

NGUYỄN THU LỆ HẰNG (Chủ biên)  
NGUYỄN MAI PHƯƠNG - PHẠM THANH THỦY - TRẦN HOÀNG ANH - TRẦN THỊ ANH THƯ

# TIẾNG ANH

# Wonderful WORLD 3

LESSON PLANNER

INTERNATIONAL  
GEOGRAPHIC

LEARNING



NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM





# NATIONAL GEOGRAPHIC LEARNING

## **ON THE COVER**

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King penguin procession, South Georgia and the South Sandwich Islands.  
Photo by Ian Parker.

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# Introduction to *Tiếng Anh 3 Wonderful World*

## Student's Book

The *Tiếng Anh 3 Wonderful World* Student's Book is divided into an introductory unit (Unit 0) and 11 topic-based units which each contain a unit opener, three lessons, a game and a mini project. After every two units there is a four-part review which includes additional activities and a video.

Each unit begins with a stunning unit-opener image which introduces the unit topic and provides an opportunity for class discussion. There is an accompanying activity which is connected to the photo.

Each lesson starts with a clear vocabulary presentation activity, supported by audio, and is then followed by a second activity showing the vocabulary in context. These are then followed by speaking or active vocabulary activities. New grammar is introduced implicitly through examples of real-world language. These presentations are then followed by two guided activities that practise form and usage. The focus in Lesson 1 is on speaking with communicative activities which usually include clear and useful model dialogues. Lesson 2 builds on the grammar and vocabulary of the unit, usually with a song for enjoyment. The focus in Lesson 3 is on pronunciation, where students practise pronouncing sounds through chants and other activities. Each unit also contains vocabulary tasks that practise and build on vocabulary from the reading texts, and topic-related listening and speaking tasks that allow students to practise vocabulary and grammar from each lesson.

## Workbook

The *Tiếng Anh 3 Wonderful World* Workbook accompanies the Student's Book. Like the Student's Book, it is also divided into an introductory unit (Unit 0), 11 units and 6 reviews. It recycles and consolidates the content of the Student's Book through easy-to-understand tasks which students can complete on their own. Activities include crosswords with picture clues, spell checks, word banks and picture-based tasks. Students will be motivated by the lively illustrations and captivating National Geographic photographs. The Workbook's clear and simple format means that it can be used independently by students at home as well as in class. At the back of the book, there is one project for each unit of the course and these projects are linked thematically to each unit. Each project consists of a series of activities. Teachers may choose to have students complete specific activities which revise vocabulary and language in class. After that, students may begin on the project—a task that can be completed at home if necessary. The project often involves drawing a picture, making a poster or booklet, or making a model and then sharing the finished work with other members of the class. The projects require items which can be found easily at home, such as paper, coloured pencils, and paint.

## Lesson Planner

The Lesson Planner includes teaching notes for every page in the Student's Book as well as a suggested pacing guide for teachers. The syllabus specifies how *Tiếng Anh 3 Wonderful World* can be covered in 140 periods, of which 108 periods are for teaching the 12 main units, 24 periods are for the 6 review lessons and 8 periods are for revision and assessment. Each unit contains 3 lessons and a Fun Time & Project section, and all of these can be covered in 9 periods. The syllabus also includes specific activities in the Workbook that students can complete after each period.

## Flashcards

In *Tiếng Anh 3 Wonderful World*, there are full-colour vocabulary flashcards which have a picture on one side and the corresponding word on the other. These flashcards are essential for teaching vocabulary since they are both visual and tangible, thus stimulating the students' ability to learn and retain new words.

## Videos

*Tiếng Anh 3 Wonderful World* contains six different videos. These relate to the video lessons found in the Review sections in the Student's Book. These videos include National Geographic content which provides knowledge about the world around us. The narration for the videos has been carefully graded to be appropriate for the students' level.

## Audio

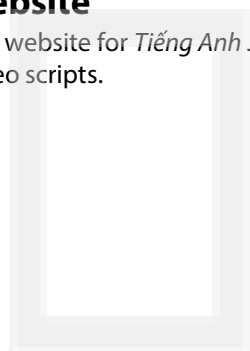
The *Tiếng Anh 3 Wonderful World* audio includes the recordings of all the listening tasks, pronunciation activities, songs and chants. Professional actors are used in all recordings to ensure clarity and accurate intonation and pronunciation.

## eBook

The *Tiếng Anh 3 Wonderful World* ebook contains a fully interactive Student's Book with corresponding audio tracks and videos. Most of the tasks found in the Student's Book are interactive and have been developed to be easily used by both students and teachers alike. The answer key for all tasks is available at the touch of a button.

## Website

The website for *Tiếng Anh 3 Wonderful World* contains the Student's Book and Workbook audio, audio scripts and video scripts.



## Global Citizenship

*Tiếng Anh 3 Wonderful World* aims to broaden students' horizons and introduce them to the world around them through English language learning. With this aim in mind, *Tiếng Anh 3 Wonderful World* presents spectacular National Geographic photography as a major element of the course. The photographs have been carefully chosen to appeal to young learners. They often depict children of the same age group to whom students can relate.

The aim of *Tiếng Anh 3 Wonderful World* is to combine key concepts and principles of English language teaching and learning whilst simultaneously motivating and encouraging students to take an interest in the world around them.

Effective learning happens when students are challenged just beyond their existing level of cognitive and language development. The activities in *Tiếng Anh 3 Wonderful World* have been designed to give young learners multiple opportunities for the understanding and construction of meaning. Activities and projects are level-appropriate and align with the varying stages of students' development.

The topics throughout *Tiếng Anh 3 Wonderful World* are carefully chosen in order to expand students' knowledge of the world and prepare them to become socially responsible global citizens. Activities are designed to enrich students' knowledge of the world and its cultures, people and places. These provide a meaningful basis for exploration through a variety of language-learning tasks. In addition, students are given multiple opportunities for concept checking which, in turn, provides students with the opportunity to judge their own progress by comparing their outcomes to the original goals.

Today's students will grow up communicating with people from countries all over the world. English is used internationally as the language for science, technology, business, trade, tourism, diplomacy and global problem solving. *Tiếng Anh 3 Wonderful World* uses real-world and multicultural content to help young learners grow up to become successful global citizens.

## Real-World Content

One of the main challenges faced by teachers is how to capture the interest of their students in a way that will inspire them to learn. One of the best ways is to ensure that what is taught in the classroom has some meaning and relevance to the outside world. Students learn language and content at the same time, so it's natural and authentic to include 'real-world' content in the English language classroom. *Tiếng Anh 3 Wonderful World* offers plenty of opportunities for this by integrating content from different subjects such as Art, Science, Sport and Social Studies. For example, Student's Book Unit 7 'My Favourite Sport' focuses on different sports and exercises as a way of promoting their importance in improving one's health. It also includes cultural richness through a reading task about hockey, a sport which may not be popular in Vietnam but is popular elsewhere, and a fun and meaningful song about playing hockey. Another example is Unit 9 'My Favourite Food' which provides students with opportunities to discuss the different kinds of food eaten around the world. This way of learning English is not only meaningful, but also teaches students about different cultures and supports their learning in other areas of the curriculum.

The language taught throughout *Tiếng Anh 3 Wonderful World* is contextualised and reinforces the skills needed in other lessons, too. Such real-world, integrated content makes language learning interesting, motivating and engaging for students.

## 21st-Century Skills

Today's students are growing up in a world that is ever-changing through the developments of technology, and that is becoming more and more interconnected. It's important that teachers help students to develop the skills necessary to navigate through the world. Teaching English plays an important role in nurturing well-equipped, responsible global citizens. The Framework for 21st-Century Learning deals with 'the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies'. These skills can be categorised in four ways:

**Ways of working:** *Tiếng Anh 3 Wonderful World* helps students use the vocabulary and language structures they need in order to communicate clearly and collaborate effectively. They are taught to work independently, in pairs, and in groups, in order to produce the language in a meaningful way.

**Ways of thinking:** Students need to be able to think creatively and critically. *Tiếng Anh 3 Wonderful World* provides plenty of opportunities to challenge students to do so. For example, each unit opener asks them to look at a photo, consider it, and interpret what they see by answering questions about the photo.

**Tools for working:** These days, students need to be able to navigate technology and extract information from many forms of media. Over time, they will need to become proficient in technology literacy, information literacy and visual literacy. The comprehensive video programme and interactive technology which go hand-in-hand with the visuals throughout the course ensure that these skills are developed throughout *Tiếng Anh 3 Wonderful World*.

*Skills for living in the world:* With *Tiếng Anh 3 Wonderful World*, students are taught about social and personal responsibilities through age-appropriate topics and tasks. Community features strongly throughout the levels, aiming to prepare students to become responsible local and global citizens.

Throughout *Tiếng Anh 3 Wonderful World*, learners are introduced to people, places and cultures from around the world. They will meet people from similar and different cultural backgrounds, giving them the opportunity to recognise cultural similarities and appreciate differences. Students are also encouraged to express their own culture in English. *Tiếng Anh 3 Wonderful World* aims to prepare learners to be curious, engaged and well-informed citizens of the 21st century.

## Visual Literacy

Research has shown that 80 to 90 per cent of the information we take in is visual. The 21st century is increasingly image-, media-, and technology-driven. Because there is so much accessible information nowadays, messages need to be condensed so they can be read quickly and effectively. This inevitably involves a dependency on visuals which didn't use to exist. Visual literacy is therefore a much more important skill than it ever was in the past. Nowadays, 'literacy' doesn't just refer to the ability to read and write words, but also includes the interpretation of various kinds of text in print and media. Visual literacy is the ability to construct meaning from images, photos, illustrations, graphic organisers, signs, symbols, information graphics and videos. *Tiếng Anh 3 Wonderful World* uses a variety of visuals to help young learners understand text and organise information. The images and videos from the National Geographic collection also help young learners become visually literate through imagery that reflects print and media in the real world.

## Young Learners

### Learning styles

Teaching young learners can be a challenge. They do not have the same capacity as adults to sit still and absorb information. They tend to tire easily and can also get overexcited. Children also learn in a different way from adults, and they process information primarily through their senses. All children are different, and it's important to cater to different learning styles through a range of techniques.

*Visual learners* are people who use the details of their surroundings, such as colours, shapes and positions of things to remember information. They understand instructions much better if they are shown a model of what to do, rather than simply being told what to do. Visual learners respond well to visual stimuli such as illustrations, photographs, flashcards, etc.

*Auditory learners* are people who use sound and rhythm to remember information. They respond well to spoken instructions, and can remember details from listening activities, role plays and songs.

*Tactile learners* are people who use their physical and material surroundings to help them remember information. Tactile learners may appear to be fidgeting, for example, by playing with a pencil when concentrating, but they associate physical action with the task at hand. Tactile learners may like activities that involve arts and crafts.

*Kinaesthetic learners* are people who use physical movement to remember information. Like tactile learners, they use the sense of touch to help them remember information. They like to move around the classroom, and they understand instructions better when they can see, hear and physically carry them out. Kinaesthetic learners do well with active tasks and TPR (Total Physical Response) activities.

*Tiếng Anh 3 Wonderful World* includes a balanced range of activities to cater to the different learning styles.

### Learning strategies

It's important for teachers to understand the thought processes that young learners are capable of. Teachers need to provide guidance for students, and utilising certain strategies can help. Teachers could:

- Encourage students to think about the required elements of a particular task, and ensure that they have some level of understanding of the reason for doing the task.
- Help students to access prior knowledge about a certain topic and encourage them to think about what else they would like to find out.
- Ensure students understand that it is perfectly acceptable for them to ask questions in class if they don't understand. Encourage them to work well with their classmates and make sure there is a comfortable setting for them to give and take feedback.



It takes time for young learners to develop analytical skills, but the activities in *Tiếng Anh 3 Wonderful World* have been designed to provide opportunities for teachers to expand on the topic and begin to develop students' critical thinking skills in these areas:

<i>classifying:</i>	How do particular words group together?
<i>comparing:</i>	How are <i>lions</i> and <i>cats</i> similar?
<i>contrasting:</i>	How are <i>lions</i> and <i>cats</i> different?
<i>understanding meaning:</i>	What clues help you to understand the meaning of <i>paint</i> ?
<i>inferencing:</i>	If this is the effect, what do you think the cause is?
<i>predicting:</i>	What will happen when <i>spring comes</i> ?
<i>problem solving:</i>	What are some ways we can <i>deal with cold weather</i> ?
<i>ordering:</i>	Put your <i>favourite foods</i> in order of preference.
<i>sequencing:</i>	What are the steps in making a sandwich?
<i>using graphic organisers:</i>	How would you use this table to categorise the vocabulary?
<i>visualising:</i>	Imagine you are on a warm beach . . .

## Teaching the Core Skills

### Reading

Children are naturally curious. They enjoy finding out about the world around them. Supported by stunning photography, *Tiếng Anh 3 Wonderful World* provides learners with plenty of opportunities to read about a broad range of age-appropriate topics which are engaging and stimulating. The accompanying activities develop reading skills such as identifying the main idea of a passage, finding specific details and working out meaning from context. The Lesson Planner provides plenty of support and suggestions for teachers to get the most out of the reading activities with before-, during-, and after-reading activities.

### Listening

Throughout *Tiếng Anh 3 Wonderful World*, students are exposed to many listening activities, each supporting a different skill. The listening activities require students to listen for details or focus on pronunciation. In addition, all the reading activities are recorded, and students are exposed to the voices of different native speakers. Each unit also contains a fun song and students are encouraged to join in and sing along.

### Speaking

Every lesson in *Tiếng Anh 3 Wonderful World* involves speaking output. This might range from answering a question posed by the teacher, to having a conversation with a classmate. It's important to ensure students feel comfortable when required to speak, and let them know that it's acceptable to make mistakes. The speaking activities in *Tiếng Anh 3 Wonderful World* develop in complexity from simple question and answer exchanges relying on modelled language, to freer speaking activities where students are asked for opinions or asked to offer personal information.

### Writing

The writing tasks throughout *Tiếng Anh 3 Wonderful World* are carefully graded to ensure systematic progression. Students are presented with a clear and complete writing model, and the language they are expected to use has all been met within the unit. When students have completed the writing task, they are encouraged to check their work, and often to read it aloud to the class or a partner.

### Grammar

The grammar in *Tiếng Anh 3 Wonderful World* is clearly presented in each lesson. The grammar boxes are visually accessible and presented to students with clear models, together with plenty of examples of usage. At this age, students benefit more from seeing the grammar in use, and repeating the pattern of it, rather than memorising forms and rules. Each grammar point is practised through follow-up activities in both the Student's Book and the Workbook.

## Teaching New Vocabulary

### Vocabulary

Each lesson of *Tiếng Anh 3 Wonderful World* starts with a vocabulary strip, which presents new key words of the lesson. The words are recorded so students can hear the correct pronunciation, and then each word is recycled within the reading text or in subsequent activities. It's important to consistently maintain vocabulary development and there are ways to make this exciting and fun. For example, teachers can encourage students' active involvement in vocabulary acquisition by in playing games with flashcards or posters, doing arts and crafts activities, playing word games and making word walls. It's also a good idea to encourage students to keep their own vocabulary notebooks.

Young learners will remember new words if they find the learning process fun. Here are some suggested ways for teaching new words with and without flashcards:

### Vocabulary strip

Pre-teach the new words before students open their books. The vocabulary strip can then be used to practise new words which have been learnt.

Ask the students simple questions about the words/pictures in the vocabulary strip (e.g. *Do you like chocolate? What colour are the boots?*).

If some (or all) of the vocabulary words are visible in the picture underneath the vocabulary strip, ask students what they can see, or ask them to point out items in the picture.

### Teaching with flashcards

Teachers can make use of some or all of the suggestions below:

- Hold up the flashcards one at a time. Say the word and ask students to repeat after you. Do this several times. Ask students to repeat together and individually.
- Vary the volume (e.g. whisper, shout), speed, and intonation used to read words, and encourage students to copy. Younger learners will particularly enjoy using a silly voice, or saying the words 'like a robot' or 'like a monster'.
- Stick the flashcards on the board with Blu-Tack. Point to one flashcard and say the word. Ask students to repeat after you several of times. Do the same with another flashcard. When students know all the words, ask volunteers to come to the board, point to a flashcard and say the word.
- Say the word and ask students to repeat. Then hold up the flashcard and say the word again. Ask students to repeat several times. Then hold up the flashcard without saying the word and ask students to call out the word.
- Hold up one flashcard at a time. Say the word and ask students to repeat after you several times. Write one of the words on the board. Read out the word. Ask a volunteer to choose the correct flashcard and stick it under the word on the board.
- Hold up one flashcard at a time. Say the word and ask students to repeat after you. Ask volunteers to come to the front of the class and give them one flashcard each. Call out a word. The student with the corresponding flashcard should hold it up.

### Teaching without flashcards

Teacher can choose one of the options below to follow:

- Bring objects to class (e.g. food items, classroom objects). Put all the objects in a bag. Pull out one object at a time and hold it up. Say the word and ask students to repeat after you. Do this a number of times. Ask students to repeat together and individually. Then hand out the objects to volunteers. Call out a word. The student with the corresponding object should hold it up.
- Cut out magazine pictures which represent the words (e.g. pictures of people or sports). Stick the pictures on the board. Point to one picture and say the word. Ask students to repeat after you. Repeat a number of times. Do the same with the other pictures. When students know all the words, ask volunteers to come to the board, point to any picture and say the word.
- If a word cannot be represented with an object, explain the meaning of the word (e.g. *great*) in Vietnamese. Then use the word in English appropriately (e.g. *My uncle is great.*). Ask students to repeat after you.
- If you are comfortable with drawing, draw simple pictures on the board (e.g. clothes, parts of the body). Point to the picture, say the word and ask students to repeat. Do this a number of times. Ask students to repeat together and individually.
- Use actions to illustrate a word (e.g. action verbs). Do the action. Say the word and ask students to repeat. Say the word and ask volunteers to do the action.

## Recording New Vocabulary

Encourage students to keep a record of the new vocabulary that they have learnt, at the end of each lesson, each unit or each week. Here are two suggested ways to help students to do this:

### Vocabulary books / Mini-dictionaries

Show young learners some examples of picture dictionaries for ideas to explore new ways of recording vocabulary. Younger learners may wish to simply write the English word and draw the meaning next to it or write the meaning in Vietnamese. Older learners might find it more useful to include example sentences, English descriptions of what the words mean or mind maps which link similar words.

### Word walls

A word wall is a collection of words which are displayed in large, visible letters on a wall in the classroom. Children can use these words as a reference during speaking and writing activities. New words can be gradually added. Pictures or different colours can be used to show the meaning of different words, or to group together words of similar categories or parts of speech.

## Creating Successful Lessons

Good lesson plans are the key to successful lessons. There are many benefits to having a good lesson plan. It's as important as using a map to plan a journey—by knowing the direction you're going in, you'll successfully reach the destination. There may be points of interest along the way that you want to stop off at and investigate. In a classroom setting, this might be a particular language point that requires some additional explanation. If you have mapped the journey beforehand, and gathered the necessary materials for activities, the lesson should flow seamlessly.

If the lesson has been well planned in advance, you will know exactly what materials your students will need in order for the activities to be successful. Each stage of the lesson will be catered for with step-by-step instructions that provide guidance for the lesson. The most important part of a lesson plan is to define an objective for that lesson, and then to ensure that each stage of the lesson contributes to the successful achievement of that objective.

The *Tiếng Anh 3 Wonderful World* Lesson Planner helps teachers to create successful lessons by using these steps:

*To start:* These activities are designed to either tap into students' prior knowledge about a topic, or to revise what was taught in the previous lesson. They are an important part of the lesson as they help students to focus on the topic and prepare them for the rest of the lesson where they will encounter new material.

*Presentation:* This is the part of the lesson where the new vocabulary or grammar structure is presented. It's important that students have multiple opportunities to listen to or read new material in different ways which cater to different learning styles. For example, presentations could include a listening activity, a matching activity using flashcards, or a song.

*Practise:* Having been exposed to the new language, students are then given plenty of opportunities to practise it in a controlled way. They are presented with the new language and see it within model texts, before they practise what they have learned in guided activities. When they feel confident with the new language, they can then move on to using it in a freer way.

*Usage:* The aim of presenting and practising new language is to allow students to use it communicatively. Throughout *Tiếng Anh 3 Wonderful World*, students are given plenty of opportunities to use the language they have learnt in a natural and meaningful way, with a different skill focus in each lesson.

*Extension:* Throughout the *Tiếng Anh 3 Wonderful World* Lesson Planner, useful extension activities have been suggested. These are all meaningful communicative activities which give students the chance to use newly-learned language, often in a personalised way. These activities not only reinforce the language of a particular lesson, but they can also stretch students' ability to communicate in an authentic way.

An additional feature of *Tiếng Anh 3 Wonderful World* Lesson Planners is a series of useful teaching tips which are designed to offer extra advice and support on aspects of teaching young learners that teachers often find challenging.

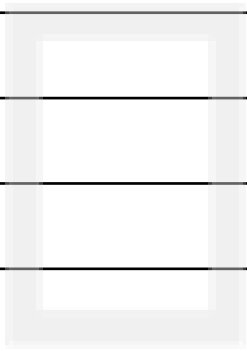
## Classroom Management

Teaching young learners can be a challenge. Here are some suggestions on how to teach young learners and maintain a happy and well-managed class:

- Enter the classroom before the students. Welcome them to 'your' classroom as they arrive.
- Establish a set of class rules, ideally with the students. It's important that young learners know what is expected of them and what behaviour is promoted to create a conducive learning environment.
- Try to establish predictable routines for the students. This is particularly important when transitioning from one activity to another as it will help young learners feel secure and confident prior to starting something new.
- When planning the lesson, make sure to take into account the time it takes to do things (e.g., entering the classroom, settling down, thinking about answer before responding).
- Decorate the classroom with pictures and posters of interest about famous English books, movies or songs. You can also feature countries where English is commonly spoken. Students' work should also be displayed on the walls.
- Try to meet students' parents at the beginning of the school year in order to gain their support. Talk about the course and explain how they may support their child's learning at home.
- Bring a supply of materials with you (e.g. pencils, sharpeners, rubbers and coloured pencils). Students often forget theirs!
- Make sure all students can see the board. Write clearly and legibly on the board.
- Be patient. If students don't understand a task, explain what the task requires them to do. You can check understanding of tasks by rewording the questions, or asking students to explain what they have to do.
- Try not to raise your voice. If you shout, young students tend to shout in reaction. Keep boisterous students busy with small tasks like holding the flashcards or collecting books.
- Allow students to be active. Ask students to stand up, come to the board, perform at the front of the class, hold up their books, perform actions to songs, etc.
- When seeking individual responses from volunteers, ask students to raise their hands when they wish to respond. This will make it easier for you to understand, assess, and provide feedback on the responses from different students.
- Praise and reward students. Use stickers or draw stars in students' notebooks to reward written work. Use English phrases like Well done! Good job! That's fantastic! to reward spoken work.
- Encourage all students to take part in the lesson. Give weaker students tasks they can perform successfully, e.g. cleaning the board or handing out tests.
- Keep the pace of the lesson moving. If you spend too much time on a task, students lose concentration and become restless. Try a different task and then go back to the original task if necessary.
- Mark homework and tests positively. Young learners need praise and reinforcement to build up confidence.
- Always have extra material and ideas ready for time fillers. You can find ideas in the Lesson Planner.
- Make sure students are clear about what they have to do as homework. Ensure that there is sufficient time at the end of the lesson to explain the tasks to them. It's a good idea to list the tasks on the board and have students copy them into their notebooks.
- The most important aspect of classroom management is making sure you build a safe, fair and happy environment for all learners.

## Assessment

Young learners typically require a lot of attention, play and engagement in all aspects of learning, and this includes assessment. It's vitally important that the assessment used is both age-appropriate and of a high interest level. Young learners should be tested using activity types that they do regularly in class so they can feel confident in completing the tasks, or be given the opportunity to learn about task-types and test formats beforehand.



NATIONAL  
GEOGRAPHIC  
LEARNING

# Scope and Sequence

Unit	Vocabulary	Grammar	Pronunciation
<b>Unit 0</b> <b>Greetings</b> <b>p 16</b>	<ul style="list-style-type: none"> <li>- <b>Greetings:</b> hi, hello, goodbye, bye</li> <li>- <b>Classroom instructions:</b> stand up, sit down, look at the board, come in, don't talk, go out</li> <li>- <b>Colours:</b> red, blue, black, green, white, orange</li> <li>- <b>Numbers:</b> 1 – 10</li> <li>- <b>Alphabet</b></li> </ul>	Hi. / Hello. I'm Ana. Nice to meet you. How are you? - I'm fine. Thank you. Bye. / Goodbye. What colour is it? How old are you?	
<b>Unit 1</b> <b>My Family</b> <b>p 25</b>	<ul style="list-style-type: none"> <li>- family, brother, mum, dad, sister, cool</li> <li>- aunt, cousin, grandma, grandpa, uncle, great</li> <li>- short, tall, old, young, funny</li> </ul>	This is my dad. My dad is Jack. You are funny.	/s/ <i>seven</i> /ʃ/ <i>short</i>
<b>Review 1 (Units 0 – 1) p 35 – p 38</b>			
<b>Unit 2</b> <b>My School</b> <b>p 39</b>	<ul style="list-style-type: none"> <li>- classroom, lesson, homework, student, teacher</li> <li>- board, chair, clock, desk</li> <li>- book, pen, pencil, rubber, ruler</li> </ul>	It is a classroom. He's a student. We're students. Are you a student? Are they desks?	/k/ <i>desk</i> /u:/ <i>cool</i>
<b>Unit 3</b> <b>Animals</b> <b>p 49</b>	<ul style="list-style-type: none"> <li>- bird, cat, dog, fish, rabbit</li> <li>- elephant, giraffe, lion, monkey</li> <li>- shark, sea, turtle, whale</li> </ul>	This / That is a bird. These / Those are monkeys. What's this / that? What are these / those?	/ɑ:/ <i>garden</i> /e/ <i>elephant</i>
<b>Review 2 (Units 2 – 3) p 60 – p 63</b>			
<b>Unit 4</b> <b>My House</b> <b>p 64</b>	<ul style="list-style-type: none"> <li>- bathroom, living room, kitchen, bedroom</li> <li>- bed, computer, lamp, toy, TV</li> <li>- ball, birthday, car, doll, game, teddy bear</li> </ul>	There's a living room. There are three bedrooms. Is there a...? Are there...? - Yes, there is / are. - No, there isn't / aren't. The ball is red.	/eə/ <i>chair</i> /ei/ <i>game</i>
<b>Unit 5</b> <b>My Clothes</b> <b>p 74</b>	<ul style="list-style-type: none"> <li>- shoes, skirt, socks, trousers, T-shirt</li> <li>- boots, coat, dress, hat, warm</li> <li>- big, small, new, pretty, ugly</li> </ul>	I've got a T-shirt. My T-shirt is red. She's got a coat. Her coat is warm. I've got a new T-shirt.	/aʊ/ <i>trousers</i> /b/ <i>boots</i>
<b>Review 3 (Units 4 – 5) p 84 – p 87</b>			

Unit	Vocabulary	Grammar	Pronunciation
<b>Unit 6</b> <b>My Hobby</b> <b>p 88</b>	- cook, read, speak English, swim, write - buy, colour, dance, paint, sing - play the drums / guitar / piano	I can read. I can't paint. Can he sing? - Yes, he can. - No, he can't.	/t/ write /ɔɪ/ toy
<b>Unit 7</b> <b>My Favourite Sport</b> <b>p 98</b>	- baseball, basketball, football, hockey, tennis - catching, hitting, kicking, jumping, running - flying a kite, riding a bike, watching a match, team	He's playing baseball. I'm not kicking the ball. Are you playing with your team? - Yes, I am. - No, I'm not.	/i:/ team /i/ hockey
<b>Review 4 (Units 6 – 7) p 108 – p 111</b>			
<b>Unit 8</b> <b>My Town</b> <b>p 112</b>	- in the library, in the museum, at the theatre, at the zoo - at the market, in the park, at the playground, in the pool, at the toyshop - drink, eat, have fun, look at, see, take photos	Listen, please. Don't talk, please. May I sit down? - Yes, you can. - No, you can't. What are you / is she doing? Let's go to the museum. - Yes, let's.	/ʊə/ tour /iə/ theatre
<b>Unit 9</b> <b>My Favourite Food</b> <b>p 122</b>	- apple, pear, banana, tomato - bread, cheese, chicken, juice, milk, rice - biscuit, ice cream, sweets, chocolate - <b>Numbers:</b> 11 – 20	There are some / many / a lot of pears. Where's the apple? - It's under the table. How many apples are there? - Sixteen.	/dr/ drink /br/ bread
<b>Review 5 (Units 8 – 9) p 132 – p 135</b>			
<b>Unit 10</b> <b>Our World</b> <b>p 136</b>	- climb, river, rock, tree, water - it's cold / hot / rainy / sunny / summer / winter - it's dry / wet / spring / autumn	I drink water. Do they swim in winter? - Yes, they do. - No, they don't. I like summer. I don't like winter.	/w/ wet /əʊ/ cold
<b>Unit 11</b> <b>My Day</b> <b>p 146</b>	- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday - get up, have breakfast, have lunch, have dinner, go to bed - motorbike, train, bike, bus	What do you do on Mondays? Who do you go to school with? How do you go to school? - By bike.	/aɪ/ Friday /j/ yes
<b>Review 6 (Units 10 – 11) p 156 – p 159</b>			

# Greetings

## Lesson Aims

- Revise and use the functional language:  
*Hello. I'm Ana.*  
*Hi, Ana. I'm Tomas.*  
*Nice to meet you.*  
*I'm fine. Thank you.*  
*Bye.*  
*Goodbye.*

- Sing a song

## Materials

- Student's Book, Audio

### 1 Listen and repeat. TR: 0.2

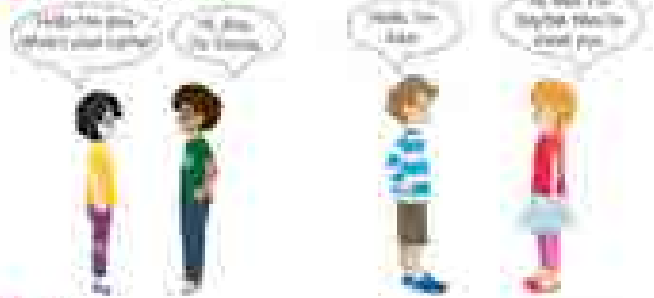
- Tell students to open their books and look at the pictures. Tell them they are going to listen to the boys and girls talking.
- Play the recording and tell students to read and follow the words in the speech bubbles with their fingers. Read out each sentence and ask them to repeat. Then play the recording again and ask students to repeat.
- Ask students to work in pairs and repeat the text in Ana and Tomas's speech bubbles. Then ask them to use their own names and repeat a few times. Ask volunteers to say it for the class.
- Go round the class and check students' work. You could award a star or a sticker to students to help build their confidence.

### 2 Say.

- Tell students to look at the pictures and prompts.
- Ask students to work in pairs to fill in the gaps in the speech bubbles. Tell them to look back at Activity 1 to help them find the answers.

# 0 Greetings

## 1 Listen and repeat.



## 2 Say.



## 3 Let's talk.



## EXTENSION ACTIVITY

Ask all students to stand up and walk round the classroom introducing themselves to the other students.

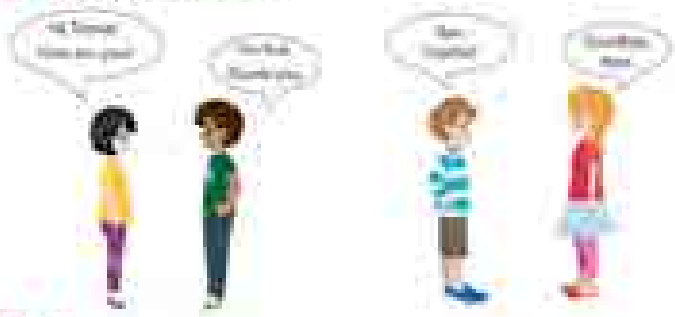
- Ask students to practise speaking in pairs, saying the complete sentences in the speech bubbles aloud.
- Ask volunteers to say the complete dialogues in front of the class.

### 3 Let's talk.

- Tell students to look at the picture and prompts.
- Ask students to work in pairs or groups to practise greeting and introducing themselves to their peers.
- Ask volunteers to practise greeting and introducing themselves in front of the class.



#### 4 Listen and repeat. TR: 0.3



#### 5 Say.



#### 6 Listen and sing. TR: 0.3



#### 4 Listen and repeat. TR: 0.3

- Tell students to open their books at page 7 and look at the pictures and the speech bubbles.
- Play the recording and tell students to listen and follow the words in the speech bubbles with their fingers. Read out each sentence and ask students to repeat after you. Then play the recording again and ask students to repeat after it.
- Ask students to work in pairs to read the speech bubbles. Then ask them to use their own name and repeat the dialogues a few times. Ask volunteers to say them for the class.

#### 5 Say.

- Tell students to look at the pictures and prompts.
- Ask students to work in pairs to fill in the gaps in the speech bubbles. Tell them to look back at Activity 4 to find the answers.
- Ask students to practise speaking in pairs, saying the complete sentences in the speech bubbles aloud.
- Ask volunteers to say the complete dialogues in front of the class.

#### 6 Listen and sing. TR: 0.4

- Write on the board *Bye* and *Goodbye*. Say the words and ask students to repeat. Ask a volunteer to leave the room and say *Bye* as he/she leaves. The other students reply *Goodbye*. Repeat until all students have had if needed.
- Tell students they are going to learn a song.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the song one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to sing along. Practise several times until students are familiar with the words. As students sing, they can wave goodbye.

# Classroom Instructions

## 1 Listen and repeat. TR: 0.5

- Tell students to look at the pictures and pay attention to the actions that the pictures illustrate.
- Play the recording and tell students to listen and point at the corresponding pictures. Play the recording again, pause after each instruction/sentence and ask students to repeat it.
- Ask volunteers to say all the instructions/sentences.

## 2 Match and say.

- Ask students to look at the words in the two columns and tell them they have to match the words.
- Ask students to look at the example 1 – b and read it aloud.
- Ask students to work in pairs to match the words and take turns to say the words.
- Check answers and ask volunteers to say the matched words.



**1 Listen and repeat.**

**2 Match and say.**

1 do	a sit at the board
2 stand	b put
3 come	c talk
4 sit	d up
5 stretch	e sit
6 laugh	f listen

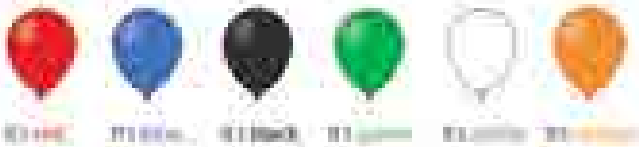
**3 Let's play!**

Simon says "sit down!"

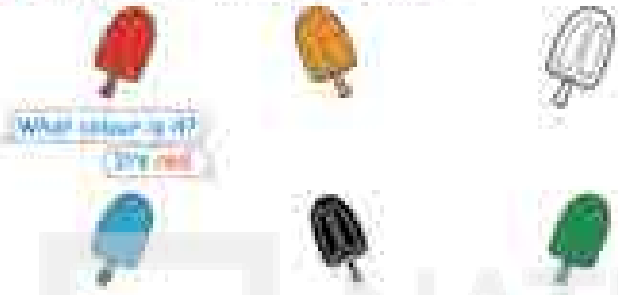
## 3 Let's play!

- Tell students they are going to play a game called Simon Says.
- Tell students to look at the picture and the prompt. Read out the prompt and ask students to repeat.
- Explain to students that in this game, one student will be Simon. When Simon calls out an action, all the other students have to do it. Any student who fails to do the correct action will lose the game.
- Play one round with the whole class to make sure students understand the rules.
- Appoint one student to be Simon and ask the class to play together.
- Allow different students to be Simon and play the game again.

1 Listen and repeat.



2 Listen and repeat. Then point and say.



3 Let's play!



**Lesson Aims**

- Learn the colours: *red, blue, black, green, white, orange*
- Learn how to ask and answer questions about colours

**Materials**

- Coloured pencils: red, blue, black, green, white, orange

1 Listen and repeat. TR: 0.6

- Tell students to turn to page 9 in their books. Tell them they are going to learn the words for colours.
- Play the recording and ask students to point to the words in their books. Play the recording again and ask students to repeat what they hear. Do this as a class a few times. Then ask volunteers to repeat on their own.

2 Listen and repeat. Then point and say. TR: 0.7

- Tell students to look at the first picture and the prompts. Tell them they are going to learn how to ask and answer questions about colours.
- Play the recording and ask students to follow the question and answer as they listen.
- Play the recording again and ask students to repeat what they hear. Do this as a class a few times. Then ask volunteers to repeat on their own.
- Ask students to look at the other five pictures and elicit the colours (blue, black, green, white, orange).
- Ask students to work in pairs to practise asking and answering questions about those five pictures. Tell them to point at the pictures as they speak.
- Ask volunteers to ask and answer questions about colours in front of the class.

3 Let's play!

- Tell students they are going to play a game to ask and answer questions about colours.
- Tell students to look at the picture and the example sentences. Read out the example sentences and ask students to repeat.
- Explain to students that they're going to play the game in pairs. One student holds up an object and asks *What colour is it?* The other student then answers the question.
- Give an example by asking a student to do the activity with you.
- Ask students to work in pairs to play the game.
- Ask volunteers to play it in front of the class.

# Numbers

## Lesson Aims

- Learn the numbers 1 – 10
- Learn how to ask and answer questions about one's age:  
*How old are you?*  
*I'm eight years old.*

## Materials

- Number cards: Make ten number cards. Write the figures 1 – 10 on one side and the words on the other side.

### 1 Listen and repeat. TR: 0.8

- Tell students to turn to page 10 in their books. Tell them they are going to learn how to read the numbers.
- Play the recording and ask students to point to the words in their books. Play the recording again and ask students to repeat. Do this as a class a few times. Then ask volunteers to repeat on their own.

### 2 Listen and point. Repeat. TR: 0.9

- Tell students to look at the picture and the sentences. Tell them they are going to learn to ask and answer questions about age.
- Play the recording and tell students to listen and point at the sentences. Play the recording again, pause after each sentence and ask students to repeat.
- Ask volunteers to say the sentences aloud.

## Activities

### 1 Listen and repeat. (1 min)



### 2 Listen and point. Repeat. (1 min)



### 3 Let's talk.



### 3 Let's talk.

- Tell students to look at the picture and prompts.
- Ask students to work in pairs to fill in the missing words in the gaps. Then tell them to ask and answer the question in pairs.
- Ask volunteers to practise asking and answering questions about their age in front of the class.

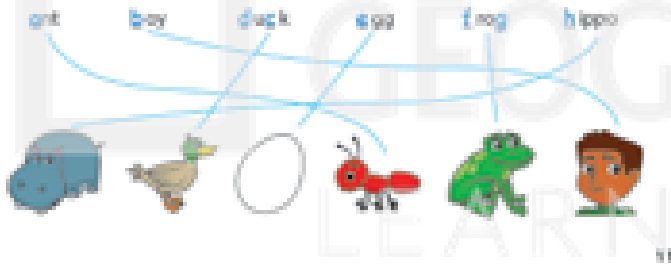
1 Listen and repeat. TR: 0.09

Aa Bb Cc Dd  
Ee Ff Gg Hh

2 Listen and point. Repeat. TR: 0.10



3 Write and match.



1 Listen and repeat. TR: 0.10

- Hold up your book and show students which task to look at. Tell them that they must listen first to the recording, then repeat what they hear.
- Play the recording. Ask students to repeat all together. Play the recording several times and ask students to repeat all together. Then ask volunteers to repeat on their own.

2 Listen and point. Repeat.

TR: 0.11

- Tell students to look at the pictures and the words.
- Point to each picture and read the word aloud. Ask students to repeat after you.
- Point to the letters in red in each word and ask students to say the name of the letters. Do the same with all pictures and words.
- Ask volunteers to say the words and the letters in red.

3 Write and match.

- Tell students to look at the pictures and the prompts. Ask students about the missing letter(s). You can ask students to compare the prompts to the words in Activity 2 in order to find out the missing letters.
- Allow students enough time to fill in the missing letters and match the words with the pictures.
- Check students' work. Ask volunteers to hold up their books and read out letters and words to the class.

### Lesson Aims

- Learn the letters in the alphabet

### Materials

- Student's Book
- Audio
- Alphabet cards: Aa - Zz. Cut out 26 pieces of card. Write the upper and lower case of the letters, using one card per letter.
- Name cards: Optional for the Extra Activity: Folded pieces of paper for students' English names
- Coloured pencils

#### 4 Listen and repeat. TR: 0.12

- Hold up your book and show students which task to look at. Tell them that they must listen first to the recording, and then repeat what they hear.
- Play the recording. Ask students to repeat after it. Play the recording and ask students to repeat what they hear. Then ask volunteers to say the letters on their own.

#### 5 Listen and point. Repeat.

 TR: 0.13

- Tell students to look at the pictures and the words.
- Point to each picture and read the word aloud. Ask students to repeat after you.
- Point to the letter(s) in red in each word and ask students to say the name of the letter(s).
- Ask volunteers to say the words and the letters in red.

#### 6 Order the letters.

- Tell students to look at the pictures and the prompts. Tell them they are going to order the letters to make the correct word.
- Tell them to look at the first picture and the example. Hold up your book and point at the first picture. Read out the letters and the word. Then ask students to repeat.
- Ask students to order the letters to form the correct words for the other pictures. Tell them they can look back at Activity 5 to find out the right order of the letters.
- Check students' work. Ask volunteers to hold up their books and read out letters and words to the class.

#### 4 Listen and repeat. TR: 0.12

li Jj Kk Ll Mm

Nn Oo Pp Qq

#### 5 Listen and point. Repeat. TR: 0.13



5 Order the letters.

#### EXTRA ACTIVITY

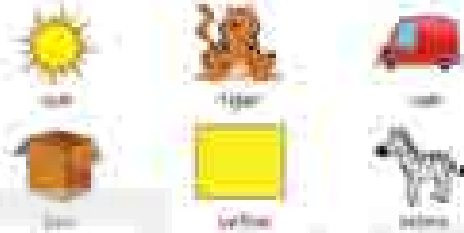
Write students' names on the front of a piece of paper folded in half. Prop the name cards up in front of the students facing you. Then read out the names one at a time and ask all students to repeat. Ask students to bring their name cards to the next lesson as this will help you remember their names.

7 Listen and repeat.  TR: 0.14

Rr Ss Tt Uu

Vv Ww Xx Yy Zz

8 Listen and point. Repeat.  TR: 0.15



9 Listen and repeat. Then ask and answer.  TR: 0.16



**EXTRA ACTIVITY**

Write the capital letters at the top of the board: *R S T U V W X Y Z*. Draw six fish under the capital letters and using a random order, write the small letters in them: *r s t u v w x y z*. Ask volunteers to come to the board and join the capital letters to the small letters. Rub out the small letters and write them in different fish to play again. Make sure all students have a turn.

7 Listen and repeat.  TR: 0.14

- Hold up your book and show students which task to look at. Tell them that they must listen first to the recording, then repeat what they hear. Make sure that they do not write anything at this stage.
- Play the recording. Ask students to repeat all together. Play the recording several times until students can complete the task successfully. Then ask volunteers to repeat on their own.

8 Listen and point. Repeat.  TR: 0.15

- Tell students to look at the pictures and the words.
- Point to each picture and read the word aloud. Ask students to repeat after you.
- Point to the letter(s) in red in each word and ask students to say the name of the letter(s).
- Ask volunteers to say the words and the letters in red.

9 Listen and repeat. Then ask and answer.  TR: 0.16

- Tell students to look at the pictures and the words.
- Point to the pictures and read the words aloud. Ask the students to repeat after you.
- Tell students they are going to ask and answer questions about spelling the words.
- Tell students to look at the first picture and word. Play the recording and ask students to repeat the word.
- Ask students to work in pairs and practise asking and answering for the other pictures.
- Ask volunteers to ask questions and spell the words in front of the class.

## 1 Listen and sing. 🎧 TR: 0.17

- Tell students they are going to learn a song.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the song one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to sing along. Practise several times until students are familiar with the words.

**1 Listen and sing. 🎧**

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.  
Sing everybody!  
Sing everybody!  
Sing the alphabet song!

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.  
Sing everybody!  
Sing everybody!  
Sing the alphabet song!

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.  
Sing everybody!  
Sing everybody!  
Sing the alphabet song!

**2 Project: Make a name card. Write and talk about yourself. 🗨️**

Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
Class: \_\_\_\_\_  
School: \_\_\_\_\_

My name is \_\_\_\_\_ and I live in \_\_\_\_\_.

## 2 Project: Make a name card. Write and talk about yourself. 🗨️

- Tell students they are going to make a name card for themselves and introduce themselves to their peers.
- Ask students to look at the speech bubble in the picture and ask them what should be filled in the gaps. Elicit answers.
- Ask students to look at the name card and ask them what should be filled in the gaps. Elicit answers.
- Allow students enough time to fill in the gaps with their information.
- Ask them to share their name cards and introduce themselves in pairs.
- Ask volunteers to share their name cards and introduce themselves to the class.



# 1 My Family



## About the Photo

An Indian family at the Diwali festival. Diwali, or Deepavali, is the biggest and most important holiday of the year in India. The name comes from the row (avali) of clay lamps (deepa) that are lighted outside of homes in India. They symbolise inner light and protection against spiritual darkness. This festival is very important to Hindus.

**Related vocabulary** (optional)  
*children, house, happy, parents, light*

## Unit Opener

### Objectives

- To introduce students to the topic of the unit (family)
- To engage students with the topic and activate knowledge and vocabulary

### Materials

Student's Book

## In This Unit

### Theme

This unit is about families.

### Vocabulary

**Lesson 1:** *family, brother, cool, dad, mum, sister*

**Lesson 2:** *aunt, cousin, grandma, grandpa, great, uncle*

**Lesson 3:** *funny, old, short, tall, young*

### Grammar

**Lesson 1:** *This is my...*

**Lesson 2:** *My dad is...*

**Lesson 3:** *They're...*

## To start

- Revise the names of the letters of the alphabet from Unit 0. Write a letter on the board and ask volunteers to say the name of the letter. Repeat with several letters.
- Ask volunteers to come to the board and write the corresponding capital letters next to some small letters on the board.
- Say a letter and ask volunteers to say a word beginning with that letter. For x, ask students to say a word with the letter in it.

## 1 Look. Tick the number of people.

- Ask students to open their books at page 15 and look at the photo. Point to the woman at the top left corner. Say *One*. Move your finger to the man next to her and say *Two*. Continue, counting the people in the photo with the students. Say *Six people. These people are a family.*
- Ask students to look at the instruction. Read it with the class.
- Ask students to tick the number of people that they've just counted.
- Tell students they're going to learn about people in a family.

## TEACHING TIP

If this is your first lesson with a new class, you will want to put the students and yourself at ease. Give yourself some simple tasks for the first lesson, including learning all the students' names and speaking to every student at some point in the lesson. Make sure that the students feel that they have learnt and used some English by the end of the class, and have spoken to several of the other students.

## Lesson Aims

- Learn and use new vocabulary: *family, brother, mum, dad, sister, cool*
- Learn and use new grammar: *This is my...*

## Materials

- Student's Book, Audio, Flashcards

## To start

- Revise and practise functional language from Unit 0. Ask volunteers questions (e.g. *How are you? How old are you? What's your name?*) and elicit answers. Then ask volunteers to stand at the front of the class and ask and answer questions.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat.



- Tell students to open their books at page 16 and look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and write. ✎



- Point to the new words in the dialogue. Read them out and ask students to repeat.
- Point to the photo. Check if students understand the meaning of *family*. Tell them that the mum, dad, brother and sister are all in one family.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Ask students to repeat.
- Ask students to act out the

dialogue in pairs. Ask some volunteers to act it out in front of the whole class.

- Tell students to look at the sentence and ask them what should be filled in the gap. Instruct them to look for similar sentence in the dialogue. Elicit the correct answer.

### 3 Let's play!

- Tell students that they're going to play a game.
- Divide students into groups of three or four. One student looks at the photo in Activity 2 and say *Look at my...!* (e.g. *Look at my mum!*), and the other students have to quickly point at the person (e.g. mum) in the photo. The fastest student who points at the right person gets a point.
- Model how to play the game before asking students to play in groups. Walk around and give help if necessary. Encourage students to use all of the words in the Activity 1.
- Ask volunteers to play in front of the whole class. Prompt them with words from Activity 1 that they haven't used to encourage everybody to use and familiarise themselves with all of the words.

#### 4 Listen and repeat. 🎧



1 This is my dad.



2 This is my mom.



3 This is my family.

#### 5 Look and say.



1 Mom  
This is my mom.



2 Mom  
This is my mother.



3 Mom  
This is my family.

#### 6 Let's talk.



### EXTENSION ACTIVITY

If time allows, or if you're working with a higher ability class, encourage students to point to a picture of their own family and say *Look at...* to introduce their family members in pairs, and in front of the class. Students may want to draw a photo of their family quickly in their notebooks if no photo is available.

#### 4 Listen and repeat. 🎧 TR: 1.3

- To begin, ask students to look at and underline the sentence *This is my brother.* in Activity 2. Tell them that it's a way for people to introduce someone in English, and that students are going to learn more about how to introduce their family members.
- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Ask students to notice that the structure *This is my* is repeated. Tell students that they can use this structure to introduce their family members.
- Ask students to repeat the sentences. Let them know that this activity is linked to the next activity.

#### 5 Look and say.

- Tell students to look at the picture for question 1 and ask them whom the arrow points to. Elicit *mom*. Read out the example and ask students to repeat it.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

#### 6 Let's talk.

- Tell students to look at the picture. Let them know that they will be talking about the members of the family in the picture.
- Tell students to look at number 1 and the example.
- Read out the sentence and ask students to repeat.
- Ask one or two students to read out the sentence again.
- Ask students to work in pairs to talk about the other people in the photo.
- Ask some volunteers to speak in front of the class.

### EXTENSION ACTIVITY

Revise the alphabet with the class. First ask students to chant the alphabet as a class. Then play the alphabet song from Unit 0 (TR: 0.13) and ask students to sing along. Repeat this as many times as necessary and then ask volunteers to say the alphabet on their own.

## Lesson Aims

- Learn and use new vocabulary:  *aunt, cousin, grandma, grandpa, uncle, great*
- Learn and use new grammar: *My dad is...*

## Materials

- Student's Book, Audio, Flashcards
- A family photo from each student

## To start

- Revise the words from Lesson 1 with the flashcards. Ask a student to pick a flashcard from a pile on your desk, show it to the class and ask what the word is. Students can take it in turns until all words have been practised.
- Test dictation: *family, brother, dad, mum, sister, cool*. Go round the class and check all students' dictation.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat.



- Tell students to open their books to page 18 and to look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out the word *great*. Explain the meaning. Then say a student's name, e.g. *Minh's great!* and ask students to repeat. Ask volunteers to stand at the front and do the same with any name they like.
- Play the recording or read out all the words again one by one and ask students to repeat.

**1 Listen and point. Repeat.**

**2 Listen and write.**

**3 Look at the photo in 1. Point and say.**

There is my *uncle*.  
There is my *cousin*, *Anna*.

### 2 Listen and write.



- Ask students to look at the photo and count the number of members in the family. Elicit that there are 6 people. In advanced classes, ask students where they think the family is from. You can point out that Pavlos is a Greek name.
- Point to the new words in the text. Read them out and ask students to repeat.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again, pause after each sentence and ask students to repeat.
- Ask students to practise reading out the text individually and in pairs. Ask some volunteers to read it out in front of the whole class.
- Tell students to look at the photo and ask what should be filled in the gaps. Ask students to read the text again to find the names to fill in the gaps. Check answers as a class.

### 3 Look at the photo in 2. Point and say.

- Put students into pairs. Tell them they are going to say sentences based on the photo in Activity 2.
- Ask students to look back at the photo in Activity 2 and the example sentences in Activity 3.

**4 Listen and repeat.**  **TR: 1.6**

1. My dad is Tom.
2. My mom is Anna.
3. My brother is Sam.



**5 Look and say.**



**6 Write about yourself.**

1. My grandma is \_\_\_\_\_
2. \_\_\_\_\_ grandpa.
3. My \_\_\_\_\_

- Say the example sentences out loud and ask students to repeat after you.
- Ask students to say similar sentences in pairs. Walk around and give help if necessary. Encourage students to use all of the words in Activity 1.
- Ask volunteers to say some sentences in front of the whole class. Join them by giving words in Activity 1 that they haven't used to encourage everybody to use and familiarise themselves with all of the words.

**4 Listen and repeat.**  **TR: 1.6**

- Tell students to look at the pictures and the names of the people. Elicit that they are a family.
- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Ask students to notice the people and their names. Tell students that this structure can be used to introduce the names of the members in a family.
- Ask students to repeat the sentences and observe how the activity is linked to the next activity.

**5 Look and say.**

- Tell students to look at the picture for question 1 and ask them who the person in the picture is. Elicit *grandpa*. Explain that Tom is his name.
- Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.
- Suggested sentences:
  - 2 *My aunt is Susan.*
  - 3 *My cousin is Peter.*

**6 Write about yourself.** 

- Tell students they are going to write sentences to introduce their family members.
- Tell them to look at the prompt. Elicit which information is missing in each sentence.
- Explain to students that they have to fill in the gaps with information about their family members.
- Allow students enough time to complete all the sentences. Ask them to write about 10 – 20 words.
- Go around to check and give support if needed.
- Ask volunteers to say their sentences to the whole class.

## 7 Listen and tick. TR: 1.7

- Tell students that they are going to listen to a short introduction about a family.
- Ask students to read through the questions and options.
- Ask students to look at question 1. Play the first part of the recording and tell students to read the example answer. Elicit why it is the correct answer for question 1.
- Play the recording and tell students to listen and tick the correct answers for questions 2 – 4.
- If students have difficulty understanding the audio, play it more than once.
- Play the recording again and pause after each sentence to check answers.

## 8 Write on the family tree.

- Tell students they are going to fill in information in a family tree.
- Tell students to look at the picture and the family tree. Explain that a family tree shows people in a family and their relationship.
- Tell them to look at the picture again. Hold up your book, point at each member of the family and read out the prompts.
- Ask students to look at the family tree and the names of the people there. Elicit answers for the people who are missing.
- Allow students enough time to fill in the missing names in the family tree.
- Check answers as a whole class.
- Ask volunteers to show their work and read out the name of each member and their role in the family.

## 7 Listen and tick.

1. Simon is the  a brother  a sister  a dad
2. Claire is the  a sister  a dad  a son
3. Sophie is the  a cousin  a brother
4. My grandma is  a dad  a great

## 8 Write on the family tree.



## 9 Let's talk.



## 9 Let's talk.

- Tell students they are going to talk about their family.
- Tell students to look at the picture and the example sentences.
- Read out the example sentences. Read them out again, pause after each sentence and ask students to repeat.
- Ask one/two student(s) to read out the example sentences.
- Ask students to work in pairs to talk about the members of their family using the family photo that they have prepared. Ask some volunteers to speak in front of the class.



## Lesson Aims

- Learn and use new vocabulary: *short, tall, old, young, funny*
- Learn and use new grammar: *You're / We're / They're*
- Focus on the pronunciation of the sounds of *s* and *sh*

## Materials

- Student's Book, Audio, Flashcards

## To start

- Revise the words from Lesson 2 with the flashcards. Hold up a flashcard from a pile on your desk and show it to the class and ask what the word is. Repeat with the other flashcards.

## New vocabulary

Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat. TR: 1.8

- Tell students to open their books to page 21 and to look at the vocabulary box. Point to the first picture and the two words. Say the words and use your arms to demonstrate *short* and *tall* and ask students to repeat. Do the same with

all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the words in a random order and ask students to point to the correct pictures.

- Read out the word *funny*. Explain the meaning. Show students pictures from Unit 0 and ask if they are funny. Tell them to answer *Yes!* or *No!* For example, turn to page 11, point to the ant and say *Funny?* At the end of the task, praise students by saying *Great!*
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and tick. TR: 1.9

- Ask students to look at the photo and explain to them that the boy and the girl are siblings.
- Point to the new words in the text. Read them out loud and ask students to repeat.
- Play the recording. Tell students to look at the picture and follow the dialogue with their fingers.
- Play the recording again, pause after each sentence and ask students to repeat.
- Tell students to look at the sentence and the text. Guide them to find the information about Steve in the text and elicit *He's short*. Ask them to look at the activity below and tick the correct answer.
- Ask students to act out the dialogue in pairs and then ask volunteers to act out the dialogue in front of the class.

### 3 Match and say.

- Tell students to look at the photos and the prompts. Read out the prompts and ask students to repeat.
- Tell students to look at question 1 and the example sentence. Read out the example sentence and ask students to repeat several times. Elicit why the question matches picture a.
- Ask students to match questions 2 – 6 to photos b – f. Tell them they can look at the details of the photos for hints.
- Ask students to practise making the sentences individually and in pairs.
- Check answers as a whole class. Then ask volunteers to say the sentences from questions 2 – 6.
- Suggested sentences:
  - 2 *My dad is tall.*
  - 3 *My cousin is short.*
  - 4 *My brother is funny.*
  - 5 *My aunt is young.*
  - 6 *My grandma is old.*

#### 4 Listen and repeat. 🎧 TR: 1.10

- To begin, ask students to look at and underline the sentence *They're great!* in Activity 2. Tell them that it's a way to describe people in English, and that they are going to learn more about how to describe their family members.
- Tell students to look at the pictures and the sentences. Elicit that there is more than one person in each picture.
- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Explain the difference between *you*, *we* and *they*. Tell them to look again at the sentences and notice that *you*, *we* and *they* all go with *are* or *'re*. Explain to them that *are* and *'re* are the same.
- Ask students to repeat the sentences and see how they might be used in the next activity.

#### 5 Look and say.

- Tell students to look at the pictures and the prompt. Read out the prompt and ask students to repeat.
- Tell students to look at the picture for question 1 and the example. Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

4 Listen and repeat. 🎧 TR: 1.10

1. We're young. We're young. 2. We're old. We're old. 3. They're great. They're great.

5 Listen and say. 🗣️ TR: 1.10

1. We're young. We're young. 2. They're old. They're old. 3. You're great. You're great.

6 Listen and sing. 🎧 TR: 1.11

We're young and we're young. You're great. Dad is great. Brothers and sisters, you're great.

#### 6 Listen and sing. 🎧 TR: 1.11

- Tell students they are going to learn a song.
- Ask students to look at the picture and describe what they can see. Encourage them to use English for words they know. Hold up your book and point to *Mum*. Ask a volunteer to say the word. Do the same for *Dad*, *Brothers* and *sisters*. Point to the children and say *They're cool!* Encourage students to repeat. Count the people to revise numbers. Ask students to repeat.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the song one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to sing along. Practise several times until students are familiar with the words.
- Divide students into small groups. Tell them to stand up, join hands in a circle and sing the song.



## 7 Listen and repeat. TR: 1.12

seven  
short  
The sun is so short

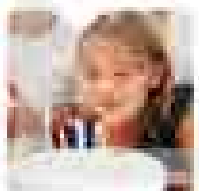


## 8 Listen and chant. TR: 1.13

seven  
seven seven seven  
The sun is so short  
sh, sh, sh  
short, short, short  
The short is so short  
And the short



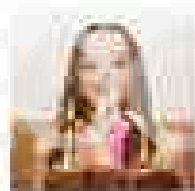
## 9 Say it.



1. She is so



2. She is short.



3. My teeth are so short.

## 7 Listen and repeat. TR: 1.12

- Write *s* on the board. Ask students to say the name of this letter. Then write *seven* on the board. Ask students to pronounce the sound for *s* in the word.
- Write *sh* on the board. Ask students to say these letters. Then write *short* on the board. Ask students to pronounce the sound for *sh* in the word.
- Pronounce both sounds again and show students how they are different from each other. Point to each word on the board and ask students to practise the sounds with you.
- Play the recordings and tell students to repeat the words and the sentences, paying attention to the correct pronunciation of /s/ and /ʃ/.

## 8 Listen and chant. TR: 1.13

- Tell students they are going to learn a chant. Explain to students that the chant uses the sounds they have just learnt.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to chant along. Practise several times until students are familiar with the words and sounds.
- Ask students to practise the chant individually, and then in pairs or in groups. For example, one group can chant the first verse, and the other group can chant the second verse.
- Optional activity: Ask some volunteers to say the whole chant.

## 9 Say it.

- Ask students to look at the sentences. Tell them to pay attention to the sounds /s/ and /ʃ/ in each word.
- Read out the words with /s/ and /ʃ/ and ask students to repeat.
- Ask students to work in pairs and say the sentences, paying attention to the correct pronunciation of /s/ and /ʃ/.
- Ask volunteers to say the sentences in front of the class.

### EXTENSION ACTIVITY

Ask two girls to point to themselves and say *We're girls*. Ask two boys to do the same for *We're boys*.

Ask one student to point to another student and say *You're cool!* Repeat with one student pointing to two other students. Encourage students to think up their own sentences, e.g. *You're young. They're funny. We're great!*

# FUN TIME & PROJECT

## 1 Do a crossword.

- Tell students that they are going to fill in letters to complete a crossword.
- Divide students into pairs or groups to do the crossword.
- Ask students to look at the example and then look at the clues and fill in the other words in order to find the word in yellow.
- Praise or award a prize to the quickest pair or group with all correct answers.

**1** Do a crossword. Can you find the word in yellow?

**2** Project: A family member. Bring a photo of a family member. Tell your class about him or her.

My brother is Ali. He is from the Turkey.

## 2 Project: A family member.

- Before the lesson, ask students to prepare and bring a photo of one of their family members to class.
- Tell students they are going to talk about one of their family members.
- Tell students to look at the picture and the example sentences. Read the example sentences out loud and ask students to repeat after you.
- Ask students to take out the photo of a family member that they have prepared and think of some similar sentences to describe that family member.
- Put students in pairs or groups of three. Ask students to take turns to introduce and describe their family members to their peers.
- Ask volunteers to describe their family members to the whole class.

# Review 1

## Units 0 and 1

### Review 1: Part 1

#### 1 Count, write and say.



1. Three red vans. 2. Five yellow birds. 3. Two red ants.



4. Six white eggs. 5. Four green frogs.

#### 2 Match and say.

- |                     |                         |
|---------------------|-------------------------|
| 1. Hi, Tom.         | a. Hi, Mum.             |
| 2. How are you?     | b. Yes, Mum. Thank you. |
| 3. How old are you? | c. Hi, Mum. Ten years.  |
| 4. Goodbye, Mum.    | d. Yes, Mum.            |

#### 3 Write and say.



### 3 Write and say.

- Tell students to look at the pictures and try to recall the classroom instructions they learned in Unit 0.
- Tell them to look at question 1 and the example answer. Read out the example answer and ask students to repeat after you.
- Ask students to think of the missing words to fill in the gaps for questions 2 – 6.
- Check answers. Ask volunteers to say their answers as sentences.

## Part 1

### 1 Count, write and say.

- Tell students to look at the pictures and the prompts.
- Tell students to look at question 1 and the example answer. Count the number of vans with them to demonstrate how they should do the task.
- Ask students to count the number of the objects in each picture and write it down in each gap.
- Ask volunteers to say the answers aloud.

### 2 Match and say.

- Ask students to work in pairs to read out sentences 1 – 4 and a – d.
- Ask them to work together and match the sentences in the left column with those in the right one.
- Check answers with the class.
- Tell students to work in pairs to practise making the sentences.
- Ask volunteers to say the sentences aloud.

## Part 2

### 1 Match.

- Tell students to look at the picture connected to the first sentence. Point to the picture and ask who they can see. Elicit *grandma*. Ask students to read out the matching sentence.
- Explain the rest of the task to students. Tell them to look at the pictures and to think carefully about the words in the sentences which will help them find the answers. Allow them enough time to complete the task alone. Go round the class to help students when necessary.
- Check answers. Ask volunteers to point to a picture and read out their answers.

### 2 Look and write.

- Tell students to look at the picture and say what they can see. Read out the example and ask students why *tall* is the correct answer. Read out all the sentences and make sure that students remember the meanings of all the words.
- Explain the rest of the task to students. Tell them to cross out a word in the box whenever they use it.
- Check answers. Ask volunteers to say their answers as sentences.

### 3 Look and say.

- Tell students to look at the picture and the prompts. Tell them they will make sentences to describe the family members in the picture using the prompts.
- Tell them to look at question 1 and the example sentences. Read the example sentences out loud and ask students to repeat after you.

## Review 1: Part 2

### 1 Match.

- 1 This is my grandma.
- 2 This is my brother.
- 3 This is my uncle.
- 4 This is my sister.
- 5 This is my aunt.



### 2 Look and write.

- 1 Dad is ... tall.
- 2 Look at her hair. ... funny.
- 3 Grandma is ... old. Grandma is still too.
- 4 My cousin is ... young.



### 3 Look and say.

- 1 Mum is Jane. She's tall.
- 2 Mum is Jane. She's young.
- 3 Mum is Jane. She's funny.
- 4 My sister is Amy. She's young.
- 5 My grandma is Laura. She's old.
- 6 My grandma is Laura. She's nice.
- 7 My grandma is Laura. She's tall.
- 8 My grandma is Tim. He's tall.

- Ask students to work in pairs and practise making the sentences for questions 2 – 5. Go around the class to support if necessary.
- Ask volunteers to say the sentences aloud. Correct any mistake.
- Suggested sentences:
  - 2 My mum is Jane. She's young.
  - 3 My sister is Amy. She's funny.
  - 4 My grandma is Laura. She's nice.
  - 5 My grandpa is Tim. He's tall.

## Review 1: Part 3 - Video

### 1 Tick the members of your family.

1. Tick the members of your family.

<input type="checkbox"/> dad	<input type="checkbox"/> mum	<input type="checkbox"/> brother
<input type="checkbox"/> sister	<input type="checkbox"/> grandma	<input type="checkbox"/> grandpa

### 2 Who can you see? Tick the people you see in the video.

2. Who can you see? Tick the people you see in the video.

<input type="checkbox"/> grandma	<input type="checkbox"/> mum
<input type="checkbox"/> sister	<input type="checkbox"/> grandpa
<input type="checkbox"/> brother	<input type="checkbox"/> dad

### 3 Look and match.

3. Look and match.

1. dad	
2. grandma	
3. grandpa	
4. sister	
5. dad	



## Lesson Aims

- Watch and understand a video about two children's families.

## Materials

- Student's Book, Video

## Part 3

- Tell students to look at the photo and tell you what they can see. Revise *mum*, *dad*, *grandpa*, *grandma*, *brother*, *sister*.
- Tell students they are going to watch a video to find out about two children's families.

## 1 Tick the members of your family.

- Read the instruction to the class. Invite a student to read the list of people.
- Tell students to tick the members that they have in their family.
- Ask volunteers to share their lists with the class.

## 2 Who can you see? Tick the people you see in the video.

- Remind students that they are going to watch a video about two families.
- Read the instruction to the students. Read through the list of words and make sure students understand the task.
- Tell students to get ready to tick the boxes as they watch the video.
- Play the video all the way through.
- Go through the answers as a class, playing the video again if necessary.

## 3 Look and match.

- Tell students to look at the pictures and the prompts. Explain to students that they're going to match the members of Jin's family with their pictures.
- Read out the words from 1 – 5 and ask students to repeat after you.
- Tell students to look at the example first, and then allow them enough time to do the rest of the task on their own.
- Check answers as a class.

## Part 4

### 1 Brainstorm.

- Ask students to work in pairs and look at the photo. Direct their attention to the adjectives used to describe each member and read them aloud.
- Ask students to take out their family photo and show it to their partner.
- Ask students to write down one word to describe each member in the given space. When they finish, tell them to share their notes with their partners.
- Ask volunteers to share their photos and notes with the class

#### EXTENSION ACTIVITY

In more advanced classes, organise speaking activities like a 'gallery walk'. Have students stick their family photos on the classroom walls and introduce their family to their peers. Students can take turns to walk around to listen to others.

## Review 1: Part 4

### 1 Brainstorm.

Bring a family photo to class. Use one word to describe each person.



- 1 My dad is tall.
- 2 My mom is young.
- 3 My sister is short.
- 4 My grandma and grandpa are old.
- 5 My cousin is funny.
- 6 My aunt is beautiful.

1 My dad is tall.
2 My mom is young.
3 My sister is short.
4 My grandma and grandpa are old.
5 My cousin is funny.
6 My aunt is beautiful.

### 2 Write and talk about your family.

Write one sentence about each member of your family. Tell your class about it.



### 2 Write and talk about your family.

- Read the instruction to the students. Tell them that they are going to introduce their family members to their peers.
- Ask students to look at the example. Read it aloud and ask students to repeat after you.
- Put students into pairs and tell them to use the notes in Activity 1 to write one sentence to describe each member of their family. Tell them that they can refer to the example when they write. Allow students enough time to finish the task alone.
- Tell students to look at the picture with the speech bubbles. Read the sentences in the speech bubbles aloud and ask students to repeat after you.
- Ask students to share their family photo and sentences with their peers and introduce their family to them.
- Ask volunteers to share their photo and introduce their family to the class.



## About the Photo

Elementary pupils wearing uniforms in a classroom

## Related vocabulary

(Optional)

*ask, answer, question, groupwork*

## Unit Opener

### Objectives

- To introduce students to the topic of the unit (school)
- To engage students with the topic and activate knowledge and vocabulary

### Materials

Student's Book

### To start

- Revise the family words from Unit 1. Ask students to tell you the words they remember. Ask volunteers to write them on the board.

### 1 Look. Tick the colours you see.



- Tell students to open their books at page 29. Give them a moment to look at the photo. Read the title and ask the students to repeat. Tell students that the children in the photo are having a lesson. Ask where students are now and say *We're in a classroom.*
- Ask students what colours they can see in the photo. Tell them to tick the colours that they can see.

## In This Unit

### Theme

This unit is about schools.

### Vocabulary

**Lesson 1:** *classroom, homework, lesson, student, teacher*

**Lesson 2:** *board, chair, clock, desk*

**Lesson 3:** *book, pen, pencil, rubber, ruler*

### Grammar

**Lesson 1:** *It's... He's... She's...*

**Lesson 2:** *We're... They're...*

**Lesson 3:** *Are you...? Yes, I am. / No, I am not.*

*Are they...? Yes, they are. / No, they aren't.*

### TEACHING TIP

Put students at ease and build trust by giving plenty of encouragement, particularly at this early stage in the year. Every time they answer a question correctly, say *Yes! Well done!* When fluency rather than accuracy is the focus of an activity, don't jump in to correct errors immediately, as this can inhibit students from speaking. Note common errors to work on later.

## Lesson Aims

- Learn and use new vocabulary: *classroom, lesson, homework, student, teacher*
- Learn and use new grammar: *It/He/She is...*

## Materials

- Student's Book, Audio

## To start

- Revise the family words from Unit 1. Ask students to tell you the family words they remember. Ask volunteers to write them on the board.
- Revise the affirmative form of *to be*. Write *I'm cool* on the board. Read out the sentence and ask students to repeat. Then write *You \_\_\_\_\_* on the board and ask a volunteer to make a sentence, e.g. *You're great*. Write the sentence on the board, read it out and ask students to repeat.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat.



TR: 2.1

- Tell students to open their books at page 30 and look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and tick. TR: 2.2

- Tell students to look at the picture on page 30. Ask them where they think the picture was taken from and who is in the picture (classroom, teacher, students).
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to

## Lesson

### 1 Listen and point.

Repeat.



### 2 Listen and tick.



### 3 Write, point and say.



repeat.

- Tell students to look at the sentence beneath the picture and the small photo of the teacher and ask who that person is. Elicit that she is Mrs. Lee, the teacher. Ask students to tick the correct box in their book.
  - Play the recording again. Then ask volunteers to act out the dialogue.
- ### 3 Write. Point and say.
- Tell students to look at the pictures and the prompts. Tell them they have to fill in the missing letters for each word.
  - Tell students to look at the first picture and word. Ask them whom the arrow points at. Elicit *student* and then ask them to look back at Activity 1 to check the spelling of the word. Walk around and give help if necessary.
  - Allow students enough time to complete the task on their own.
  - Ask students to work in pairs to take turns to point at the pictures and say the words.
  - Check answers as a class.
  - Ask volunteers to say the words aloud.





- Ask students to repeat the sentences and observe how the activity is linked to the next activity.

### 5 Point and say.



- Tell students to look at the picture for question 1 and the example sentence. Read out the example sentence and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.
- Suggested sentences:
  - 2 It's a lesson.
  - 3 It's a classroom.
  - 4 He's a teacher.



### 6 Let's talk.

- Tell students to look at the picture and that they are going to talk about people and things at schools in the photos.
- Tell students to look at number 1 and the example sentence.
- Read out the example sentence and ask students to repeat.
- Ask one/two student(s) to read out the example sentence again.
- Ask students to work in pairs to talk about the other people in the photos.
- Ask some volunteers to speak in front of the class.

### 4 Listen and repeat. 🎧 TR: 2.3

- Ask students to look at and underline the sentence *She's the teacher.* in Activity 2. Tell them that it's a way to introduce someone in English, and let them know that they are going to learn more about how to introduce people and things in school.
- Tell students to look at the pictures and elicit the words they've learned in Activity 1 (classroom, student, teacher).
- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Ask students to notice that *it*, *he* and *she* all go with *is*. Tell students that *'s = is*.

## Lesson Aims

- Learn and use new vocabulary: *board, chair, clock, desk*
- Learn and use new grammar: *We/They are...*

## Materials

- Student's Book, Audio, Flashcards

## To start

- Revise the words from Lesson 1. Stick the flashcards on the board. Call out the words one at a time and ask volunteers to come to the board and point to the correct flashcard.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

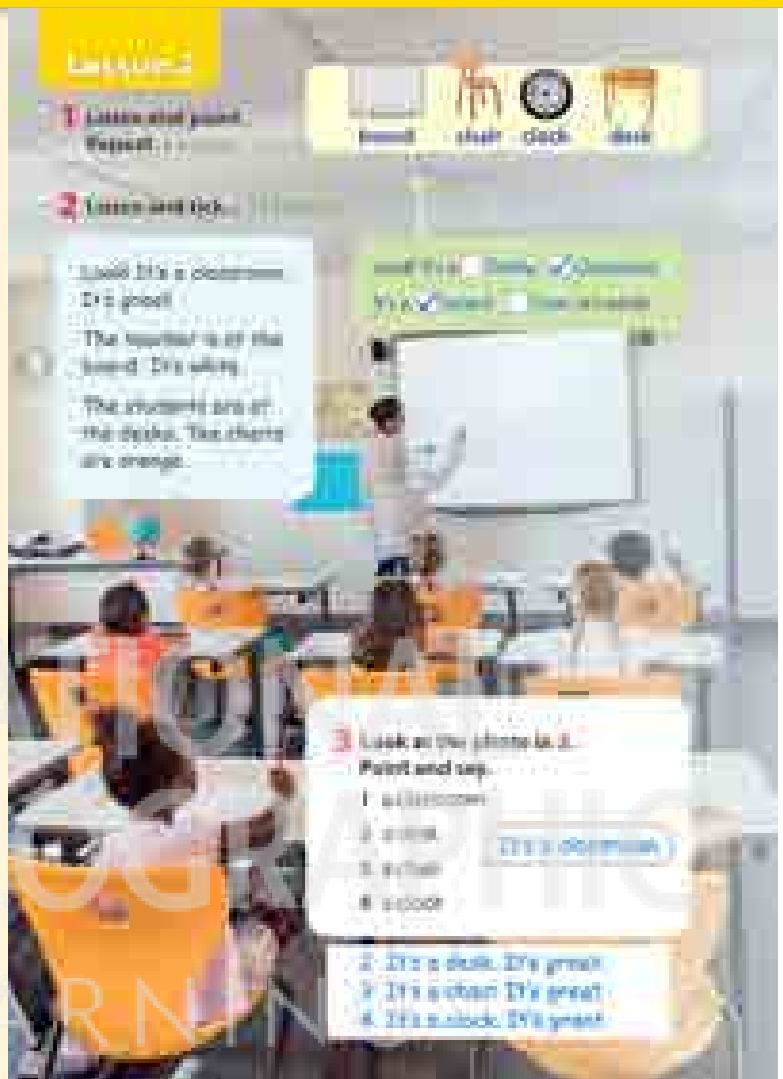
### 1 Listen and point. Repeat.



- Tell students to open their books at page 32 and to look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out the word *board*. Explain the meaning by pointing to the board in the classroom. Say *It's a board*. Then point to the chair in the word box and sweep your arm around the classroom at all the chairs. Say *They're chairs* and ask students to repeat. Do the same with the other objects and ask students to repeat. Ask volunteers to stand at the front of the class, and do the same with any object or objects.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and tick. TR: 2.5

- Ask students to look at the photo and tell you what the place is (a classroom). Elicit any words they know in the picture such as *teacher* or *students*.
- Play the recording. Tell students to follow the text with their fingers.



- Play the recording again. Pause after each sentence and ask students to repeat.
- Tell students to look at the sentences besides the text. For the first sentence, ask them to look back at the photo and elicit that it is a classroom, not a family. For the second sentence, ask them to look back at the photo and the text and find the thing that is white. Elicit that it is the board. Ask students to tick the correct boxes for both sentences in their book
- Play the recording again. Then ask volunteers to say a sentence each from the text.

### 3 Look at the photo in 2. Point and say.

- Put students into pairs. Tell them they are going to say sentences based on the photo in Activity 2.
- Ask students to look back at the photo in Activity 2 and the example sentences. Say the example sentences out loud and ask students to repeat after you.
- Ask students to say similar sentences in pairs. Suggest some words that they can use to describe what they see,, e.g. *nice, cool, great*. Walk around and give help if necessary.
- Ask volunteers to say some sentences in front of the

**4 Listen and repeat.**  **TR: 2.6**



1. They're students.      2. They're teachers.      3. They're books.

**5 Look and say.**



1. They're desks.      2. They're teachers.      3. They're books.

4. They're classrooms.      5. They're classrooms.      6. They're classrooms.

**6 Listen and sing.**  **TR: 2.7**



1. They're all students in our school.  
2. They're all students in our school.  
3. They're all students in our school.  
4. They're all students in our school.

whole class. Join them by giving words in Activity 1 that they haven't used to encourage everybody to use and familiarise themselves with all of the words. Then ask the class to practise saying the words and the sentences in pairs.

- Ask volunteers to share their answers and say the words and the sentences.

#### 4 Listen and repeat. **TR: 2.6**

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Ask students to notice that after *we're* or *they're* is a plural noun (showing more than one person or thing).
- Ask students to repeat the sentences and observe how the activity is linked to the next activity.

#### 5 Look and say.

- Tell students to look at the picture for question 1 and ask what the things in the picture are. Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

#### 6 Listen and sing. **TR: 2.7**

- Tell students they are going to learn a song. Explain to students that the song is about people being together in school.
- Ask students to look at the picture and describe what they can see. Encourage them to use English for words they know. Hold up your book and point to the teacher. Ask a volunteer to say the word. Do the same for the boys and girls. Ask students to count the boys and girls and revise the plural s.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the song one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to sing along. Practise until students are familiar with the words.
- Ask students to stand up and join hands in a circle. Tell them to walk round and round as they sing the song.

#### **EXTENSION ACTIVITY**

Ask students to look around and select a particular thing or person in the classroom that they want to describe. Point at two students at the back of the class and say *They're students*. Ask students to practise in pairs or groups. Then ask volunteers to share their sentences.

## 7 Listen and tick. TR: 2.8

- Tell students that they are going to listen to some sentences and tick the correct answers.
- Ask students to read through questions 1 – 4 and the options.
- Play the recording and tell students to listen and tick the correct answers for questions 1 – 4. If students have difficulty understanding the audio, play it more than once.
- Play the recording again and pause after each sentence to check answers.

## 8 Read and say.

- Tell students to look at question 1 and read out the example.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences in pairs. Go round the class helping students where necessary.
- Ask volunteers to say the sentences. Correct any mistakes.

7 Listen and tick.   TR: 2.8

1 The boards are \_\_\_\_\_  
 black  white

2 The students are at the \_\_\_\_\_  
 desk  board

3 The pencils are \_\_\_\_\_  
 black  red

4 The desks are \_\_\_\_\_  
 black  blue

8 Read and say.

1 desks / white  
They're white. They're white.

2 students / desk  
They're students. They're desks.

3 teacher / good  
He's a teacher. He's great.  
classroom / map  
It's a classroom. It's nice.  
desks / green  
They're desks. They're green.

9 Draw, write and say. 

Look at my classroom.  
It's my teacher.

NATIONAL GEOGRAPHIC LEARNING

## 9 Draw, write and say.

- Tell students to look at the picture and the example sentences. Read the example sentences out loud and ask students to repeat after you.
- Tell students to draw a picture of their classroom in a box.
- Explain that they should write about their classroom and the teacher underneath their picture. Help students with spelling where necessary.
- Ask students to work in pairs to show their pictures and practise reading out their descriptions.
- Ask students to hold up their books to show others their pictures. Ask volunteers to read out their descriptions.

## Learning

1 Listen and point.  
Repeat, 2 times



2 Listen and match. (2) times



1 They're pens. They're blue.  
2 They're not. They're...

3 Look and say.



books

They're books. They're blue.



pens



pencils



rubbers



rulers

## Lesson Aims

- Learn and use new vocabulary: *book, pen, pencil, rubber, ruler*
- Learn and use new grammar: *Are you...? / Are they...?*
- Learn the pronunciation of the sound *k* in *desk* and *oo* in *school*

## Materials

- Student's Book, Audio, Flashcards

## To start

- Revise the words from Lesson 2 with the flashcards. Stick the flashcards on the board, call out a word and ask a volunteer to come to the board and point to the correct flashcard.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

## 1 Listen and point. Repeat.

🎧 TR: 2.9

- Tell students to open their books at page 35 and to look at the word box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.

## 2 Listen and match. ✎

🎧 TR: 2.10

- Tell students to look at the photo. Ask them to tell you in English what they can see. Elicit *mum, dad, girl*.
- Play the recording and tell students to listen to and read the dialogue. Then ask what items are mentioned (*pens, pencils and books*).
- Play the recording again or read out the dialogue. Pause after each sentence and ask students to repeat.
- Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the whole class.

## 3 Look and say.

- Tell students to look at the picture for question 1 and ask what the things in the picture are. Elicit *books*. Read out the example sentences and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.
- Suggested sentences:
  - 2 *They're pens. They're blue. They're cool.*
  - 3 *They're pencils. They're yellow. They're nice.*
  - 4 *They're rubbers. They're blue and orange. They're nice.*
  - 5 *They're rulers. They're yellow. They're nice.*

#### 4 Listen and repeat. TR: 2.11

- Ask students to look at and underline the sentences *Are you a student?* and *Are they desks?* in Activity 4. Let students know that they can ask these questions to confirm what things or people are called.
- Tell students to look at the pictures and the sentences. Ask them what they can see in each picture. Elicit *a student, a teacher, desks and pens*.
- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures and the answers. Explain to them that *'m not* = *am not* and *aren't* = *are not*.
- Ask students to repeat the sentences and observe how the activity is linked to the next activity.

#### 5 Point and ask.

- Tell students to look at the picture and the prompts. Read out the prompts and ask students to repeat.
- Tell students to look at question 1 and the example. Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.
- Suggested sentences:
  - 2 *Are they students?*
  - 3 *Are they books?*
  - 4 *Are they pencils?*
  - 5 *Are they chairs?*



#### 5 Point and ask.

- 1 *Am I a teacher?*  
*Are you a teacher?*
- 2 *Are they students?*  
*Are they students?*
- 3 *Are they books?*  
*Are they books?*
- 4 *Are they pencils?*  
*Are they pencils?*
- 5 *Are they chairs?*  
*Are they chairs?*



#### 6 Let's talk.



#### 6 Let's talk.

- Tell students they are going to ask and answer questions about things at school.
- Tell students to look at the picture and the dialogue.
- Read out the dialogue. Read it out again, pause after each sentence and ask students to repeat.
- Ask two students to act out the dialogue.
- Ask students to work in pairs to ask and answer questions about things at school.
- Ask some volunteers to speak in front of the class.

### 7 Listen and repeat. TR: 2.12

desk  
cool  
The desks are cool.

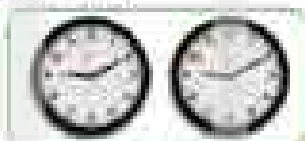


### 8 Listen and chant. TR: 2.13

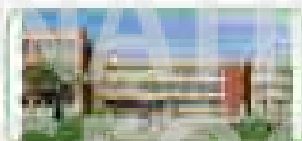
desk, desk, desk!  
They're desks.  
Cool, cool,  
They're cool.  
They're desks and they're cool.



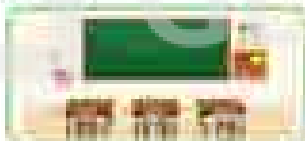
### 9 Look and say.



1 The clocks are cool.



2 The school is cool.



3 The desks are in the classroom.

### 7 Listen and repeat. TR: 2.12

- Write *k* on the board. Ask students to say the name of the letter. Then write *desk* on the board. Ask students to pronounce the sound for *k* in the word.
- Write *oo* on the board. Ask students to say the name of each letter. Then write *cool* on the board. Ask students to pronounce the sound for *oo* in the word.
- Pronounce both again and show students that the sound comes from different parts of your mouth. Point to each word on the board and ask students to practise the sounds with you.
- Play the recording and tell students to repeat the words and the sentences, paying particular attention to the correct pronunciation of the sounds.

### 8 Listen and chant. TR: 2.13

- Tell students they are going to learn a chant. Explain to students that the chant uses the sounds they have just learnt.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to chant along. Practise several times until students are familiar with the words and sounds.
- Ask students to practise the chant individually, and then in pairs or in groups. For example, one group can chant the first verse, and the other group can chant the second verse.
- Optional activity: Ask some volunteers to say the whole chant.

### 9 Look and say.

- Ask students to look at the sentences. Tell them to pay attention to the sounds /k/ and /u:/ in each word.
- Read out the words with /k/ and /u:/ and ask students to repeat.
- Ask students to work in pairs and say the sentences, paying attention to the correct pronunciation of /k/ and /u:/.
- Ask volunteers to say the sentences in front of the class.

#### EXTENSION ACTIVITY

Students can perform a dialogue in pairs based on the one in Activity 2. They can read from their books, but they must change the items on their lists. Have students work in pairs. Give them a few minutes to decide on their roles and the items, and then ask them to perform their dialogues in front of the class.

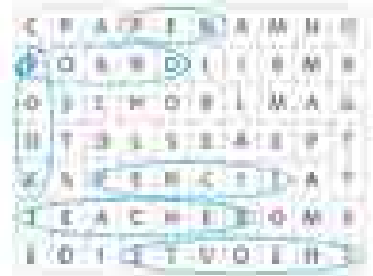
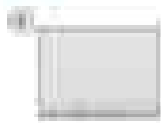
# FUN TIME & PROJECT

## 1 Find and circle.

- Tell students that they are going to find words in the puzzle by using the picture clues.
- Ask students to look at the first item (board). Point out how it's circled in the puzzle. Tell them that the words will be either horizontal or vertical.
- Divide students into pairs or groups to do the task.
- Praise or award a prize to the quickest pair or group with all the correct answers.

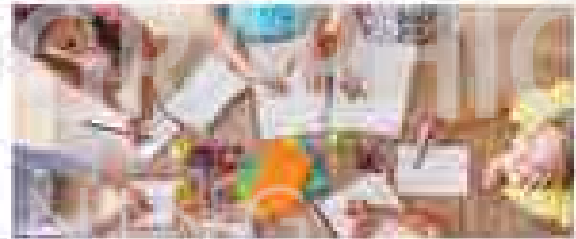
### Find and circle the words.

#### 1 Find and circle...



#### 2 Project: My dream classroom

Draw a classroom you like. Tell your class about it.



## 2 Project: My dream classroom

- Ask students to form groups of three or four and design their dream classroom together.
- Each group should discuss and decide on what they want to have in the classroom and the position of the items inside the classroom before drawing.
- Ask the groups to share their pictures with one another. They can ask their friends questions about the classrooms in the pictures.
- Invite groups to share their pictures with the class.



# 3 Animals



## In This Unit

### Theme

This unit is about animals.

### Vocabulary

**Lesson 1:** *bird, cat, dog, fish, rabbit*

**Lesson 2:** *elephant, giraffe, lion, monkey*

**Lesson 3:** *shark, sea, turtle, whale*

### Grammar

**Lesson 1:** *This is... That is... That's...*

**Lesson 2:** *These are... Those are...*

**Lesson 3:**

*What's this? What's that?*

*- It's a...*

*What are these? What are those?*

*- They're...*

### About the Photo

The burrowing owl (*Athene cunicularia*) is a small owl mostly found in North and South America. Unlike most owls, burrowing owls are often active during the daytime. They live in open grasslands instead of forests, so they have developed longer legs for sprinting and flying.

### Related vocabulary

(Optional)

*grasslands, daytime, beak, leg, feather*

## Unit Opener

### Objectives

- To introduce students to the topic of the unit (animals)
- To engage students with the topic and activate knowledge and vocabulary

### Materials

Student's Book, Audio

### To start

- Revise the words from Unit 2. Ask students to tell you the school words they remember. Ask volunteers to write them on the board.
- Revise the plural *s* and the numbers 1–10. Hold up a pencil and say *One pencil*. Ask students to repeat. Then hold up two pencils and ask volunteers to say what they can see. Elicit *Two pencils*. Make sure students remember the *s*. Continue with different classroom objects and numbers up to ten.
- Hold up or point to different classroom objects. Elicit the number and the word from students, ensuring they remember the plural *s*, for example, *six rulers*.

## 1 Look. Tick the colours you see.

- Tell students to open their books at page 39. Ask students if they know what this animal is called in English. Elicit *Owl* and write the word on the board. Say *Owl* and ask students to repeat.
- Ask *How many owls?* Count with the class and elicit *One*. Say *One owl*. Ask *How many eyes?* Count and elicit *Two*. Say *Two eyes*. Write *One owl, Two eyes* on the board and draw students' attention to the plural *s*.
- Point to the owl's eyes and ask *Are they black?* Elicit *Yes* and put a tick in the corresponding box. Repeat with the other parts of the photo and the other colours.

## Lesson Aims

- Learn and use new vocabulary: *bird, cat, dog, fish, rabbit*
- Learn and use new grammar: *This is, That is, That's*

## Materials

- Student's Book, Audio, Flashcards
- One blank piece of paper for each student
- One picture of some animals from the lesson

## To start

- Revise *to be* (negative, questions). Ask a male student to stand up. Ask students *Is he old?* and elicit *No, he isn't*. Say *He isn't old* and ask students to repeat. Then ask the boy *Are you old?* and elicit *No, I'm not*. Say *I'm not old*. Ask students to repeat. Repeat with a pair of volunteers. Ask them to stand up. Ask the class *Are they old?* Elicit *No, they aren't*. Say *They aren't old*. Ask students to repeat. Then ask the volunteers *Are you old?* Elicit *No, we aren't*. Say *We aren't old*. Ask students to repeat. Ask all students *Are you young?* and elicit *Yes, we are*. Then ask students one at a time and elicit answer *Yes, I am*.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat.



- Tell students to open their books to page 40 and look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and tick.

- Point to the new words in the dialogue. Read them out and ask students to repeat. Point to the photo. Say *Dog?* Elicit *No, cat*. Ask *How many cats?* Elicit *One*.

## Listening

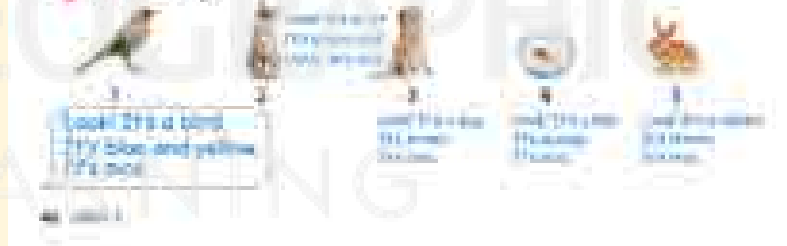
1 Listen and point.  
Repeat, 2 times



2 Listen and tick (2 times)



3 Look and say.



- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the whole class.
- Ask students to look back at the picture and dialogue in order to tick the correct answers.
- Check the answers with the whole class.

### 3 Look and say.

- Tell students to look at the first picture and the example sentences. Ask them to read the sentences aloud a few times.
- Ask students to look at the other pictures and brainstorm for vocabulary to describe them. Suggested vocabulary to describe the pictures include colours and descriptive adjectives such as *nice, funny, cool, and great*. Give students suggestions if they have difficulty thinking of suitable words.
- Give students time to practise making the other sentences in pairs.
- Ask some volunteers to say their sentences in front of the whole class.

**4 Listen and repeat.**  **TR: 3.3**

1 This is a dog.  
2 That's a rabbit.

**5 Look and say.**

1  This is a dog.  
2  That's a rabbit.  
3  That's a cat.  
4  That's a fish.  
5  That's a bird.

**6 Let's talk.**

 This is a dog.  
 That's a rabbit.

### EXTENSION ACTIVITY

For advanced classes, if there is enough time, encourage students to show a picture of their own pet(s) and say *Look at...*. Students may introduce the animals in pairs or in front of the class. Students may want to draw a photo of their pets or favourite animals in their notebooks if no photo is available.

### 4 Listen and repeat. **TR: 3.3**

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Ask students to notice the differences between *this* and *that*. We use *this* when something is close to us and *that* when something is far away. Explain that we usually say *that's* instead of *that is*. Ask students to circle *this* and *that* in the sentences.
- Ask students to repeat the sentences, and to take a look at how they may use what they have just learnt in the next activity.
- Optional activity: Hold up the flashcard of the dog and say *This is a dog*. Ask students to repeat. Then place the flashcard at the back of the classroom, return to the front and point to the flashcard. Say *That's a dog*. Ask students

to repeat. Repeat with the other animal flashcards.

### 5 Look and say.

- Tell students to look at the picture for question 1 and ask them what they can see. Ask them if the dog is close to the boy or far away. Read out the example and ask students why *That's* is the correct answer.
- Explain the rest of the task to students. Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Ask volunteers to say their answers.

### 6 Let's talk.

- Tell students to look at the picture. Ask them why the boy uses *this* and the girl uses *that*. Notice the difference in distance between the speakers and the animals.
- Ask students to read out the dialogue in pairs. Then ask two volunteers to say the dialogue to the class.
- Ask students to work in pairs and talk about the other animals in the picture. Ask some volunteers to act out the dialogue in front of the whole class.
- Optional activity 1:
  - Hand out a piece of paper to each student. Ask them to choose an animal from Activity 1 and to draw it on their piece of paper. When students are ready, ask individuals to hold up their drawings and to say what the animals are, e.g. *This is a fish*.
  - Ask pairs to come to the front of the class and stand apart at a small distance. Ask the first student to hold up his/her drawing and say *This is a \_\_\_\_\_*. Then ask the second student to point to the drawing and say *That is a \_\_\_\_\_*. Swap roles and repeat with different pairs.
- Optional activity 2:
  - Hang a picture of animals on the board and call on students to practise describing them.

## Lesson Aims

- Learn and use new vocabulary: *elephant, giraffe, lion, monkey*
- Learn and use new grammar: *These are / Those are*

## Materials

- Student's Book, Audio, Flashcards

## To start

- Revise the words from Lesson 1. Stick the flashcards on the board. Call out the words one at a time and ask volunteers to come to the board and point to the correct flashcard.
- Write *this* and *that* on the board. Ask a volunteer to stand next to a flashcard, touch it and say *This is a \_\_\_\_\_*. Then ask the same student to stand at the back of the classroom, point to the same flashcard and say *That's a \_\_\_\_\_*.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat.

🎧 TR: 3.4

- Tell students to open their books at page 42 and look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and tick. 🎨🎧 TR: 3.5

- Ask students to look at the photo and count the elephants. Revise the words *brother, sister* and *family*. Write *family* on the board and ask students to tell you any family-related words they know. Write them on the board, and then circle *brother* and *sister*. Ask students to find the words *family, brother* and *sister* in the text.
- Play the recording. Tell students to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Play the recording again. Then ask volunteers to say a sentence each from the text.

### 1 Listen and point. Repeat. (1 min)



### 2 Listen and tick. (2 min)



### 3 Look and say.



### 3 Look and say.

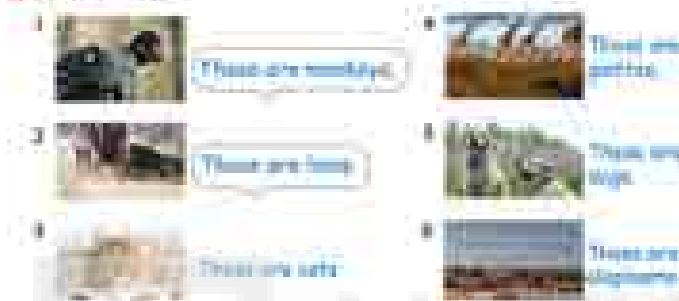
- Tell students to look at the first picture and the example sentences. Ask them to read the sentences aloud a few times.
- Ask students to look at other pictures and brainstorm for vocabulary to describe them. Suggested vocabulary to describe the pictures include colours and descriptive adjectives such as *nice, funny, cool*, and *great*. Give students suggestions in case they have difficulties.
- Give students time to practise other sentences in pairs.
- Ask some volunteers to read their sentences aloud in front of the whole class.

## EXTENSION ACTIVITY

For advanced classes, if there is enough time, encourage students to show a picture of other wild animals and say *Look at...* to introduce them. Have them do so within their pairs and then in front of the class. Students may want to draw a photo of their favourite wild animals quickly in their notebooks if no photo is available.



#### 5 Point and say.



#### 6 Listen and sing.



- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.
- Ask students to check if the photo is taken close up or from far away to use the correct word.

#### 6 Listen and sing. TR: 3.7

- Tell students they are going to learn a song. Explain to students that the song is about animals.
- Ask students to look at the picture and describe what they can see. Teach *ooh, ooh* and *roar* as sounds made by monkeys and lions. Ask students to repeat after you.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the song one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to sing along. Practise several times until students are familiar with the words.
- Ask students to do actions to pretend to be the animals as they sing the song.

#### 4 Listen and repeat. TR: 3.6

- To begin, ask students to look at and underline the sentences which include *These are* or *Those are* in Activity 2. Tell them that it is a way for people to introduce multiple people or things in English, and that they are going to learn more about how to use those structures.
- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Write *this* and *that* on the board and ask students to remember which word we use for something close to us and which word for something far away. Explain to students that when we have more than one thing, we use *these* for things close to us and *those* for things far away. Write *these* under *this* and *those* are under *that*.
- Ask students to repeat the sentences, and to take a look at how they may use what they have just learnt in the next activity.

#### 5 Point and say.

- Tell students to look at the picture for question 1, read out the example sentence and ask them why *these* is used.

#### EXTENSION ACTIVITY

Practise *these* and *those* with the words *boys* and *girls*. Ask two girls to stand next to you and say *These girls are cool*. Then move away from the girls and say *Those girls are cool*. Ask volunteers to do the same with words they know: e.g. *These/Those boys are tall*. *These/Those girls are young*. *These/Those boys are funny*.

#### EXTRA ACTIVITY

Write *Are you a \_\_\_\_\_?* on the board. Then act as though you are a lion. Ask volunteers one at a time to ask you the question on the board, guessing what animal you are. Answer *No, I'm not* until a volunteer guesses the correct the animals and then answer *Yes, I am*.

## 7 Listen and tick. TR: 3.8

- Tell students that they are going to listen to some sentences and tick the correct pictures.
- Ask students to look at the pictures and identify the difference in each pair of pictures.
- Play the recording and tell students to listen and tick the correct picture for questions 2 – 5. The first question has already been done for them as an example. Play the recording more than once if students have difficulty getting the answers.
- Play the recording again and pause after each sentence to check answers.

## 8 Let's play!

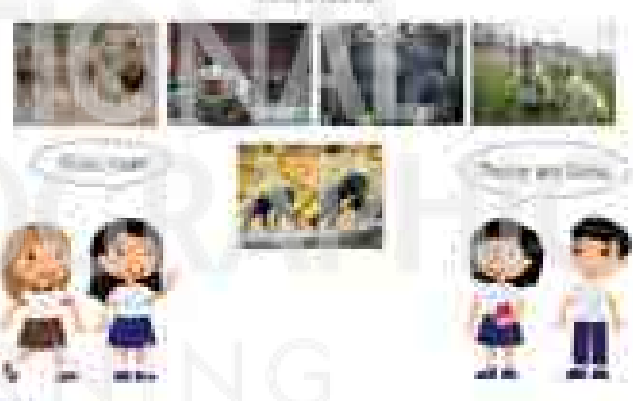
- Divide students into two groups.
- Ask them to look at the pictures and model dialogue. Explain to them that they are taking turns to make the sound of the animals featured in each picture for the other group to guess the name of those animals. The group with more correct guesses will win.
- Divide students into smaller groups for playing this game if necessary.

**7 Listen and tick.**   TR: 3.8



**8 Let's play!**

Make a sound!



### TEACHING TIP

Playing games is an enjoyable way of practising and consolidating learning in the classroom. The best language games provide different ways of practising the language while helping students to relax and have less anxiety about making mistakes. Think about games you may have played outside the classroom, and see if you can adapt these for classroom use.

9 Look and say.



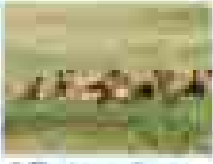
These are elephants.



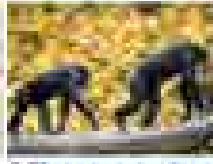
These are dogs.



These are giraffes.



These are lions.



These are koalas.



A family of koalas in Australia.

9 Look and say.

- Tell students to look at the first picture and the example sentence. Read it out.
- Ask them to notice the distance at which the photo is taken and explain why the sentence uses *these*.
- Explain the rest of the task to the students. Allow them enough time to identify the animals in the pictures before saying the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

## Lesson Aims

- Learn and use new vocabulary: *shark, sea, turtle, whale*
- Learn and use new grammar: *What's this? What's that?*  
- It's a \_\_\_\_\_.  
*What are these? What are those?*  
- They're \_\_\_\_\_.
- Learn the pronunciation of *a* in *garden* and *e* in *elephant*

## Materials

- Student's Book, Audio, Flashcards, magazine or Internet pictures of an elephant, a lion and a monkey

## To start

- Revise the words from Lesson 2. Stick the pictures of an elephant, lion and monkey on the board. Write the words in random order on the board and ask students to match the words to the pictures.
- Revise *these* and *those*. Write *these* and *those* on the board. Ask two girls to stand at the front of the classroom. Ask students at the back of the classroom to point to the girls and say which word they should use as the girls are far away. Elicit *those*. Say *Those are girls*. Ask students to repeat. Then ask a student to stand next to the girls and ask which word he/she should use. Elicit *these*. Say *These are girls*. Ask students to repeat.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat.



- Tell students to open their books at page 46 and look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and tick. TR: 3.10

- Point to the new words in the dialogue. Read them out and ask students to repeat.

- Play the recording. Tell students to look at the pictures and follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the whole class.
- Ask students to look back at the picture and dialogue in order to tick the correct answers.
- Check the answers with the whole class.

### 3 Look and say.

- Tell students to look at the first picture and the example sentences. Ask them to read the sentences aloud a few times.
- Ask students to look at the other pictures and brainstorm for vocabulary to describe them. Suggested vocabulary to describe the pictures include colours and descriptive adjectives such as *big, small, nice, funny, cool, and great*. Give students suggestions in case they have difficulties.
- Give students time to practise their sentences in pairs.
- Ask some volunteers to read their sentences aloud in front of the whole class.



### EXTENSION ACTIVITY

For advanced classes, if there is enough time, encourage students to show a picture of other sea animals and say *Look at...* to introduce those animals. Have the students do this within their pairs and then in front of the class. Students may want to draw a photo of their favourite sea animals quickly in their notebooks if no photo is available.

### 4 Listen and repeat. TR: 3.11

- Ask students to look at and underline the questions *What's that? What are these?* and the words *They're* and *It's* in Activity 2. Tell them that it's one way people can ask and answer questions about things or animals in English. Let students know that they are going to learn more about how to use those structures.
- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Ask students to look back at the dialogue on the previous page, and to circle the questions and underline the

answers in the dialogue.

- Point to the first picture, ask the question and tell students to answer it. Repeat with the other pictures. Ask students to notice differences among the pictures and the use of *this*, *that*, *these*, and *those*. Ask students to take a look at how they may use what they have just learnt in the next activity.
- Optional activity: Raise flashcards and ask students questions about other animals.

### 5 Ask and answer.

- Tell students to look at the picture for question 1 and read out the example dialogue.
- Explain the rest of the task to students. Allow them enough time to practise asking and answering questions in pairs. Go round the class helping students where necessary.
- Ask volunteers to act out the dialogues. Correct any mistakes.

### 6 Draw and write. Say.

- Ask students to look at the picture. Read out the dialogue to students and ask them to repeat.
- Tell students to draw a picture of two of the same animal which they have learnt about in the lesson. Allow them enough time to complete their drawings.
- Ask a volunteer to read out the question. Tell students to write about their pictures in their notebooks. Remind students that they should write 10 – 20 words. Write *They're* on the board to remind students what to use. Go round the class helping with spelling if necessary. Remind students to use the plural *s*.
- Ask students to hold up their books and to show each other their pictures. Ask volunteers to share their work.

## 7 Listen and repeat. TR: 3.12

- Play the recording. Ask students to listen and look at the words and sentences. Play the recording again and ask students to repeat.
- Show students that the sounds are made in different parts of your mouth.
- Write each word on the board and ask students to practise the sounds with you.
- Play the recording again and tell students to repeat the words and the sentences, paying particular attention to the correct pronunciation of the sounds.
- Ask students to practise their pronunciation in pairs, and then ask some volunteers to say the words and sentences. Correct them if there are any mistakes.

## 8 Listen and chant. TR: 3.13

- Tell students they are going to learn a chant. Explain to students that the chant uses the sounds they have just learnt.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to chant along. Practise several times until students are familiar with the words and sounds.
- Optional activity: Ask students to practise the chant individually, and then in pairs or in groups. For example, one group can chant the first verse, and the other group can chant the second verse. Ask some volunteers to say the whole chant.

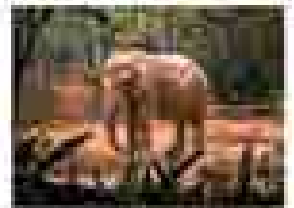
## 7 Listen and repeat. TR: 3.12

garden  
(garden)  
My grandfather is in the garden.  
There are elephants in Africa.



## 8 Listen and chant. TR: 3.13

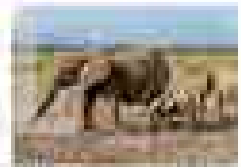
A, a, a  
Garden, garden, garden  
That's a garden.  
E, e, e  
Elephant, elephant, elephant  
That's an elephant.  
There's an elephant in the garden.



## 9 Say it.



1. The man is in the garden.



2. The elephants are in the garden.



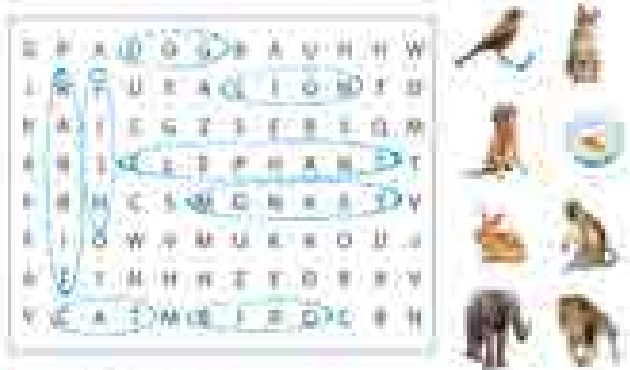
3. The flowers are in the garden.

## 9 Say it.

- Ask students to look at the sentences. Ask them to focus on words with the target sounds and read them aloud.
- Ask students to practise making the sentences individually and then in pairs.
- Ask volunteers to read the sentences out loud. Correct any mistakes.

## Fun Time & Project

### 1 Find and circle.



### 2 Project: Animals

Bring a picture and describe them.



### 1 Find and circle.

- Tell students that they are going to find the given words in the puzzle.
- Divide students into pairs or groups to do the puzzle.
- Show students how to do the task by circling another word in the puzzle if necessary.
- Praise or award a prize to the quickest pair or group with all correct answers.

### 2 Project: Animals

- Before the lesson, ask students to find information about an animal and its family.
- Ask students to draw the animals or paste pictures of them on a piece of paper, and then write some sentences below the pictures to describe the animals. Depending on the amount of class time you have, this step could be done at home or in class.
- Divide students into pairs or groups to share their posters with one another.
- Ask volunteers to share their poster with the class.

# Review 2

## Units 2 and 3

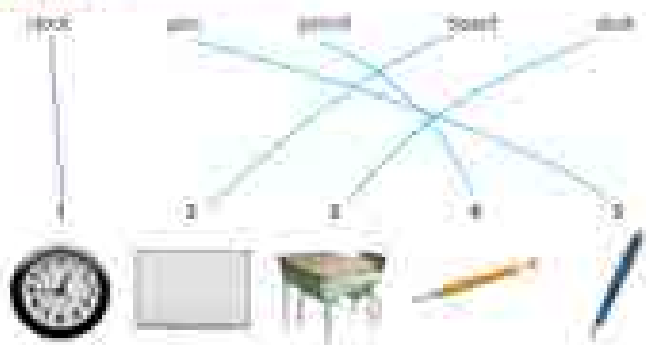
### Part 1

#### 1 Match.

- Tell students to look at the pictures. Point to the pictures and ask what they can see.
- Ask students to match the pictures with the words. Allow them enough time to complete the task alone. Go round the class to help students when necessary.
- Check answers. Ask volunteers to point to each picture and read out their answer.

### Review 2: Part 1

#### 1 Match.



#### 2 Look, Ask and answer.

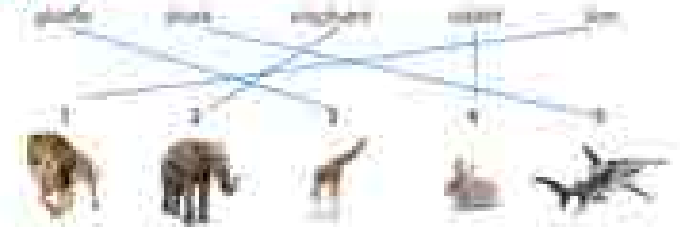


#### 2 Look. Ask and answer.

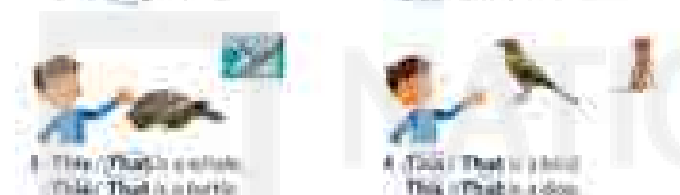
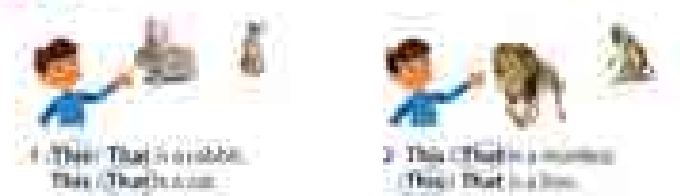
- Read out the example sentences and ask students why *students* is used, and not *student*.
- Read out the sentences again and make sure that students understand the meaning of all the words.
- Explain the rest of the task to students.
- Check answers. Ask volunteers to say both the questions and the answers in full sentences.

## Review 2: Part 2

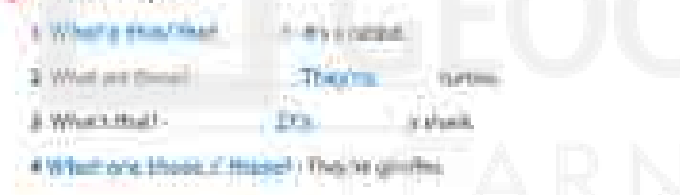
### 1 Match.



### 2 Circle.



### 3 Write and say.



### 3 Write and say.

- Point out to the students that in each question there is either a question or an answer that is provided in full. Let them know that they have to fill in the gaps in the other parts.
- Ask them to fill in the gaps to complete the questions or answers, and then practise saying them aloud. Students can work in pairs or groups.
- Check answers. Ask volunteers to read each pair (question and answer) aloud. Correct any mistakes.

## Part 2

### 1 Match.

- Tell students to look at the pictures. Point to the pictures and ask what animals they can see.
- Ask students to match the pictures with the words. Allow them enough time to complete the task alone. Go round the class to help students when necessary.
- Check answers. Ask volunteers to point to a picture and read out their answers.

### 2 Circle.

- Read out the example sentence with the correct option and ask students why *This* is the correct answer.
- Explain the rest of the task to students.
- Check answers. Ask volunteers to say their answers as sentences.

## Lesson Aims

- Watch and understand a video about the different things and animals in a school.
- Talk about school objects and animals.

## Materials

- Student's Book, Video

## Part 3

### To start

- Tell students to look at the photo and tell you what they can see.
- Tell students they are going to watch a video about what they can see in a school's classroom and garden.

### 1 Tick the things in your classroom.

- Read the instruction to the class. Invite a student to read the list of items.
- Point to the first item, *board*. Ask students to look around and say *Is the board in the classroom?* If students nod their head or say *yes*, show them how to tick the box. Then point to another item, *birds*. Ask *Are the birds in the classroom?* If students shake their head or say *no*, tell them to leave the box empty.
- Repeat with the remaining items.

### 2 Tick the things you see in the classroom in the video.

- Remind students that they are going to watch a video about a school.
- Read the instruction to the students.
- Tell students to get ready to tick the boxes when they see the things in the video.
- Play the video all the way through.
- Go through the answers as a class, playing the video again if you need to.

## Review 2: Part 3 - Video

### 1 Tick the things in your classroom.

- |                                |                                 |
|--------------------------------|---------------------------------|
| <input type="checkbox"/> board | <input type="checkbox"/> desk   |
| <input type="checkbox"/> chair | <input type="checkbox"/> door   |
| <input type="checkbox"/> lamp  | <input type="checkbox"/> window |
| <input type="checkbox"/> book  |                                 |

### 2 Tick the things you see in the classroom in the video.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> desk and chair | <input type="checkbox"/> lamp and pencil  |
| <input type="checkbox"/> table                     | <input checked="" type="checkbox"/> board |
| <input checked="" type="checkbox"/> books          |   |

### 3 What animals can you see in the video? Write.

- 1  birds
- 2  fish
- 3  rabbit



### 3 What animals can you see? Write.

- Read the instruction to the students.
- Tell students to recall and list the animals they saw in the video.
- If necessary, play the video again and give students time to complete the activity alone.
- Check the answers with the class.

## Review 2: Part 4

### 1 List the things you see in your school.

Draw the classroom	Describe the classroom
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

### 2 Listen to a friend describe a picture. Colour it.



## EXTENSION ACTIVITY

- Ask students to draw more animals and school objects and colour those by themselves.
- Ask the class to vote for the best pictures.

## 2 Listen to a friend describe a picture. Draw and colour.



- Ask students to work in pairs. One is Student A and the other is Student B.
- Explain the roles to them: Student A describes the picture and Student B listens and draws it.
- Ask the pairs to switch roles. They should take turns doing the activity until all the pictures are coloured.
- Ask volunteers to show and describe their pictures to the class.

## Part 4

### 1 List the things you see in your school.

- Ask students to work in pairs or groups and brainstorm for the things, animals or people that they can see in a school. List those that they can see inside and outside the classroom.
- Ask pairs or groups to exchange their lists. They can ask their friends questions if there are words they do not remember.
- Praise or award a prize to the pair or group with the most words.

## In This Unit

### Theme

This unit is about the rooms and objects in a house.

### Vocabulary

**Lesson 1:** bathroom, bedroom, kitchen, living room

**Lesson 2:** bed, computer, lamp, toy, TV

**Lesson 3:** ball, birthday, car, doll, game, teddy bear

### Grammar

**Lesson 1:** *There's... There are...*

**Lesson 2:** *Is there...? Are there...? Yes, there is. No, there isn't. Yes, there are. No, there aren't.*

**Lesson 3:** *a, an, the*

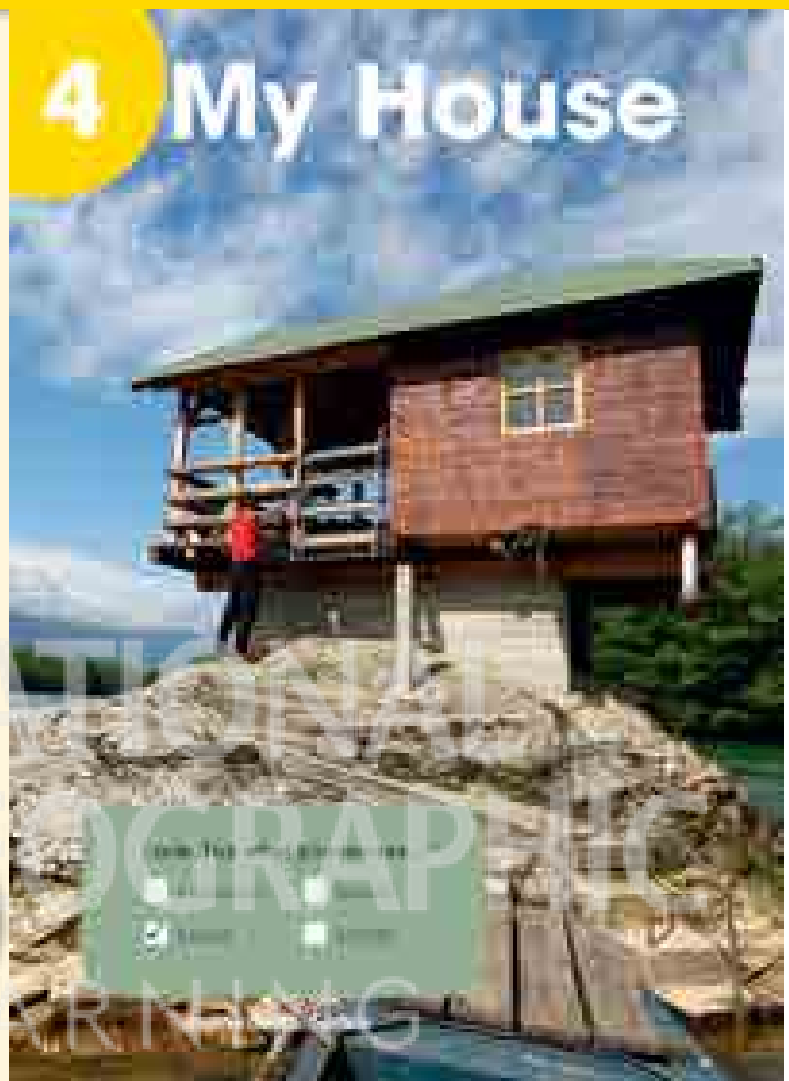
### About the Photo

Bajina Basta is a town in western Serbia. It is located on the Drina river and is close to the Tara National Park. In the past, Bajina Basta was famous for growing large quantities of fruit and vegetables. Its climate is perfect for this.

### Related vocabulary

(Optional)

clouds, house, river, rock, steps, water, sky, sunny



## Unit Opener

### Objectives

- To introduce students to the topic of the unit (houses)
- To engage students with the topic and activate knowledge and vocabulary

### Materials

Student's Book, Flashcards (Units 3 and 4)

### To start

- Use the flashcards to revise *What's this? What's that?* from Unit 3. Stick, for example, the giraffe flashcard on the board, and move away from it. Point and ask *What's that?* Encourage children to reply *That's a giraffe.*
- Place a different flashcard on a student's desk. Point and say, *What's this?* Encourage the student to hold up the flashcard and say for example, *This is an elephant.*

# 4 My House

- Repeat with the other animal flashcards, alternating between *this, that, these* and *those*.
- Show students the flashcards from Unit 4 and tell them that they will be learning about things in a house in this unit.

## 1 Look. Tick what you can see.

- Tell students to open their books at page 54. Give them a moment to look at the photo.
- Ask students what they can see.
- Ask a volunteer to read the instructions and the first option: *classroom*. Point to the photo and ask students *Is this a classroom?* Elicit *No* and repeat with *lesson* and *school*.
- Point to the house and ask *Is this a house?* Elicit *Yes*. Point to the word and put a tick and encourage students to do the same. Ask students if they like this house. Ask them if it is similar to or different from their own homes. Tell students that in this unit they will learn about different homes.



## LESSON

### 1 Listen and point. Repeat. (TR: 4.1)



### 2 Listen and tick. (TR: 4.2)



### 3 Look, Ask and answer.



## To start

- Revise the numbers 1 – 10. Chant them together as a class. Hand out the number cards 1 – 10. Call out the numbers in random order. The student with the number you say should hold the number card up.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat. (TR: 4.1)

- Tell students open their books at page 55 and to look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

## Lesson Aims

- Learn and use new vocabulary: *bathroom, living room, kitchen, bedroom*
- Learn and use new grammar: *there's, there is, there are*

## Materials

- Student's Book, Audio, Flashcards, Number Cards (1 – 10)

### 2 Listen and tick. (TR: 4.2)

- Tell students to look at the photo. Ask them what room it is (living room).
- Point to the new words in the dialogue. Read them out and ask students to repeat.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the whole class.
- Ask students to look back at the picture and dialogue in order to tick the correct answers.
- Check the answers with the whole class.

### 3 Look. Ask and answer.

- Tell students to look at the first picture and the example dialogue. Ask them to read it aloud a few times.
- Ask students to look at the other pictures and brainstorm vocabulary to describe them. Suggested vocabulary to describe the pictures include descriptive adjectives such as *nice, funny, cool, and great*. Give students suggestions in case they have difficulties.
- Give students time to practise other dialogues in pairs.
- Ask some volunteers to act out the dialogues in front of the whole class.

#### 4 Listen and repeat. TR: 4.3

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Ask students to notice the differences between *There's* and *There are*.
- Ask students to repeat the sentences, and to take a look at how they may use what they have just learnt in the next activity.

#### 5 Say.

- Tell students to look at the picture for question 1 and read out the example sentence.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their sentences. Correct any mistakes.



#### 5 Say

- 1 a room  
There is a living room.
- 2 two bedrooms  
There are two bedrooms.
- 3 a bathroom  
There is a bathroom.
- 4 a kitchen  
There is a kitchen.



#### 6 Let's talk.



#### 6 Let's talk.

- Ask two volunteers to say the dialogue.
- Ask students to look at the text in the speech bubbles and substitute different words for the rooms in a house. Model using one room as an example with a volunteer responding to your statement. When you have finished, tell the student *Well done*.
- Have students do the task in pairs. Ask pairs to come to the front of the class. One student describes their house and the other responds.



## Lesson Aims

- Learn and use new vocabulary: *bed, computer, lamp, toy, TV*
- Learn and use new grammar: *There isn't... There aren't... Is there...? Are there...? Yes, there is/are... No, there isn't/aren't...*

## Materials

- Student's Book, Audio, Flashcards

## 2 Listen and write. TR: 4.5

- Tell students to look at the photo. Tell students that they are going to read about a girl. Ask students where they think the girl is (at home, in her bedroom). Ask them to read the first sentence and to find out her name.
- Point to the new words in the dialogue. Read them out and ask students to repeat.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the whole class.
- Ask students to look back at the picture and dialogue in order to choose the correct word to fill in the gap.
- Check the answer with the whole class.

## 3 Look at the photo in 2. Tick and say what you can see.

- Tell students to look back at the photo in the previous activity, the options and the example sentences. Ask them to read the sentences aloud a few times.
- Ask students to look at the other options and decide if they appear in the photo. Check the answers with the whole class.
- Give students time to practise other sentences in pairs.
- Ask some volunteers to read their sentences aloud in front of the whole class.

## To start

- Revise the words from Lesson 1 with the flashcards. Ask a student to pick a flashcard from a pile on your desk and show it to the class and ask what the word is. All students can take it in turns until all words have been practised.
- Revise *there is* and *there are*. Draw a book on the board and say *Look! There's a book*. Ask students to repeat. Then draw three more books on the board. Ask volunteers to make a sentence for four books. Elicit *Look! There are four books*. Practise more sentences with *pencil/pencils*.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

## 1 Listen and point. Repeat. TR: 4.4

- Tell students to open their books at page 57 and to look at the vocabulary box. Hold up your book and point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

## EXTENSION ACTIVITY

For advanced classes, if there is enough time, encourage students to show and talk about a picture of their own room and their things and talk about them. Have the students do this within their pairs and then in front of the class. Students may want to draw a picture of their room in their notebooks if no photo is available. In case students do not possess a room of their own, encourage them to describe their dream room.

### 4 Listen and repeat. TR: 4.6

- To begin, ask students to look at and underline *Is/Are there* in the questions and *Yes, there is/are* in the answers, in Activity 2. Tell them that it's how people find out whether certain things or people are in a place.
- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Ask students to circle the questions and underline the answers in the dialogue on the previous page.
- Point to the pictures. Ask students to notice the differences between different questions and answers.
- Ask students to repeat the sentences, and to take a look at how they may use what they have just learnt in the next activity.
- Optional activity: Ask students about things in the classroom and guide them to answer.



**4 Listen and repeat.**

**1** Is there a clock in the bedroom?  
Yes, there is.

**2** Are there any books in the living room?  
Yes, there are.

**3** Are there any people in the living room?  
Yes, there are.

**4** Is there a TV set in the living room?  
Yes, there is.

**5 Look and say.**

**1** Is there a clock in the bedroom?  
Yes, there is.

**2** Are there any books in the living room?  
Yes, there are.

**3** Are there any people in the living room?  
Yes, there are.

**4** Is there a TV set in the living room?  
Yes, there is.

**6 Write about your house. Say.**

1 There is \_\_\_\_\_ in the \_\_\_\_\_.

2 There are \_\_\_\_\_ in the \_\_\_\_\_.

3 There is \_\_\_\_\_ in the \_\_\_\_\_.

4 There are \_\_\_\_\_ in the \_\_\_\_\_.

### 5 Look and say.

- Tell students to look at the picture for question 1 and read out the example dialogue.
- Explain the rest of the task to students. Allow them enough time to practise asking and answering questions in pairs. Go round the class helping students where necessary.
- Ask volunteers to act out the dialogues. Correct any mistakes.

### 6 Write about your house. Say.

- Tell students to think about the things in their house and complete the sentences. Ask them to write down their answers.
- Give students some time to share their answers in pairs.
- Ask some volunteers to say their answers. Correct any mistakes.
- Optional activity: Ask one student to read out his or her answers. Then ask other students questions about the house to check their understanding.

### 7 Listen and tick. TR: 4.7

in the bedroom

- 1 Is there a computer?
- 2 Are there books?
- 3 Is there a lamp?
- 4 Is there a TV?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### 8 Look and say.

 <p>There is a TV in the living room. There isn't a computer.</p>	 <p>There is a chair at the desk. There isn't a desk.</p>
 <p>There is a bed in the bedroom. There aren't books.</p>	 <p>There are pictures in the hallway. There aren't any.</p>

### 9 Listen and sing. TR: 4.8

There are boys for you  
There are boys for you  
Are there boys for you?  
Yes, there are boys!

There is a book for you  
There is a book for you  
Is there a book for you?  
Yes, there is a book!

Yes, there are boys!  
Yes, there is a book!  
Hooray!  
Let's go home and play!



- There's a bed in the bedroom.  
There are toys, too.  
There aren't books.
  - There are chairs in the classroom.  
There are desks, too. There aren't  
computers.
  - There are pictures in the  
bathroom. There aren't toys.
- Ask volunteers to read out their sentences. Correct any mistakes.

### 9 Listen and sing. TR: 4.8

- Tell students they are going to learn a song. Ask students if they like going to school and what they like most about school.
- Ask students to look at the picture. Hold up your book, point to the girl and say *Look! Is there a girl?* Elicit *Yes, there is.* Then ask *Are there boys?* Elicit *Yes, there are.* Ask *Are there books?* Elicit *No, there aren't.*
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the song one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to sing along. Practise several times until students are familiar with the words. They can clap as they sing *Hooray*.

### 7 Listen and tick. TR: 4.7

- Tell students that they are going to listen to some dialogues and tick the correct answers.
- Ask students to read through questions 1 – 4 and the options.
- Play the recording and pause after number 1. Ask students why the answer is *No*. Play the rest and tell students to listen and tick the correct answers for questions 2 – 4. If students have difficulty understanding the audio, play it more than once.
- Play the recording again and pause after each sentence to check answers.

### 8 Look and say.

- Tell students to look at the picture for question 1 and read out the example sentences.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and in pairs. Go round the class helping students where necessary.
- Give students suggestions if they have difficulties. Here are some example answers:

## Lesson Aims

- Learn and use new vocabulary: *ball, birthday, car, doll, game, teddy bear*
- Learn and use new grammar: *a, an, the*
- Learn the pronunciation of the sound *ai* in *chair* and *a* in *game*

## Materials

- Student's Book, Audio, Flashcards
- Optional: objects to match the flashcards, e.g. a ball, a doll, a toy.

## To start

- Revise the words from Lesson 2 with the objects and/or flashcards. Point to an object and ask *What's this?* Elicit answers from volunteers.
- Revise *Are there...?* Ask *Are there boys in the classroom?* Ask volunteers for the answer. Ask *Are there elephants in the classroom?* Ask volunteers for the answer.
- Sing the song from Lesson 2.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat.

 TR: 4.9

- Tell students to open their books at page 60 and look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and tick. TR: 4.10

- Tell students to look at the photo. Then ask them what the picture shows (a birthday celebration).
- Point to the new words in the dialogue. Read them out and ask students to repeat.
- Play the recording. Tell students to look at the picture and follow the



**Lesson 2**

**1 Listen and point. Repeat.** Repeat. Repeat.

**2 Listen and tick.** Tick.

**3 Ask and answer about 1.**

**1 ball**      **2 Is there a ball? Yes, there is. / No, there isn't.**

**3 game**      **3 Is there a game? Yes, there is. / No, there isn't.**

**4 teddy bear**      **4 Is there a teddy bear? Yes, there is. / No, there isn't.**

**5 car**      **5 Is there a car? Yes, there is. / No, there isn't.**

**6 doll**      **6 Is there a doll? Yes, there is. / No, there isn't.**

**7 birthday cake**      **7 Is there a birthday cake? Yes, there is. / No, there isn't.**

**8 ball**      **8 Is there a ball? Yes, there is. / No, there isn't.**

**9 game**      **9 Is there a game? Yes, there is. / No, there isn't.**

**10 teddy bear**      **10 Is there a teddy bear? Yes, there is. / No, there isn't.**

**11 car**      **11 Is there a car? Yes, there is. / No, there isn't.**

**12 doll**      **12 Is there a doll? Yes, there is. / No, there isn't.**

**13 birthday cake**      **13 Is there a birthday cake? Yes, there is. / No, there isn't.**

text with their fingers.

- Play the recording again. Pause after each sentence and ask students to repeat.
  - Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the whole class.
  - Ask students to look back at the picture and dialogue in order to tick the correct answers.
  - Check the answers with the whole class.
- ### 3 Ask and answer questions about 2.
- Tell students to look back at the photo and dialogue in the previous activity, the given words and the example sentences. Ask them to read the sentences aloud a few times.
  - Ask students to look at the other words and decide if they appear in the photo or dialogue. Check the answers with the whole class.
  - Give students time to practise other sentences in pairs.
  - Ask some volunteers to read their sentences aloud in front of the whole class.

**4 Listen and repeat.**  **TR: 4.10**



1 There's a ball. The ball is red.  
2 There's an elephant. The elephant is grey.  
3 There's a group. The group is old.

**5 Look and say.**



1 This is a car. The car is blue.  
2 This is a teddy bear. The teddy bear is brown.  
3 This is a dog. The dog is black.  
4 This is a TV. The TV is green.  
5 Look! There is a dog.  
6 Draw and write. **Key:**  **TR: 4.11**

Look! There is a dog.  
This is a car. The car is blue.  
This is a teddy bear. The teddy bear is brown.  
This is a dog. The dog is black.  
This is a TV. The TV is green.

**6 Draw and write. Say.** 

- Ask students to look at the picture of the girl's drawing. It is a map of her house: a floor map. Explain what a floor map is.
- Read out the dialogue to students and ask them to repeat. Tell students to draw a floor map of their house in their notebook or on a sheet of paper.
- Ask students to write a description of their house, using the girl's text as a guide. Remind students that they should write 10 – 20 words.
- Tell students to complete the task. Help students with spelling where necessary.
- Ask students to hold up their notebooks or paper to show one another their pictures. Ask volunteers to share their work.

**4 Listen and repeat.**  **TR: 4.11**

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Ask students to notice the differences between *a*, *an* and *the*.
- Ask students to repeat the sentences, and to take a look at how they may use what they have just learnt in the next activity.

**5 Look and say.**

- Tell students to look at the picture for question 1 and read out the example sentences.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to say the sentences. Correct any mistakes.

## 7 Listen and repeat. TR: 4.12

- Play the recording. Ask students to listen and look at the words and sentences. Play the recording again and ask students to repeat.
- Show students that the sounds for *air* in *chair* and *a* in *game* come from different parts of your mouth. Write to each word on the board and ask students to practise the sounds with you.
- Play the recording again and tell students to repeat the words and the sentences, paying particular attention to the correct pronunciation of the sounds.
- Ask students to practise pronouncing the sounds in pairs, and ask some volunteers to say the words and sentences. Correct them if there are any mistakes.

## 8 Listen and chant. TR: 4.13

- Tell students they are going to learn a chant. Explain to students that the chant uses the sounds they have just learnt.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to chant along. Practise several times until students are familiar with the words and sounds.
- Optional activity: Ask students to practise the chant individually, and then in pairs or in groups. For example, one group can chant the first verse, and the other group can chant the second verse. Ask some volunteers to say the whole chant.

## 7 Listen and repeat. TR: 4.12

chair  
game

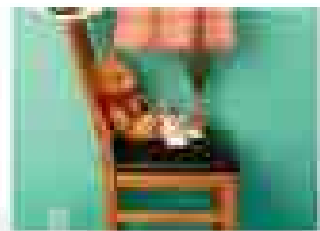
There are four chairs in the kitchen.  
The game is great.



## 8 Listen and chant. TR: 4.13

Game, game, game  
Great, great, great!  
The game is great.

Chair, chair, chair  
Chair, chair, chair!  
The chair is on the chair.



## 9 Say it.

There are two chairs  
in the bedroom.

The chair cushions are great.

There are six small chairs  
in the kitchen.

There is paper on the table.



There are six small chairs  
in the kitchen.

There is paper on the table.

## 9 Say it.

- Ask students to look at the sentences. Ask them to focus on the words with the target sounds and read them aloud.
- Ask students to practise making the sentences individually and then in pairs.
- Ask volunteers to read the sentences out loud. Correct any mistakes.



## Fun Time & Project

### 1 Unscramble the letters.

### 2 Project: A nice house

Draw the rooms of a house. Tell the class about them.

### 2 Project: A nice house

- Ask students to form groups of four and to make a house together. If time allows, students may divide a piece of paper into four equal parts with each part representing one room in the house. Each member draws things for one of the rooms, with the four rooms making a house. When they have completed their drawings, they should share them with the group.
- Ask the groups to share their pictures with one another. They can ask their friends questions about the household objects in the pictures.
- Ask some groups to come to the front of the class to show their drawings and talk about the completed house.

### 1 Unscramble the letters.

- Tell students that they are going to look at the pictures to rearrange the letters to form the correct words describing those pictures.
- Divide students into pairs or groups to do the task.
- Show students how to do the task by pointing to the first picture and filling in the first word if necessary.
- Praise or award a prize to the quickest pair or group with all the correct answers.

## In This Unit

### Theme

This unit is about clothes.

### Vocabulary

**Lesson 1:** shoes, skirt, socks, T-shirt, trousers

**Lesson 2:** boots, coat, dress, hat, warm

**Lesson 3:** big, new, pretty, small, ugly

### Grammar

**Lesson 1:** have got and possessive pronouns *my, your, their*

**Lesson 2:** has got and possessive pronouns *his, her, its*

**Lesson 3:** I've got a new T-shirt.

### About the Photo

In this photo, children are putting on their wellies. The word *wellies* is short for wellington boots, named after the 1st Duke of Wellington. Nowadays, wellies are waterproof and are made of rubber.

### Related vocabulary

(Optional)

*colourful, floral, stripey, plain, rubber, wellington boots*

## Unit Opener

### Objectives

- To introduce students to the topic of the unit (clothes)
- To engage students with the topic and activate knowledge and vocabulary

### Materials

Student's Book, Flashcards (Units 4 and 5)



### To start

- Revise the words from Unit 4 using the flashcards.
- Ask students to tell you the words they remember or have students point to the right objects as you name them.
- Ask volunteers to write the words on the board.
- Show the students the flashcards from Unit 5 and let them know that they will be learning more about clothes in this unit.

### 1 Look. Tick the colours you see.

- Tell students to open their books at page 64. Give them a moment to look at the photo.
- Ask students if the children in the photo are in a bedroom (no). Ask them if they are in a bathroom (no). Tell them they are changing out of their shoes and putting on boots so they can go outside.
- Ask a volunteer to read the instructions and the first word: *green*. Ask students if they can see green in the photos. Tell students to put a tick in the box.
- Repeat with the other colours.

## Extension

1 Listen and point.  
Repeat. (1 minute)



shoes



skirt



socks



trousers



T-shirt

2 Listen and match. (2 minutes)



Alice: There are problems in their uniforms.  
Zoe: Really?  
Alice: Yes. They are in their school uniforms. They've got shorts. Their shirts are blue.

Zoe: Oh, right. They've got shoes and socks. But their shoes are black and their socks are white.

- 1 shirts
- 2 shoes
- 3 socks

- a black
- b white
- c blue

There are shirts in their uniforms. They are blue.

There are shoes in their uniforms. They are black.

- 1 There are shoes in their uniforms. They are black.
- 2 There are socks in their uniforms. They are white.
- 3 There are shirts in their uniforms.

3 Say.

- 1 shirts
- 2 trousers
- 3 shoes
- 4 socks
- 5 T-shirts

## To start

- Revise *a*, *an* and *the*. On the board, write: *It's a pen. \_\_\_\_\_ pen is red.*
- Ask students to say the missing word. Practise with the names of other classroom objects and prompt students to make two sentences for each object.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat. TR: 5.1

- Tell students to open their books at page 65 and to look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and match. TR: 5.2

- Tell students to look at the photo. Ask them to tell you what they can see.
- Point to the new words in the dialogue. Read them out

## Lesson Aims

- Learn and use new vocabulary: *shoes, skirt, socks, trousers, T-shirt*
- Learn and use new grammar: possessive adjectives *my, your, have got, our, their*

## Materials

- Student's Book, Audio, Flashcards, magazine pictures of people wearing colourful clothes

and ask students to repeat.

- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the whole class.
- Ask students to look back at the picture and dialogue in order to do the matching task.
- Check the answers with the whole class.

### 3 Say.

- Tell students to look back at the photo and dialogue in the previous activity, the given words and the example sentences. Ask them to read the sentences aloud a few times.
- Ask students to look at the other words, and decide if they appear in the photo or dialogue. Ask them to notice the colours of the clothing items. Check the answers as a class.
- Give students time to practise other sentences in pairs.
- Ask some volunteers to read their sentences aloud in front of the whole class.

## EXTENSION ACTIVITY

For advanced classes, if there is enough time, encourage students to describe their own uniforms. If they do not have to wear a uniform, ask them to draw a picture of their dream uniform quickly in their notebooks and describe it.

#### 4 Listen and repeat. TR: 5.3

- To begin, ask students to look at and underline the sentences which include *have got* (*'ve got*) and *their* in Activity 2. Tell them that it's a way for people to talk that possessions in English, and that they are going to learn more about how to use those structures.
- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Ask students to pay attention to the use of *'ve got* to describe possessions for *I*, *you*, *we* and *they*. Ask them to circle the words *My*, *Your* and *Their*, and notice how they are used.
- Ask students to repeat the sentences and to take a look at how they may use what they have just learnt in the next activity.

#### 5 Look and say.

- Ask students to look at the first picture and the sentences. Ask them to read the sentences aloud a few times.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their sentences. Correct any mistakes.



4 Listen and repeat.  TR: 5.3

1. I've got a T-shirt. My sister's got ...

2. They've got a dress. You still have ...

3. They've got a dress. They've got a dress.

4. They've got a dress. They've got a dress.

5 Look and say.

1. They / T-shirts / white

2. My sister / trousers / blue

3. They / party / last night

4. Lisa and Tom / shoes / blue

6 Write and say.

1. I've got ... My ...

2. My father and mother have got ...

3. My brother and sister have got ...

4. My friends have got ...

#### 6 Write and say.

- Tell students to think about the things they or their family and friends have and complete the sentences. Ask them to complete the sentences.
- Give students some time to share their answers in pairs.
- Ask some volunteers to read out their answers. Correct any mistakes.
- Optional activity: Ask one student to read out his or her answers. Then ask other students questions to check their understanding.



## 1 Listen and point. Repeat.

🔊 TR: 5.4

- Tell students to open their books at page 67 and look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

## 2 Listen and match. 📏🔊 TR: 5.5

- Tell students to look at the photo. Tell students that they are going to read about a girl. Ask students to guess where the girls in the photo are from. Read out the first paragraph. Show students on the map where Canada is.
- Point to the new words in the passage. Read them out and ask students to repeat.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the whole class.
- Ask students to look back at the picture and reading passage in order to do the matching task.
- Check the answers as a class.

## 3 Look and say.

- Tell students to look at the given pictures and the example sentences. Ask them to read the sentences aloud a few times.
- Explain the rules of the game to students. Divide them into pairs: one student chooses a picture and describes it, and the other student points at the right picture. Remind students that they can use vocabulary from Activity 2 for their descriptions. Give students suggestions in case they have difficulties.
- Give students time to play the game in pairs.
- Ask some volunteers to play the game in front of the whole class. You may also choose to divide the class into two to play the game.

### Lesson Aims

- Learn and use new vocabulary: *boots, coat, dress, hat, warm*
- Learn and use new grammar: *has got*, possessive adjectives *his, her, its*

### Materials

- Student's Book, Audio, Flashcards
- Optional: items of clothing: boots, coat, hat, dress
- A map of the world
- A CD with music

### To start

- Revise the words from Lesson 1. Stick the flashcards on the board. Call out the words one at a time and ask volunteers to come to the board and point to the correct flashcard.
- Ask students to describe their clothes and their classmates' clothes using *My/Your (T-shirt is blue)*.

### New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

## EXTENSION ACTIVITY

For advanced classes, if there is enough time, encourage students to draw different clothing items quickly in their notebooks and play the same game with the drawing.

### 4 Listen and repeat. TR: 5.6

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Then ask students to pay attention to the use of *'s got* for *he, she* and *it*. Ask them to circle the words *His, Her* and *It*, and notice how they are used.
- Ask students to repeat the sentences, and to take a look at how they may use what they have just learnt in the next activity.

### 5 Point and say.

- Ask students to look at the picture for question 1 and read out the example sentences.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their sentences. Correct any mistakes.

## EXTRA ACTIVITY

- Ask a volunteer to stand in front of the class. Describe the volunteer's clothes, e.g. *His shoes are cool. His shirt is white.*
- Be sensitive to how the students feel about what they are wearing. Make sure that you only call on the students who are keen to volunteer.
- Ask pairs to stand at the front and make two sentences about their partner's clothes. Make sure all students have a turn.

**4 Listen and repeat.**

1 It's got a hat. It's got a name.

2 It's got a name. It's got a name.

**5 Point and say.**

I've got a hat. My hat is white and red.

1 I've got a hat.

2 My coat has got a name. It's got a name.

3 My coat has got a name. It's got a name.

4 My coat has got a name. It's got a name.

**6 Let's talk.**

My coat has got a name. It's got a name.

My coat has got a name. It's got a name.

### 6 Let's talk.

- Ask students to look at the picture and describe what they can see. Tell students that the boy and girl are describing the people in their pictures.
- Ask two volunteers to say the dialogue.
- Ask students to look at the words in the speech bubbles and substitute different words for their own family members. Model using your own relatives as an example with a volunteer taking the other role in the dialogue. When you have finished, tell the student *Well done*.
- Continue the task in pairs. Ask pairs to come to the front of the class. One student describes their family members and the other responds.

### 7 Listen and complete. 🎧

That is my (1) brother. She's got an orange and red (2) coat.  
He's got a green T-shirt and green (3) trousers. She's got a blue hat  
and black (4) boots.

### 8 Look and say.



### 9 Draw, Write and say. 🎨



### 9 Draw. Write and say. 🎨

- If necessary, revise the clothes vocabulary with the flashcards.
- Read out the speech bubble to students and ask them to repeat.
- Ask students to look at the girl's drawing and to read the text.
- Tell students to draw a picture of a friend or someone in their family in their notebook or on a sheet of paper. Tell them not to write anything yet. When they have finished, ask them to show their classmates their pictures and describe them. Explain to students that they must write three things about the clothes. Go round the class helping with ideas and spelling where necessary.
- Ask students to hold up their notebooks or paper to show one another their pictures. Ask volunteers to read out their work.

### 7 Listen and complete. 🎧 TR: 5.7

- Tell students that they are going to listen to a recording to complete each gap in Activity 7 with a word.
- Ask students to look at Activity 7.
- Play the recording and tell students to listen and complete the script. If students have difficulty understanding the audio, play it more than once.
- Play the recording again and pause after each sentence to check answers.

### 8 Look and say.

- Tell students to look at the first picture and read out the example sentences.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to say the sentences. Correct any mistakes.

## Lesson Aims

- Learn and use new vocabulary: *big, small, new, pretty, ugly*
- Learn and use new grammar: adjective word order
- Learn the pronunciation of the sound *ou* in *trousers* and *b* in *boots*

## Materials

- Student's Book, Audio, Flashcards
- Optional for Extra Activity: Bingo cards, one piece of paper divided into six boxes for each student, crepe paper and scissors

## To start

- Revise the words from Lesson 2 with the flashcards. Put the flashcards on the desk, call out a word and ask volunteers to find the item. Then ask volunteers to call out items for the other students to find.
- Revise the possessive 's. Ask a student for a pencil. Say, for example, *Minh has got a pencil. His pencil is red.* Ask students to repeat. Then ask pairs to make sentences about each other in front of the class.

## New vocabulary

- Teach the new words. See the Lesson Planner introduction page 10 for teaching suggestions.

### 1 Listen and point. Repeat.

 **TR: 5.8**

- Tell students to open their books at page 70 and look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out the words *new, pretty* and *ugly*. Explain their meaning and demonstrate with pictures if necessary. Ask students to say what objects or places they think are new, pretty or ugly.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and tick. **TR: 5.9**

- Tell students to look at the photo. Ask students to say what clothes the children have got. Ask students to find the names of the boys.

**Lesson 1**

**1 Listen and point. Repeat, 5 times**

**2 Listen and tick. 4 times**

**Dialogue:**

Minh: Look at the boy, Nam. Is it a new hat?

Nam: Yes, he's right. My brother is 100 cent. I've got a green hat. How big is it?

Minh: You've got lots of hats. Thank you!

**Let's play!**

Say and point.

I've got a T-shirt. My trousers are...

**Vocabulary:**

A B C D E F

- Point to the new words in the dialogue. Read them out and ask students to repeat.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the whole class.
- Ask students to look back at the picture and dialogue in order to tick the correct answers.
- Check the answers as a class.

### 3 Let's play!

- Tell students to look at the first picture and the example sentences. Ask them to read the sentences aloud a few times.
- Ask students to look at the other pictures and brainstorm for vocabulary to describe them. Suggested vocabulary to describe the pictures include colours and descriptive adjectives such as *big, small, nice, funny, cool, and great*. Give students suggestions in case they have difficulties.
- Give students time to practise other sentences in pairs.
- Ask some volunteers to read their sentences aloud in front of the whole class.



#### 4 Listen and repeat. (TR: 5.9)

- 1 I forgot my **bag**.
- 2 She's got a **pretty skirt**.
- 3 There's got **big shoes**.



#### 5 Look, write and say. (TR: 5.10)

- 1 **red** I've got **two** **skirts**.
- 2 **yellow** They're **cheap** **shoes**.
- 3 **purple** They're **pretty** **shirts**.
- 4 **black** She's got **two** **big** **shoes**.
- 5 **big** There's got **big** **shoes**.

#### 6 Listen and sing. (TR: 5.11)

Crazy hats, crazy hats!  
We've got funny hats!  
Big hats, ...  
Small hats, ...  
I've got a funny hat!  
I've got a funny hat!  
I've got a funny hat!  
I've got a funny hat!  
I've got a funny hat!  
I've got a funny hat!  
I've got a funny hat!



### EXTENSION ACTIVITY

For advanced classes, if there is enough time, encourage students to show a picture of their favourite clothes and say *Look at...* to introduce those clothes. Have the students do this in pairs and then in front of the class. Students may want to draw a picture of their favourite clothes quickly in their notebooks if no photo is available.

#### 4 Listen and repeat. (TR: 5.10)

- Play the recording. Tell students to follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the highlighted words. Ask students to pay attention to the position of the adjectives.
- Ask students to repeat the sentences, and to take a look at how they may use what they have just learnt in the next activity.

#### 5 Look, write and say. (TR: 5.11)

- Tell students to look at the picture for question 1 and read out the example.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their sentences. Correct any mistakes.

#### 6 Listen and sing. (TR: 5.11)

- Tell students they are going to learn a song. Explain to students that the song is about clothes.
- Ask students to look at the pictures and tell you which item of clothing they can see.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the song one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to sing along. Practise several times until students are familiar with the words.

### EXTRA ACTIVITY

- Students can make crazy hats to wear for the song. Cut out a square of crepe paper for each student, which is bigger than his/her head. Show students how to roll and scrunch up each corner of the square to make a hat. These hats are like a hat made out of a handkerchief with knots in each corner.
- Students can wear their crazy hats while singing the song.

## 7 Listen and repeat. TR: 5.12

- Play the recording. Ask students to listen and look at the words and sentences. Play the recording again and ask students to repeat.
- Show students that the sound for *ou* in *trousers* and the sound for *b* in *boots* come from different parts of your mouth.
- Point to each word on the board and ask students to practise the sounds with you.
- Play the recording again and tell students to repeat the words and the sentences, paying particular attention to the correct pronunciation of the sounds.
- Ask students to practise pronouncing the sounds in pairs, and ask some volunteers to say the words and sentence. Correct them if there are any mistakes.

## 8 Listen and chant. TR: 5.13

- Tell students they are going to learn a chant. Explain to students that the chant uses the sounds they have just learnt.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to chant along. Practise several times until students are familiar with the words and sounds.
- Ask students to practise the chant individually, and then in pairs or in groups. For example, one group can chant the first verse, and the other group can chant the second verse.
- Optional activity: Ask some volunteers to say the whole chant.

## 9 Say it.

- Ask students to look at the sentences. Ask them to focus on the words with the target sounds and read them aloud.

### 7 Listen and repeat. TR: 5.12

trousers  
boots

I've got blue trousers and black boots.



### 8 Listen and chant. TR: 5.13

B, b, b,

Boo, boo, boo.

Boots, boots, boots.

I've got big boots!

Ou, ou, ou.

Trousers, trousers, trousers.

Trousers, trousers, trousers.

I've got trousers on my trousers!



### 9 Say it.



1 Write in the house  
with my trousers.



2 There are shoes  
on the foot.



3 I've got big boots.

- Ask students to practise reading the sentences aloud individually and then in pairs.
- Ask volunteers to read the sentences out loud. Correct any mistakes.

### EXTRA ACTIVITY

- Play clothes bingo. Hand out one piece of paper divided into six boxes to each student. Tell students to draw one item of clothing they have learnt in Unit 5 in each box. They should have six different items. Go round the class helping students where necessary.
- When students have finished their drawings, explain the rules of the game. You will call out a clothes word and if a student has drawn it, they can tick the box in pencil. Then you call out another word and so on. When a student has ticked all six boxes, he/she shouts *Bingo!* and holds up his/her bingo card.
- Students can rub out the ticks, and the game can be played again.

1 Match.



2 Project: My Friends



2 Project: My friends

- Ask students to choose two friends in their class. They should draw a picture and write a description of each friend, paying attention to clothes that those friends wear.
- Divide students into pairs or groups to share their pictures and descriptions. They can ask their friends questions about their pictures and descriptions.
- Ask volunteers to share their pictures and descriptions with the class.

1 Match.

- Tell students that they are going to match words and pictures.
- Divide students into pairs or groups to do the matching task.
- Show students how to do the task if necessary by matching the first word with the correct picture. Praise or award a prize to the quickest pair or group with all correct answers.

# Review 3

## Units 4 and 5

### Part 1

#### 1 Look and match.

- Tell students to look at the first picture and ask them what they can see. Elicit *a boy*. Then ask them to look at the example question and answer. Do the same with the second picture and sentence.
- Explain the rest of the task to students. Tell them to look at the pictures carefully and use them to match each question to the right answer. Go round the class helping students where necessary.
- Check answers. Ask volunteers to say their answer.

### Review 3; Part 1

#### 1 Look and match.



1 Is there a boy?                      2 Yes, there are.  
2 Is there a dog?                    3 Yes, there is.  
3 Are there dolls?                    4 No, there aren't.  
4 Are there computers?            5 No, there isn't.

#### 2 Write.

- 1 Is there a doll on the bed?            No, there isn't.  
2 Are there a bathroom?              No, there is.  
3 Are there eyes in the bathroom?    No, there aren't.  
4 Is there a lamp in the living room?    No... there isn't.

#### 3 Look, Ask and answer.



Living room: Is there a lamp? Yes, there is. / Are there any plants? Yes, there are. / Is there a sofa? Yes, there is. / Are there any chairs? Yes, there are.

Bedroom: Is there a bed? Yes, there is. / Are there any books? Yes, there are. / Is there a desk? Yes, there is. / Are there any pictures? Yes, there are.

#### 2 Write.

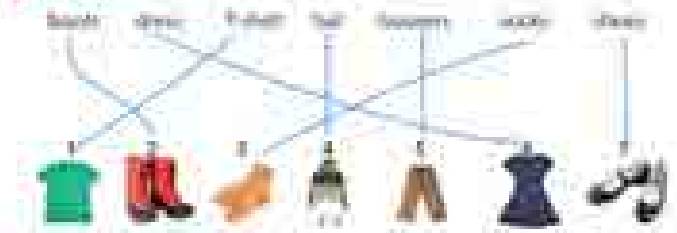
- Read out the first question and ask students why *Is there* is the correct answer. Remind students that they should look carefully at the words in each sentence to help them work out the missing words. Read out the words provided in the remaining sentences and make sure that students remember the meanings of all the words.
- Check answers. Ask volunteers to say their answers as sentences.

#### 3 Look. Ask and answer.

- Tell students to look at the photos and read out the example dialogue.
- Tell students to ask and answer questions about the other things in the photos. Allow them enough time to practise speaking in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their sentences. Correct any mistakes.

## Review 3: Part 2

### 1 Match.



### 2 Write the opposite.

- big long new pretty small
- 1 My trousers are not (big). They're small.
  - 2 My socks are not (big). They're small.
  - 3 Her hair is not (short). It's long.
  - 4 Your dress is not (old). It's new.
  - 5 Our shoes aren't (small). They're big.

### 3 Write and say.

- 1 The girl is green (green).
- 2 My cousin Eric got a blue (blue) hat.
- 3 His brother (brother) is short (short).
- 4 His trousers (trousers) are black (black).
- 5 They're with long (long) boots (boots).
- 6 His dress (dress) is new (new).
- 7 My shirt (shirt) is small (small).

## 2 Write the opposite.

- Read out the example and ask students why *new* is the correct answer (it's not old). Read out all the sentences and make sure that students remember the meanings of all the words and their opposites.
- Explain the rest of the task to students. Tell them to cross out a word in the box when they have used it. Go round the class helping students where necessary.
- Check answers. Ask volunteers to say their answers.

## 3 Write and say.

- Read out the example sentence and point to the words in brackets at the end of the sentence. Tell students they should look carefully at the words and decide on the order of the missing words. Read out all the sentences and make sure that students remember the meanings of all the words.
- Explain the rest of the task to students.
- Check answers. Ask volunteers to say their answers in full sentences.

## Part 2

### 1 Match.

- Tell students to look at the pictures and the example. Point to the first word *boots* and the picture. Ask students to repeat. Do the same with the next word *dress*. Tell students to draw a line between *dress* and the picture of a dress.
- Explain the rest of the task to students. Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Check answers. Ask volunteers to point to and say their answers.

## Lesson Aims

- Watch and understand a video about the different clothes children wear.
- Talk about your clothes.

## Materials

- Student's Book, Video

## Part 3

### To start

- Tell students to look at the photo and tell you what they can see. Revise colours and clothes.
- Ask students to tell you how many boys they can see in the photo.
- Ask students to tell you if their clothes are the same as these boys' clothes.
- Tell students they are going to watch a video to find out what clothes different children around the world have got.

### 1 Tick. What do you wear to school?

- Read the instruction to the class. Invite a student to read the list of items.
- Point to the first item, hat. Say *Is there a hat in your uniform?* If students do wear a hat, show them how to tick the box. If they don't wear one, tell them to leave the box alone.
- Repeat with the remaining items.

### 2 Look at the hats. What colours can you see? Tick.

- Remind students that they are going to watch a video about the different clothes worn by children around the world.
- Read the instruction to the students. Ask students to tell you the names of all the colours.
- Tell students to get ready to tick the boxes when they see hats of that colour in the video.



- Play the video all the way through.
- Go through the answers as a class, playing the video again if you need to. Ask students which hat colour isn't listed even though it appeared in the video.

### 3 Tick T for True or F for False.

- Read out the first statement to the class. Ask students if they remember if any of the children in the video have got blue hats. Elicit *Yes*. Say *Yes, the children from Japan have got blue hats*. Put a tick in the 'T' box.
- If necessary, play the video again and give students time to complete the activity alone.
- Check the answers with the class.
- Invite volunteers to say which colour hat they liked the best.

## Review 3: Part 4

### 1 List your clothes and toys.

My clothes	My toys
1	1
2	2
3	3
4	4
5	5

### 2 Talk about the things you have got.



### 2 Talk about the things you have got.

- Read the instruction to the students.
- Invite two students to read the model dialogue.
- Put students into pairs and tell them to talk about their own things and toys with their partner. Remind them that they can use the words from Activity 1.

## Part 4

### 1 List your clothes and toys.

- Ask students to work in pairs or groups and brainstorm for vocabulary they learned about clothes and toys.
- Ask pairs or groups to exchange their lists. They can ask their friends questions if there are words they do not remember.
- Praise or award a prize to the pair or group with the most words.

## In This Unit

### Theme

This unit is about the different things people can do.

### Vocabulary

**Lesson 1:** *cook, read, speak English, swim, write*

**Lesson 2:** *buy, colour, dance, draw, paint, sing*

**Lesson 3:** *play the drums / guitar / piano*

### Grammar

**Lesson 1:** *I can... She can... We can... They can...*

**Lesson 2:** *I can't... He can't... They can't...*

**Lesson 3:** *Can you...? Can he...? Can they...?*

### About the Photo

These children are members of a band called Favela Brass. The band was established in order to give children from poorer backgrounds the opportunity to learn a musical instrument. The band performs in public, including at the Rio Carnival.

### Related vocabulary

(Optional)

*band, drums, fingers, musical instruments, trombone*

## Unit Opener

### Objectives

- To introduce students to the topic of the unit (what you can do)
- To engage students with the topic and activate knowledge and vocabulary

### Materials

Student's Book,  
Flashcards (Units 5 and 6)

### To start

- Revise the words from Unit 5 using the flashcards.
- Ask students to tell you the words they remember or have students point to the right objects as you name them.
- Point to the unit opener photo and have students name the clothes that the people in the photo are wearing.
- Ask volunteers to write the words on the board.



- Show the students flashcards from Unit 6 and let them know that they will be learning more about hobbies in this unit.
- Show the students the flashcards from Unit 6 and let them know that they will be learning more about hobbies in this unit.

### 1 Look. Tick what you see.

- Tell students to open their books at page 78. Give them a moment to look at the photo.
- Read the title and ensure students know what it means.
- Ask students to tick what they can see in the picture.
- Say *Hat? Yes or No?* then elicit the answers from the students. Ask students to point at the hat if they say *Yes*. Then ask students to tick the box for *hat*.
- Explain the rest of the task to students. Allow them enough time to complete the task. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

### EXTENSION ACTIVITY

Play a miming game. Pretend to put a hat on your head. Students call out *Hat!* Repeat with the other items of clothing from Unit 5 and invite students to mime putting each one on.



## Lesson 1

### 1 Listen and point. Repeat. Repeat. Repeat.



### 2 Listen and tick.



1. Who is he?  
2. What is he doing?

### 3 Let's play! Use the words in 1.



## Lesson Aims

- Learn and use new vocabulary: *cook, read, speak English, swim, write*
- Learn and use new grammar: *can*

## Materials

- Student's Book, Audio, Flashcards and magazine pictures of people wearing colourful clothes

## To start

- Revise the words for clothes from Unit 5. Put a selection of flashcards and/or magazine pictures on the board. Ask volunteers to describe the clothes. Remind them to use *have got*, possessive pronouns *his, her, their* and adjectives, e.g. *new, pretty, ugly, old*, and colours. Then ask students to spell words while another volunteer writes them on the board under the picture. Read out the words on the board. Ask students to repeat.

## New vocabulary

- Teach the new words. See the page 10 for teaching suggestions.

## 1 Listen and point. Repeat.

TR: 6.1

- Tell students to open their books at page 79 and to look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words and phrases in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

## 2 Listen and tick.

TR: 6.2

- Point to the new words in the dialogue. Read them out and ask students to repeat. Point to the photo. Say *A girl?* Elicit *No, a boy.* Say *Cook?* Elicit *Yes.* Ask *Is this the living room?* Elicit *No, it's the kitchen.*
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Ask students to repeat.
- Ask students to look at the questions below the pictures. Read the questions and the options. Elicit the answers from students. Ask students to tick the correct answers, and check with the whole class.
- Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the whole class.

## 3 Let's play! Use the words in 1.

- Ask students to write down each of the actions in Activity 1 together with the room or the place where they often do it. For example: *cook - in the kitchen* (or *in the garden*), *speak English - in a classroom* (or *in the streets*), *swim - in the pool* (or *in the river*) etc. Ask them not to show their answers to anyone.
- Ask students to work in pairs. One of them is going to name an action (e.g. *cook*) while the other asks Yes-No questions to guess where the first person is. The person who guesses correctly gets a point. The person with the higher score in the pair wins the game.
- Model how to play the game before putting students to play in pairs. Walk around and give help if necessary. Encourage students to use all of the verbs in Activity 1.
- Ask a few students to play in front of the whole class. Join them by giving words in Activity 1 to encourage everybody to use and familiarise themselves with all of the words.

## TEACHING TIP

To help your students become more confident at telling the time, incorporate practice into your class routine. For example, towards the end of the lesson, ask *How many minutes are there before the end of our class?* When a student responds, say *Thank you, (Lan). So, we have ten minutes before lunch. Let's play a game!*

### 4 Listen and repeat. 🎧 TR: 6.3

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Ask students to notice the word *can*. Explain the meaning of *can*. We often use *can* to describe our ability.
- Ask students to repeat the sentences, and to take a look at how they may use what they have just learnt in the next activity.

### 5 Look and say.

- Tell students to look at the pictures and the prompts. Read out the prompts and ask students to repeat.
- Tell students to look at the picture for sentence 1 and the example. Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

4 Listen and repeat. (TR: 6.3)

1 I can read.  
2 I can swim.  
3 I can play a game.  
4 They can read.

5 Look and say.

1 I can read.  
2 I can swim.  
3 I can play a game.  
4 My teacher can speak English.

6 Let's talk.

I can read.  
I can swim.  
I can play a game.  
I can read. I can swim. I can play a game.

I can read. I can swim. I can play a game.

### 6 Let's talk.

- Tell students they are going to talk about activities that they can do.
- Tell students to look at the picture and the dialogue.
- Read out the dialogue. Read it out again, pause after each sentence and ask students to repeat.
- Ask two students to read out the dialogue.
- Ask students to work in pairs to talk about what they can do or talk about their hobby.
- Go round the class helping students where necessary.
- Ask some volunteers to speak in front of the class.

## Lesson 7

1 Listen and point. Repeat. (1 min)



2 Listen and write. (2 min)



3 Look and say. (1 min)



### Lesson Aims

- Learn and use new vocabulary: *buy, colour, dance, draw, paint, sing*
- Learn and use new grammar: *can't*

### Materials

- Student's Book, Audio

### To start

- Revise the words from Lesson 1 by miming actions. Say *write* and ask students to do the action. Continue with all the action words.
- Revise *can*. Say *I can dance*. Then ask volunteers to make their own sentences for things they can do.

### New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

## 1 Listen and point. Repeat.

🔊 TR: 6.4

- Tell students to open their books at page 81 and to look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

## 2 Listen and write. 🖋️🔊 TR: 6.5

- Tell students that they are going to listen to a conversation about one animal with a special ability.
- Point to the new words in the dialogue. Read them out and ask students to repeat.
- Point to the photo. Ask students what they can see in the picture. Ask *Is this an elephant?* and elicit the answer. Then tell students that the elephant's name is Susu.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Ask students to look at the sentences below the picture. Read out sentence 1 and elicit the answers from students. Then ask students to write *two* or *2*. Continue with the second sentence. Then ask students to read out each sentence. Ask some volunteers to read in front of the class.

## 3 Look and say.

- Tell students to look at the pictures and the prompts. Read out the prompts and ask students to repeat.
- Tell students to look at the first picture and the example. Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.
- Suggested sentences:
  - 2 *This is my brother. He can dance.*
  - 3 *This is my friend. She can paint.*
  - 4 *This is my friend. He can sing.*

#### 4 Listen and repeat. TR: 6.6

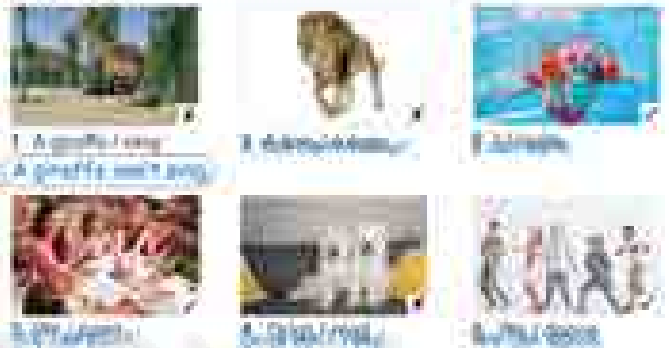
- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Ask students to notice the word *can't*.
- Explain the meaning of *can't*. Tell students that *can't* is the short form of *cannot*. We use *can't* to talk about activities that we cannot do.
- Ask students to repeat the sentences, and to take a look at how they may use what they have just learnt in the next activity.

#### 5 Look and say.

- Tell students to look at the pictures and the prompts. Read out the prompts and ask students to repeat.
- Tell students to look at the picture in question 1 and the example. Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.



#### 5 Look and say.



#### 6 Draw and write. Say.



#### 6 Draw and write. Say.

- Read out the text in the speech bubble to students and ask them to repeat. Tell students to draw a picture of themselves doing something, like the boy in the picture. Tell them not to write anything yet. When they have finished, ask them to show their drawings to their classmates and talk about what it is that they can do.
- Explain to students that they must now write two or three more things they can do and two or three things they can't do. Go round the class helping with ideas and spelling where necessary.
- Ask students to hold up their books and to show one another their pictures. Ask volunteers to share their work.

### 7 Listen and tick. TR: 6.7



- 1 Pockets can swim.  T  F
- 2 Pockets can colour.  T  F
- 3 Pockets can sing and dance.  T  F
- 4 Pockets can't say his name.  T  F

### 8 Write.

- 1 Pockets the monkey can swim but he can't say his name.
- 2 I can draw but I can't read.
- 3 My friend can sing and dance but he can't read.
- 4 My cousin can read and write but she can't swim.

### 9 Let's talk.



### 7 Listen and tick. TR: 6.7

- Tell students that they are going to listen to a short text about a monkey named Pockets Warhol and tick the correct answer T (True) or F (False).
- Ask students to look at the picture of Pockets and guess what he can do.
- Play the recording and tell students to listen and tick the correct answers for questions 1 – 4.
- If students have difficulty understanding the audio, play it more than once.
- Play the recording again and pause after each sentence to check answers.

### 8 Write.

- Ask students to look at question 1 and read out the sentence. Emphasise the words *can* and *can't*.
- Elicit the answers for sentence number 1.
- Go through the other sentences and explain the rest of the task to students: they are going to write what they, their friend and their mum can and cannot do. They will write the sentences using their own ideas.
- Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

### 9 Let's talk.

- Tell students they are going to talk about what they, their family members or friends can and cannot do. They should use the sentences in Activity 8.
- Tell students to look at the picture and the monologue.
- Read out the monologue. Read it out again, pause after each sentence and ask students to repeat.
- Ask one or two students to read out the monologue.
- Ask students to work in pairs to talk about what they and their family/ friends can and cannot do.
- Ask some volunteers to speak in front of the class.

## Lesson Aims

- Learn and use new vocabulary: *play the... drums/guitar/piano*
- Learn and use new grammar: *Can...? Yes, I/you/he/she/it/we/they can. No, I/you/he/she/it/we/they can't*
- Learn the pronunciation of the sound *t* in *write* and *oy* in *toy*

## Materials

- Student's Book, Audio, Flashcards

## To start

- Revise the words from Lesson 2 by miming the actions, using props to help you. Choose students to call out the word. Then ask a volunteer to do the same mimes as their friends call out the words.
- Revise *can* and *can't*. Ask each student to say one thing they can do and one thing they can't do.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat.



- Tell students to open their books at page 84 and look at the vocabulary box. Explain the meaning if necessary. Point to the first picture and phrase. Say the phrase and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new phrases in the vocabulary box in random order and ask students to point to the correct pictures. They could also mime the actions of playing the instruments.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and tick. TR: 6.9

- Ask students to look at the photo. Let them know that the girls are part of a music band.
- Point to the new words in the text. Read them out and ask students to repeat.
- Play the recording. Tell students to

**Vocabulary**

1 Listen and point. Repeat.

2 Listen and tick...

3 Say the phrases in 1.

look at the picture and follow the dialogue with their fingers.

- Play the recording again, pause after each sentence and ask students to repeat.
- Ask students to act out the dialogue in pairs.
- Ask some volunteers to act it out in front of the whole class.
- Ask students to look back at the picture and dialogue in order to tick the correct answers.
- Check the answers with the whole class.

### 3 Say. Use the phrases in 1.

- Tell students to look at the phrases in task 1.
- Explain the rest of the task to students. Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Ask students to practise making the sentences individually and in pairs.
- Ask volunteers to say the sentences.

**4 Listen and repeat.**  **TR: 6.10**



1. Can she use a wheelchair?  
Yes, she can.

2. Can she use the internet?  
Yes, she can.

3. Can she use the internet?  
No, she can't.

4. Can they use the internet?  
Yes, they can.

**5 Look and say.**



1. A shark can swim.  
Can a shark jump?

2. They sing.  
Can they dance?

3. She can use the internet.  
Can she use the internet?

4. We speak English.  
Can they speak English?

5. They speak English.  
Can they speak English?

6. They speak English.  
Can they speak English?

**6 Listen and sing.**  **TR: 6.11**



Can everybody use our robot?  
Can everybody use our robot?  
We can't all dance. We can't all dance.  
Can everybody use our robot?

**4 Listen and repeat.**  **TR: 6.10**

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Explain the usage of the structures. We use them to ask and answer questions about someone's ability.
- Tell students to look again at the questions and the answers. Tell students the differences in the answers with *yes* and *can*, and *no* and *can't*.
- Ask students to repeat the sentences, and to take a look at how they may use what they have just learnt in the next activity.

**5 Look and say.**

- Tell students to look at the pictures and the prompts. Read out the prompts and ask students to repeat.
- Tell students to look at the picture for question 1 and the example. Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

**6 Listen and sing.**  **TR: 6.11**

- Tell students they are going to learn a song about dancing. Ask students if they can dance. Ask volunteers to demonstrate. Say *They can dance. Very good!*
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the song one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to sing along. Practise several times until students are familiar with the words and can sing the song as a class.

## 7 Listen and repeat. TR: 6.12

- Write *write* on the board. Ask students to pronounce the word.
- Write *toy* on the board. Ask students to pronounce the word.
- Say *T*, *write* and *Oy*, *toy* and show students how they sound different from each other. Point to each word on the board and ask students to practise the sounds with you.
- Play the recordings and tell students to repeat the words and the sentence, paying attention to the correct pronunciation of the two sounds.

## 8 Listen and chant. TR: 6.13

- Tell students they are going to learn a chant. Explain to students that the chant uses the sounds they have just learnt.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to chant along. Practise several times until students are familiar with the words and sounds.
- Ask students to practise the chant individually, and then in pairs or in groups. For example, one group can chant the first verse, and the other group can chant the second verse.
- Optional activity: Ask some volunteers to say the whole chant.

### 7 Listen and repeat. TR: 6.12

write  
toy  
I can write with my pen.  
I can play a toy.



### 8 Listen and chant. TR: 6.13

write and paint

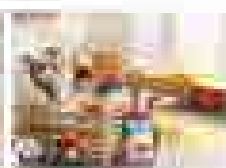
I can write.

I can paint.

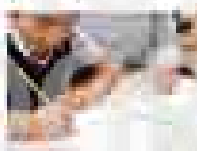
The boy writes.

I can paint.

My new toy.



### 9 Say it.

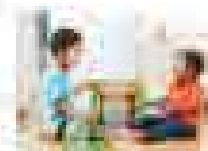


1 I can write and paint.



2 My class can't write.

But they can paint.



3 The boys can play

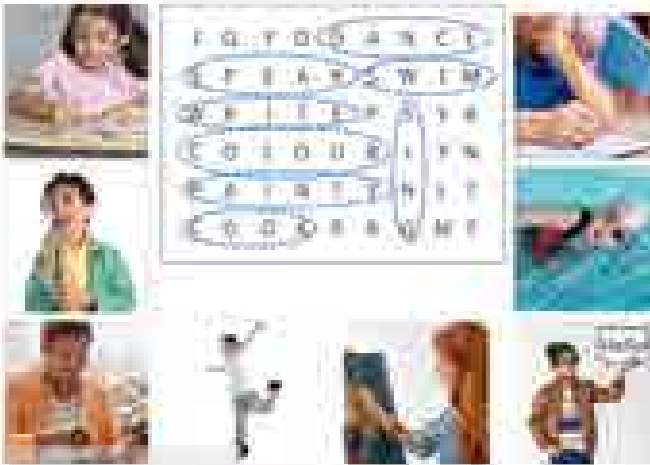
with their toys.

## 9 Say it.

- Ask students to look at the sentences. Tell them to pay attention to the sounds /t/ and /ɔɪ/ in each word.
- Read out the words with /t/ and /ɔɪ/ and ask students to repeat.
- Ask students to work in pairs and say the sentences, paying attention to the correct pronunciation of /t/ and /ɔɪ/.
- Ask volunteers to say the sentences in front of the class.



**1 Find and circle.**



**2 Project: What we can do**

Think about what your family members can do. Tell the class about it.



**2 Project: What we can do**

- Before the lesson, ask students to brainstorm for things their family members can do. You may provide prompts or examples as necessary. For example: *My mum can cook. She can paint, too.*
- In class, ask students to write all the verbs they know that describe what their family members can do.
- Encourage students to write more than one verb. Then have students write sentences using the verbs.
- Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Divide students into pairs or groups. Have students take 10 – 15 minutes to share their writing with one another.
- Ask some volunteers to tell the class about their families.

**1 Find and circle.**

- Tell students that they are going to find the given words in the box. Tell students to look at the pictures as they are the hints.
- Show the students how to do the task if necessary by pointing to the first picture and then pointing at the circled word in the puzzle. Praise or award a prize to the quickest pair or group with all correct answers.

## In This Unit

### Theme

This unit is about playing sports and games.

### Vocabulary

**Lesson 1:** *baseball, basketball, football, hockey, tennis*

**Lesson 2:** *catching, hitting, jumping, kicking, running*

**Lesson 3:** *flying a kite, riding a bike, team, watching a match*

### Grammar

**Lesson 1:** Present continuous (affirmative) with pronouns *I, he, she*

**Lesson 2:** Present continuous (negative) with pronouns *I, he, she*

**Lesson 3:** Present continuous (interrogative) with pronouns *I, he, she*

### About the Photo

This family is playing baseball on a beach. It's likely to be during the autumn or winter months because the people are wrapped up warmly. In summer, people often play different games on a beach such as cricket and beach volleyball.

### Related vocabulary

(Optional)

*saltwater, sand, sea, silhouette, low tide*

## Unit Opener

### Objectives

- To introduce students to the topic of the unit (playing different sports)
- To engage students with the topic and activate knowledge and vocabulary

### Materials

Student's Book

### To start

- Revise the verbs and musical instruments from Unit 6. Ask students to mime the words. Then write some verbs on the board. Use these verbs: *dance, draw, paint, play the (drums, guitar, piano), speak (English), swim, sing, read.*

# 7 My Favourite Sport



## 1 Look. Tick what you see.

- Tell students to open their books at page 88. Give them a moment to look at the photo.
- Ask students where the people are.
- Ask a student to read the question and the four items of clothing. Ask students to tell you which items of clothing they can see. Go through the answer options, pointing out the boots, hat, dress and coat if necessary.
- Ask students if they can remember another word for boots (wellies).
- Ask students to tick the clothing items they can see in the picture.

### TEACHING TIP

Keep track of the students who have spoken in class, or who have participated in a game. Tell students that you expect everyone to speak aloud in every lesson, and take part in every game. Don't always call on students who have their hand up to participate; gently encourage more reluctant students, and help them to find the language to speak, even if they can't make full sentences. Students will gradually gain confidence to participate.



UNIT 6



That is my brother. He is playing football.

Can you play football, Tho?

I can't play football. He can play with my brother!

That's not.

No, I can't.

So, cool.

Can I play football? Can you play basketball? Can you play tennis?

1 Ask and answer. Use the words in 1.



### Lesson Aims

- Learn and use new vocabulary: *baseball, basketball, football, hockey, tennis*
- Learn and use new grammar: present continuous (affirmative)

### Materials

- Student's Book, Audio, Flashcards (Units 6 and 7)

### To start

- Revise *can* and *can't*. Ask questions with *can* and elicit short answers. Use flashcards from Unit 6 to prompt the students to talk about what they can and can't do and to ask and answer questions with their classmates and you.

### New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat. TR: 7.1

- Tell students to open their books at page 89 and look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the

sports words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.

- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and tick. TR: 7.2

- Point to the new words in the dialogue. Read them out and ask students to repeat.
- Point to the photo. Point to the boy playing football and say *This is Phan*. Ask *Is this baseball?* Elicit *No, this is football*. Ask *Can Phan play football?* Elicit answers from students.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Ask students to repeat.
- Ask students to look at the question below the picture, read out the sentence and elicit the answer.
- Ask students to tick *Yes, he can*. Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the whole class.

### 3 Ask and answer. Use the words in 1.

- Ask students to read out the word in 1 again. Read out the example dialogue and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise asking and answering in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

### EXTENSION ACTIVITY

Give each student a piece of paper. Ask them to write three things they can do and three things they can't do. Ask volunteers to read their sentences to the class.

#### 4 Listen and repeat. 🎧 TR: 7.3

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Ask students to notice that the words *I'm*, *He's*, and *She's* is followed by an action verb with *-ing*.
- Tell students we can use this structure to talk about things that are ongoing.
- Ask students to repeat the sentences, and to take a look at how they may use what they have just learnt in the next activity.

#### 5 Look and say.

- Tell students to look at the pictures and the prompts. Read out the prompts and ask students to repeat.
- Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

4 Listen and repeat. 🎧 TR: 7.3

5 Look and say.

6 Let's talk.

#### 6 Let's talk.

- Tell students to look at the example sentences.
- Read out the example sentences and mime the actions.
- Ask two students to read out the example sentences again.
- Ask students to work in pairs. One student mimes the action and the other says what their friend is doing by using the structure *He/She's playing...*
- Ask some volunteers to speak in front of the class.



Hoody is a great sport.  
 Lots of the girls.  
 I'm playing hockey with  
 my friends. I'm hitting the  
 ball. I'm cool. I'm  
 playing. I'm  
 playing. I'm cool.  
 Hoody is cool!



I'm playing ... *tennis* ... *baseball* ... *hockey*  
 I'm ... *catching* ... *hitting* ... *kicking* the ball

### 3 Let's play! Use the words in 1.



Over the board!  
 He's catching  
 the ball.

He's playing hockey.  
 He's playing tennis.



## Lesson Aims

- Learn and use new vocabulary: *catching, hitting, kicking, jumping, running*
- Learn and use new grammar: present continuous

## Materials

- Student's Book, Audio, Flashcards

## To start

- Revise *baseball, basketball, football, hockey* and *tennis* and the present continuous. Write these sports on the board. Ask students which sport is cool. Elicit answers such as *Basketball is cool!* Then ask students to mime a sport you specify. Say, for example, *You're playing football.*

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat. TR: 7.4

- Tell students to open their books at page 91 and look at the vocabulary box. Point to the first picture and pair of words. Say the words and ask students to repeat. Mime the actions to show the meaning. Do the same with all the words. Play the recording for the students to listen

to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures. If there's space in the classroom, ask all students to stand up and mime the actions.

- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and tick. TR: 7.5

- Ask students to look at the photo and describe what they can see. Tell students that they are going to read about hockey.
- Point to the new words in the text. Read them out and ask students to repeat.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again, pause after each sentence and ask students to repeat.
- Ask students to practise reading out the text individually.
- Ask some volunteers to read it out in front of the whole class.

### 3 Let's play. Use the words in 1.

- Ask students to work in pairs. One of them is going to make a sentence with *He/She's + V-ing* (e.g. *He's catching the ball.*), while the other is going to make sentences like *He/She's playing + (Sport)* (e.g. *He's playing baseball.*). The person who guesses correctly gets a point. The person with the higher score in the pair wins the game.
- Model how to play the game before putting students to play in pairs. Walk around and give help if necessary. Encourage students to use all of the verbs in the Activity 1.
- Ask a few students to play in front of the whole class. Join them by giving words in Activity 1 to encourage everybody to use and familiarise themselves with all of the words.

## EXTENSION ACTIVITY

Students or teacher can also think of with new actions outside the list in Activity 1 to play this game.

#### 4 Listen and repeat. 🎧 TR: 7.6

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Ask students to notice that *I'm not*, *He isn't*, and *She isn't* is followed by an action verb with *-ing*.
- Tell students we can use this structure to talk about things that are not happening now.
- Ask students to repeat the sentences, and to take a look at how they may use what they have just learnt in the next activity.

#### 5 Look and say.

- Tell students to look at the pictures and the prompts. Read out the prompts and ask students to repeat.
- Tell students to look at picture 1. Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

4 Listen and repeat. 🎧 TR: 7.6

1 I'm not kicking the ball. He's kicking the ball.

2 I'm not jumping the ball. She's jumping the ball.

3 I'm not jumping the ball. She's jumping the ball.

5 Look and say.

1 I'm not kicking the ball. I'm kicking the ball. I'm not kicking the ball. I'm kicking the ball.

2 I'm not jumping the ball. She's jumping the ball. She's not jumping the ball. She's jumping the ball.

3 I'm not kicking the ball. She's kicking the ball. She's not kicking the ball. She's kicking the ball.

4 I'm not jumping the ball. He's jumping the ball. He's not jumping the ball. He's jumping the ball.

5 I'm not jumping the ball. She's jumping the ball. She's not jumping the ball. She's jumping the ball.

6 Draw and write. Say. 🎨

I'm not playing basketball. I'm running and jumping.

#### 6 Draw and write. Say. 🎨

- Ask students to look at the girl's drawing. Then read out the text in the speech bubble and ask them to repeat. Tell students to draw a picture of themselves doing something that they have learnt about so far. Go round the class suggesting ideas for the drawings.
- Tell students not to write anything once they have completed their drawings. Ask them to show their classmates their pictures and talk about what they are doing in them. Encourage the classmates to ask questions. Then ask the students to write some sentences. Help with spelling where necessary.
- Ask volunteers to hold up and read out their work.

### 7 Listen and tick. TR: 7.7

- 1 Bossaball is an old sport.
- 2 A player is jumping and kicking the ball.
- 3 He isn't running or catching the ball.
- 4 Sometimes, people can play the sport and dance during bossaball games.



### 8 Write.

- |              |                |               |
|--------------|----------------|---------------|
| 1 The player | is jumping     | (jumping)     |
| 2 He         | isn't running  | (not running) |
| 3 He         | isn't catching | (catching)    |
| 4 He         | isn't kicking  | (not kicking) |
| 5 He         | isn't dancing  | (not dancing) |

### 9 Look and say.



### 7 Listen and tick. TR: 7.7

- Tell students that they are going to listen to a text about a sport called bossaball, and that while listening, they should tick the correct answers: T (True) or F (False).
- Ask students to read through the sentences 1 – 4.
- Play the recording and tell students to listen and tick the correct answers. If students have difficulty understanding the audio, play it more than once.
- Play the recording again and pause after each sentence to check answers.

### 8 Write.

- Ask students to look at sentence number 1 and read it out loud. Ask them to look at the prompt at the end of the sentence, too.
- Go through the other sentences and explain the rest of the task to students.
- Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

### 9 Look and say.

- Tell students they are going to describe what people are doing in a sport.
- Tell students to look at the picture and the dialogue.
- Read out the dialogue. Read it out again, pause after each sentence and ask students to repeat.
- Ask two students to read out the dialogue.
- Ask students to work in pairs to describe what each person in the picture is and isn't doing.
- Allow them enough time to practise speaking in pairs. Go round the class helping students where necessary.
- Ask some volunteers to speak in front of the class.
- Optional activity: With a more advanced class, teachers can prepare some pictures of some sports for students to describe.

## Lesson Aims

- Learn and use new vocabulary: *flying a kite, riding a bike, watching a match, team*
- Learn and use new grammar: present continuous (questions)
- Learn the pronunciation of the sound *ea* in *team* and *ey* in *hockey*

## Materials

- Student's Book, Audio, Flashcards

## To start

- Revise *stand, sit* and the present continuous (negative). Ask half the class to stand up. Say *You aren't sitting*. Look at the other half of the class and say *You aren't standing*. Ask students to repeat. Then ask volunteers to say things they aren't doing, e.g. *I'm not jumping*. Write some words on the board to help students: *run, sing, swim, play football*.
- Sing the song from Lesson 2.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat.

🎧 TR: 7.8

- Tell students to open their books at page 94 and look at the vocabulary box. Point to the first picture and phrase. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and match. ✎

🎧 TR: 7.9

- Ask students to look at the photo and tell them that the boy's name is Alex and the girl's is Sam (Sam is usually a boy's name, but it's also commonly used by females as a



shortened form of Samantha). Tell students that they are friends.

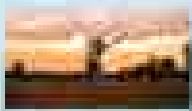
- Point to the new words in the text. Read them out and ask students to repeat.
  - Play the recording. Tell students to look at the picture and follow the dialogue with their fingers.
  - Play the recording again, pause after each sentence and ask students to repeat.
  - Ask students to look at the questions below the picture. Read out the first part of the sentences and elicit answers. Ask students to draw lines to do the matching.
  - Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the whole class.
- ### 3 Look and say.
- Tell students to look at the pictures and the prompts. Read out the prompts and ask students to repeat.
  - Read out the example and ask students to repeat.
  - Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
  - Ask volunteers to say their answers. Correct any mistakes.



#### 4 Listen and repeat. 🎧 TR: 7.10



1. Are you riding a horse?  
Yes, I am.



2. Are you sitting?  
Yes, I am.



3. Are you sitting?  
Yes, I am.

#### 5 Look and say.



1. Are you riding a horse?  
Yes, I am riding a horse.



2. Are you sitting?  
No, I am not.



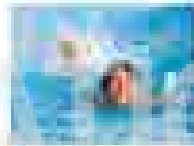
3. Are you sitting?  
Yes, I am.



4. Are you riding a horse?  
Yes, I am.



5. Are you sitting?  
No, I am not.



6. Are you sitting?  
Yes, I am.

#### 6 Listen and sing. 🎧

Hokey Hokey Hokey Hokey  
Hokey Hokey Hokey Hokey  
Hokey Hokey Hokey Hokey  
Hokey Hokey Hokey Hokey



#### 4 Listen and repeat. 🎧 TR: 7.10

- Tell students to look at the pictures and the sentences.
- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the first picture and the question and answer. Ask students to notice the structure of the question and its answer.
- Ask students to repeat the sentences, and to take a look at how they may use what they have just learnt in the next activity.

#### 5 Look and say.

- Tell students to look at the pictures and the prompts. Read out the prompts and ask students to repeat.
- Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers.
- Correct any mistakes.

#### 6 Listen and sing. 🎧 TR: 7.11

- Tell students they are going to learn a song. Explain to students that the song is about playing sports and ask them to mime the actions as they sing.
- Ask students to look at the picture and describe what they can see. Encourage them to use English for words they know.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the song one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to sing along. Practise several times until students are familiar with the words.
- Students can sing and pretend they are playing the sport at the same time.

## 7 Listen and repeat. TR: 7.12

- Write *team* on the board. Ask students to pronounce the word.
- Write *hockey* on the board. Ask students to pronounce the word.
- Pronounce both sounds again and show students how they are different from each other. Point to each word on the board and ask students to practise the sounds with you.
- Play the recording and tell students to repeat the words and the sentence, paying attention to the correct pronunciation of /i:/ and /i/.

## 8 Listen and chant. TR: 7.13

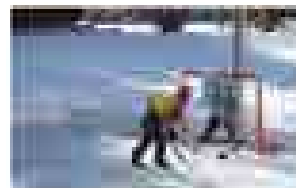
- Tell students they are going to learn a chant. Explain to students that the chant uses the sounds they have just learnt.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to chant along. Practise several times until students are familiar with the words and sounds.
- Ask students to practise the chant individually, and then in pairs or in groups. For example, one group can chant the first verse, and the other group can chant the second verse.
- Optional activity: Ask some volunteers to say the whole chant.

## 9 Say it.

- Ask students to look at the sentences. Tell them to pay attention

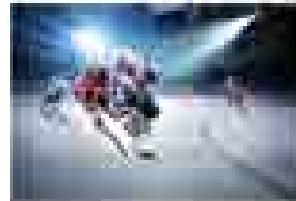
## 7 Listen and repeat. TR: 7.12

*team*  
*hockey*  
I'm playing hockey with my team.



## 8 Listen and chant. TR: 7.13

*team team team!*  
*team team team!*  
Come play hockey  
with my team!



## 9 Say it.

- 1 I'm wearing my uniform and playing hockey with my team.
- 2 My team is exciting and hitting the ball.
- 3 My hockey team and I are having an exciting game!



to the sounds /i:/ and /i/ in each word.

- Read out the words with /i/ and /i:/ and ask students to repeat.
- Ask students to work in pairs and say the sentences, paying attention to the correct pronunciation of /i/ and /i:/.
- Ask volunteers to say the sentences in front of the class.

**1 Look and write.**



- 1 She's reading. (reading)
- 2 She isn't kicking the ball. (kicking the ball)
- 3 She's running. (running)
- 4 She isn't singing. (singing)
- 5 She isn't jumping. (jumping)

**2 Project: My favourite sports**

Draw some sports people. Tell the class about them.



**1 Look and write.**

- Tell students that they are going to look at the picture and write sentences about what each person is doing.
- Ask students to look at the girl number 1 and elicit what she is doing.
- Ask students to look at the example. Then revise the present continuous with *I, he* and *she* if necessary.
- Explain the rest of the task to students. Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Check the answers with the class.
- Optional activity: Ask some volunteers to go to the board and write their answers.

**2 Project: My favourite sports**

- Revise vocabulary about sports.
- Ask students to think of the sports they like. Then ask students to draw a picture of themselves playing these sports. Tell students that they can draw up to 5 sports.
- Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Write the following example sentences on the board: *This is football. I'm kicking the ball. I'm not catching it.*
- When students finish drawing, ask them to look at the example sentences. Read out the sentences and ask students to repeat.
- Ask students to share their picture with their friends. Then ask students to say what they are and are not doing in each sport.
- Allow them enough time to practise talking in pairs. Go round the class helping students where necessary.
- Ask volunteers to tell the class about their favourite sports. Correct any mistakes.

# Review 4

## Units 6 and 7

### Part 1

#### 1 Look and say.

- Tell students to look at the first question. Point to the boy in the picture reading a book. Tell students that this is something the boy can do, so they should say *He can read.*
- Explain the rest of the task to students. Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Check answers. Ask volunteers to say their answers.

#### 2 Complete the sentences.

- Go through the words in the box with the class
- Read out the first sentence and ask students *why reading* is the correct answer. Review the present continuous if necessary.
- Read out the given parts of the remaining questions and make sure that students understand all words.
- Explain the rest of the task to students. Tell them to cross out a word in the box when they have used it. Go round the class helping students where necessary.

### Review 4: Part 1

#### 1 Look and say.

	He can read.		He can play.
	He can swim.		He can play.
	He can dance.		He can play.

#### 2 Complete the sentences.

catch play reading fly sing make sing ride

- 1 My dad is reading a book.
- 2 I am watching the match on TV.
- 3 My sister is buying a hat.
- 4 My dog can catch a ball.
- 5 I can play the guitar and sing.
- 6 My cat can catch the ball.

#### 3 Look and say.

The cat can run and jump. It can't speak.



#### 3 Look and say.

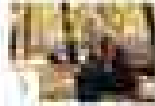
- Tell students to look at the pictures. Then tell them that they are going to talk about what a cat and a bird can or cannot do.
- Read out the example and ask students to repeat.
- With weaker students, elicit common action verbs and write them on the board. Read out the verbs and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

## Review 4: Part 2

### 1 Look and write...

reading watching listening cooking playing

- 1 My brother **is reading** a book.
- 2 My sister **is playing** video games with her friends.
- 3 My dad **is watching** TV.
- 4 I **am cooking** with my mum.
- 5 We **are dancing**.



### 2 Read and write...

- 1 She **is cooking** in the kitchen (cooking)
- 2 He **isn't reading** a book (not reading)
- 3 I **am playing** the piano (playing)
- 4 My sister **isn't learning** English at school (not learning)
- 5 The football player **isn't kicking** the ball (not kicking)
- 6 He **isn't turning** to walk to the left (turning)

### 3 Answer the questions.

- 1 Can you speak English?
- 2 Is your mum playing football?
- 3 Are you playing tennis?
- 4 Can you play the guitar?

### 3 Answer the questions.

- Tell students that they will answer questions about themselves in this activity.
- Read out the first question and invite one student to answer. Then ask that student to write their answer in their notebook if they like.
- Go through the other questions with the class to make sure that the students understand them.
- Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Ask the students to share their answers with their friends.
- Ask volunteers to say their answers. Remind them to use full sentences.

## Part 2

### 1 Look and write.

- Tell students to look at the first picture and ask them what they can see. Then explain why the correct answer for this question is *is reading*.
- Explain the rest of the task to students. Tell them to look at the pictures carefully and write the correct answers using the present continuous form. Go round the class helping students where necessary.
- Check answers. Ask volunteers to say their answers.

### 2 Read and write.

- Read out the first sentence and ask students why *is cooking* is the correct answer.
- Ask students to do the exercise individually.
- Check answers. Ask volunteers to say their answers in full sentences.

## Lesson Aims

- Watch and understand a video about different activities.
- Talk about what you do after school.

## Materials

- Student's Book, Video

## Part 3

### To start

- Tell students to look at the photo and tell you what they can see. Revise activities.
- Ask students to tell you one activity they can do and one activity they can't do.
- Tell students they are going to watch a video about different children doing lots of different activities.

### 1 Circle your hobbies.

- Read the instruction to the class. Invite a student to read the list of activities.
- Point to the first item: *read*. Ask a student *Do you like reading?* If the student answers *Yes*, have them circle the item. If the student answers *No*, tell them not to circle the item.
- Repeat with the remaining items. Tell students to circle the activities they like, and not to circle the activities they don't like.

### 2 Circle what you can see in the video.

- Remind students that they are going to watch a video about children doing different activities.
- Read the instruction to the students. Read through the list of words and make sure students understand the task.
- Tell students to get ready to circle the words as they watch the video.
- Play the video all the way through.
- Go through the answers as a class, playing the video again if you need to.



### 3 Tick T for True or F for False.

- Read out the first statement to the class. Ask students if they remember who was reading a book in the video. Elicit *A girl*. Say *Yes, a girl is reading a book*. Ask students where the tick should go (F). Have students put a tick in the 'F' box.
- If necessary, play the video again and give students time to complete the activity alone.
- Check the answers with the class.

## Review 4: Part 4

### 1 Game: Do a crossword.

The crossword puzzle grid is partially filled with words. The picture prompts are: a globe, a magnifying glass, a guitar, a basketball, a person dancing, and a person playing football. The dialogue box contains the following text:

Person 1: I can dance. Can you dance?  
Person 2: No, I can't.  
Person 3: No, I can't.  
Person 4: No, I can't.  
Person 5: No, I can't.  
Person 6: No, I can't.  
Person 7: No, I can't.  
Person 8: No, I can't.  
Person 9: No, I can't.  
Person 10: No, I can't.

### 2 Ask and tick.

- Invite two students to read the model dialogue.
- Ask students to fill each cell in the table with a tick for activities that they can do. They can also choose to put a cross for each activity they cannot do.
- Ask them to work in groups of 4 to ask and answer questions about their abilities, in order to complete the table.
- Invite some students to share the information they have got with the class.

### EXTENSION ACTIVITY

- Hand out a piece of paper to each student. Ask them to draw themselves and their friends doing one of the activities they have learnt in Units 6 and 7.
- Ask students to hold up their drawings and to show them to the class. Ask them to describe what they are doing in the picture, e.g. *I'm painting. We're playing basketball.*

## Part 4

### 1 Game: Do a crossword.

- Ask students to look at the crossword. Explain the task.
- Tell them they need to look at the picture prompts in order to know what words they should write in the puzzle.
- Do the crossword with the whole class.
- Have students do the crossword individually in 5 – 10 minutes.
- Check answers. Ask volunteers to say their answers.

## In This Unit

### Theme

This unit is about the places to visit in a town.

### Vocabulary

**Lesson 1:** *at the theatre, at the zoo, in the library, in the museum*

**Lesson 2:** *at the market, in the park, at the playground, at the toy shop, in the pool*

**Lesson 3:** *drink, eat, have fun, look at, see, take photos*

### Grammar

**Lesson 1:** *Listen, please. Don't talk, please. May I...*

**Lesson 2:** Present continuous (interrogative and affirmative)

**Lesson 3:** *Let's... Yes, let's.*

### About the Photo

This street of umbrellas is hidden in the romantic historic quarter of Vieux Quebec (old Quebec). It is beautiful in any season or weather. On sunny days, the umbrellas are decorative. On rainy or snowy days, they function as umbrellas always do – protecting people from the weather, even when they're upside down.

### Related vocabulary

(Optional)

*umbrellas, colourful, beautiful*



## Unit Opener

### Objectives

- To introduce students to the topic of the unit (places in a town)
- To engage students with the topic and activate knowledge and vocabulary

### Materials

Student's Book, Flashcards (Units 7 and 8)

### To start

- Revise the verbs from Unit 7. Say a word or use a flashcard and ask a student to mime the action. Encourage the rest of the class to guess the action.
- Show the students the flashcards from Unit 8 and let them know that they will be learning more about the places in a town in this unit.

### 1 Look. Tick the colours you see.

- Tell students to open their books at page 102. Give them a moment to look at the photo.
- Ask them what colours they can see in the photos. Ask them if they think the town looks beautiful.
- Ask a volunteer to read the instructions and the answer options. Go through the answers with the class, asking them to point to the right colours in the photo and tick the appropriate boxes.

### TEACHING TIP

Playing games can be a welcome change of pace from reading and writing activities and other seated work. Bring in movement where possible. For example, ask students to stand in a circle for a particular activity, or to stand up when it is their turn to answer a question. Students often relax when playing games and are more willing to participate.



1 Listen and point. Repeat, 1-4 times



2 Listen and tick. 1-4 times



3 Ask and answer. Draw. Use the words in 1. 1-4 times



**Lesson Aims**

- Learn and use new vocabulary: *in the library, in the museum, at the theatre, at the zoo*
- Learn and use *May* and Imperatives

**Materials**

- Student's Book, Audio, Flashcards

**To start**

- Revise the present continuous (interrogative). Ask a volunteer to jump up and down. Ask students *Is he jumping?* and elicit *Yes, he is*. Then ask a different volunteer to pretend to swim. Ask students *Is she singing?* and elicit *No, she isn't*.
- Repeat with these actions and questions.
  1. Two students pretend to play basketball. Ask *Are they playing tennis?* The class should answer *No, they aren't*.
  2. One student pretends to read. Ask *Are you reading?* The student should answer with *Yes, I am*.
  3. Two students pretend to play the guitar. Ask *Are you playing the guitar?* Both students should answer with *Yes, we are*.

**New vocabulary**

- Teach the new words. See page 10 for teaching suggestions.

**1 Listen and point. Repeat.**

TR: 8.1

- Tell students to open their books at page 103 and to look at the vocabulary box. Point to the first picture and phrase. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

**2 Listen and tick.**

- Point to the new words in the dialogue. Read them out and ask students to repeat.
- Point to the photo. Ask students what the place is and what they can see in the photo.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Ask students to repeat.
- Ask students to look at the 2 questions and answers below the pictures. Read out the questions and elicit answers. Ask students to tick the correct answers.
- Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the whole class.

**3 Ask and answer. Draw. Use the words in 1.**

- Ask students to work in pairs. One of them is going to describe where he/she is and what he/she is doing, while the other asks Yes-No questions to get more details to draw a picture of their friend. Students then switch roles.
- Model how to do the task before allowing students to play in pairs. Walk around and give help if necessary. Encourage students to use all of the words in Activity 1.
- Ask a few students to share their pictures and describe them to the class.

#### 4 Listen and repeat. TR: 8.3

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Explain that when we want someone to do something, we can use action verbs but we should also make sure to be polite by using *please*. For example, a teacher can say *Listen, please!* When we want someone not to do something we say *Don't* and an action verb. For example, we could say *Don't talk, please!*
- Ask students to repeat the sentences and to take a look at how they may use what they have just learnt in the next activity.

#### 5 Look and say.

- Tell students to look at the pictures and the prompts. Read out the prompts and ask students to repeat.
- Tell students to look at the example. Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

4 Listen and repeat.  TR: 8.3

1 Listen, please. Don't talk, please.

2 Don't shout. Be quiet. Don't talk. Don't talk, please.

5 Look and say.

1 jump in the museum. May I jump in the museum?

2 play with friends. May I play with friends?

3 run in the library. May I run in the library?

4 play football with my friends. May I play football with my friends?

5 talk in the library. May I talk in the library?

6 talk in the library. May I talk in the library?

Let's talk.

Write in the library. May I talk?

No, you can't. Don't talk in the library, please.

#### 6 Let's talk.

- Tell students they are going to practise asking for permission and saying what they want their friends to do or not to do at a certain place.
- Tell students to look at the picture and the dialogue.
- Read out the dialogue. Read it out again, pause after each sentence and ask students to repeat.
- Ask two students to read out the dialogue.
- Ask students to work in pairs to say where they are and ask and answer questions about what to do and what not to do.
- Ask some volunteers to speak in front of the class.

## Listening

### 1 Listen and point. Repeat. (Repeat) (Listen)



### 2 Listen and tick. (Listen) (Tick)



- 1 Is there a teddy bear?
- 2 Is there a girl?
- 3 Is there a boy?
- 4 Is there a dog?



### 3 Let's play! Use the phrases in 1.



## Lesson Aims

- Learn and use new vocabulary: *at the market, in the park, at the playground, in the pool, at the toy shop*
- Learn and use new grammar: *What are you doing? What is he / she doing?*

## Materials

- Student's Book, Audio, Flashcards
- Some coloured pencils
- Optional for Extension Activity: a toy spider or a drawing of a spider

## To start

- Revise the words from Lesson 1. Stick the flashcards on the board. Call out the words one at a time and ask volunteers to come to the board and point to the correct flashcard.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

## 1 Listen and point. Repeat.

TR: 8.4

- Tell students to open their books at page 105 and look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

## 2 Listen and tick. TR: 8.5

- Ask students to look at the photo and ask what they can see in the photo and what they think the place is.
- Point out the new words in the text. Read them out and ask students to repeat.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again, pause after each sentence and ask students to repeat.
- Ask students to practise reading out the text individually and in pairs. Ask some volunteers to read it out in front of the whole class.

## 3 Let's play! Use the phrases in 1.

- Ask students to work in pairs. One of them is going to ask Yes-No questions to guess where the first person is, while the other answers the questions. The person who guesses correctly gets a point. The person with the higher score in the pair wins the game.
- Model how to play the game before putting students to play in pairs. Walk around and give help if necessary.
- Ask a few students to play in front of the whole class. Join them by prompting them to use the words in Activity 1 to use and familiarise themselves with all of the words.

#### 4 Listen and repeat. TR: 8.8

- Tell students to look at the pictures.
- Play the recording. Tell students to look at the picture and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the picture. Explain to students the usage of *What are you doing?* and *Where are you going?*. We use *What are you doing?* when we want to know what someone is doing. We use *Where are you going?* when we want to know where someone is going to.
- Ask students to repeat the sentences and to take a look at how they may use what they have just learnt in the next activity.

#### 5 Look and read. Circle and say.

- Tell students to look at the picture for question 1 and the answers. Read out question 2 and the answers.
- Ask students to choose the correct answer. Then ask students to circle the answer *a* as it is the correct answer.
- Ask students to read out the question and the correct answer.
- Explain the rest of the task to students. Allow them enough time to complete the task alone. Then ask students to practise making the sentences individually, and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

#### EXTENSION ACTIVITY

- Put a chair at the front of the class. Ask a volunteer to sit on the chair. Say *Stand up*. Then place a toy spider (or a drawing of a spider) on the chair. Ask the volunteer to act as if to sit down and say worriedly *Don't sit on the chair!*
- Ask pairs to act out this short role play. They can practise for a few minutes first and then perform for the class.

#### 4 Listen and repeat.



#### 5 Look and read. Circle and say.



#### 6 Let's talk.



#### 6 Let's talk.

- Tell students they are going to talk about where they are going and/or what they are doing.
- Tell students to look at the picture and the dialogue.
- Read out the dialogue. Read it out again, pause after each sentence and ask students to repeat.
- Ask two students to read out the dialogue.
- Ask students to work in pairs to ask and answer questions about where they are going and/or what they are doing.
- Allow them enough time to practise the dialogue. Go round the class helping students where necessary.
- Ask some volunteers to speak in front of the class.

### 7 Listen and write.



- 1 In Thessalonika there are many people and shops.
- 2 There is a pool in the town.
- 3 There is a big park.
- 4 The favourite part of town is the playground.
- 5 There are big shops on the main street and play at the playground.

### 8 Look and write.



- 1 There's a pool. My mum is swimming at the pool.
- 2 There's a playground. My brother is playing basketball at the playground.
- 3 There's a park. My dad is walking in the park.
- 4 There's a big park. My sister is flying a kite in the park.

### 9 Let's talk.



### 7 Listen and write. TR: 8.7

- Tell students to look at the picture and tell them they are going to listen to a girl talk about a town in Greece. Teach the word *Greece* and give some basic information about Greece as well, e.g., *It's in Europe*.
- Ask students to look at the gaps.
- Play the recording and tell students to listen and fill in the gaps. If students have difficulty understanding the audio, play it more than once.
- Play the recording again and pause after each sentence to check answers.

### 8 Look and write.

- Ask students to look at picture 1, name the place and tell you what they can do there.
- Ask students to look at the example. Read out the sentence and ask students to repeat.
- Go through the other sentences and explain the rest of the task to students.
- Allow them enough time to complete the task individually. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

### 9 Let's talk.

- Tell students they are going to ask and answer questions about what people are doing and where they are doing it. They can also talk about where people are going.
- Tell students to look at the picture and the dialogue.
- Read out the dialogue, pause after each sentence and ask students to repeat.
- Ask two students to read out the dialogue.
- Ask students to work in pairs to ask and answer questions about where a family member is going and/or what they are doing.
- Ask some volunteers to repeat their dialogue in front of the class.

## Lesson Aims

- Learn and use new vocabulary: *drink, eat, have fun, look at, see, take photos*
- Learn and use new grammar: *Let's + verb*
- Learn the pronunciation of the sound *ou* in *tour* and *ea* in *theatre*

## Materials

- Student's Book, Audio, Flashcards

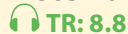
## To start

- Revise the words from Lesson 2. Put some flashcards on the board and ask students to say the words. Ask volunteers to write the words on the board.
- Revise the use of *may* when asking for permission and in imperatives. Give students questions and ask them to give answers. Ask *May I read in the library?* Students should say *Yes, you can*. Ask *May I eat in the library?* Students should say *No, you can't*. Don't eat in the library, please.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat.



TR: 8.8

- Tell students to open their books at page 108 and look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out the words *have fun, look at* and *see* and explain the meanings. For the difference between *look at* and *see*, explain it to the students in Vietnamese if necessary and demonstrate using flashcards.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and match. TR: 8.9

- Ask students to look at the photos and ask them what they can see and what the places are.

**Vocabulary**

1 Listen and point. Repeat.

2 Listen and match.

3 Ask and answer. Then tick or cross.

**Let's meet a museum**

Let's go to the pool.  
We can have fun.

Let's go to the museum.  
We can look at any picture.

Let's go to the zoo.  
We can see photos of the animals.

**1** We can have fun.  
**2** We can look at all paintings.  
**3** We can see photos of the animals.

**4** Let's see.  
**5** Let's see museum.  
**6** Let's see.

**4** Ask and answer. Then tick or cross.

Why I look at the photos in the museum? Yes, you can.

May I eat in the museum? No, you can't.

1 in the museum    2 look at the photos    3 eat  
4 at the zoo    5 see the animals    6 write  
7 in the pool    8 drink    9 have fun  
10 in the classroom    11 look at the board    12 take photos

- Point to the new words in the text. Read them out and ask students to repeat.
- Play the recording. Tell students to look at the pictures and follow the text with their fingers.
- Play the recording again, pause after each sentence and ask students to repeat.
- Ask students to look at the sentences below the pictures. Explain the task and allow enough time for students to complete the task individually. Check the answers.
- Invite volunteers to read their answers in front of the whole class.


### 3 Ask and answer. Then tick or cross.

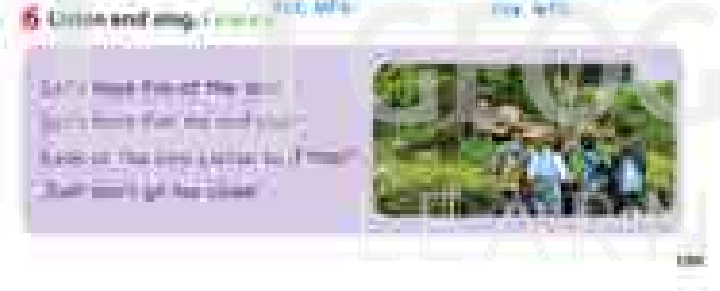
- Tell students they are going to ask and answer questions about what they can or cannot do in public places.
- Tell students to look at the example dialogue. Read out the dialogue, pause after each sentence and ask students to repeat.
- Ask two students to read out the dialogue.
- Explain the rest of the task. Ask students to work in pairs. Allow enough time for students to do the task in pairs.
- Ask some volunteers to speak in front of the class. Check answers as a class. Then ask volunteers to say the sentences.

**4 Listen and repeat.**  **TR: 8.10**



**5 Look, Ask and answer.**

**6 Listen and sing.**  **TR: 8.14**




**4 Listen and repeat.**  **TR: 8.10**

- Tell students to look at the picture and the dialogue.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Tell students that we use *Let's* to suggest doing something.
- Ask students to repeat the sentences and to take a look at how they may use what they have just learnt in the next activity.

**5 Look. Ask and answer.**

- Tell students to look at the pictures and the prompts. Read out the prompts and ask students to repeat.
- Tell students to look at the picture for question 1 and the example. Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

**6 Listen and sing.**  **TR: 8.14**

- Tell students they are going to learn a song. Explain that the song is about going to the zoo. Ask what animals they can see at the zoo.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the song one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to sing along. Practise several times until students are familiar with the words.

## 7 Listen and repeat. TR: 8.12

- Write *tour* on the board. Ask students to pronounce the word.
- Write *theatre* on the board. Ask students to pronounce the word.
- Say *Our, tour* and *Ea, theatre*. Ask students to notice how they sound different from each other. Point to each word on the board and ask students to practise the sounds with you.
- Play the recordings and tell students to repeat the words and the sentence, paying attention to the correct pronunciation of /ʊə/ and /iə/.

## 8 Listen and chant. TR: 8.13

- Tell students they are going to learn a chant. Explain to students that the chant uses the sounds they have just learnt.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to chant along. Practise several times until students are familiar with the words and sounds.
- Ask students to practise the chant individually, and then in pairs or in groups. For example, one group can chant the first verse, and the other group can chant the second verse.
- Optional activity: Ask some volunteers to say the whole chant.

### 7 Listen and repeat. TR: 8.12

Our  
theatre  
Let's go on a city tour.  
Let's go to the theatre.



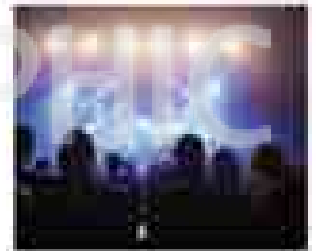
### 8 Listen and chant. TR: 8.13

Our, tour, tour  
Ea, theatre, theatre  
We are here  
to have fun,  
theatre, theatre, theatre  
Go to the theatre!  
We are here  
to have fun,



### 9 Say it.

1. Try to say a word with the sound /ʊə/.
2. Let's speak a word loud.
3. Look back the words in the theatre.



## 9 Say it.

- Ask students to look at the sentences. Tell them to pay attention to the sounds /ʊə/ or /iə/.
- Read out the words with /ʊə/ and /iə/ and ask students to repeat.
- Ask students to work in pairs and say the sentences, paying attention to the correct pronunciation of /iə/ and /ʊə/.
- Ask volunteers to say the sentences in front of the class.

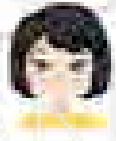


1 Look and match.

2 Project: My dream city

Draw only you like.  
Tell your class about it.

This is my dream city.  
There's a toy shop. Let's go to that.  
My shop and they a factory here there.



1 Look and match.

- Tell students that they are going to match words and pictures.
- Divide students into pairs or groups to do the matching task.
- Show students how to do the task if necessary by matching the first word with the correct picture. Praise or award a prize to the quickest pair or group with all correct answers.

2 Project: My dream city

- Revise vocabulary about places in town.
- Ask students to think of the places they like. Ask students to draw their dream city into their notebooks. Tell students that in their dream city, they can choose 5 places to be near their house.
- Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- When students finish drawing, ask students to look at the example sentences. Read out the sentences and ask students to repeat.
- Ask students to share their picture with their friends. Then ask students to say where they would like to go with their friends and what they would like to do at that place.
- Allow them enough time to practise talking in pairs. Go round the class helping students where necessary.
- Ask volunteers to tell the class about their favourite places. Correct any mistakes.

## In This Unit

### Theme

This unit is about food.

### Vocabulary

**Lesson 1:** *apple, banana, pear, tomato*

**Lesson 2:** *bread, cheese, chicken, juice, milk, rice*

**Lesson 3:** *biscuit, chocolate, ice cream, sweets*

### Grammar

**Lesson 1:** *Some, many, a lot of*

**Lesson 2:** *Where's...? Prepositions (in, on, under)*

**Lesson 3:** *How many apples are there? Numbers 11 – 20*

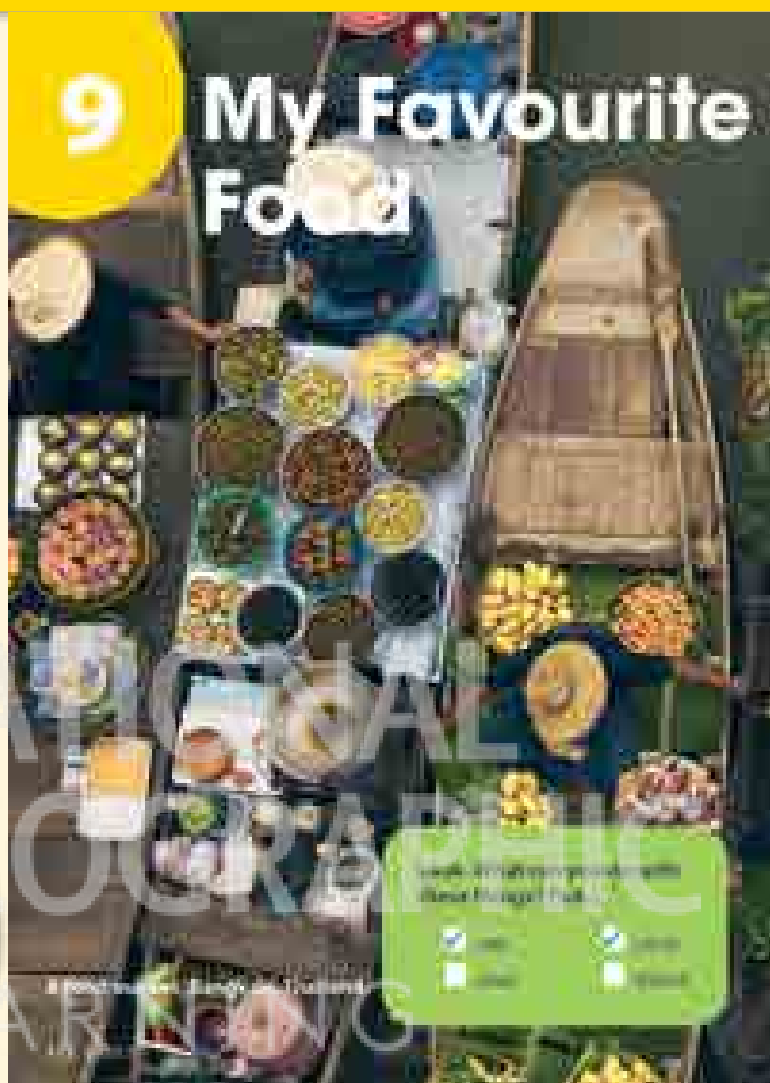
### About the Photo

The photo shows one of the floating food markets in Bangkok, Thailand. You can buy lots of different foods from the boats, including herbs, fruit and even cooked duck. In the past, the markets were a common place for locals to buy food, but nowadays they are more of a tourist attraction.

### Related vocabulary

(Optional)

*banana, chilli, flowers, guava, herbs, mango, papaya*



## Unit Opener

### Objectives

- To introduce students to the topic of the unit (food)
- To engage students with the topic and activate knowledge and vocabulary

### Materials

Student's Book

### To start

- Revise the vocabulary from Unit 8. Say *I'm buying a teddy bear. Where am I? (toy shop)*. Repeat with sentences such as *I'm going swimming. Where am I? (pool)* and *I'm looking at monkeys. Where am I? (zoo)*.
- Invite students to ask and answer the questions.

### 1 Look. What can you do with these things? Tick.

- Tell students to open their books at page 112. Give them a moment to look at the photo.
- Ask students what they can tell you about the photo. If necessary, explain that the people are on boats on a river and they are selling fruit, herbs, vegetables and flowers from the boats. Explain what floating markets are.
- Ask a student to read the question and the answer options. Make sure that students understand them before doing the task as a class.

### TEACHING TIP

Students who feel valued and supported in class are likely to take an active role in the learning process. Create a classroom atmosphere in which students do not need to be anxious about making mistakes. At the beginning of class, explain to students that they're learning new things and that making mistakes is a natural and expected part of learning. Whenever possible, help and encourage students to correct their own mistakes.

## Unit 9

1 Listen and point.  
Repeat. (1) (1)



2 Listen and write. (2) (1)



3 Look at 1. Draw and guess. (1)



### Lesson Aims

- Learn and use new vocabulary: *apple, banana, pear, tomato*
- Learn and use new grammar: *Some, many and a lot of*

### Materials

- Student's Book, Audio, Flashcards

### To start

- Revise *drink, eat, have fun, look at, see, take photos*. Write the words on the board and ask students to remember the meanings.

### New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

#### 1 Listen and point. Repeat. (1) (1)

- Tell students to open their books at page 113. Explain that people in the picture are attending the La Tomatina festival, which is held in the Valencian town of Buñol, Spain. In this festival, people throw tomatoes and get involved in tomato fights purely for entertainment. Ask

students to look at the vocabulary box.

- Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures. Check that students understand the names of the fruit.
- Read out all the words again one by one and ask students to repeat after you.

#### 2 Listen and write. (1) (1) TR: 9.2

- Point to the new words in the dialogue. Read them out and ask students to repeat.
- Point to the photo. Check if students understand the meaning of *throw*.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Ask students to repeat.
- Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the whole class.

#### 3 Look at 1. Draw and guess. (1) (1)

- Ask students to choose one fruit in Activity 1 and draw it on a separate sheet of paper.
- Ask students to work in pairs. One of them is going to ask Yes-No questions to guess what the fruit is. The other will reveal the picture to confirm the answer.
- Collect some pictures from students and use them as vocabulary flashcards. You can show the picture and have the whole class guess what the fruit is.

### EXTENSION ACTIVITY

- Encourage students to think of new fruit outside the list in Activity 1. Students take turns to draw the fruit on the board and have other students guess what it is.
- Revise the commands from Units 0 and 8. Say *Stand up! Sit! Don't jump!* and so on. Students are 'out' when they don't follow the command correctly.

#### 4 Listen and repeat. 🎧 TR: 9.3

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat the sentences.
- Point to the pictures. Ask students to notice the differences between *some*, *many* and *a lot of*. We use *some* when there are about three to five objects. Explain that we can say *many* and *a lot of* when there are more than five objects.
- Ask students to the sentences and to take a look at how they may use what they have just learnt in the next activity.

#### 5 Circle and say. ✎

- Point to new sentences and pictures. Remind students that we say *many* and *a lot of* when there is a large number of something, usually more than what we'd think of when we say *some*.
- Have students complete the rest of the task. Allow them enough time to practise reading the sentences both individually and in pairs. Go around the class helping where necessary.
- Ask some volunteers to read in front of the class. Correct any mistakes and give the correct answers.



#### 5 Circle and say.



#### 6 Let's talk.



#### 6 Let's talk.

- Tell students that they are going to talk about food.
- Point to the picture and the dialogue. Read out the sentences and ask students to repeat after each sentence.
- Explain that students can use words about fruit they have already learnt.
- Have students practise making the sentences in pairs.
- Ask some volunteers to perform their dialogue in front of the class. Correct any mistakes.

#### EXTENSION ACTIVITY

- Place two chairs facing each other and tell students they are on a boat in a floating market. Ask a student to pretend to be a fruit seller and sit 'in' the boat. Give him/her the flashcards for this lesson. Model asking for something, e.g. *Excuse me, have you got any bananas?* The seller goes through the flashcards and says either *Yes, here you are* and gives you the flashcard, or says *No, sorry, I haven't got any*.
- Allow other students to ask questions, and then invite other students to be the seller.



## Lesson Aims

- Learn and use new vocabulary: *bread, cheese, chicken, juice, milk, rice*
- Learn and use new grammar: *in, on, under*

## Materials

- Student's Book, Audio, Flashcards

## To start

- Revise the words from Lesson 1. Put up flashcards of fruit on the board. Ask students to call out the names of the fruit and invite volunteers to label the pictures. Encourage students to call out the spelling.
- Point to a picture with a few fruits and another picture with many fruits, and ask students to describe these pictures using *some, many or a lot of*.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

## 1 Listen and point. Repeat.

🎧 TR: 9.4

- Tell students to open their books at page 115 and look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

## 2 Listen and tick. 🎧 TR: 9.5

- Point to the new words in the dialogue. Read them out and ask students to repeat after each sentence.
- Point to the photo. Check if students understand the meaning of *around the world*.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Ask students to repeat.
- Ask students to take turns to read the text in pairs. Ask some volunteers to read in front of the whole class.
- Ask students to look at the 2 questions below the pictures. Read the questions and the options. Elicit the answers from students. Ask students to tick the correct answers, and then check answers as a class.

## 3 Say.

- Read out the list of words and ask students to repeat after you.
- Explain that students have to talk about the foods in the list and their popularity in Vietnam and France.
- Ask students to practise making the sentences both individually and in pairs.
- Go round the class helping where necessary.
- Ask some volunteers to speak in front of the class.
- Extension: Ask students to talk about the popularity of these foods in other countries.

#### 4 Listen and repeat. 🎧 TR: 9.6

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the pictures. Ask students to notice the differences among *in*, *on* and *under*. Explain that *where's* and *it's* are the short forms of *where is* and *it is*.
- Ask students to read the sentences in pairs.
- Ask some volunteers to say the sentences in front of the class.

#### 5 Look and say.

- Tell students to look at the picture for question 1 and ask them what they can see. Ask students about where the banana is put. Read out the example and explain why *It's on the table* is the correct answer.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go around the class helping students where necessary.
- Ask some volunteers to say their answers. Correct any mistakes.

**4 Listen and repeat. 🎧**

1 Where's the juice? It's on the table.

2 Where's the basket? It's under the table.

3 Where's the bag? It's on the table.

**5 Look and say.**

1 Where's the banana? What's the basket? It's on the table.

2 What's the basket? What's the fruit? It's in the box.

3 Look / Look at / Where's the basket? It's under the apple.

4 Where's the milk? It's on the table.

5 What's the basket? It's on the table.

6 Where's the tomato? It's in the box.

**6 Draw and write. Say. 🎨**

I'm buying food. Look! There are some potatoes. They are in the box.

#### 6 Draw and write. Say. 🎨

- Tell students to look at the picture and the example sentences. Read out the sentences and ask students to repeat after you.
- Tell students to draw a picture of some food they are buying.
- Explain that they should write about the food underneath the picture.
- Tell students to complete the task. Help students with spelling where necessary.
- Ask students to work in pairs to show their pictures and practise talking about the food in their picture.
- Ask some volunteers to share their pictures and speak in front of the class.

### 7 Listen and circle.

- 1 There are bananas a lot of vegetables.
- 2 There are apples a lot of drinks.
- 3 The chicken is in the jug / box.
- 4 The jug is under / on the table.

### 8 Look and say.



- 1 glass / box
  - 2 chicken / table
  - 3 chicken / table
  - 4 milk / jug
  - 5 box / chair
  - 6 banana / stool
- Where's the glass?  
It's on the table.  
Where's the chicken?  
It's on the table.  
Where's the water?  
It's in the jug.  
Where's the stool?  
It's under the chair.  
Where's the banana?  
It's on the table.

### 9 Let's talk.



### 7 Listen and circle. TR: 9.7

- Ask students to look at the sentences. Explain that they are going to circle the word that they hear from the recording.
- Play the recording and then have students share their answers.
- Play the recording again. Pause after each sentence and check answers as a class.

### 8 Look and say.

- Tell students that they are going to ask and answer questions about where different foods and drinks are put.
- Point to the picture and the example dialogue. Read out the sentences and ask students to repeat after each sentence.
- Ask one or two students to read out the entire example dialogue.
- Have students work in pairs to do the rest of the task.
- Ask some volunteers to speak in front of the class and correct any mistakes.

### 9 Let's talk.

- Point to the picture and the sentences. Tell students they are going to talk about the food in the picture.
- Read out the text and ask students to repeat after each sentence. Explain that students are going to make similar sentences about each item of food or drink in the picture.
- Ask students to practise making the sentences both individually and in pairs. Go around the class helping where necessary.
- Ask volunteers to speak in front of the class and give corrections.

## Lesson Aims

- Learn and use new vocabulary: *biscuit, chocolate, ice cream, sweets*
- Learn and use new grammar: *How many apples are there? Numbers (11 - 20).*
- Learn the pronunciation of the sound *dr* in *drink* and *br* in *bread*

## Materials

- Student's Book, Audio, Flashcards
- Pictures of a mango in three different places (in a box, on a table, under a table)
- Pictures of 11 – 20 bananas, pears and tomatoes

## To start

- Revise the words from Lesson 2 with the flashcards. Hold up the flashcards one at a time and choose students to call out the word. Then ask a volunteer to take over as the teacher and do the same with the flashcards.
- Show pictures of a mango in different places (in a box, on a table, under a table). Hold up each picture and ask *Where's the mango? It is on the table / under the table / in the box.*

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat.

🔊 TR: 9.8

- Tell students to open their books at page 118 and look at the vocabulary box. Point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and tick. 🖋️🔊 TR: 9.10

- Point to the new words in the dialogue. Read them out and ask students to repeat. Point to the photo. Check if students understand the meaning of *sweet shop*.

- Play the recording. Tell students to look at the picture and follow the text with their fingers.
  - Play the recording again. Ask students to repeat.
  - Ask students to take turns to read the text in pairs. Ask some volunteers to read in front of the whole class.
  - Ask students to look at the questions below the pictures. Read the questions and the options. Elicit the answers from students. Ask students to tick the correct answers, and then check the answers with the whole class.
- ### 3 Look and say.
- Ask students to look at the pictures and prompts.
  - Read out the prompts and ask students to repeat after you.
  - Explain that students have to talk about the food, their quantity and location in the remaining pictures.
  - Ask students to practise making the sentences both individually and in pairs.
  - Go round the class helping where necessary. Encourage students to use the words in Activity 1.
  - Ask some volunteers to read in front of the class.




**4 Listen and repeat.**  **TR: 9.10**

11 apples	11 bananas
11 pears	11 tomatoes
11 oranges	11 lemons
11 peaches	11 cucumbers
11 plums	11 pineapples




How many apples are there?  
11 apples.

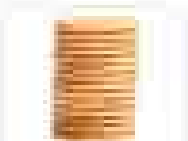
**5 Look and say.**



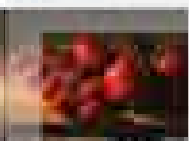
1. Pears / 11  
How many pears are there?  
11 pears.



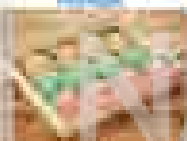
2. Bananas / 11  
How many bananas are there?  
11 bananas.  
How many lemons are there?  
11 lemons.




3. Cucumbers / 11  
How many cucumbers are there?  
11 cucumbers.  
How many pineapples are there?  
11 pineapples.



4. Tomatoes / 11  
How many tomatoes are there?  
11 tomatoes.



5. Lemons / 11  
How many lemons are there?  
11 lemons.



6. Oranges / 11  
How many oranges are there?  
11 oranges.

**6 Listen and chant.**  **TR: 9.11**

1. 11 apples in the basket.  
1. 11 bananas in the basket.  
1. 11 pears in the basket.  
1. 11 tomatoes in the basket.  
1. 11 oranges in the basket.  
1. 11 peaches in the basket.  
1. 11 plums in the basket.  
1. 11 pineapples in the basket.




**4 Listen and repeat.**  **TR: 9.10**

- Play the recording. Tell students to look at the picture and follow the words with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the picture. Ask students to count how many apples there are in the picture.
- Prepare some flashcards or pictures with bananas, pears and tomatoes in different quantities (11 – 20).
- Show the flashcards or pictures and ask students to count and report the quantity of the food items by using the numbers (11 – 20).

**5 Look and say.**

- Ask students to look at the picture and the example dialogue.
- Read the question and answer out loud and ask students to repeat after you.
- Explain that students have to ask and answer questions about the quantity of food in the remaining pictures.
- Ask students to practise in pairs.
- Go round the class helping where necessary.
- Ask some volunteers to act out their dialogue in front of the class.

**6 Listen and chant.**  **TR: 9.11**

- Tell students they are going to learn a chant. Explain to students that the chant uses the numbers and words they have just learnt.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to chant along. Practise several times until students are familiar with the words and sounds.
- Ask students to practise the chant individually, and then in pairs or in groups. For example, one group can chant the first verse, and the other group can chant the second verse.
- Optional activity 1: Ask some volunteers to say the whole chant.
- Optional activity 2: Ask students to work in groups to create a new verse of the chant by using different numbers and fruits. Invite the groups to share their verses with the class.

## 7 Listen and repeat. TR: 9.12

- Point to the new words. Ask students to point to the letters *dr* and *br*. Explain that each of the two is made by putting two consonants together.
- Read out the words and then pronounce the sounds *dr* and *br* slowly. Ask students to repeat.
- Play the recording. Tell students to follow the words and sounds that they hear with their fingers.
- Play the recording again. Ask students to repeat.
- Ask some volunteers to read the words and sentence in front of the whole class.

## 8 Listen and chant. TR: 9.13

- Tell students they are going to learn a chant. Explain to students that the chant uses the sounds they have just learnt.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to chant along. Practise several times until students are familiar with the words and sounds.
- Ask students to practise the chant individually, and then in pairs or in groups. For example, one group can chant the first verse, and the other group can chant the second verse.
- Optional activity: Ask some volunteers to say the whole chant.

### 7 Listen and repeat. TR: 9.12

dr  
br

He's drinking juice and eating bread.



### 8 Listen and chant. TR: 9.13

Dr, dr, dr!

Drink, drink, drink!  
Let's drink juice!

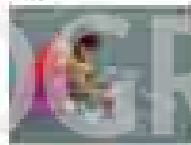
Br, br, br!

Bread, bread, bread!  
Let's eat bread!

Let's drink juice  
and eat bread!



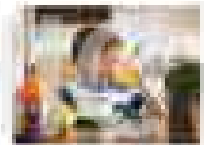
### 9 Say it.



1 My brother is  
drinking juice.



2 My brother can  
eat the bread.



3 My brother is  
drinking juice.

## 9 Say it.

- Ask students to look at the sentences. Tell them to pay attention to the sounds /*dr*/ and /*br*/ in each word.
- Read out the words with /*dr*/ and /*br*/ and ask students to repeat.
- Ask students to work in pairs and say the sentences, paying attention to the correct pronunciation of /*dr*/ and /*br*/.
- Ask volunteers to say the sentences in front of the class.

1 Read and match.

1 There is some milk.

2 There is some rice.

3 There are some peas.

4 There is a tomato.

5 There are some bananas.

6 There is some chicken.

2 Project: My favourite food

Draw a picture of the food in your kitchen. Tell your class about it.



This is my kitchen.  
There is a lot of food.  
There are some biscuits  
on the table.

2 Project: My favourite food

- Tell students they are going to draw their favourite foods in their kitchen and talk about them.
- Explain that they should use the words for food and the sentence structures they have learnt.
- Have students look at the example. Have one or two students to read out the text.
- Ask students to do the activity. Allow them enough time to complete the drawings, write sentences and practise saying them.
- Ask volunteers to share their work with the whole class. Provide feedback.

1 Read and match.

- Tell students that they are going to match the sentences to the correct pictures.
- Divide the students into pairs to do the matching tasks.
- Show students how to do the task if necessary by asking them to observe how the first word is matched with the correct picture.
- Check the answers as a class.

# Review 5

## Units 8 and 9

### Part 1

#### To start

- Choose ten flashcards from Units 8 and 9. Stick them on the board. Invite individuals to come to the board.
- The student should choose a flashcard and say what it is. They can either say just the word *juice* or a sentence like *The juice is on the table*. If they are correct, let them take the flashcard off the board.
- Continue until all the flashcards have been removed from the board.

#### 1 Write.

- Ask students to open their books at page 122 and to look at Activity 1.
- Tell students to look at the words in the box and the two headings of the chart. Explain the headings if necessary. Ask volunteers to say the words in the box.
- Tell students to write the words in the box in the correct columns. Tell them to cross out a word in the box when they have used it. Go round the class helping students where necessary.
- Check answers.

#### 2 Write.

- Tell students to look at the first picture. Ask volunteers to tell you the word for the picture written on the line. Tell students to do the same for the other pictures. Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Check answers.

#### 3 Unscramble. Then match.

- Tell students to look at sentences 1 – 5 to get an idea of what each sentence is about. Then ask them to look at the first question. Tell them







### Review 5: Part 1

#### 1 Write.

Write the words in the box in the correct columns.

In the kitchen	In town
juice	park
apple	library
playground	library
juice	library

#### 2 Write.

		
apple	orange	play
		
flower	beach	banana

#### 3 Unscramble. Then match.

1. multiplying	2. buy	3. you can buy apples and pears here.
4. central	5. can't buy	6. A food you can eat with rice.
7. school	8. library	9. You can buy dolls and games here.
10. get point	11. top shop	12. You make it with milk. It's cold.
13. no more	14. all kinds	15. You can't buy it in our other store.

#### 4 Circle.

1. There are many <u>toys</u> in the park.	
2. There are a lot of <u>books</u> in the library.	
3. There are many <u>books</u> in the library.	
4. There are some <u>toys</u> in the library.	
5. There are some <u>toys</u> in the library.	

the letters are in the wrong order and that when the letters are unscrambled, they would form a word. Have students look at the example written. Ask volunteers to say the word *playground*. Point out how a line from the word connects it to the correct sentence (You can play, run and climb here).

- Tell students to do the same for the other words. Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Check answers. Have volunteers read out their answers.

#### 4 Circle.

- Read out the first sentence with both options and ask students to say the correct option. Ask *why many* is the correct answer. Read out the two different answer options and make sure that students remember the meanings of all the words.
- Explain the rest of the task to students.
- Check answers. Ask volunteers to say their answers in full sentences.

## Review 5: Part 2

### 1 Match.



### 2 Write and say.

1. Go to the cinema. **Don't go** to the park.
2. **Drive** under the car! Don't drive up it.
3. Put your arm and hand on **the car** instead.
4. Don't go to the pool. **Go** to the library.
5. Don't jump on the playground. **Don't** go to the theatre.

### 3 Your friend is in town. Talk about 5 activities to do.



Go round the class helping students where necessary.

- Check answers. Ask volunteers to say their answers in full sentences.

### 3 Your friend is in town. Talk about 5 activities to do.

- Tell students they are going to talk about 5 activities to do in their town or city.
- Tell students to look at the picture and the dialogue.
- Read out the dialogue. Read it out again, pause after each sentence and ask students to repeat.
- Ask two students to read out the dialogue.
- Ask students to work in pairs and use *Let's* + a verb and *Yes, let's* to offer and respond to suggestions.
- Allow students enough time to practise speaking. Go round the class helping students where necessary.
- Ask some volunteers to speak in front of the class.

## Part 2

### 1 Match.

- Tell students to look at the pictures of the man and his car. Explain that they have to look at where he is and match the pictures to the correct sentences. Read out the sentences and ask students to repeat. Make sure they remember the meanings.
- Allow students enough time to complete the task alone. Go round the class helping students where necessary.
- Check answers. Ask volunteers to say their answers.

### 2 Write and say.

- Read out the first sentence in question 1. Ask students what should come before *to the park*. Elicit *Don't go*.
- Tell students they should look carefully at the words to help them work out the missing imperatives. Read out the given parts of the sentences and make sure that students remember the meanings of all the words.
- Allow students enough time to complete the task alone.

## Lesson Aims

- Watch and understand a video about different food and drinks in a market in Barcelona.
- Talk about what you eat.

## Materials

- Student's Book, Video

## Part 3

### To start

- Tell students to look at the photo and tell you what they can see.
- Say a colour, and ask students to think of as many different foods of that colour as they can. Go round the class asking students for their suggestions.
- Tell students they are going to watch a video about different food in a big market in Barcelona.

### 1 Circle your favourite food. Say.

- Read the instruction to the class. Invite a student to read the list of foods and drinks.
- Point to the first item: *chicken*. Ask a student *Do you like chicken?* If the student answers *Yes*, ask them to circle the item. If the student answers *No*, tell them not to circle the item.
- Repeat with the remaining items. Tell students to circle the items they like to eat or drink, and not to circle the items they don't.
- Go round the class asking students to say one thing they eat or drink.



**Review 5: Part 3 - Video**

**1 Circle your favourite food. Say.**

	chicken		lemons
	egg		apple
	orange		pear
	strawberry		tomato

**2 Tick: What food can you see in the video?**

	chicken	<input type="checkbox"/>
	egg	<input type="checkbox"/>
	orange	<input type="checkbox"/>
	strawberry	<input type="checkbox"/>

**3 Tick T for True or F for False.**

- 1 The market is in Barcelona, Spain.
- 2 There is a big basket of lemons.
- 3 There are apples at the market.
- 4 There are strawberries at the market.
- 5 There are oranges.

### 2 Tick. What food can you see in the video?

- Remind students that they are going to watch a video about different food and drinks in a market in Barcelona.
- Read the question to the students. Read through the list of words and make sure students understand the task.
- Tell students to get ready to tick the words as they watch the video.
- Play the video all the way through.
- Go through the answers as a class, playing the video again if you need to.

### 3 Tick T for True or F for False.

- Read out the first statement to the class. Ask students if they remember where the market is in the video. Say *The market is in Barcelona, Spain. Is that right?* Elicit *Yes*. Ask students where the tick should go (T). Have them put a tick in the T box.
- If necessary, play the video again and give students time to complete the activity alone.
- Check the answers as a class.

## Review 5: Part 4

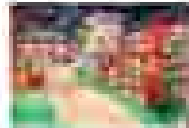
### 1 Circle.



Market / shop  
 Market  
 Shop



Water / drink  
 Water  
 Drink



Big shop / market  
 Big shop  
 Market



Apples / pears  
 Apples  
 Pears



Chicken / egg / bread  
 Chicken  
 Egg  
 Bread



Apples / pears  
 Apples  
 Pears

### 2 Look and write. Say.



## EXTENSION ACTIVITY

- Play food and drink bingo with the students.
- Give each student a piece of paper and tell them to draw six different food and drink items.
- In a random order, call out different items of food and drink. If students have drawn this on their paper, they tick it. The first student to tick all six drawings shouts *Bingo!*

## Part 4

### 1 Circle.

- Ask students to circle the correct word that matches the picture.
- Ask students to share their answers.
- Check if students remember the meaning of the other options that have not been circled.

### 2 Look and write. Say.

- Invite two students to read the model dialogue.
- Put students into pairs and tell them to talk about their favourite food.

## In This Unit

### Theme

This unit is about nature and the environment.

### Vocabulary

**Lesson 1:** *climb, river, rock, tree, water*

**Lesson 2:** *It's cold / hot / rainy / sunny / summer / winter.*

**Lesson 3:** *It's dry / wet / spring / autumn.*

### Grammar

**Lesson 1:** present simple (affirmative)

**Lesson 2:** present simple (questions)

**Lesson 3:** present simple (questions), *I like/I don't like...*

### About the Photo

The Wheaton River flows through the Yukon Territory in Canada. In winter, the area is good for skiing, snowboarding and snowshoeing, and in summer, it's good for hiking, river rafting and photography.

### Related vocabulary

(Optional)

*flow, ice, mountain, peak, trees, snow, water*

## Unit Opener

### Objectives

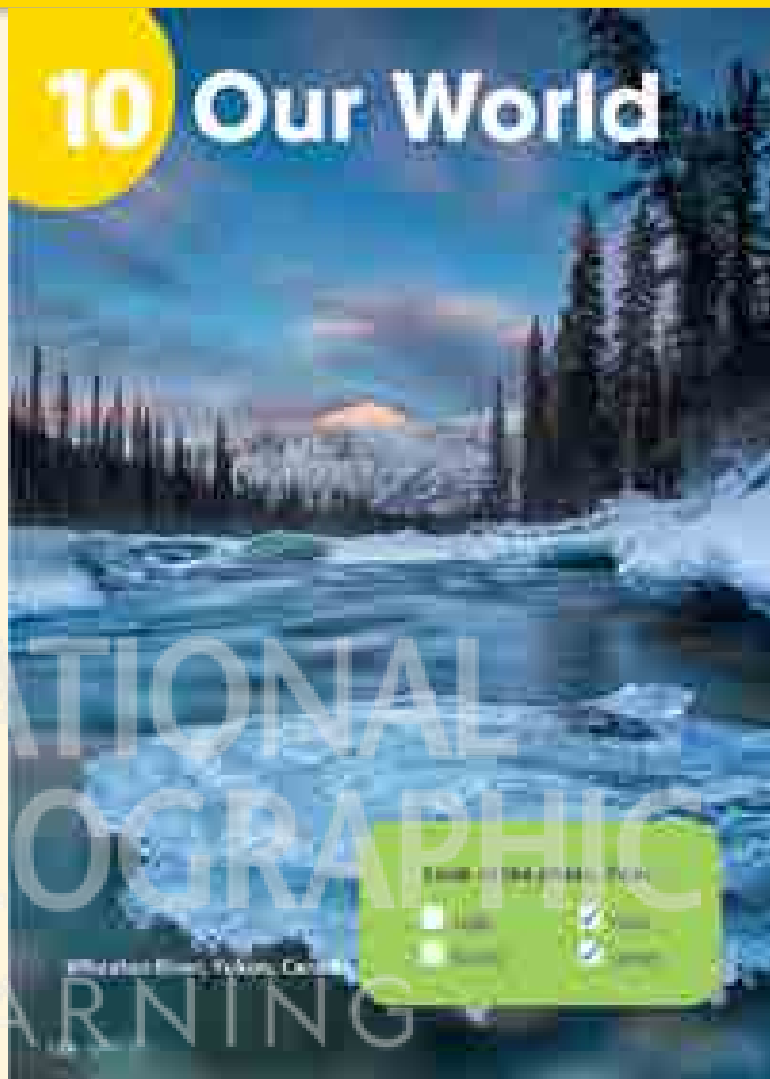
- To introduce students to the topic of the unit (nature)
- To engage students with the topic and activate knowledge and vocabulary

### Materials

Student's Book, Flashcards (Units 9 and 10)

### To start

- Revise the food words from Unit 9. Say a word, e.g. *banana*, and ask a student to draw it on the board. Continue with *cheese, tomato, sweets, chocolate, juice* and *milk*.
- Hold up flashcards from Unit 9 and have students name the objects.
- Show the students the flashcards from Unit 10 and let them know that they will be learning more about the world in this unit.



### 1 Look at the photo. Tick.

- Tell students to open their books at page 126. Give them a moment to look at the photo.
- Say *Is it hot or cold there?* If necessary, explain that there is ice in the river and snow on the riverbanks so it will be cold.
- Ask a student to read the instructions and the answer options. Go through the options, asking the students what they think about the things in the photo. Tell students to tick the appropriate boxes.
- Ask students if they would like to go to a place like this.

### TEACHING TIP

Students can use pictures to help them remember new vocabulary. Encourage them to draw pictures to remind them of the meanings of the new words they learn. Reassure students that they don't need to be expert artists! They may enjoy building their own picture dictionary. The drawing process encourages students to check their understanding of a word and identify differences between related words.





- Play the recording for the students to listen to, point to and repeat the words.
- Read out all the words again one by one and ask students to repeat after you.

## 2 Listen and tick. TR: 10.2

- Point to the new words in the dialogue. Read them out and ask students to repeat.
- Point to the photo. Check if students understand the meaning of all the words.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Ask students to repeat.
- Ask students to take turns to read the text in pairs. Ask some volunteers to read in front of the whole class.
- Ask students to look at the question below the pictures. Read the question and the options. Elicit the answers from students. Ask students to tick the correct answers, and then check the answers with the whole class.

## 3 Ask and answer. Tick.

- Point to the question and answer. Read out the sentences and ask students to repeat after you.
- Explain that students have to tick the activities they can do in the table.
- Ask students to work in pairs. One of them is going to ask Yes-No questions to ask whether their friend can do activities in the table. They should put a tick in the table if the answer is Yes. The other answers the questions.
- Ask students to swap roles and take turns.
- Go round the class helping where necessary.
- Ask some volunteers to act out the dialogue in front of the class.
- Alternative: Ask a student to show their table and report their friend's answers in front of the class. (e.g. *My friend is Nam. He can swim in the river and drink cold water. He can't climb the rock.*)

Can you see me in the photo? Yes, I can't

3 Ask and answer. Tick. Can you see me in the photo? Yes, I can't

	swim in the river	climb the rock	drink cold water	stand under the tree
Yes				
No				
Friend				
Friend				
Friend				

### Lesson Aims

- Learn and use new vocabulary: *climb, river, rock, tree, water*
- Learn and use new grammar: present simple (affirmative)

### Materials

- Student's Book, Audio, Flashcards

### To start

- Revise the prepositions of place. Put a pen on the desk and ask *Where's the pen?* Elicit *It's on the desk.* Write *on* on the board. Practise *in* and *under* with the pen in different places. Write the prepositions of place on the board.

### New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

## 1 Listen and point. Repeat. TR: 10.1

- Tell students to open their books at page 127 and look at the vocabulary box. Point to the pictures and words. Help students work out the meanings from the pictures. Say the words and ask students to repeat.

#### 4 Listen and repeat. TR: 10.3

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Play the recording again. Ask students to repeat after each sentence.
- Ask students to practise reading the sentences.
- Ask some volunteers to say the sentences in front of the class.

#### 5 Look and say.

- Tell students to look at the picture for question 1 and ask them what they can see. Read out the example and explain why it is the correct answer.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go around the class helping students where necessary.
- Ask some volunteers to say their answers. Correct any mistakes.

4 Listen and repeat.  TR: 10.3

1. A boy is sitting at his desk.  
2. They climb the rock.  
3. They swim in the pool.

5 Look and say.

1. They swim in the pool.  
2. I climb the rock.  
3. They swim in the pool.  
4. We climb the rock.

6 Let's talk.

I climb the rock. It's hard.  
I swim in the pool. It's great.

#### 6 Let's talk.

- Tell students they are going to talk about leisure activities, using the words they have learnt.
- Point to the picture and the example dialogue. Read out the sentence and ask students to repeat after each sentence.
- Ask one or two students to read out the dialogue.
- Have students work in pairs to share what they do in their free time.
- Ask some volunteers to repeat their dialogue in front of the class. Correct any mistakes.



## 1 Listen and point. Repeat.

**TR: 10.4**

- Tell students to open their books at page 129 and look at the vocabulary box. Point to the first word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

## 2 Listen and tick. **TR: 10.5**

- Point to the new words in the dialogue. Read them out and ask students to repeat.
- Point to the photo. Check if students understand the meaning of *desert*.
- Use the world map to show students how the Gobi Desert stretches across Northern China and Southern Mongolia.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again. Ask students to repeat.
- Ask students to look at the 3 questions below the pictures. Read the questions and the options. Elicit the answers from students. Ask students to tick the correct answers, and when everyone has finished, check the answers with the whole class.
- Ask students to take turns to read the text in pairs. Ask some volunteers to read in front of the whole class.

## 3 Talk.

- Read out the example and ask students to repeat after you.
- Ask students to work in pairs. One of them is going to make a sentence using a word in the list. The other is going to talk about an activity that they can do in that weather or season.
- Ask students to take turns by swapping roles.
- Go round the class helping where necessary.
- Ask some volunteers to act out their dialogue in front of the class.

### Lesson Aims

- Learn and use new vocabulary: *cold, hot, rainy, sunny, summer, winter*
- Learn and use new grammar: present simple question

### Materials

- Student's Book, Audio
- A map of the world

### To start

- Revise the words from Lesson 1. Elicit the words and ask students to repeat as a class. Then ask students to say them individually.
- Revise the present simple. Ask a student to say which sport he/she likes. Elicit, for example, *I play football.*

### New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

#### 4 Listen and repeat. TR: 10.6

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Ask students to notice the answers in the dialogues. Explain that we say *Yes, I do* when we agree with the question and *No, I don't* when we disagree.
- Play the recording again. Ask students to repeat.
- Ask students to practise the dialogues in pairs.
- Ask some volunteers to act out the dialogues in front of the whole class.

#### 5 Look and say.

- Tell students to look at the picture for question 1 and ask them what they can see. Ask them about the activity in the picture. Read out the example and ask students why *Yes, they do* is the correct answer.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.



**4 Listen and repeat.**

1. Do you see a park in summer?  
Yes, I do.

2. Do they see a park?  
No, they don't.

**5 Look and say.**

1. What's the weather?  
It's sunny.  
Do they wear a summer hat?  
Yes, they do.

2. Drink cold water / summer.  
No, they don't.

3. Eat chocolate / winter.  
No, they don't.

4. Go to the swimming pool / summer.  
Yes, they do.

5. Play sports / winter.  
No, they don't.

6. Go to the park / winter.  
No, they don't.

**6 Draw and write. Say.**

1. What's the weather?  
It's sunny.  
Do they wear a summer hat?  
Yes, they do.

2. Drink cold water / summer.  
No, they don't.

3. Eat chocolate / winter.  
No, they don't.

4. Go to the swimming pool / summer.  
Yes, they do.

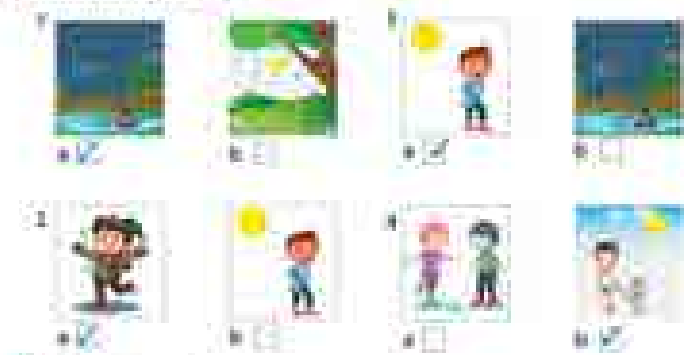
5. Play sports / winter.  
No, they don't.

6. Go to the park / winter.  
No, they don't.

#### 6 Draw and write. Say.

- Tell students to look at the picture and the example sentences. Read out the sentences and ask students to repeat after you.
- Tell students to choose their favourite season and draw the activities they do in this season.
- Explain that they should write about the activities underneath the picture.
- Tell students to complete the task. Help students with spelling where necessary.
- Ask students to work in pairs to share their pictures and practise their dialogue.
- Ask volunteers to share their picture and act out their dialogue in front of the class.

## 7 Listen and tick.



## 8 Write and say.

- 1 It is ... hot. It is ... sunny.
- 2 I ... go to the playground.
- 3 My friends ... go to the cinema.
- 4 My family and I ... swimming.

## 9 Let's talk.



## 8 Write and say.

- Point to the sentences. Explain that students use words about nature and activities they have learnt to fill in the gaps.
- Use the example provided in question 1 to explain the task to the students.
- Ask students to fill in the gaps and practise reading the sentences. Go around the class helping where necessary.
- Ask some students to read out their sentences and provide feedback as necessary.

## 9 Let's talk.

- Tell students they are going to talk about the weather and their activities.
- Tell students to look at the picture and the dialogue.
- Read out the dialogue. Read it out again, pause after each sentence and ask students to repeat.
- Ask one or two students to read out the dialogue.
- Ask students to work in pairs to practise their dialogues.
- Ask some volunteers to speak in front of the class.

## 7 Listen and tick. TR: 10.7

- Tell students that they are going to listen to some sentences to tick the correct picture.
- Ask students to look at the pictures and identify the difference in each pair of pictures. Draw their attention to the first question which has been done for them and explain the answer.
- Play the recording and tell students to listen and tick the correct answers for questions 2 – 4. Play the recording more than once if students cannot hear the answers.
- Play the recording again and pause after each sentence to check answers.

## Lesson Aims

- Learn and use new vocabulary:  
*It's dry / wet / spring / autumn.*
- Learn and use new grammar:  
*I like / I don't like*
- Learn the pronunciation of the sound *w* in *wet* and *o* in *cold*.

## Materials

- Student's Book, Audio, Season cards: Make cards with pictures of the seasons on one side and the words on the other: *spring, summer, autumn, winter*
- Optional for Extra Activity: photocopies of ten-by-ten square grids for students to make word searches.

## To start

- Revise the present simple, in both affirmative and negative sentences. Say *I play tennis. I don't play football.* Ask students to repeat. On the board, write *I eat breakfast.*

## New vocabulary

- Teach the new words with the seasons cards. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat.

 TR: 10.8

- Tell students to open their books at page 132 and look at the vocabulary box. Point to the first picture and the phrase. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.



### 2 Listen and match. TR: 10.9

- Tell students to look at the pictures. Ask them to tell you in English what they can see (the seasons, trees, the sea). Tell students they are going to read about the four seasons.
- Play the recording. Tell students to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Play the recording again. Then ask volunteers to say a paragraph each.
- Ask students to match the seasons with the activities based on the information in the text.

### 3 Talk.

- Ask students to work in pairs. One of them should make a sentence about the weather or season in the list. The other will then talk about an activity that is related to it.
- Ask students to take turns by swapping roles.
- Go round the class helping where necessary.
- Ask some volunteers to act out their dialogue in front of the class.



## 7 Listen and repeat. TR: 10.12

- Point to the new words. Read out the words and pronounce the sounds for *w* and *o* slowly. Ask students to repeat.
- Play the recording. Tell students to follow the words and sounds that they hear with their fingers.
- Play the recording again. Ask students to repeat.
- Ask some volunteers to read the words and sentence in front of the class.

## 8 Listen and chant. TR: 10.13

- Tell students they are going to learn a chant. Explain to students that the chant uses the sounds they have just learnt.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to chant along. Practise several times until students are familiar with the words and sounds.
- Ask students to practise the chant individually, and then in pairs or in groups. For example, one group can chant the first verse, and the other group can chant the second verse.
- Optional activity: Ask some volunteers to say the whole chant.

### 7 Listen and repeat. TR: 10.12

It's hot and hot in winter.

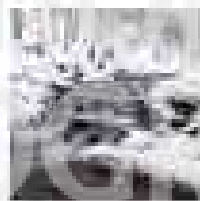


### 8 Listen and chant. TR: 10.13

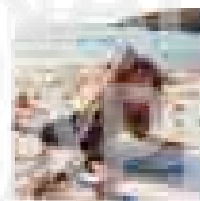
It's hot and hot in winter.  
It's hot and hot in winter.  
It's hot and hot in winter.  
It's hot and hot in winter.



### 9 Say it.



1 The water in the sea is cold.



2 It's summer. The water is warm.



3 The tomatoes are soft.

## 9 Say it.

- Ask students to look at the sentences. Tell them to pay attention to the sounds /*w*/ and /*əʊ*/ in each word.
- Read out the words with /*w*/ and /*əʊ*/ and ask students to repeat.
- Ask students to work in pairs and say the sentences, paying attention to the correct pronunciation of /*w*/ and /*əʊ*/.
- Ask volunteers to say the sentences in front of the class.

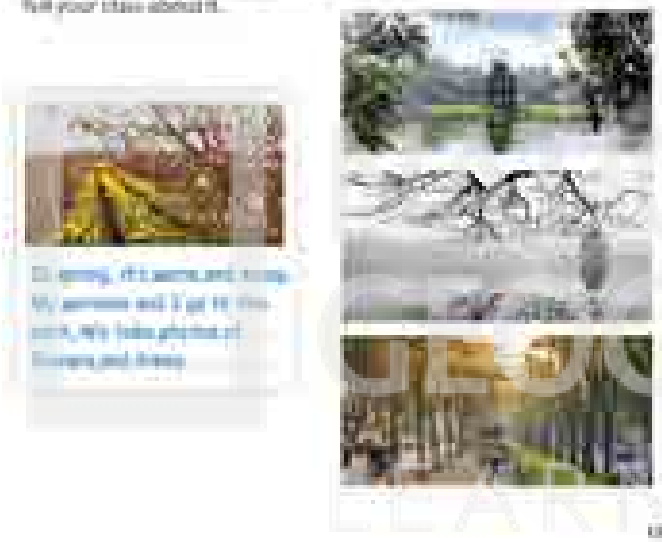


**1 Find and circle.**



**2 Project: My weather diary**

Write about the weather and what you do in different seasons. Fill your class about it.



- 2 Project: My weather diary**
- Ask students to describe what the weather is like in different seasons and what they do in those seasons.
  - Divide students in pairs to share their weather diary with each other.
  - Ask some pairs to share their weather diary with the class.

**1 Find and circle.**

- Tell students that they are going to find the given words in the puzzle.
- Divide students into pairs or groups to do the puzzle.
- Show students how to do the task by pointing to the first picture and explaining how it corresponds to the word circled in the puzzle if necessary.
- Praise or award a prize to the quickest pair or group with all the correct answers.

## In This Unit

### Theme

This unit is about daily routines.

### Vocabulary

**Lesson 1:** *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

**Lesson 2:** *get up, have breakfast, have lunch, have dinner, go to bed*

**Lesson 3:** *motorbike, train, bike, bus*

### Grammar

**Lesson 1:** *What do you do on Mondays?*

**Lesson 2:** *Who do you go to school with?*

**Lesson 3:** *How do you go to school?*

### About the Photo

A mother and daughter are preparing a meal together. This is a common activity to form and strengthen the bond between family members. The younger members can also learn basic cooking skills and safety measures in the kitchen.

### Related vocabulary

(Optional)

*cut, slice, cucumber, bell pepper*



## Unit Opener

### Objectives

- To introduce students to the topic of the unit (daily routines)
- To engage students with the topic and activate knowledge and vocabulary

### Materials

Student's Book, Season cards (Unit 10)

### To start

- Revise the words from Unit 10. Hold up the cards for the seasons and ask students to say the words that describe the weather (*cold, hot, dry, wet, rainy, sunny*).
- Ask volunteers to write the words on the board next to each season card.

### 1 Look. Tick what they do.

- Tell students to open their books at page 136. Give them a moment to look at the photo.
- Ask the students how many people there are in the picture, who they are, where they are, what they are doing, e.g. *Is she her mum?* (yes), *Are they in the living room?* (no).
- Ask a student to read the instructions and answer options. Check that students have ticked the correct box.

### TEACHING TIP

Teach students to use the *Look, Say, Cover, Write, Check* method to help them learn the spelling of difficult words, such as the days of the week or months of the year. First, ask students to copy the word carefully, making sure their spelling and capitalisation are correct. Then, ask them to look at the word, noticing the number of letters and shape of the word. The next step is to say the word, using the correct pronunciation, and then sounding out all the letters in the spelling. After this, the student covers the word and tries to visualise how it looks, then writes the word again, without looking at the original. The final step is to uncover the word and check if they have written it correctly.

This method can be used for single words or complete sentences.

## 1 Listen and point.

1 Listen and point.  
Repeat.

--	--	--	--	--	--	--	--	--	--

2 Listen and write.



Anna: Do you go to school on Monday?  
Peter: Yes, I do. I go to school on Monday.  
How about you?  
Anna: I go to school on Monday.  
I go to school on Friday.  
Peter: What time?

3 Ask and answer. Write.

My friend's work

Sunday: *go to the park*  
Monday:  
Tuesday:  
Wednesday:  
Thursday:  
Friday:  
Saturday:



### Lesson Aims

- Learn and use new vocabulary: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*
- Learn and use new grammar: *What do you do?*

### Materials

- Student's Book, Audio,
- Days of the Week Cards: Make cards with the days of the week on them: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

### To start

- Revise the present simple. Say *I like apples*. Ask students to repeat. Say *I don't like parrots*. Ask students to repeat. Ask a student *Do you like winter?* Elicit *Yes, I do.* or *No, I don't.* Then ask another student *Does (student's name) like winter?* and elicit the answer.

### New vocabulary

- Teach the new words with the Days of the Week cards. See page 10 for teaching suggestions.

## 1 Listen and point. Repeat.

TR: 11.1

- Tell students to open their books at page 137 and look at the vocabulary box. Point to the first word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures. Tell students that *Mondays* means every Monday.
- Read out all the words again one by one and ask students to repeat after you.

## 2 Listen and write.

TR: 11.2

- Ask students to look at the photo and elicit that the boy in the picture is Peter.
- Ask students what the boy is doing in the picture.
- Point to the new words in the text. Read them out and ask students to repeat.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording again, pause after each sentence and ask students to repeat.
- Ask students to practise reading out the text individually. Ask some volunteers to read it out in front of the whole class.
- Tell students to look at the table and ask them what should be filled in the gap. Elicit a musical instrument for gap 1 and an activity in gap 2. Check the answers as a class.

## 3 Ask and answer. Write.

- Point to the model dialogue. Read it out and have students repeat after you.
- Explain that students have to write the activities their friend does on different days of the week.
- Ask students to work in pairs. One of them is going to ask Yes-No questions about daily activities. The other answers the questions.
- Ask students to take turns by swapping roles.
- Go round the class helping where necessary. Encourage students to use all the vocabulary in Activity 1.
- Ask some volunteers to act out their dialogue in front of the class.

### EXTENSION ACTIVITY

Ask students to make their own timetable and note down the activities they do daily. Ask them to share their timetable with the class.

#### 4 Listen and repeat. TR: 11.3

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Explain that we use the question *What do you do on...?* to ask about daily activities on different days. Point out that the question uses the plural form of *day* (days). Encourage students to think of ideas to explain why this is done.
- Play the recording again. Ask students to repeat.
- Ask students to practise asking and answering the questions in pairs.
- Ask some volunteers to read the dialogue in front of the whole class.

#### 5 Look and say.

- Tell students to look at the picture for question 1 and ask them what they can see. Ask them about the day and the activity in the picture. Read out the example and explain to students why it is the correct answer.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to speak in front of the class. Correct any mistakes.

**4 Listen and repeat.**

1. What do you do on Mondays?  
I go to school on Mondays.

2. What do you do on Fridays?  
I go to the pool on Fridays.

3. What do you do on Sundays?  
I go to the mall on Sundays.

**5 Look and say.**

1. What do you do on Mondays?  
I read a book on Mondays.

2. What do you do on Tuesdays?  
I play the piano on Tuesdays.

3. What do you do on Wednesdays?  
I play tennis on Wednesdays.

4. What do you do on Thursdays?  
I play tennis on Thursdays.

5. What do you do on Fridays?  
I play tennis on Fridays.

6. What do you do on Saturdays?  
I play tennis on Saturdays.

7. What do you do on Sundays?  
I play tennis on Sundays.

**6 Let's talk.**

Boy: What do you do on Mondays?  
Girl: I play tennis.

Boy: What do you do on Fridays?  
Girl: I go swimming.

#### 6 Let's talk.

- Tell students they are going to talk about the activities they do on different days.
- Tell students to read the dialogue.
- Read out the sentences in the dialogue. Read it out again, pause after each sentence and ask students to repeat.
- Ask one or two students to read out the dialogue.
- Ask students to work in pairs to ask and answer questions about their activities on certain days.
- Ask some volunteers to speak in front of the class. Correct any mistakes and provide feedback.

1 Listen and point. Repeat. It's time!



2 Listen and number in order.



1 Hoang gets up every day. Every day, I get up and have breakfast with my family.

2 Hoang has lunch with his friends. I have dinner with my family and dad. At night, I go to bed.

1 Hoang gets up every day.  
2 I get up.  
3 I have breakfast.

4 Hoang has lunch with his friends.  
5 I go to bed.

3 Ask and answer.

What do you do every day?

I get up and I have breakfast.



### Lesson Aims

- Learn and use new vocabulary: *get up, get dressed, have breakfast, have lunch, have dinner, go to bed*
- Learn and use new grammar: *Who do you go to school with?*

### Materials

- Student's Book, Audio, Days of the Week Cards

### To start

- Revise the words from Lesson 1. Stick the Days of the Week Cards on the board in random order. Ask a volunteer to come to the board and choose a card. The class calls out the name of the day following the card that the volunteer chooses. Repeat the game with a different volunteer.
- Ask a student *What do you do on Saturdays?* Elicit the answer.

### New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat.

TR: 11.4

- Tell students to open their books at page 139 and look at the vocabulary box. Hold up your book and point to the first picture and word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat the words. Then read out the new words in the vocabulary box in random order and ask students to point to the correct pictures.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and number in order.

TR: 11.5

- Ask students to look at the photo. Ask them to tell you what they can see. Then ask them what the child is doing. Explain that they are going to read about what he does every day.
- Play the recording. Tell students to follow the text with their fingers.
- Play the recording again, pausing after each sentence and asking students to repeat. Explain the meaning of each sentence as necessary.
- Play the recording again. Then ask volunteers to say a sentence each from the text. Ask a few questions about what Hoang does every day.

### 3 Ask and answer.

- Read out the sentences and ask students to repeat after you.
- Ask students to work in pairs. One of them is going to ask questions about their friend's daily activities. The other answers the questions.
- Ask students to take turns by swapping roles.
- Go round the class helping where necessary. Encourage students to use as many words from Activity 1 as possible.
- Ask some volunteers to act out their dialogue in front of the class.

#### 4 Listen and repeat. 🎧 TR: 11.6

- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
- Explain that we use the question *Who do you... with?* to ask about the person/people whom you do an activity with.
- Play the recording again. Ask students to repeat.
- Ask students to practise asking and answering the questions in pairs.
- Ask some volunteers to read the dialogue in front of the whole class.

#### 5 Look. Ask and answer.

- Tell students to look at the picture for question 1 and ask them what they can see. Ask them about the people in the picture. Read out the example and explain to students why it is the correct answer.
- Explain the rest of the task to students. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to say their answers. Correct any mistakes.

**4 Listen and repeat. 🎧 TR: 11.6**

1. Who do you go to school with?  
I go to school with my friends.

2. Who do you have dinner with?  
I have dinner with my family.

3. Who do you usually shop with?  
I shop with my dad.

**5 Look. Ask and answer.**

1. Who do you go to work with?  
My friends.

2. Who do you go to school with?  
My friends.

3. Who do you go to school with?  
My friends.

4. Who do you go to school with?  
My friends.

5. Who do you go to school with?  
My friends.

6. Who do you go to school with?  
My friends.

**6 Listen and sing. 🎧 TR: 11.7**

Let's get healthy!  
Eat your fruits and vegetables.  
Don't eat too much fat.  
Don't eat too much sugar.  
Don't eat too much salt.  
Don't eat too much meat.  
Don't eat too much bread.  
Don't eat too much rice.  
Don't eat too much oil.  
Don't eat too much butter.  
Don't eat too much cheese.  
Don't eat too much cream.  
Don't eat too much sugar.  
Don't eat too much salt.  
Don't eat too much fat.  
Don't eat too much meat.  
Don't eat too much bread.  
Don't eat too much rice.  
Don't eat too much oil.  
Don't eat too much butter.  
Don't eat too much cheese.  
Don't eat too much cream.

#### 6 Listen and sing. 🎧 TR: 11.7

- Tell students they are going to learn a song. Ask students to look at the picture and to describe what they can see.
- Play the recording and tell students to listen and follow the words with their fingers. Explain the meaning of *sleepy head*, using Vietnamese, if necessary.
- Read out the song one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to sing along. Practise several times until students are familiar with the words. Students can mime the actions as they sing.

### 7 Listen and tick. TR: 11.8

	Phone	Work and Eat	Exercise
Breakfast	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lunch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### 8 Look and say.



### 9 Draw and write. Talk TR: 11.8



### 9 Draw and write. Talk.

- Tell students to look at the picture and the example sentences. Read out the sentences and ask students to repeat after you.
- Tell students to draw the activities they do in a day. Explain that they should write about the activities underneath the picture.
- Tell students to complete the task. Help students with spelling where necessary.
- Ask students to work in pairs to show their pictures and practise their dialogue.
- Ask some volunteers to share their pictures and talk about their daily activities in front of the class.

### 7 Listen and tick. TR: 11.8

- Tell students that they are going to listen to a student talk about his day.
- Play the recording and tell students to listen and tick the correct options. If students have difficulty understanding the audio, play it more than once.
- Play the recording again and pause at the appropriate points to check answers.

### 8 Look and say.

- Point to the first picture and the example. Tell students they are going to talk about the activities in the pictures.
- Read out the example in question 1. Ask students to repeat after you.
- Ask students to look at each picture and practise talking about the activities both individually and in pairs. Go around the class helping where necessary.
- Ask volunteers to speak in front of the class and give feedback.

## Lesson Aims

- Learn and use new vocabulary: *motorbike, train, bike, bus*
- Learn and use new grammar: *How do you go to school?*
- Learn the pronunciation of the sound *i* in *Fridays* and *y* in *yes*

## Materials

- Student's Book, Audio

## To start

- Revise the words and grammar from Lesson 2. Write *get up, have breakfast, have lunch, have dinner* and *go to bed* on the board in random order and ask students to say the order they do these activities. Ask students *What do you do on Mondays?* Elicit answers.

## New vocabulary

- Teach the new words. See page 10 for teaching suggestions.

### 1 Listen and point. Repeat.

🔊 TR: 11.9

- Tell students to open their books at page 142 and look at the vocabulary box. Point to the first word. Say the word and ask students to repeat. Do the same with all the words. Play the recording for the students to listen to, point to, and repeat. Then read out the words in the vocabulary box in random order and ask students to point to the correct word.
- Read out all the words again one by one and ask students to repeat after you.

### 2 Listen and match. 🎧 TR: 11.10

- Tell students that they are going to listen to a dialogue between Mai and Nam.
- Play the recording. Tell students to follow the text with their fingers.
- Play the recording again, pausing after each sentence and asking students to repeat. Explain the meaning of any new words and phrases, if necessary.



- Play the recording again. Then ask two volunteers to read out the dialogue.
- Ask a few questions about what Nam and Mai do on Tuesdays, where they go and how they get to these places.
- Tell students to match the means of transport with the places Nam and Mai go to.

### 3 Look and say.

- Put students in pairs and tell them to talk about the means of transport they and their friends use to travel to different places.
- Ask students to look at the example sentences. Say the sentences out loud and ask students to repeat after you.
- Ask students to make similar sentences in pairs. Walk around and give help if necessary. Encourage students to use the words in Activity 1.
- Ask volunteer to say their sentences in front of the whole class.



**4 Listen and repeat.**  **TR: 11.11**

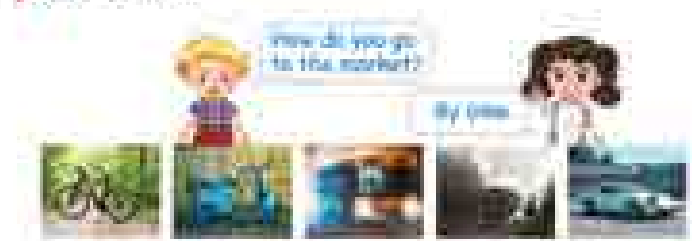


1 How do you go to school?   
 — By bus.

2 How do you go to the park?   
 — By bus.

3 How do you go to the supermarket?   
 — By car.

**5 Ask and answer.**



How do you go to the market?   
 — By bus.


The market is a different place. How do you go to the market?   
 — By bus.

**6 Draw and write. Talk.** 




How do you go to school?   
 — By bus.

I usually go to school by bus. I go to school every day. I go to school every day. I go to school every day.

- 4 Listen and repeat.**  **TR: 11.11**
- Play the recording. Tell students to look at the pictures and follow the sentences with their fingers.
  - Explain that we use the question *How do you go to...?* to ask about the means of transport we use to go to different places.
  - Play the recording again. Ask students to repeat.
  - Ask students to practise asking and answering the questions in pairs.
  - Ask some volunteers to ask and answer the questions in pairs in front of the whole class.

- 5 Ask and answer.**
- Tell students to look at question 1. Explain that we can use *By...* together with the name of a type of vehicle to talk about how we travel from place to place.
  - Have students do the task in pairs. Explain that the answers can vary. Allow them enough time to practise making the sentences individually and then in pairs. Go round the class helping students where necessary.
  - Ask volunteers to say their answers. Correct any mistakes.

- 6 Draw and write. Talk.** 
- Tell students to look at the picture and the example sentences. Read out the sentences and ask students to repeat after you.
  - Tell students to draw themselves and a friend or family member travelling in a vehicle.
  - Explain that they should write about where they are going, what their means of transport is, and if they usually go to those places on certain days.
  - Tell students to complete the task. Help students with spelling where necessary.
  - Ask students to work in pairs to share their pictures and practise their dialogue.
  - Ask some volunteers to share their pictures and act out their dialogues in front of the class.

## 7 Listen and repeat. TR: 11.12

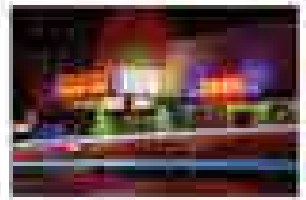
- Point to the new words. Ask students to point to the letters *i* and *y*.
- Read out the words. Then pronounce the sounds for *i* and *y* slowly. Ask students to repeat.
- Play the recording. Tell students to follow the words and sounds that they hear with their fingers.
- Play the recording again. Ask students to repeat.
- Ask some volunteers to repeat in front of the whole class.

## 8 Listen and chant. TR: 11.13

- Tell students they are going to learn a chant. Explain to students that the chant uses the sounds they have just learnt.
- Play the recording and tell students to listen and follow the words with their fingers.
- Read out the chant one line at a time and ask students to repeat after you.
- Play the recording again. Encourage students to chant along. Practise several times until students are familiar with the words and sounds.
- Ask students to practise the chant individually, and then in pairs or in groups. For example, one group can chant the first verse, and the other group can chant the second verse.
- Optional activity: Ask some volunteers to say the whole chant.

### 7 Listen and repeat. TR: 11.12

Friday  
Yes  
Yes, go to the cinema on Friday.



### 8 Listen and chant. TR: 11.13

Friday, Friday, Friday  
It's time to go to Friday.  
Friday  
Yes, yes, yes  
Yes, let's play  
Yes, let's play on Friday.



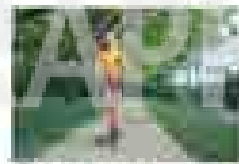
### 9 Say it.



1 I go to school by bus  
with my brother.



2 Is this car yellow?  
Yes, it is.



3 Are you a tennis player?  
Yes, yes, yes.

## 9 Say it.

- Ask students to look at the sentences. Tell them to pay attention to the sounds /aɪ/ and /j/ in each word.
- Read out the words with /aɪ/ and /j/ and ask students to repeat.
- Ask students to work in pairs and say the sentences, paying attention to the correct pronunciation of /aɪ/ and /j/.
- Ask volunteers to say the sentences in front of the class.

## HOW TO DO IT

1 Write the days in the right order.



2 Project: My week

Draw what you do on each day. Tell your class about it.



## 2 Project: My week

- Ask students to draw pictures of the activities they do on different days.
- Divide students into pairs or groups to share their schedule and tell one another about their week.
- Encourage students to ask their friends questions about what they do on each day of the week.
- Invite volunteers to share their pictures and tell the class about their week.

## 1 Write the days in the right order.

- Ask students to look at the words and pictures in the activity.
- Explain that the students should put the days of the week in the right order by looking at the consecutive dates shown in the calendar.
- Have students complete the task.
- Ask some volunteers to say their answers. Give corrections and the final answer.

# Review 6

## Units 10 and 11

### Part 1

#### To start

- Choose ten flashcards or other word cards from Units 10 and 11. Stick them on the board. Invite individuals to come to the board.
- Have students choose a flashcard and say what it is. They can either say just the word, or a sentence, for example, *I like summer*. If they are correct, let them take the flashcard off the board.
- Continue until all the flashcards have been removed from the board.

#### 1 Match.

- Ask students to open their books at page 146 and to look at Activity 1.
- Tell students to look at the pictures and match them with the correct words below. Allow them enough time to complete the task alone. Go round the class helping students where necessary.
- Check the answers.

#### 2 Unscramble.

- Tell students that the words are days of the week. Ask them to unscramble the words.
- Check the answers. Ask the volunteers to say their answers.

### Review 6: Part 1

#### 1 Match.



#### 2 Unscramble.



#### 3 Write.

~~get up~~ | ~~go to bed~~ | ~~have lunch~~ | ~~have dinner~~ | ~~have sports~~

In the morning, I ~~get up~~ then I get dressed. I go to the kitchen and ~~have breakfast~~ then I go to school. At twelve o'clock, I ~~have lunch~~ at school. I eat some chicken and rice. Then in the afternoon, I go home and do my homework. At six o'clock, I ~~have dinner~~ with my family. We watch TV in the living room. Then I ~~go to bed~~ at nine o'clock.

#### 4 Write the opposite and say.

- 1 It isn't dry. It's wet.
- 2 It isn't heavy. It's light.
- 3 It isn't sunny. It's cloudy.
- 4 It isn't cold. It's hot. It's warm.

#### 3 Write.

- Explain to students that the words and phrases in the box are the ones missing from the paragraph. Tell them to cross out the phrases in the box when they have used them. Read out the first sentence and elicit the missing words: *get up*. Ask students to repeat after you.
- Ask students to complete the task. Go round the class helping students where necessary.
- Check the answers. Ask volunteers to say their completed sentences.

#### 4 Write the opposite and say.

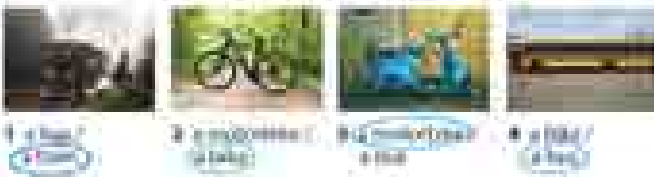
- Read out the first sentence in question 1. Say *dry* and elicit its opposite: *wet*. Read out the other sentences and make sure that students know their meanings.
- Explain the rest of the task to the students and have them do the task on their own. Go round the class helping students where necessary.
- Check the answers. Ask volunteers to say their answers.

## Review 6: Part 2

### 1 Match.

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1 Do you like water?                  | a I have dinner with my family.  |
| 2 Who do you have dinner with?        | b I go to the library by bike.   |
| 3 Do they play in the park in winter? | c I go with my mom and dad.      |
| 4 How do you go to the library?       | d No, they don't, it's too cold. |
| 5 Who do you go to the cinema with?   | e Yes, I do.                     |

### 2 Circle.



### 3 Write.

- 1 I \_\_\_\_\_ in the garden on Saturdays.
- 2 Susan and I \_\_\_\_\_ the ball game in the park. (often)
- 3 My \_\_\_\_\_ all books at school. (not read)
- 4 I \_\_\_\_\_ to the library by bike. (go)
- 5 My mom and dad \_\_\_\_\_ to the museum on Fridays. (not go)

### 4 Write and say.

- 1 On Saturdays, I \_\_\_\_\_ to the park with my sister.
- 2 I like \_\_\_\_\_.
- 3 On Mondays, I go \_\_\_\_\_.
- 4 On Fridays, I go \_\_\_\_\_.
- 5 On Tuesdays, I \_\_\_\_\_.
- 6 On Wednesdays, I \_\_\_\_\_.

## 2 Circle.

- Ask students to circle the word that matches the picture.
- Ask students to share their answers with the class.
- Check if students remember the meaning of the other options that have not been circled.

## 3 Write.

- Read out the given part of the first sentence and point to the word in brackets at the end of the sentence. Point out that students should use the present simple and the correct form of the verb. Read out the other sentences and make sure that students remember the meanings of the words in them.
- Explain the rest of the task to students.
- Check the answers. Ask volunteers to say their answers as sentences.

## 4 Write and say.

- Read out the task and explain that students have to write about themselves. Elicit some ideas for the first sentence and write them on the board. Remind them they can add the days on which they do certain activities. Ask a volunteer to make another sentence for question 1.
- Tell students to complete the task. Help students with spelling where necessary.
- Ask students to practise reading the sentences individually and in pairs.
- Ask some volunteers to say their sentences in front of the class.

## Part 2

### 1 Match.

- Read out the first question and ask students to repeat. Point to the example answer and read it out.
- Explain the rest of the task to students. Tell them to think carefully about the words in the question which will help them find the matching words in the answer. Go round the class helping students where necessary.
- Check the answers. Ask volunteer pairs to read out the questions and the answers.

## Lesson Aims

- Watch and understand a video about seasons and weather.
- Talk about the weather.

## Materials

- Student's Book

## Part 3

### To start

- Tell students to look at the photo and tell you what they can see. Revise the words from Unit 11.
- Revise language related to the seasons. Ask students what season it is now. Ask them what their favourite season is.
- Tell students they are going to watch a video about different seasons in different countries around the world.

### 1 Circle. What is it like in summer? Say.

- Invite a student to read the instructions and the words provided.
- Point to the first item *cold*. Ask a student *Is it cold in summer?* Elicit *No*, and tell them not to circle the item. Ask students what season is cold. Elicit *Winter*. / *It is cold in winter*.
- Repeat with the remaining item. Tell students to circle the appropriate word for the weather in summer.
- Go round the class asking students to say one of the sentences, e.g. *It's hot in summer*.



### 2 Tick. What can you see in the video?

- Remind students that they are going to watch a video about different seasons in different countries of the world.
- Read through the list of words and make sure students understand the task.
- Tell students to get ready to circle the words as they watch the video.
- Play the video all the way through.
- Go through the answers as a class, playing the video again if you need to.

### 3 Tick T for True or F for False.

- Read out the first statement to the class. Ask students if they remember what the children were doing in Germany in January (skiing). Say *January is hot in Germany. Is that right?* Elicit *No*. Ask students where the tick should go (F). Have students put a tick in the box with F.
- If necessary, play the video again and give students time to complete the activity alone.
- Check the answers with the class.

## Review 6: Part 4

### 1 Match.



### 2 Speak and write.



## EXTENSION ACTIVITY

- Say a category, e.g. days of the week, and ask students to say two words related to that category, e.g. *Monday, Saturday*.
- Continue with different categories, such as animals, activities, houses, seasons, food, and so on. Change the number of items per category accordingly.

## 2 Speak and write.

- Invite two students to read the model dialogue.
- Put students into pairs and tell them to talk about their favourite season. They can describe the weather in this season and talk about how they feel about it.

## Part 4

### 1 Match.

- Ask students to match the seasons with the correct pictures.
- Check the answers and ask some further questions about what the weather is like and what students usually do in each season.





Lesson	Track	Scripts
0	0.16	<b>9 Listen and repeat. Then ask and answer.</b> How do you spell "SUN"? S-U-N
0	0.17	<b>Fun time and project</b> <b>1 Listen and sing.</b> a b c d e f g                      h i j k l m n                      o p q r s t u a b c d e f g                      h i j k l m n                      o p q r s t u Sing everybody!                      Sing everybody! Sing everybody!                      Sing everybody! Sing the alphabet song!                      Sing the alphabet song!                      x y z!
1	1.1	<b>1 Listen and point. Repeat.</b> family, brother, mum, dad, sister, cool
1	1.2	<b>2 Listen and write.</b> Sophie: Hi, Alex.                      Sophie: Look at my family!                      Alex: He's cool! Alex: Hi, Sophie.                      Alex: Nice. Sophie: This is my brother.
1	1.3	<b>4 Listen and repeat.</b> 1 This is my dad. 2 This is my mum. 3 This is my brother.
1	1.4	<b>1 Listen and point. Repeat.</b> aunt    cousin    grandma    grandpa    uncle    great
1	1.5	<b>2 Listen and write.</b> I'm Amy. I'm eight.                      My family is great! This is my grandma, Maria. I'm with my grandpa, too. He is Pavlos.
1	1.6	<b>4 Listen and repeat.</b> 1 My dad is Jack. 2 My mum is Anna. 3 My brother is Dave.
1	1.7	<b>7 Listen and tick.</b> Simon is my uncle. Clare is my aunt. John is my cousin. He is cool! He is eight years old, too. My family is great!
1	1.8	<b>1 Listen and point. Repeat.</b> short, tall, old, young, funny
1	1.9	<b>2 Listen and tick.</b> Sophia: Look! This is my sister, Liz. She's tall. John: She's cool. Sophia: And this is my brother, Steve. He's short. John: Your brother and sister are funny. They're great!
1	1.10	<b>4 Listen and repeat.</b> 1 You are funny. 2. We're cool. 3. They're tall.
1	1.11	<b>6 Listen and sing.</b> My family is cool. My family is great. Mum is great. Dad is great. Brothers and sisters. Yeah, they're great.

Lesson	Track	Scripts
1	1.12	<b>7 Listen and repeat.</b> /s/ seven /ʃ/ short I'm seven. I'm short.
1	1.13	<b>8 Listen and chant.</b> S,s, s! Seven, seven, seven. I'm seven. I'm seven. Sh, sh, sh. Short, short, short. I'm short. I'm seven. And I'm short.
2	2.1	<b>1 Listen and point. Repeat.</b> classroom, lesson, homework, student, teacher
2	2.2	<b>2 Listen and tick.</b> Tomas: This is a classroom in my school. Alex: It's cool. Tomas: This is Mrs. Lee. She's the teacher. We're students.
2	2.3	<b>4 Listen and repeat.</b> 1 It's a classroom. 2 He's a student. 3 She's a teacher.
2	2.4	<b>1 Listen and point. Repeat.</b> board, chair, clock, desk
2	2.5	<b>2 Listen and tick.</b> Look! It's a classroom. It's great. The teacher is at the board. It's white. The students are at the desks. The chairs are orange.
2	2.6	<b>4 Listen and repeat.</b> 1 We're students. 2 They're teachers. 3 They're desks.
2	2.7	<b>6 Listen and sing.</b> We're all students in our school! We're all students in our school! We aren't teachers! We aren't family! We're all students in our school!
2	2.8	<b>7 Listen and tick.</b> 1 The boards are black. 2 The students are at the desks. 3 The pencils are black. 4 The chairs are blue.
2	2.9	<b>1 Listen and point. Repeat.</b> book, pen, pencil, rubber, ruler
2	2.10	<b>2 Listen and match.</b> Mum: Look, Jimena. Are they pens? Jimena: No, they aren't. They're pencils. Mum: They're nice. Jimena: Look! Are they books? Mum: Yes, they are. Jimena: They're great!

Lesson	Track	Scripts
2	2.11	<p><b>4 Listen and repeat.</b>            1 Are you a student?            Yes, I am.            2 Are you a student?            No, I'm not.            3 Are they desks?            Yes, they are.            4 Are they pens?            No, they aren't.</p>
2	2.12	<p><b>7 Listen and repeat.</b>            /k/ desk            /u:/ cool            The desks are cool</p>
2	2.13	<p><b>8 Listen and chant.</b>            K, k, k!            Desk, desk, desk!            They're desks.            Oo, oo, oo!            Cool, cool, cool!            They're cool.            They're desks. And they're cool.</p>
3	3.1	<p><b>1 Listen and point. Repeat.</b>            bird, cat, dog, fish, rabbit</p>
3	3.2	<p><b>2 Listen and tick.</b>            Sophie: Look! A cat!            Tomas: Yeah. It's a cat. It's in the garden.            Sophie: Oh, it's funny.</p>
3	3.3	<p><b>4 Listen and repeat.</b>            1 This is a bird.            2 That is a rabbit.</p>
3	3.4	<p><b>1 Listen and point. Repeat.</b>            elephant, giraffe, lion, monkey</p>
3	3.5	<p><b>2 Listen and tick.</b>            These are animals in Africa: lions, giraffes, monkeys and elephants.            Look at the elephants. They're a family. That's the mum. Those are the baby elephants.            They're young. They're a brother and a sister.</p>
3	3.6	<p><b>4 Listen and repeat.</b>            1 These are monkeys.            2 Those are giraffes.</p>
3	3.7	<p><b>6 Listen and sing.</b>            These are monkeys - ooh, ooh! Ooh, ooh!            Those are monkeys - ooh, ooh! Ooh, ooh!            These are monkeys, those are monkeys - ooh, ooh, ooh!            These are lions - roar, roar!            Those are lions - roar, roar!            These are lions, those are lions - roar, roar, roar!</p>
3	3.8	<p><b>7 Listen and tick.</b>            1 This is a giraffe.            2 That is a lion.            3 These are monkeys.            4 Those are rabbits.            5 Those are elephants.</p>

Lesson	Track	Scripts
3	3.9	<b>1 Listen and point. Repeat.</b> shark, sea, turtle, whale
3	3.10	<b>2 Listen and tick.</b> Aunt Lena: Hi, Janet! Look at my photos! They're of the sea near Australia. Janet: Wow! Cool! What are these? Aunt Lena: They're turtles. They're baby turtles. Janet: And what's that? Aunt Lena: It's a shark. Janet: These are great photos!
3	3.11	<b>4 Listen and repeat.</b> 1 What's this? It's an elephant. 2 What's that? It's a shark. 3 What are these? They're whales. 4 What are those? They're giraffes.
3	3.12	<b>7 Listen and repeat.</b> /ɑ:/ garden /e/ elephant My grandma is in the garden. Those are elephants in Africa.
3	3.13	<b>8 Listen and chant.</b> A, a, a! Garden, garden, garden! That's a garden. E, e, e! Elephant, elephant, elephant! That's an elephant. There's an elephant in the garden.
4	4.1	<b>1 Listen and point. Repeat.</b> bathroom, living room, kitchen, bedroom
4	4.2	<b>2 Listen and tick.</b> Sophie: What's this? Alex: It's a living room. Sophie: It's nice. What's that? Alex: It's a garden.
4	4.3	<b>4 Listen and repeat.</b> 1 There's a living room. 2 There's a bathroom. 3 There are three bedrooms.
4	4.4	<b>1 Listen and point. Repeat.</b> bed, computer, lamp, toy, TV
4	4.5	<b>2 Listen and write.</b> Janet: Is that your mum, Agata? Agata: Yes, it is. We're in my bedroom. Jane: Is there a bed? Agata: Yes, there is. There's a lamp and there's a clock, too. Jane: Are there toys? Agata: Yes, there are. Jane: Your bedroom is so nice!
4	4.6	<b>4 Listen and repeat.</b> 1 Is there a clock in the bedroom? Yes, there is. Is there a TV, too? No, there isn't. There isn't a TV in the bedroom. 2 Are there books in the living room? Yes, there are. Are there toys, too? No, there aren't. There aren't toys in the living room.

Lesson	Track	Scripts
4	4.7	<b>7 Listen and tick.</b> Is there a computer in the bedroom? No, there isn't. Are there books? Yes, there are. Is there a lamp, too? Yes, there is. Is there a TV? No, there isn't.
4	4.8	<b>9 Listen and sing.</b> There are toys for you. There are toys for you. Are there any toys for me? There's a book for you. There's a book for you. Is there a book for me? Yes, there are toys! Yes, there's a book! Hooray! Hooray! Let's go home and play!
4	4.9	<b>1 Listen and point. Repeat.</b> ball, birthday, car, doll, game, teddy bear
4	4.10	<b>2 Listen and tick.</b> Lisa: Happy birthday, Mary! Mary: Thank you, Lisa. Lisa: Is that your brother? Mary: Yes, it is. His name is Tom. He's five years old today, too. Lisa: Are there friends in the house? Mary: Yes, there are. They are in the kitchen. Lisa: Are there toys? Mary: Yes, there are. There's a nice doll and there's a cool game, too. Lisa: It's a great birthday!
4	4.11	<b>4 Listen and repeat.</b> 1 There's a ball. The ball is red. 2 There's an elephant. The elephant is young. 3 There's a game. The game is cool.
4	4.12	<b>7 Listen and repeat.</b> /eə/ chair /eɪ/ game There are four chairs in the kitchen. The game is great.
4	4.13	<b>8 Listen and chant.</b> Game, game, game! Great, great, great! The game is great. Teddy, teddy, teddy bear! Chair, chair, chair! The teddy bear is on the chair.
5	5.1	<b>1 Listen and point. Repeat.</b> shoes, skirt, socks, trousers, T-shirt
5	5.2	<b>2 Listen and match.</b> Alice: These are students in Japan. Jane: Really? Alice: Yes. They are in their school uniforms. They've got skirts. Their skirts are blue. Jane: That's right. They've got shoes and socks, too. Their shoes are black, and their socks are white.
5	5.3	<b>4 Listen and repeat.</b> 1 I've got a T-shirt. My T-shirt is red. 2 You've got a skirt. Your skirt is nice. 3 They've got shoes. Their shoes are old.

Lesson	Track	Scripts	
5	5.4	<b>1 Listen and point. Repeat.</b> boots, coat, dress, hat, warm	
5	5.5	<b>2 Listen and match.</b> This is Osha. She's seven years old. She's from Canada. Her clothes are warm. She's got a nice coat. Her boots are black. She's got a nice hat, too. The tall girl is her sister.	
5	5.6	<b>4 Listen and repeat.</b> 1 She's got a coat. Her coat is warm. 2 He's got boots. His boots are black. 3 It's got a dress. Its dress is nice.	
5	5.7	<b>7 Listen and complete.</b> That is my sister. She's got an orange and red coat. She's got a green T-shirt and warm trousers. She's got a blue hat and black boots, too.	
5	5.8	<b>1 Listen and point. Repeat.</b> big, small, new, pretty, ugly	
5	5.9	<b>2 Listen and tick.</b> Max: Nice white hat, Jae! It is a new hat? Jae: Yes, that's right. My blue hat is too small. I've got a green hat, too. It's big! Max: You've got lots of hats. That's funny.	
5	5.10	<b>4 Listen and repeat.</b> 1 I've got a new T-shirt. 2 She's got a pretty skirt. 3 They've got old shoes.	
5	5.11	<b>6 Listen and sing.</b> Crazy hats, crazy hats! We've got crazy hats! Big hats. Small hats. We've got crazy hats.	Funny socks, funny socks! We've got funny socks! Long socks. Short socks. We've got funny socks.
5	5.12	<b>7 Listen and repeat.</b> /au/ trousers /b/ boots I've got blue trousers and black boots.	
5	5.13	<b>8 Listen and chant.</b> B, b, b. Big, big, big. Boots, boots, boots. I've got big boots!	Ou, ou, ou. Trousers, trousers, trousers. House, house, house. I've got trousers in my house!
6	6.1	<b>1 Listen and point. Repeat.</b> cook, read, speak English, swim, write	
6	6.2	<b>2 Listen and tick.</b> Sophie: That's my brother. Alex: Is he in the kitchen?	Sophie: Yes, he is. And he can cook! Alex: Oh, that's great!
6	6.3	<b>4 Listen and repeat.</b> 1 I can read. 2 She can swim. 3 We can speak English. 4 They can cook.	

Lesson	Track	Scripts
6	6.4	<b>1 Listen and point. Repeat.</b> buy, colour, dance, paint, sing
6	6.5	<b>2 Listen and write.</b> Aiden: Look! This is Susu the elephant. Mia: How old is she? Aiden: She's 2 years old. She's from Thailand. Mia: Wow, look! She can paint. Aiden: Yes. She can paint. Mia: That's cool! Aiden: She can colour, too. But she can't sing or dance.
6	6.6	<b>4 Listen and repeat.</b> 1 I can't paint. 2 He can't cook. 3 He can't swim. 4 They can't colour.
6	6.7	<b>7 Listen and tick.</b> Pockets Warhol is a 3 year-old monkey. He's from Canada. He can paint. But he can't colour between the lines. He can't sing, dance or speak. People can buy his paintings.
6	6.8	<b>1 Listen and point. Repeat.</b> Play the... drums, guitar, piano
6	6.9	<b>2 Listen and tick.</b> Jenna: Ken, this is our band. Ken: Cool! Jenna: This is my sister, Jacinta. Ken: Can she play the guitar? Jenna: Yes, she can. Ken: Can you play the guitar? Jenna: No, I can't. But I can play the drums. Ken: Can I listen to your music? Jenna: Yes, you can. Ken: Great!
6	6.10	<b>4 Listen and repeat.</b> 1 Can you paint? Yes, I can. 2 Can you sing? Yes, we can. 3 Can he sing? No, he can't. 4 Can they play the drums? No, they can't.
6	6.11	<b>6 Listen and sing.</b> Dance everybody! We can dance. Dance everybody! We can dance. We can't sit down! We move our feet! Dance everybody! We can dance.
6	6.12	<b>7 Listen and repeat.</b> /t/ write /ɔɪ/ toy I can write with my pen. I can buy a toy.
6	6.13	<b>8 Listen and chant.</b> Write and paint! I can write. I can paint. Toy, toy, toy! I can paint my new toys.
7	7.1	<b>1 Listen and point. Repeat.</b> baseball, basketball, football, hockey, tennis

Lesson	Track	Scripts
7	7.2	<p><b>2 Listen and tick.</b>            Nam: That is my brother, Phan. He's playing football.            Tim: That's fun!            Nam: Can you play football, Tim?            Tim: Yes, I can.            Nam: I can play football, too. Come play with my brother!            Tim: Cool!</p>
7	7.3	<p><b>4 Listen and repeat.</b>            1 He's playing baseball.            2 She's playing basketball.            3 I'm playing tennis.</p>
7	7.4	<p><b>1 Listen and point. Repeat.</b>            catching, hitting, kicking, jumping, running</p>
7	7.5	<p><b>2 Listen and tick.</b>            Hockey is a great sport. I'm hitting the ball.            Look at the photo. I'm not jumping. I'm not kicking the ball.            I'm playing hockey with my friends. Hockey is cool!</p>
7	7.6	<p><b>4 Listen and repeat.</b>            1 I'm not kicking the ball. I'm hitting the ball.            2 He's not jumping. He's running.            3 She's not running. She's jumping.</p>
7	7.7	<p><b>7 Listen and tick.</b>            Bossaball is a new sport. Players can jump and hit the ball. They can also kick the ball.            We're at a game. One player is jumping and kicking the ball. He isn't running or            catching it. People can play the drums and dance during the games.</p>
7	7.8	<p><b>1 Listen and point. Repeat.</b>            flying a kite, riding a bike, watching a match, team</p>
7	7.9	<p><b>2 Listen and match.</b>            Alex: Hey Sam, look! These are my favourite activities.            Sam: Wow! Are you playing football?            Alex: Yes, I am. I'm playing with my team.            Sam: Oh, look at that! Is that your sister?            Alex: Yes, it is. She's riding a bike. And my brother is there, too. He's flying a kite.            Sam: That's cool!</p>
7	7.10	<p><b>4 Listen and repeat.</b>            1 Are you playing with your team? Yes, I am.            2 Is she running? No, she isn't.            3 Is he flying a kite? Yes, he is.</p>
7	7.11	<p><b>6 Listen and sing.</b>            Hockey is cool! Hockey is great!            Look at us now, we're playing hockey!            We're hitting and running.            We aren't catching or jumping.            Come on, play hockey with us!</p>
7	7.12	<p><b>7 Listen and repeat.</b>            /i:/ team            /i:/ hockey            I'm playing hockey with my team.</p>



Lesson	Track	Scripts
7	7.13	<p><b>8 Listen and chant.</b>            Team, team, team!            Wear this T-shirt.            Come play hockey            with my team!</p> <p>Team, team, team!            Wear that T-shirt.            Come play hockey            with his team!</p>
8	8.1	<p><b>1 Listen and point. Repeat.</b>            in the library, in the museum, at the theatre, at the zoo</p>
8	8.2	<p><b>2 Listen and tick.</b>            Ms. Kim: Mia, we're in an old library. Don't run in the library, please. Read books, please.            Mia: Yes, Ms. Kim. I'm not running. I'm reading books. But may I eat in the library?            Ms. Kim: No, you can't, Mia.</p>
8	8.3	<p><b>4 Listen and repeat.</b>            1 Listen, please. Don't talk, please.            2 May I sit down?            Yes you can.            May I talk?            No, you can't. Listen, please.</p>
8	8.4	<p><b>1 Listen and point. Repeat.</b>            at the market, in the park, at the playground, in the pool, at the toy shop</p>
8	8.5	<p><b>2 Listen and tick.</b>            Kate: Hi, Tom.            Tom: Hi, Kate. What are you doing?            Kate: I'm buying a teddy bear at the toy shop. There are nice teddy bears here.            Tom: Cool!            Kate: And you?            Tom: I'm in the park. We've got a new bike. My brother is riding it. It's fun!</p>
8	8.6	<p><b>4 Listen and repeat.</b>            1 What are you doing? I'm swimming in the pool.            2 What is she doing? She's jumping at the playground.            3 What is he doing? He's running in the park.</p>
8	8.7	<p><b>7 Listen and write.</b>            I'm Tania, I'm from Thessaloniki, Greece. There are nice parks and markets. There's a cool toy shop. There's a big pool. My favourite part of my town is the playground. My friends and I can run, jump and play at the playground.</p>
8	8.8	<p><b>1 Listen and point. Repeat.</b>            drink, eat, have fun, look at, see, take photos</p>
8	8.9	<p><b>2 Listen and match.</b>            Let's have a city tour.            Let's go to the park!            We can have fun.            Let's go to the museum!</p> <p>We can look at old paintings.            Let's go to the zoo!            We can take photos of the monkeys.</p>
8	8.10	<p><b>4 Listen and repeat.</b>            Rachel: Let's go to the museum and see the paintings there.            Yuri: Yes, let's.</p>
8	8.11	<p><b>6 Listen and sing.</b>            Let's have fun at the zoo!            Let's have fun, me and you!            Look at the lion! Listen to it roar!            Just don't go too close!</p>

Lesson	Track	Scripts
8	8.12	<b>7 Listen and repeat.</b> /ʊə/ tour /ɪə/ theatre Let's go on a city tour. Let's go to the theatre.
8	8.13	<b>8 Listen and chant.</b> Tour, tour, tour! Go on a tour! We are sure to have fun. Theatre, theatre, theatre! Go to the theatre! We are here to have fun.
9	9.1	<b>1 Listen and point. Repeat.</b> Apple, pear, banana, tomato
9	9.2	<b>2 Listen and write.</b> Girl: Look! A lot of tomatoes! Boy: Yes! There are many tomatoes! And look at that man over there. What's he doing? Girl: He's throwing a tomato!
9	9.3	<b>4 Listen and repeat.</b> 1. There are some pears. 2. There are many apples. 3. There are a lot of bananas.
9	9.4	<b>1 Listen and point. Repeat.</b> Bread, cheese, chicken, juice, milk, rice.
9	9.5	<b>2 Listen and tick.</b> Let's eat and drink around the world! Look! Look! We're in France. He can make cheese with milk. We can eat cheese with bread. We're in Singapore! We can eat chicken with rice. This is Hainanese chicken rice. Now we're in the Caribbean. There are many fruits here. There's great juice, too. Look! There's some juice in the glass.
9	9.6	<b>4 Listen and repeat.</b> 1 Where's the juice? It's in the jug. 2 Where's the apple? It's under the table. 3 Where's the jug? It's on the table.
9	9.7	<b>7 Listen and circle.</b> 1 There are some tomatoes. 2 There are many apples. 3 The chicken is in the box. 4 The jug is under the table.
9	9.8	<b>1 Listen and point. Repeat.</b> biscuit, ice cream, sweets, chocolate
9	9.9	<b>2 Listen and tick.</b> Grandpa: Come on, Leo. Let's go to the sweet shop! Leo: Look, Grandpa. There are a lot of apple sweets, and there is a lot of chocolate, too. Grandpa: Let's get some sweets. Leo: Are there biscuits? Grandpa: Yes, they're in the box. Let's get some!
9	9.10	<b>4 Listen and repeat.</b> eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty How many apples are there? Sixteen.

Lesson	Track	Scripts
9	9.11	<p><b>6 Listen and chant.</b>            Let's go to the market!            Let's buy some food!            Let's buy 12 apples            and 15 pears!</p> <p>How many apples?            How many pears?            Let's buy 12 apples            and 15 pears!</p>
9	9.12	<p><b>7 Listen and repeat.</b>            /dr/ drink            /br/ bread            I'm drinking juice and eating bread.</p>
9	9.13	<p><b>8 Listen and chant.</b>            Dr, dr, dr!            Drink, drink, drink!            Let's drink juice!</p> <p>Br, br, br!            Bread, bread, bread!            Let's eat bread!            Let's drink juice and eat bread!</p>
10	10.1	<p><b>1 Listen and point. Repeat.</b>            climb, river, rock, tree, water</p>
10	10.2	<p><b>2 Listen and tick.</b>            Uncle: Look! Can you see me in the photo?            Tom: Yes, Uncle John. Wow! You can climb the rock!            Uncle: Yes. And I climb big rocks with my friends!</p>
10	10.3	<p><b>4 Listen and repeat.</b>            1 I drink water.            2 They climb the rock.            3 We swim in the river.</p>
10	10.4	<p><b>1 Listen and point. Repeat.</b>            It's cold.            It's hot.            It's rainy.</p> <p>It's sunny.            It's summer.            It's winter</p>
10	10.5	<p><b>2 Listen and tick.</b>            Peter: Look! Where are they?            Lisa: They are in the Gobi Desert.            Peter: Is it hot?            Lisa: Yes, it's hot in summer and it's cold in winter.            Peter: Do they drink a lot of water?            Lisa: Yes, they do. It's very sunny.</p>
10	10.6	<p><b>4 Listen and repeat.</b>            1 Do you go to school in summer?               Yes, I do.            2 Do they swim in winter?               No, they don't.</p>
10	10.7	<p><b>4 Listen and tick.</b>            1 It's rainy. It's not sunny.            2 It's cold today.</p> <p>3 In summer, it's hot and sunny.            4 It's sunny and dry in my town.</p>
10	10.8	<p><b>1 Listen and point. Repeat.</b>            It's dry.            It's wet.</p> <p>It's spring.            It's autumn.</p>
10	10.9	<p><b>2 Listen and match.</b>            In spring, it's nice. I go to the park with my friends. I like spring.            In summer, it's dry and sunny. My family and I go to the sea. I like summer.            In autumn, it's cool. We go to school. I like autumn.            In winter, it's cold and wet. My brother and I play at home. I don't like winter.</p>

Lesson	Track	Scripts
10	10.10	<b>4 Listen and repeat.</b> I like summer. I don't like winter.
10	10.11	<b>6 Listen and sing.</b> It's sunny today! It's sunny today! On sunny days, we play in the park. We run, we climb! We have fun outside! Let's go to the park!
10	10.12	<b>7 Listen and repeat.</b> /w/ wet /əʊ/ cold It's wet and cold in winter.
10	10.13	<b>8 Listen and chant.</b> W, w, w! Wet, wet, wet. In winter, the water is wet! O, o, o! Cold, cold, cold. In winter, the water is cold!
11	11.1	<b>1 Listen and point. Repeat.</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
11	11.2	<b>2 Listen and write.</b> Anna: Do you paint on Mondays? Peter: Yes, I do. I paint in my art lessons. How about you? Anna: I play the piano on Mondays. I paint on Fridays. Peter: That's great!
11	11.3	<b>4 Listen and repeat.</b> 1 What do you do on Mondays? I go to school on Mondays. 2 What do you do on Fridays? I swim in the pool on Fridays. 3 What do you do on Sundays? I go to the park on Sundays.
11	11.4	<b>1 Listen and point. Repeat.</b> Get up, have breakfast, have lunch, have dinner, go to bed
11	11.5	<b>2 Listen and number in order.</b> I'm Hoang. I'm seven years old. Every day, I get up and have breakfast with my family. I have lunch with my friends. I have dinner with my mum and dad. At night, I go to bed.
11	11.6	<b>4 Listen and repeat.</b> 1 Who do you go to school with? I go to school with my friends. 2 Who do you have dinner with? I have dinner with my family. 3 Who do you climb rocks with? I climb rocks with my dad.
11	11.7	<b>6 Listen and sing.</b> Get up! Get up! Eat your breakfast. Sleepy head! Eat it all! Get up! Get up! Eat your breakfast. What do you do? Where do you go? You jump out of bed! You go to school!
11	11.8	<b>7 Listen and tick.</b> On Sunday, I get up late. I have breakfast with my mum and dad. I can have lunch with my friend in his house. I go to my grandpa's house. My grandpa and I have dinner together.

Lesson	Track	Scripts
11	11.9	<b>1 Listen and point. Repeat.</b> Motorbike, train, bike, bus
11	11.10	<b>2 Listen and match.</b> Mai: What do you do on Tuesdays? Nam: I go to school on Tuesdays. Mai: Who do you go to school with? Nam: I go to school with my friends. We go to school by bus. What do you do on Saturdays? Mai: I go to the library. Nam: Where's the library? Mai: It's near my house. I go there by bike.
11	11.11	<b>4 Listen and repeat.</b> 1 How do you go to school? By bike. 2 How do you go to the park? By bus. 3 How do you go to the museum? By car.
11	11.12	<b>7 Listen and repeat.</b> /aɪ/ Fridays /j/ yes Yes, I go to the cinema on Fridays.
11	11.13	<b>5 Listen and chant.</b> I, I, I! Fridays, Fridays, Fridays! Hi, let's play on Fridays! Y, y, y! Yes, yes, yes! Yes, let's play. Yes, let's play on Fridays!

# Workbook - Answer key

**0 Greetings**

**Greetings**

1 Look and write.

2 Read and match.

**Classroom Instructions**

1 Look and write.

2 Read and write.

**Colours**

2 Write and colour.

**Numbers**

1 Write and colour.

2 Read and match.

**Numbers**

1 Write and say.

2 Colour and write.

**1 Read and write.**

**2 Read and write.**

**3 Write and say.**

**4 Write and say.**

**5 Write and say.**

**6 Write and say.**

**7 Colour and write.**

**8 Look and write.**

**9 Read and write.**

**10 Look and write.**

**11 Write and say.**

**12 Look and write.**

**13 Look and write.**

**14 Read and write.**

**15 Look and write.**

# T My Family

## Lesson 1

### 1 Listen and write.

1. Grandfather (4 people)  
2. Grandmother (4 people)

### 2 Listen and write a letter.

1. Grandfather (4 people)  
2. Grandmother (4 people)

### 3 Listen and write.

1. Grandfather (4 people)  
2. Grandmother (4 people)



### 4 Listen and write.

1. My grandfather (4 people)
2. My grandmother (4 people)
3. My father (4 people)
4. My mother (4 people)

## Lesson 2

### 1 Listen and write.

1. Grandfather (4 people)  
2. Grandmother (4 people)

### 2 Read and write a letter.

1. Grandfather	4 people
2. Grandmother	4 people
3. Father	4 people
4. Mother	4 people
5. Grandfather	4 people
6. Grandmother	4 people
7. Father	4 people
8. Mother	4 people
9. Grandfather	4 people
10. Grandmother	4 people
11. Father	4 people
12. Mother	4 people

### 3 Listen and write a letter.

1. Grandfather (4 people)  
2. Grandmother (4 people)

### 4 Listen and write.

1. Grandfather (4 people)  
2. Grandmother (4 people)

### 5 Listen and write.

1. Grandfather (4 people)  
2. Grandmother (4 people)

## Lesson 3

### 1 Listen and write.

1. Grandfather (4 people)  
2. Grandmother (4 people)

### 2 Listen and write.

1. Grandfather (4 people)  
2. Grandmother (4 people)

### 3 Write.

1. Grandfather (4 people)
2. Grandmother (4 people)
3. Father (4 people)
4. Mother (4 people)
5. Grandfather (4 people)
6. Grandmother (4 people)

### 4 Listen and write.

1. My grandfather (4 people)
2. My grandmother (4 people)
3. My father (4 people)
4. My mother (4 people)

### 5 Listen and write a letter.

1. Grandfather (4 people)  
2. Grandmother (4 people)

## Lesson 4

### 1 Write and write.

1. Grandfather (4 people) 2. Grandmother (4 people) 3. Father (4 people) 4. Mother (4 people)

### 2 Listen and write.

1. My grandfather (4 people)
2. My grandmother (4 people)
3. My father (4 people)
4. My mother (4 people)

### 3 Read and write a letter.

1. Grandfather	4 people
2. Grandmother	4 people
3. Father	4 people
4. Mother	4 people
5. Grandfather	4 people
6. Grandmother	4 people
7. Father	4 people
8. Mother	4 people
9. Grandfather	4 people
10. Grandmother	4 people
11. Father	4 people
12. Mother	4 people

### 4 Listen and write a letter.

1. Grandfather (4 people)  
2. Grandmother (4 people)

### 5 Listen and write.

1. My grandfather (4 people)  
2. My grandmother (4 people)  
3. My father (4 people)  
4. My mother (4 people)

## 2 My School

### Lesson 1

#### 1 Look and write.

1 **Spencer** 2 **James** 3 **James** 4 **James**

#### 2 Look and write.

1 **John** 2 **John** 3 **John**

#### 3 Look and write a word.

1 **Teacher** 2 **Teacher** 3 **Teacher**

### Lesson 2

#### 1 Write and match.

1 **John** 2 **John** 3 **John** 4 **John**

#### 2 Look and write.

1 **Teacher** 2 **Teacher**

3 **Teacher**

#### 3 Look and write a word.

1 **John** 2 **John** 3 **John**

## 3 Animals

### Lesson 1

#### 1 Look and write.

1 **John** 2 **John** 3 **John**

#### 2 Look and write.

1 **John** 2 **John** 3 **John**

#### 3 Look and write.

1 **John** 2 **John**

3 **John**

### Lesson 2

#### 1 Look and write.

1 **John** 2 **John** 3 **John**

#### 2 Look and write a word.

1 **John** 2 **John**

#### 3 Look and write.

1 **John** 2 **John** 3 **John**

#### 4 Write and write a word.

1 **John** 2 **John**

3 **John**

4 **John**

### Lesson 1

#### 1 Look and write.

1 **John** 2 **John** 3 **John**

#### 2 Write.

1 **John** 2 **John** 3 **John**

#### 3 Write.

1 **John** 2 **John**

3 **John**

#### 4 Write and write a word.

1 **John**

2 **John**

3 **John**

4 **John**

5 **John**

6 **John**

7 **John**

8 **John**

9 **John**

10 **John**

11 **John**

12 **John**

13 **John**

14 **John**

15 **John**

16 **John**

17 **John**

18 **John**

19 **John**

20 **John**

21 **John**

22 **John**

23 **John**

24 **John**

25 **John**

26 **John**

27 **John**

28 **John**

29 **John**

30 **John**

31 **John**

32 **John**

33 **John**

34 **John**

35 **John**

36 **John**

37 **John**

38 **John**

39 **John**

40 **John**

41 **John**

42 **John**

43 **John**

44 **John**

45 **John**

46 **John**

47 **John**

48 **John**

49 **John**

50 **John**



## Review 2

Unit 2 B

### 1 Look and write. (2 marks)

1 a)  a house  
b)  a house

### 2 Read and write.

1 It's **big** (small).  
2 It's **big** (big).  
3 It's **big** (big).  
4 It's **big** (big).

### 4 Read and write.

1 It's **big** (big).  
2 It's **big** (big).  
3 It's **big** (big).

### 5 Look and write.

1 **There's a table.**  
2 **There's a chair.**  
3 **There's a bed.**  
4 **There's a sofa.**  
5 **There's a desk.**

## 4 My House

### Lesson 1

#### 1 Look and write.

1 **There's a table.** 2 **There's a chair.** 3 **There's a bed.**

#### 2 Read and write.

1 **There's a table.** 2 **There's a chair.** 3 **There's a bed.**

#### 4 Write them in Chinese.

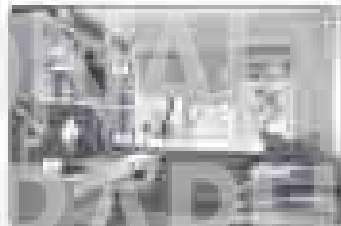
1 **There's a table.**  
2 **There's a chair.**  
3 **There's a bed.**  
4 **There's a sofa.**

### Lesson 2

#### 1 Look and write.

1 **There's a table.** 2 **There's a chair.** 3 **There's a bed.**

#### 2 Listen and write. (2 marks)



### 3 Read and write.

1 a) **There's a table.** b) **There's a chair.**

### 4 Write one word's plural form.

1 **table** (tables) 2 **chair** (chairs) 3 **bed** (beds)  
4 **sofa** (sofas) 5 **desk** (desks)  
6 **table** (tables) 7 **chair** (chairs)  
8 **bed** (beds) 9 **sofa** (sofas)

### Lesson 3

#### 1 Write.

1 **There's a table.** 2 **There's a chair.** 3 **There's a bed.**

#### 2 Write and label the things you have. (2 marks)

1 **There's a table.** 2 **There's a chair.**

#### 3 Read and write.

1 a) **There's a table.** b) **There's a chair.**

#### 4 Write and label.

1 a) **There's a table.** b) **There's a chair.**

#### 5 Write and label. There are.

1 **There's a table and a chair.** 2 **There's a table and a bed.**  
3 **There's a table and a sofa.** 4 **There's a table and a desk.**

## 5 My Clothes

### Lesson 1

#### 1 Look and write.

1 a) **There's a table.** b) **There's a chair.**

#### 2 Read and write.

1 **There's a table.** 2 **There's a chair.** 3 **There's a bed.**

#### 4 Read and write.

1 **There's a table.** 2 **There's a chair.** 3 **There's a bed.**

#### 5 Write and label.

1 **There's a table.** 2 **There's a chair.**

### Lesson 2

#### 1 Look, label and write. (2 marks)



#### 2 Write and label.

1 **There's a table.** 2 **There's a chair.**

#### 3 Write and label.

1 **There's a table and a chair.**  
2 **There's a table and a sofa.**  
3 **There's a table and a desk.**

4

- 1. **Unit**
- 2. **Unit**
- 3. **Unit**

### Lesson 1

1. Look and write.



2. Look and write.

1. **Unit**

3. Look and write.

- 1. **Unit**
- 2. **Unit**
- 3. **Unit**

4. Look and write.

- 1. **Unit**
- 2. **Unit**
- 3. **Unit**

### Review 2

1. Look and write.

1. **Unit**

2. Look and write.

1. **Unit**

3. Look and write.

1. **Unit**

4. Look and write.

1. **Unit**

5. Look and write.

- 1. **Unit**
- 2. **Unit**
- 3. **Unit**
- 4. **Unit**
- 5. **Unit**

## 6 My Hobby

### Lesson 1

1. Look and write.

1. **Unit**

2. Look and write.

1. **Unit**

3. Look and write.

1. **Unit**

4. Look and write.

1. **Unit**

5. Look and write.

- 1. **Unit**
- 2. **Unit**
- 3. **Unit**
- 4. **Unit**
- 5. **Unit**

### Lesson 2

1. Look and write.

1. **Unit**

2. Look and write.



3. Look and write.

1. **Unit**

4. Look and write.

1. **Unit**

5. Look and write.

1. **Unit**

### Lesson 3

1. Look and write.

1. **Unit**

2. Look and write.

1. **Unit**

3. Look and write.

1. **Unit**

4. Look and write.

1. **Unit**

5. Look and write.

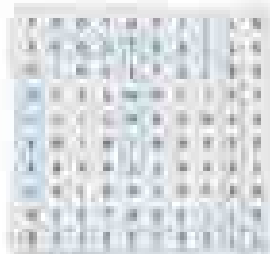
1. **Unit**

# 7

## My Favourite Sport

### Lesson 1

- 1 Look and write.  
A tennis B basketball C football D tennis
- 2 Find and write.



1 tennis 2 tennis 3 football 4 tennis

- 3 Look and write.  
 1 I like playing tennis.      1 I like playing the piano.  
 2 I like playing basketball.      2 I like playing the piano.  
 3 I like playing.
- 4 Read and write.  
 1 I like playing football.      1 I like playing basketball.  
 2 I like playing in the school.      2 I like playing tennis.  
 3 I like playing basketball.

### Lesson 2

- 1 Look and write.  
1 I like playing tennis.      1 I like playing the piano.  
2 I like playing basketball.      2 I like playing the piano.
- 3 Look and write.  
1 I like playing.      1 I like playing.
- 4 Read and write.  
1 I like playing in the school.      1 I like playing in the school.  
2 I like playing basketball.      2 I like playing basketball.

### Lesson 3

- 1 Look and write.  
1 I like playing tennis.      1 I like playing the piano.  
2 I like playing basketball.      2 I like playing the piano.
- 2 Read and write.  
1 I like playing.      1 I like playing.  
2 I like playing.      2 I like playing.
- 3 Look and write.  
1 I like playing in the school.      1 I like playing in the school.  
2 I like playing basketball.      2 I like playing basketball.
- 4 Look and write.  
1 I like playing in the school.      1 I like playing in the school.  
2 I like playing basketball.      2 I like playing basketball.
- 5 Read and write.  
1 I like playing in the school.      1 I like playing in the school.  
2 I like playing basketball.      2 I like playing basketball.

### Review 4

1 tennis 2 tennis

- 1 Look and write.  
1 tennis      1 tennis  
1 tennis      1 tennis  
1 tennis      1 tennis
- 2 Write.  
1 I like playing tennis.      1 I like playing the piano.  
2 I like playing basketball.      2 I like playing the piano.  
3 I like playing.      3 I like playing.  
4 I like playing in the school.      4 I like playing in the school.
- 3 Read.  
1 I like playing in the school.      1 I like playing in the school.  
2 I like playing basketball.      2 I like playing basketball.

# 8

## My Town

### Lesson 1

- 1 Look and write.  
1 I like playing tennis.      1 I like playing the piano.  
2 I like playing basketball.      2 I like playing the piano.
- 2 Look and write.  
1 I like playing.      1 I like playing.  
2 I like playing.      2 I like playing.
- 3 Read and write.  
1 I like playing in the school.      1 I like playing in the school.  
2 I like playing basketball.      2 I like playing basketball.
- 4 Look and write.  
1 I like playing in the school.      1 I like playing in the school.  
2 I like playing basketball.      2 I like playing basketball.
- 5 Read and write.  
1 I like playing in the school.      1 I like playing in the school.  
2 I like playing basketball.      2 I like playing basketball.

### Lesson 2

- 1 Look and write.  
1 I like playing tennis.      1 I like playing the piano.  
2 I like playing basketball.      2 I like playing the piano.
- 2 Read and write.  
1 I like playing.      1 I like playing.  
2 I like playing.      2 I like playing.
- 3 Look and write.  
1 I like playing in the school.      1 I like playing in the school.  
2 I like playing basketball.      2 I like playing basketball.

#### 4 Look and write.

- 1 What is he doing?
- 2 What is he saying?
- 3 What is she doing and saying?
- 4 What is she saying and doing?

#### Lesson 3

##### 1 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.

##### 2 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.

##### 3 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.

##### 4 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.

1 I like it.

## 9

### My Favourite Food

#### Lesson 1

##### 1 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.

##### 2 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.
- 2 I like it. I eat it every day. I drink it a lot.

##### 3 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.

##### 4 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.
- 2 I like it. I eat it every day. I drink it a lot.

#### Lesson 2

##### 1 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.

##### 2 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.

##### 3 Write.

- 1 I like it. I eat it every day. I drink it a lot.

##### 4 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.
- 2 I like it. I eat it every day. I drink it a lot.
- 3 I like it. I eat it every day. I drink it a lot.
- 4 I like it. I eat it every day. I drink it a lot.

#### Lesson 5

##### 1 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.

##### 2 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.

##### 3 Look and write.

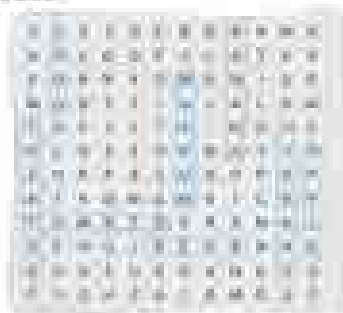
- 1 I like it. I eat it every day. I drink it a lot.
- 2 I like it. I eat it every day. I drink it a lot.
- 3 I like it. I eat it every day. I drink it a lot.
- 4 I like it. I eat it every day. I drink it a lot.

##### 4 Look and write.

- 1 I like it.
- 2 I like it.
- 3 I like it.
- 4 I like it.

#### Review 5

##### 1 Look and write.



##### 2 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.

##### 3 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.
- 2 I like it. I eat it every day. I drink it a lot.
- 3 I like it. I eat it every day. I drink it a lot.
- 4 I like it. I eat it every day. I drink it a lot.

##### 4 Look and write.

- 1 I like it. I eat it every day. I drink it a lot.

##### 5 Write.

- 1 I like it. I eat it every day. I drink it a lot.

# 10 Our World

## Lesson 1

- 1 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 2 Read and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 3 Look and write.
  - 1. They play football. → 2. He runs on the city street.
  - 1. I walk to the cinema. → 2. I eat breakfast with my friends.
- 4 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)

## Lesson 2

- 1 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 2 Read and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 3 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 4 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)

- 5 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)

## Lesson 3

- 1 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 2 Read and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 3 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 4 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)

# 11 My Day

## Lesson 1

- 1 Look at the picture of the clock and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 2 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 3 Read and write.
  - 1. What do you do at 7 o'clock? I go to the park.
  - 1. What do you do at 8 o'clock? I go to the park.
  - 1. What do you do at 9 o'clock? I go to the park.
  - 1. What do you do at 10 o'clock? I go to the park.
  - 1. What do you do at 11 o'clock? I go to the park.
  - 1. What do you do at 12 o'clock? I go to the park.
- 4 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)

## Lesson 2

- 1 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 2 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 3 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 4 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 5 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)

## Lesson 3

- 1 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- 2 Look and write.
  - 1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)

3. Answer each question.

1. a.  $3 \times 10^4$  b.  $4 \times 10^3$  c.  $5 \times 10^2$

4. Look and write.

1 Write the number in the blank of the table.

1 How do you go to the school by road?

1 How do you go to the school by train?

1 How do you go to the school by motorcycle?

**Review 6** (Unit 9, 10)

1. Write.

Activity	Where	When
Go to school	School	7:30 a.m.
Go to work	Office	8:00 a.m.
Go to the bank	Bank	9:00 a.m.
Go to the post office	Post office	10:00 a.m.
Go to the market	Market	11:00 a.m.
Go to the hospital	Hospital	12:00 p.m.
Go to the cinema	Cinema	2:00 p.m.
Go to the library	Library	3:00 p.m.
Go to the park	Park	4:00 p.m.
Go to the beach	Beach	5:00 p.m.
Go to the airport	Airport	6:00 p.m.
Go to the stadium	Stadium	7:00 p.m.
Go to the museum	Museum	8:00 p.m.
Go to the zoo	Zoo	9:00 p.m.
Go to the hospital	Hospital	10:00 p.m.
Go to the cinema	Cinema	11:00 p.m.
Go to the library	Library	12:00 a.m.
Go to the park	Park	1:00 a.m.
Go to the beach	Beach	2:00 a.m.
Go to the airport	Airport	3:00 a.m.
Go to the stadium	Stadium	4:00 a.m.
Go to the museum	Museum	5:00 a.m.
Go to the zoo	Zoo	6:00 a.m.
Go to the hospital	Hospital	7:00 a.m.
Go to the cinema	Cinema	8:00 a.m.
Go to the library	Library	9:00 a.m.
Go to the park	Park	10:00 a.m.
Go to the beach	Beach	11:00 a.m.
Go to the airport	Airport	12:00 p.m.
Go to the stadium	Stadium	1:00 p.m.
Go to the museum	Museum	2:00 p.m.
Go to the zoo	Zoo	3:00 p.m.
Go to the hospital	Hospital	4:00 p.m.
Go to the cinema	Cinema	5:00 p.m.
Go to the library	Library	6:00 p.m.
Go to the park	Park	7:00 p.m.
Go to the beach	Beach	8:00 p.m.
Go to the airport	Airport	9:00 p.m.
Go to the stadium	Stadium	10:00 p.m.
Go to the museum	Museum	11:00 p.m.
Go to the zoo	Zoo	12:00 a.m.

2. Look and write.

1 I went to the park with my friends.

1 I got married in October.

1 I got married last year.

3. Answer each question.

1. a.  $3 \times 10^4$  b.  $4 \times 10^3$  c.  $5 \times 10^2$

4. Look and write.

1 Go, this is the school bus, this is it.

1 How do you go to school by road?

1 How do you go to school by train?

1 How do you go to school by motorcycle?

1 How do you go to school by car?

1 How do you go to school by bus?

NATIONAL  
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LEARNING

# WORKBOOK AUDIO SCRIPTS

Lesson	Track	Scripts
0	0.1	<b>10 Listen and write.</b> 1 Octopus 2 Hippo 3 Lemon
1	1.1	<b>3 Listen and circle.</b> 1 This is my sister. 2 This is my dad. 3 This is my brother. 4 This is my family. 5 This is my mum.
1	1.2	<b>3 Listen and circle.</b> 1 My mum is Susan. 2 My aunt is Anna. 3 My grandpa is Tom. 4 My uncle is Alan. 5 My cousin is Tim.
1	1.3	<b>5 Listen and circle.</b> My name is Jorge. I'm from Argentina. I'm seven. I'm young. I'm short. In the photo, I'm with my grandpa, Ernesto. He's old. He's tall. I love my grandpa. He's funny.
Review 1	1.4	<b>4 Listen and circle.</b> Hi, I'm Linh. I'm nine years old. This is my family. My dad is Huy. He's tall. My mum is Lan. She's young. This is my brother, Tam. He's funny.
2	2.1	<b>3 Listen and circle.</b> 1 It's a classroom. 2 She's a student. 3 He's a brother. 4 It's a lesson. 5 She's a teacher.
2	2.2	<b>4 Listen and tick.</b> 1 Are they books? Yes, they are. 2 Are they pens? No, they aren't. 3 Are they teachers? No, they aren't. 4 Are you a student? Yes, I am. 5 Are they rulers? Yes, they are.
3	3.1	<b>2 Listen and circle.</b> 1 Those are giraffes. 2 Those are elephants. 3 Those are monkeys. 4 Those are cats.
3	3.2	<b>3 Listen and circle.</b> Janet: Look! Is this a shark? Aunt Lena: No, it isn't. It's a whale, Janet. Janet: It's so big! Aunt Lena: Yes, whales are big. Janet: Sharks and turtles are big, too. Aunt Lena: Some fish are small... but not in this photo.
Review 2	3.3	<b>1 Look. Listen and tick or cross.</b> 1 The teacher is in the classroom. 2 There are five desks. 3 There's a book on a desk. 4 There's a pen. 5 There are five students.
4	4.1	<b>2 Listen and number.</b> 1 That's a book. 2 That's a lamp. 3 That's a TV. 4 That's a computer. 5 That's a bed.



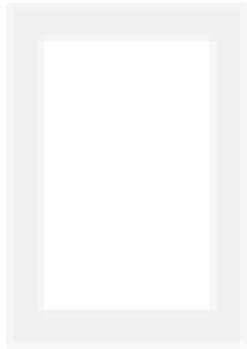




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**TIẾNG ANH 3  
WONDERFUL WORLD**

**Lesson Planner**  
(Tái bản lần thứ nhất)

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# TIẾNG ANH

## Wonderful

# WORLD 3

*Sách tiếng Anh 3 - Wonderful World* dành cho lớp 3 là một cuốn sách thú vị lấy cảm hứng từ thiên nhiên với triết lí "đem thế giới vào lớp học và đưa lớp học ra ngoài cuộc sống", trong đó học sinh không chỉ được phát triển các kĩ năng tiếng Anh cần có để trở thành công dân toàn cầu thành công mà còn được khám phá những kì quan trên thế giới. Các video đẹp ngoạn mục từ kênh truyền hình nổi tiếng thế giới về thiên nhiên National Geographic cùng các bức ảnh được chụp tại các địa điểm thực tế, với hiệu ứng thị giác mạnh mẽ, sẽ đưa học sinh du ngoạn tới các miền đất trên thế giới và học hỏi về các quốc gia, các nền văn hoá, con người cùng phong tục tập quán ở đó.

Được thiết kế để tối ưu hoá phương pháp giảng dạy hướng đến giao tiếp và tương tác, cuốn sách chứa đựng những kiến thức hấp dẫn khơi dậy trí tò mò của học sinh, và các hoạt động học tập cá nhân hoá giúp học sinh phát triển kĩ năng nghe – nói và phản xạ nói.

Bên cạnh đó, nguồn học liệu trực tuyến sẽ hỗ trợ tốt nhất cho giáo viên, giúp giáo viên dễ dàng đưa thế giới vào lớp học và lớp học cũng trở nên gần gũi hơn với cuộc sống.

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- Ngữ liệu phong phú, có khả năng đáp ứng các trình độ học sinh khác nhau, bám sát nội dung quy định trong khung chương trình của Bộ GD&ĐT.
- Tranh mở đầu bài học cuốn hút và định hướng học sinh tới chủ đề của bài học.
- Trong mỗi bài học, các kiến thức từ vựng và ngữ pháp sẽ được giới thiệu qua tình huống giao tiếp được đặt trong ngữ cảnh cụ thể, giúp học sinh thực hành và vận dụng hiệu quả các kiến thức mới.
- *Let's talk* - hoạt động nói trong ngữ cảnh, giúp học sinh rèn luyện các kiến thức mới học, đồng thời phát triển kĩ năng nghe – nói thông qua hình thức hội thoại.
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