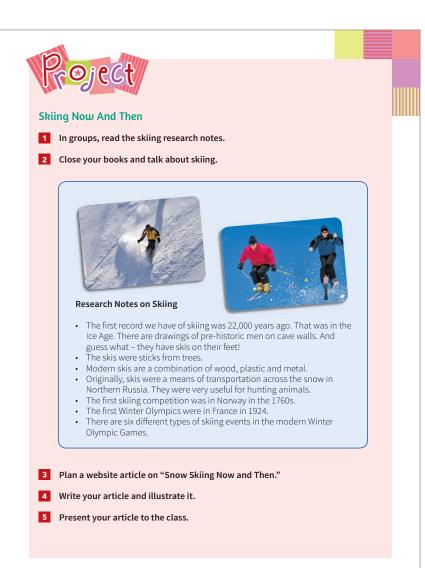
Beginners	Advanced
Elicit and write weekend activities on the board. Write an example of your own, with special emphasis on the words <i>yesterday, was</i> and <i>were</i> . Students use the activities and your model to write sentences. Encourage them to read their sentences aloud.	Monitor, but do not help unless students ask you to. Students write sentences about their classmates, too, e.g., Maria was at the sports center on Sunday.

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.





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?

Lesson 2 147

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.

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.

back door drapes kitchen back yard bed living room bedroom sneakers closet sofa desk supper dining room yard

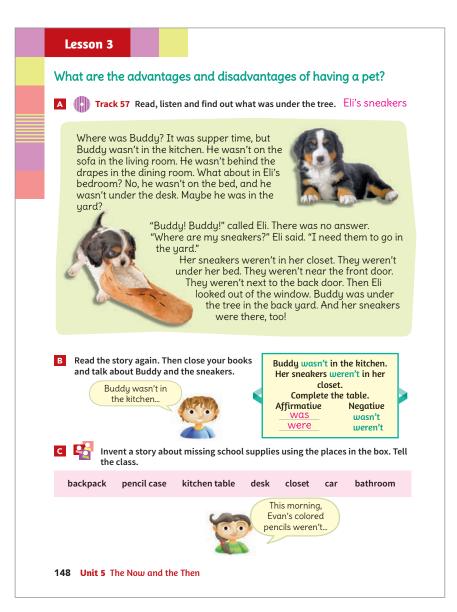
A Moment to Ourselves

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.





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 CD once through to familiarize students with the text. Play the CD 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.

Read the story again. Then close your books and talk about Buddy and the sneakers.

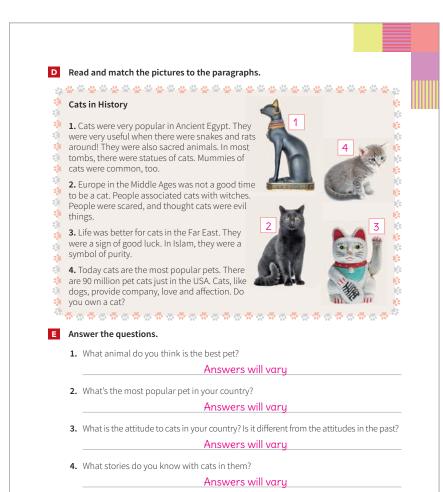
Beginners	Advanced
Students work in pairs. They read the text and underline the sentences with wasn't/weren't. Students then read the	Monitor, but do not help unless students ask you
sentences aloud.	to.

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?



Invent a story about missing school supplies using the places 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.



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.

Vocabulary		
ancient	Islam	snakes
cats	Middle Ages	statues
Egypt	mummies	tombs
Europe	purity	witches
evil	rats	
Far East	sacred	

CLIL: History

D Read and match the pictures to the paragraphs.

Cats weren't a symbol of luck in Ancient Egypt.

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.

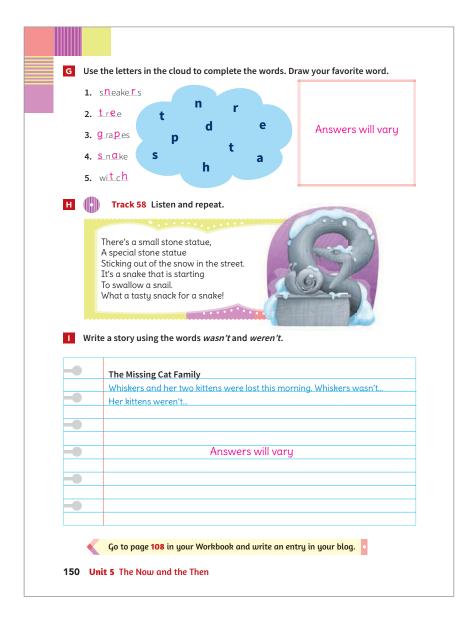


Lesson 3 149

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.

Beginners	Advanced
Guide students into	Monitor, but do not help
identifying and underlining	unless students ask you to.
the sentences in the text.	Encourage these students
Then they choose three to	to include more than three
copy into their notebooks.	sentences from the text.
Encourage students to read	
their sentences aloud.	

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.

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.

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.

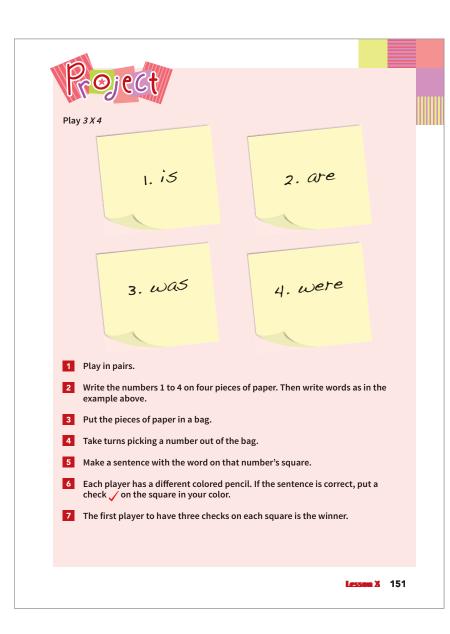
Write a story using the words wasn't and weren't.

Beginners	Advanced
Students work in pairs. Give students a text with blanks for them to fill in with wasn't or weren't. 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.



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.





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.

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.

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.

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.

Were you / Was...?

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

Where were you...?

cousin earring nephew crime husband study

detective maid necklace diamond

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.

Lesson 4

Why are crime stories and movies very popular?



Track 59 Listen and read. Then circle the correct options.

1. The text is a page from a) a history book. (b) a novel.)

2. Detective Sherwin was at the house (a) to investigate a robbery (b) to have dinner.

Where Were You?

It was 9 pm. 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?"



"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.



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? No

Ask your classmates about yesterday.

152 Unit 5 The Now and the Then

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 CD. 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 Whquestions.





Ask and answer.

Beginners	Advanced
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.

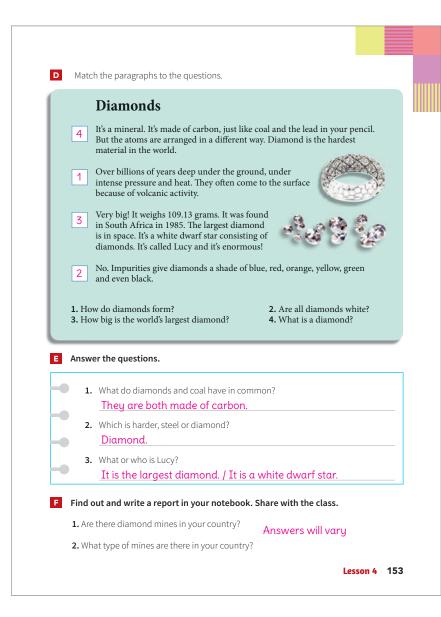
Read the example and have a volunteer answer the question. Then have a student ask another question about the text in A. Monitor while students speak.





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.



atom heat South A	
	C
carbon impurities volcani	C
coal largest weighs	
diamond lead white d	lwarf
found mineral	
ground pressure	
hardest shade	

CLIL: Science

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.

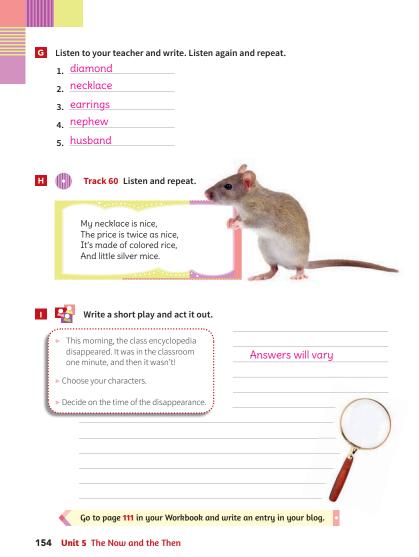
Answer the questions.

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.

Find out and write a report in your notebook. Share with the class.

Beginners	Advanced
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.

- 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.



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 CD once through to familiarize students with it. Play the CD 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.



Write a short play and act it out.

Beginners	Advanced
Give groups the story, but with the sections	Monitor,
or sentence jumbled for them to put in order.	but do not
Have them paste the story on a piece of paper	help unless
or in their books. Leave the times blank for	students ask
them to fill in. Then encourage students to	you to.
assign the character roles and act it out.	

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.



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.



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.
- 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).
- 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?
- 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?

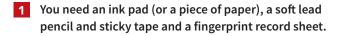
Lesson 4 155



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?



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.

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.)

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.

January June November December February July March August get wrong April September take long May October

A Moment to Ourselves

What months do you like best, and what months don't you like?

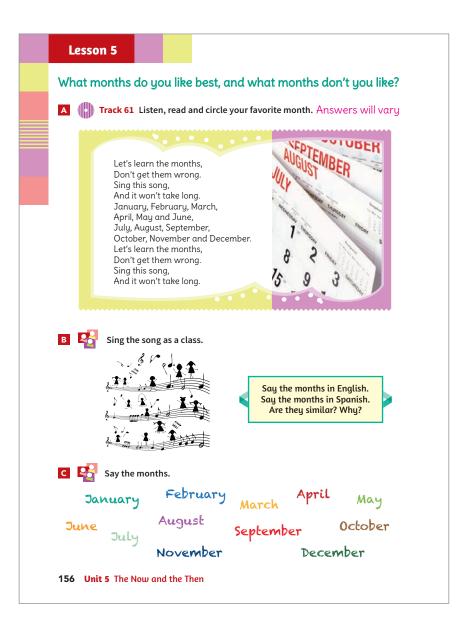
Ask the question on the first page of the lesson, and give students a few minutes to think about the answers before sharing their ideas with others.

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.



A Track 61 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 CD. Clarify vocabulary. Attract students' attention to the task. Play the CD once through to familiarize students with the text. Play the CD again for them to circle their favorite month. Encourage students to say their favorite and explain why.

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. You may want to explain what cognates are and say that the names of the months come from Latin (Romance) language, just like Spanish.



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.



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 CD again and students just shout out the names of the months, or have them point to the months when they hear them.



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	Мау
Summer	June	July	August
Fall	September	October	November
Winter	December	January	February

The Southern Hemisphere			
Spring	December	January	February
Summer	March	April	May
Fall	June	July	August
Winter	September	October	November

Discuss the questions.

- 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 the best? Explain why.
- 4. How are the seasons different in your country?

Answers will vary



Read the sentence. Write two more sentences about different months of the year.

- 1. There are a lot of flowers in March.
- 2. Answers will vary
- 3. Answers will vary

Lesson 5 157

Vocabulary

Equator seasons fall southern hemispheres spring northern summer

winter



CLIL:

Science

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.



Read the sentence. Write two more sentences about different months of the year.

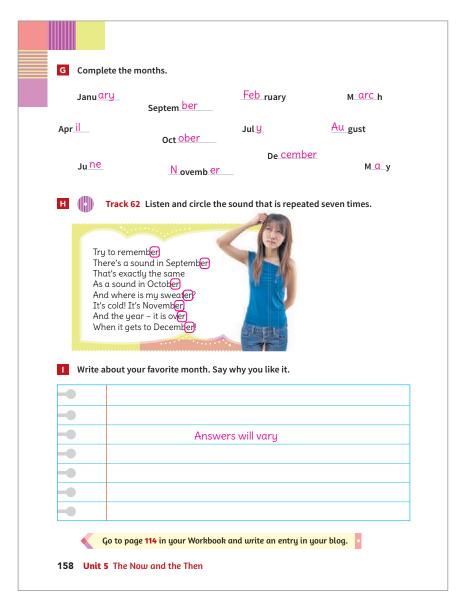
Go through the example. Elicit some things that happen in the students' region in different months. Write some ideas on the board. Students write sentences following the model. Volunteers share their sentences with the class.



Discuss the questions.

Beginners	Advanced
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.



G Complete the months.

Elicit the months. Students complete the words. Check by inviting volunteers to write the words on the board.



Track 62 Listen and circle the sound that is repeated seven times.

Make sure students know the words. Play the CD 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.

Write about your favorite month. Say why you like it.

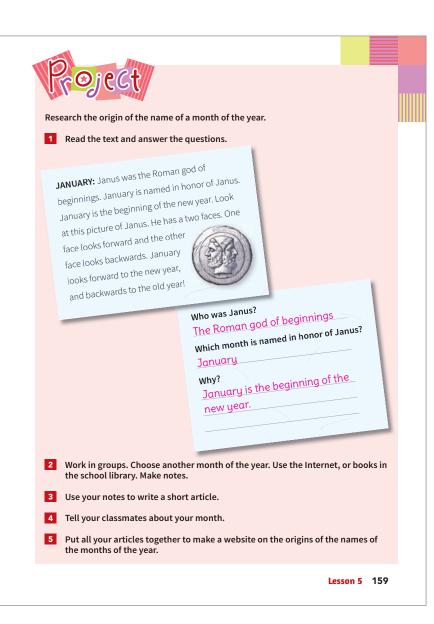
Beginners	Advanced
Write on the board complete sentences with characteristics of the different months and possible reasons to like each. Leave a space for the name of the month. Students copy the ones that apply to them, adding the month, and read them aloud.	Monitor, but do not help unless students 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.





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.

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 (first to thirty-first)

fish tank river frogspawn tadpole

ordinal numbers:

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?

Track 63 Listen, read, and find out.

How many tadpoles were in the old fish tank? Thirty-one

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 twentyfirst, the twenty-second, the twenty-third, and the twenty- fourth! Then the twentyninth, 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.



Point and count the tadpoles in order.

The first, the second, the... third, the fourth, the fifth, the sixth



Take a number from the hat. Line up in the correct order and number off along the line.





160 Unit 5 The Now and the Then

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.

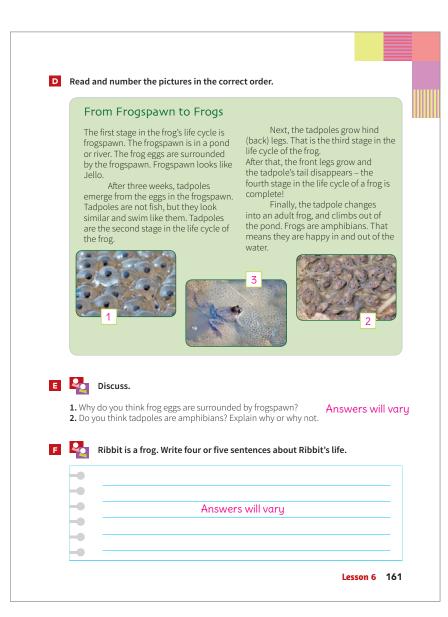
Point and count the tadpoles in order.

Beginners	Advanced
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.

Take a number from the hat. Line up in the correct order and number off along the line.

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.



Vocabulary amphibians pond grow stage life cycle 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.



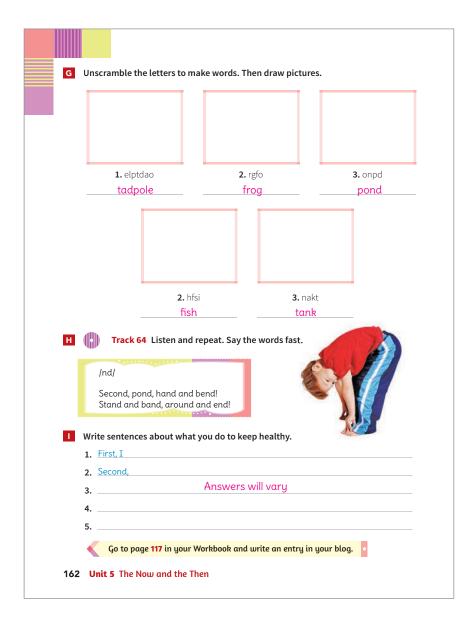
Students read the text again and discuss the questions. Volunteers share their answers for you to check.



Ribbit is a frog. Write four or five sentences about Ribbit's life.

Beginners	Advanced
Give students the sentences with blanks. They use the sentences in the text to complete the story. E.g.: First, Ribbit was an egg living inside frogspawn. Then,	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.

Track 64 Listen and repeat. Say the words fast. н

Read the text aloud with students. Clarify vocabulary. Play the CD for students to listen and read and then play the CD 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.

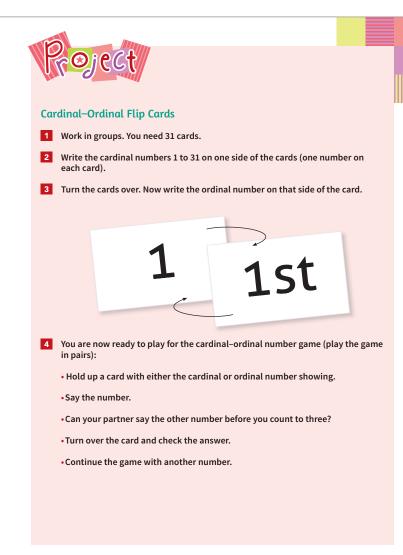
Write sentences about what you do to keep healthy.

Beginners	Advanced
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.

Explain the task. Elicit one sentence and write it on the board, e.g., First, I have a healthy breakfast. Monitor while they work.



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.





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.

Lesson 6 163

1 Work in groups. You need 31 cards.

Make sure teams have the necessary material.

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.

- 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.

Vocabulary

birthday book When's your birthday? It's in... / on... ordinal numbers months zodiac signs

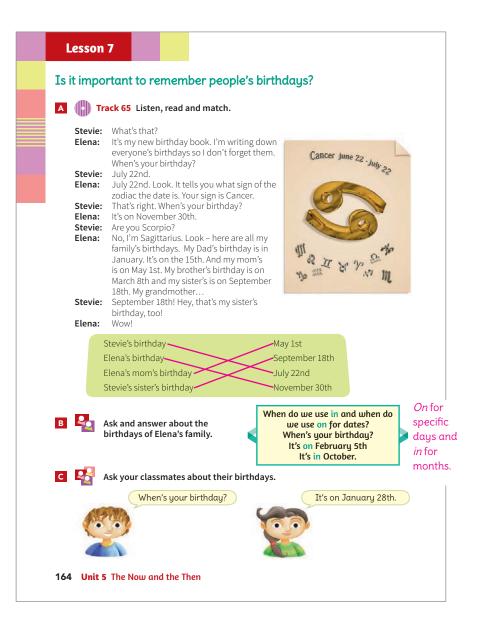
A Moment to Ourselves

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

Present / elicit the signs of the zodiac. Play Pictionary with this vocabulary. Ask students when their birthday is and ask if they know which sign they are.



Track 65 Listen, read and match.

Students read the text before listening to the CD. Clarify vocabulary. Play the CD once through to familiarize students with the text. Play the CD again for them to listen and match. If students need to, let them refer back to the text to do the matching. 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. Ask students to say their birthdays, stating the month first, and then the date.



Ask and answer about the birthdays of Elena's

Beginners	Advanced
Students read aloud the birthdays	Monitor, but do not help unless students ask you to. Volunteers
mentioned in the text,	share the information with the
e.g., Stevie's birthday is on July 22nd.	class, e.g., <i>Laura's birthday is on</i> <i>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.



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).



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

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

New Year's Day

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
- Choose a public holiday in your country and write about it. What does the holiday celebrate? What do people do on that day?



Lesson 7 165

Social Science **CLIL:**

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.

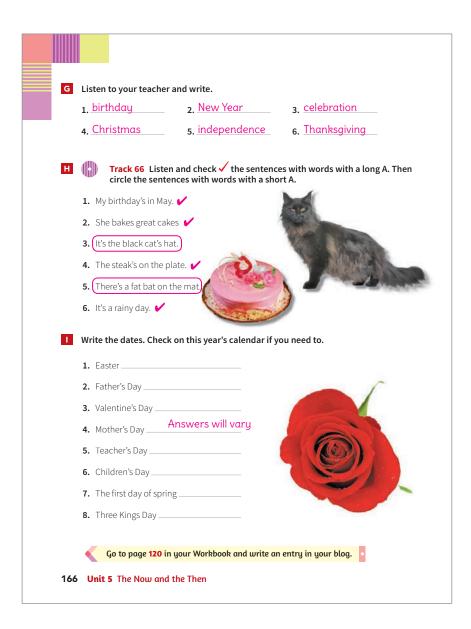




Choose a public holiday in your country and write about it. What does the holiday celebrate? What do people do on that day?

Beginners	Advanced
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.

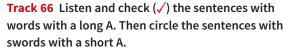


Listen to your teacher and write.

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





Read the sentences with students and clarify vocabulary. Play the CD 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 CD again for them to do the task. Check. Play it again and pause after each sentence to have students repeat.

Write the dates. Check on this year's calendar if you need to.

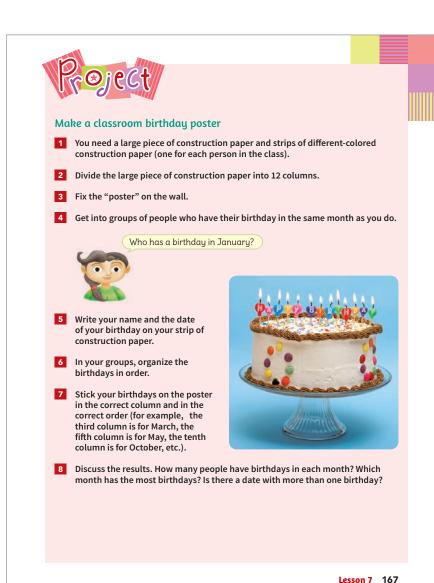
Beginners	Advanced
Let students work in pairs or	Monitor, but do not help
groups to do this task.	unless students ask you to.

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.





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

Lesson 7 16

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.

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.

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.

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.*

Vocabulary

trick or treating costumes vampires ghosts Halloween wallet wizards honest

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?

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 8

"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
- Read the story again carefully. Close your books and tell the story.

It was Halloween. It was cold. The children were...

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



Track 67 Listen, read and answer.

Read questions 1 and 2 before reading the text with students. Clarify vocabulary. Play the CD once through to familiarize students with the text. Play the CD 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.





Read the story again carefully. Close your books and tell the story.

Beginners	Advanced
Give students a jumbled summary of the story. They put it in order. Encourage them to read it aloud while acting out the actions.	Monitor, but do not help unless students ask you to.

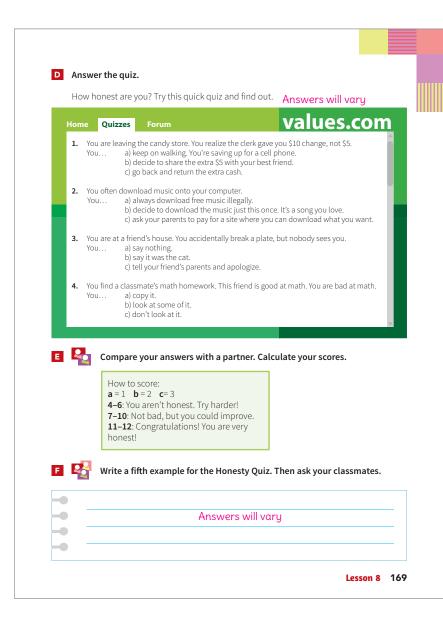
Play the CD. Students act out the story in silence while they listen. Then they close their books and try to retell as much as they can remember. Monitor, and if you wish, give students verbal or body language clues to help them.





Talk about your last Halloween.

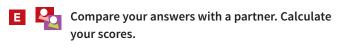
Form pairs. Attract students' attention to the box with questions. Explain that they will ask each other the questions. Clarify vocabulary. If students don't celebrate Halloween, they can talk about the last celebration they had, or you can ask them to imagine they celebrated Halloween and make up their answers.



Vocabulary apologize download honest cash change illegal clerk site

CLIL Activity: **Social Studies** Answer the quiz.

Discuss the lead-in question with students. Have them do the quiz individually. Volunteers share their answers with the class.



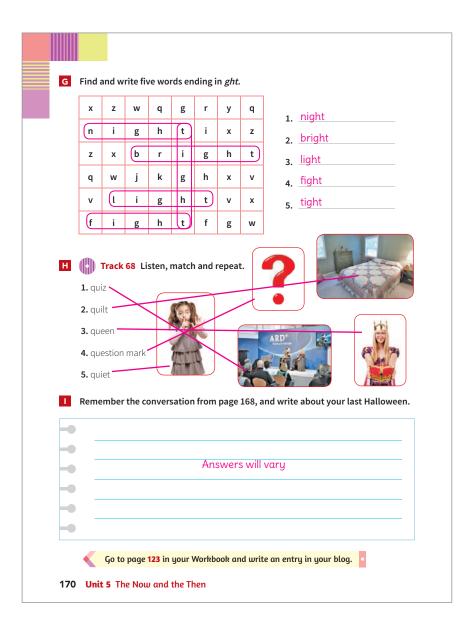
Show students how to work out their scores. Have them compare scores and answer with a partner. Elicit results from volunteers. Do they agree with their result?



Write a fifth example for the Honesty Quiz. Then ask your classmates.

Beginners	Advanced
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.



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.

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 CD 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. Check.

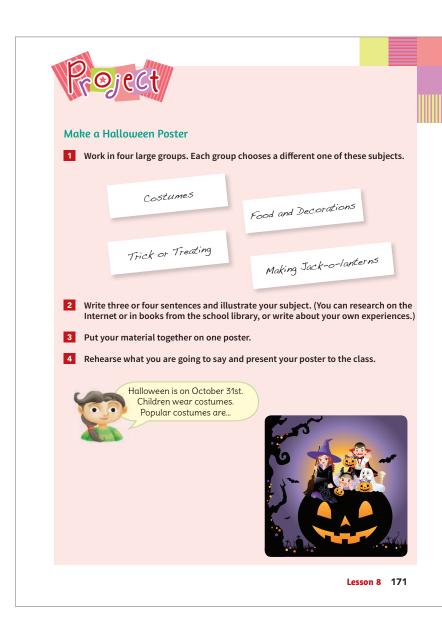
Remember the conversation from page 168, and write about your last Halloween.

Beginners	Advanced
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.



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.





Material:

large sheet of construction paper per team, colored markers or pencils, paper, scissors, decoration materials, masking tape

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.

Work in four large groups. Each group chooses a different one of these subjects.

Organize the groups and assign the topics. Make sure students have all the material they need.

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.

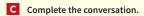
While teams rehearse, ask them some questions about their work to prepare them for questions others can ask.

Review 5

A Do the math and write the answers.



- 1. Twenty plus thirty equals <u>fifty</u>
- 2. Ninety minus fifteen equals seventy-five
- 3. Seventy-six plus thirteen equals eighty-nine
- 4. Fifty-eight plus seven equals sixty-five
- B Complete the sentences with am, is, are, was or were.
 - 1. Yesterday, it <u>WQS</u> a warm sunny day. Today, it <u>is</u> rainy.
 - 2. Today, I am at school. Yesterday, I was at the beach.
 - 3. Yesterday, my skates <u>Were</u> in my backpack, but I don't know where they <u>are</u> now!



- A: Was Dylan at home at 4 0'clock yesterday?
- **B:** No, he <u>wasn't</u> And he <u>wasn't</u> in the park, and he <u>wasn't</u> at Pete's house. He was with his dad.
- **A:** Oh. Where <u>were</u> they? <u>Were</u> they at the swimming pool?
- **B:** No, they <u>weren't</u>. They <u>were</u> at the movie theater.
- 172 Unit 5 The Now and the Then

A Do the math and write the answers.

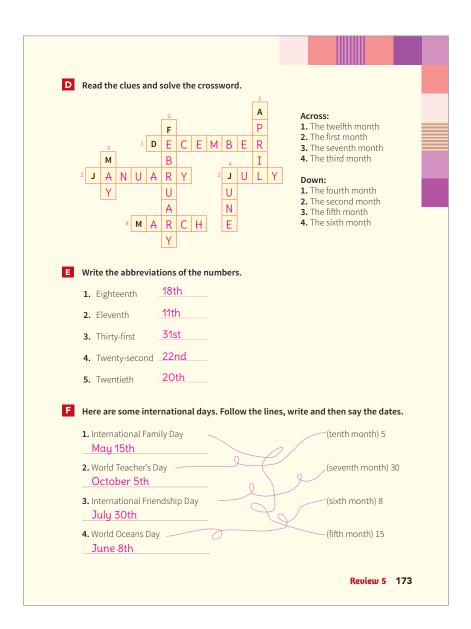
Monitor while students work, but do not help at this stage. Encourage them to write both the full word and the number. Ask volunteers to write the results on the board. Check with the whole group.

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.

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.

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 1 Unit 1

::				Grade:
Complete the se	entences with	the correct phras	sal verb.	
look fo	or hand	in hurry up	come in	take out
I. Oh, dear! It's v	very late. Pleas	se	!	
2. Welcome! Plea	ase	·		
3. You need to _		your home	ework every da	y.
1. Good morning	g	your bo	ooks.	
5. Please help m	ne	my per	n. I can't find it.	
Jnscramble and	d write the se	ntences or questi	ons.	
1. washing/ls/	Dad's / he / ca	ar/?		
2. are / classroo	m / homewor	k / They / doing / tl	ne / in / .	
,	,		, ,	
3. music / to / sh	he / listening /	'ls/?		
	,	, .		
4. am / pizza / ea	atinσ / I /			
iii arri pizza / co	ating / 1 / .			
F is /The / evel	aining / proble	om /toachar /tha	,	
5. 15 / 111e / expt	allilig/ proble	em / teacher / the /	•	
Write five chore	s you do to he	elp at nome.		
1				
2				
3				
4				

Assessment 2 Unit 1

ame:	Grade:
Match the two parts of each se	entence.
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.
Solve the crossword about nat	tural disasters.
Across	1
2. excessive flow of water	
3. storm with a violent wind	2
Down	
1. violent shaking of the ground	d 3
2. destructive burning	
Write five things you normally	do to help the environment.
1	
2	
3	
F	

Assessment 1 Unit 2

Nan	ne:				Grade:
Α	Read the sentences	and circle the	correct word	to complete th	nem.
	1. Michaela get / ge	ts up early ever	y day.		
	2. She doesn't / do	ı't go to school			
	3. She do / does sch	noolwork at hor	ne.		
	4. She don't / does	ı't watch TV.			
	5. She works / work	at a TV studio.			
В	Rewrite the sentence	es in the nega	tive.		
	1. I play with toys				
	2. My friend likes to	run			
	3. Julia does her ho	mework every c	day		
	4. My mom has a ca	r			
	5. We need a new co	mputer			
С	Write about your be never sometimes		tine. Use the	phrases in the	box and <i>always</i> /
	go to school	get up late	watch TV	play soccer	go to the park
	1				
	2				
	3				
	4				
	5				·

Assessment 2 Unit 2

Grade: Name:

Complete the sentences.

- 1. I'm from ______. I'm Japanese.
- **2.** He's from ______. He's French.
- **3.** She's from ______ . She's Mexican.
- **4.** I'm from ______. I'm Chinese.
- **5.** I'm from ______. I'm Australian.

B Find five weather words in this puzzle.

J	Υ	Q	Α	Н	Н	S	Υ
В	Α	Q	Х	R	N	U	L
Н	E	U	1	Α	Z	С	W
0	D	W	K	ı	L	0	Х
N	W	I	М	N	K	L	W
S	U	N	N	Υ	V	D	Q
Р	Р	D	L	Н	Н	0	Т
K	F	Υ	Х	Υ	U	N	Х



C Use the words in the box to write sentences about the weather.

sunny	rainy	hot	windy	snowy	cold
Example: It is	snowy in Cana	da.			
1					
2					
3					
4					
E					

Assessment 1 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

Write about things in the classroom or a museum using the words in the box.

	next to	behind	in front of	across from	near
					·
					·
3					·
4					·
5.					

Assessment 2 Unit 3

				Grade:			
An	swer the questio	ns about you.					
1.	Can you swim? _						
2.	Can your best frie	end sing?					
4.	Can you speak ar						
5.	Can your mom rid	de a bike?					
Ma	atch the two parts	s to form questions.					
1.	Can your best frie	nd ride	a) math?				
2.	Can you look		b) a bus?				
3.	Can you do		c) a horse?d) dance?				
4.	Can Bruce drive						
			e) after a puppy?				
5.	Who can		e) after a pup	ppy?			
		out John and Jane. Lo		play the piano			
			ook at the example.	I			

Assessment 1 Unit 4

Name:	Grade:	
Maille.	Grauc.	

A Write the expression in the corresponding column.

D	ecember	10:00	Friday morning	six thirty	2001
	in		on		at

В	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?

Answer the questions about you. Use the words in the box.

always	usually	often	sometimes	never
1. How often do y	ou cook?			
2. How often do y	ou eat out?			
3. How often do y	ou practice a sp	ort?		
4. How often do y	ou wash the disl	hes?		
5. How often does	s your best friend	d visit you?		

Assessment 2 Unit 4

write the words	below th	e pictu	res. Writ	e H next to the	healthy food:	s.	
1.							
2		3		4	5 .		
Write sentences Use <i>always / oft</i>				_		n in the	
Example: Sandro	a sometin	nes wata	ches TV.				
	legue	Sandra	1				
Make his/her bed	Jesus 100%	Sanura	2.				
Paint pictures	10070	0%					
Have breakfast		100%	3				
Drink soda	30%	10070	4				
Wash the dishes		60%	5				
					ook at the eva	ample.	
Write five sente Example: Helen		in once		om the chart. L Wednesday	Thursday		
	plays violi	in once	a week.			Frid	
Example: Helen	plays violi	in once o	a week.	Wednesday		Frid : Engli	
Example: Helen Helen	plays violi Monday	in once	a week. uesday	Wednesday violin	Thursday	Frida Engli socc	
Helen Richard Lilly	Monday chess	Tu	a week. uesday chess rennis	Wednesday violin soccer	Thursday chess	Frid Engli	
Helen Richard Lilly	Monday chess	Tu	a week. uesday chess rennis	Wednesday violin soccer	Thursday chess	Frid Engli	
Helen Richard Lilly	Monday chess	Tu	a week. uesday chess ennis	Wednesday violin soccer	Thursday chess	Frid: Engli socc	

Assessment 1 Unit 5

Name: Grade:

A Circle the correct option.

- 1. There was / were cows on the farm.
- 2. Yesterday my dad was / were in his office.
- 3. The play was / were awesome!
- **4.** My brother and I was / were at the movies.
- **5.** There was / were a park here.

B Circle the correct option to complete the questions.

- **1.** Where _____ you?
 - a) was

b) were

c) weren't

- **2.** _____ she happy?
 - a) Was

b) Were

c) Weren't

- **3.** _____ your friends here?
 - a) Was

b) Were

c) Weren't

- **4.** Where _____ your teacher?
 - a) was

b) were

- c) weren't
- **5.** They _____ here. I don't know where they were.
 - a) was

b) were

c) weren't

C Write the answers in words.

Example: 25 + 4 = twenty-nine

Assessment 2 Unit 5

Nan	ne:	Grade:
Α	Unscramble the words and write the	months.
	1. tberOco	
	2. rMcah	
	3. uguAst	
	4. neJu	
	5. prAil	
В	Write the numbers.	
	Example: twenty-first = 21st	
	1. tenth	
	2. twenty-second	
	3. first	
	4. thirtieth	
	5. ninth	
С	Write three honest things and two dis	shonest things.
	1	
	2	
	3	
	4	
	5	

Assessments' 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

В

J	Υ	Q	А	н	н	s	Υ
В	Α	Q	х	R	N	U	L
н	Ε	U	1	А	z	C	w
0	D	W	к	ı	L	О	х
N	w	ı	М	N	к	L	w
S	U	N	N	Y	v	D	Q
Р	Р	D	L	н	H	0	H
к	F	Y	х	Υ	U	N	Х

C Answers will vary

Assessment 1 Unit 3



2.9:45





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

Α

in	in on	
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

Audioscripts



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

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

eeth?

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

Short and Long
Say these words,

They're short /I/ and long /ī:/

Say these words.

Don't get them wrong.
fifty five
little Mike
children child
live alive
bit bite



sit

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!

site



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

housel 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!



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

Child 1: Guess what? It's Miss Meg's birthday on Friday.

All: Let's organize a surprise party.

Child 1: Great idea! Who can decorate the

Tina and Peggy: We can! We're good at

Child 1: Who can make the birthday card? April: I can! I can do it on my computer! Child 1: Great! April will make the card.

Who can make a cake?

Millie: My Mom can.

Child 1: 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.

Child 1: 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!



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 afterschool 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 to 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,

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

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.



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:

Jimmy

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 eggand-spoon race! It was great! I love sports day.

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, tool



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 sixthirty 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.



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

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 twentyfirst, the twenty-second, the twenty-third, and the twenty-fourth! Then the twentyninth, 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



This brand new comprehensive, fully illustrated, six-level series is aimed at leading your primary students to develop English language and life competencies.

CRISS CROSS teaches all four language skills right from the start and provides students with a broad variety of opportunities to practice what they have learned in and outside the classroom through the following benefits:

- Lively, enjoyable and achievable student-centered activities based on the Constructivist Interactive Approach that engage students in meaningful communication from the first day of class.
- Encourages students to develop English language fluency easily and in a fun way as they actively interact through interesting and engaging topics, games, songs and chants.
- Fosters self-assurance and confidence due to its gradual progressive syllabus.
- A free-response opening question encourages students to develop critical thinking skills as they express their own opinions, preferences and experiences at their own age and knowledge level.
- Interesting reading and writing tasks, which allow for spelling conventions practice and reinforcement.
- Reinforces values, which complement their social development throughout the school year.
- A Project at the end of every lesson fosters teamwork and cooperative learning.
- Attractive banners throughout the lesson, catches students' attention to the language structures to be practiced.
- A Review presented in a fun and attractive way at the end of every unit allows for feedback and self-evaluation.

Every level in the series offers:

- Student's Book: takes students to level A2 in the CEFRL.
- Workbook: reinforces and extends language practice in a fun way.
- **Teacher's Edition:** offers a step-by step lesson plan for every class including the corresponding Student's book page miniature with over written answers; provides differentiated instruction activities, extra tasks and teacher's hints that help set an enjoyable and realistic learning environment. Evaluations based on real use of the language are also included.
- Audio CD: includes every listening activity, song and chant to help students
 develop oral abilities in an accurate way as they work on pronunciation, stress and
 intonation of the language.



N. 9167