

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

TIẾNG ANH

Wonderful WORLD 4

SÁCH GIÁO VIÊN

BẢN MẪU



NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM





NATIONAL
GEOGRAPHIC
LEARNING

ON THE COVER

A squirrel standing on a branch, United Kingdom
Photo by Shane Young

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Introduction to *Tiếng Anh 4* *Wonderful World*

The *Tiếng Anh 4 Wonderful World* Student's Book is divided into an introductory unit (Unit 1) 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 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 4 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 Book as well as a suggested pacing guide for teachers. The syllabus specifies how *Tiếng Anh 4 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 4 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 4 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

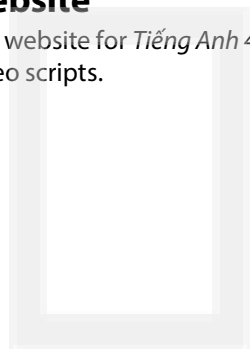
The *Tiếng Anh 4 Wonderful World* audio includes the recordings of all the listening tasks, pronunciation activities, songs and chants. Professional actors are used in all recordings to ensure clarity and accurate intonation and pronunciation.

eBook

The *Tiếng Anh 4 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 4 Wonderful World* contains the Student's Book and Workbook audio, audio scripts and video scripts.



Global Citizenship

Tiếng Anh 4 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 4 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 4 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 4 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 4 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 4 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 4 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 4 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 4 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 4 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 4 Wonderful World*.

Skills for living in the world: With *Tiếng Anh 4 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 4 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 4 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 4 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 4 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 4 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 4 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 4 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 4 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 4 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 4 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 4 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 4 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 4 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 4 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 4 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 4 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.

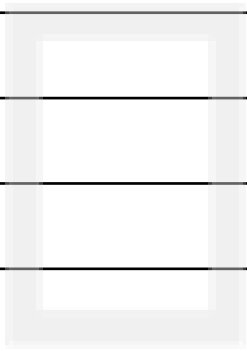
Classroom Management

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 promotes 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.



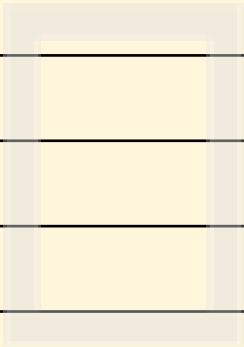
NATIONAL
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LEARNING

Scope and Sequence

Unit	Vocabulary	Grammar	Pronunciation
Unit 1 My Family And Friends p 17	<ul style="list-style-type: none"> father, mother, daughter, son, twins clever, cute, kind, naughty cheerful, friendly, hardworking, pleasant 	<ul style="list-style-type: none"> Who is he? - He's my father. My father is young and kind. What is your sister like? - She's cheerful and funny. 	/ð/ <i>father</i> /ʌ/ <i>son</i> /n/ <i>naughty</i>
Unit 2 My Home p 27	<ul style="list-style-type: none"> bowl, dining room, plate, spoon, table fridge, rug, sink, sofa bookshelf, floor, toy box, messy, tidy 	<ul style="list-style-type: none"> Whose table is this? - It's his table. Where is the rug? - It's in front of the sofa. How is his room? - It's messy. 	/ʊ/ <i>bookshelf</i> /ʌ/ <i>rug</i>
Review 1 (Units 1 – 2) p 37 – p 40			
Unit 3 On The Farm p 29	<ul style="list-style-type: none"> chicken, cow, goat, horse, sheep hands, fur, legs, tail, wings animals, field, fruit, plants 	<ul style="list-style-type: none"> We've got some chickens. The horses haven't got wings. Have you got animals on the farm? - Yes, we have. 	/æ/ <i>hand</i> /h/ <i>horse</i>
Unit 4 Food And Drinks p 41	<ul style="list-style-type: none"> an egg, an orange, a sandwich, vegetables, spaghetti a cookie, a cupcake, pizza, a piece of pizza, Numbers: 21 – 29 bubble tea, soft drink, lemonade, nuts, yoghurt 	<ul style="list-style-type: none"> Would you like a sandwich? - Yes, please./ No, thanks. How many pieces of pizza have you got for your party? - I've got 24 pieces of pizza for my party. What's your favourite food/ drink? My favourite food/ drink is ___. 	/l/ <i>lemonade</i> /p/ <i>pizza</i>
Review 2 (Units 3 – 4) p 61 – p 64			
Unit 5 Leisure Time p 65	<ul style="list-style-type: none"> cloudy, snowy, stormy, windy jump rope, play hide-and-peek, play on the seesaw, ride a horse play board games, play video games, read a comic book, watch a film 	<ul style="list-style-type: none"> What's the weather like today? - It's windy. What are you doing? - I'm riding a horse. Where are they playing video games? - In the bedroom. 	/dʒ/ <i>jump</i> /θ/ <i>think</i>
Unit 6 Outdoor Activities p 75	<ul style="list-style-type: none"> mountain, go fishing, ice-skate, play ice hockey, ski go camping, make a fire, make a tent, walk the dog beach, forest, have a picnic, go hiking 	<ul style="list-style-type: none"> What can we do on the mountain? - We can ski (on the mountain). We can make a fire, but we can't go fishing at night. We can have a picnic in the garden because it's warm today. 	/g/ <i>go</i> /sk/ <i>ski</i>
Review 3 (Units 5 – 6) p 85 – p 88			

Unit	Vocabulary	Grammar	Pronunciation
Unit 7 Jobs p 89	<ul style="list-style-type: none"> chef, doctor, farmer, photographer, vet in a hospital, in a restaurant, in a studio, in a clinic firefighter, take care of, put out fires, feed the animals 	<ul style="list-style-type: none"> What does he do? - He's a doctor. Where does she work? - She works in a restaurant. What does a vet do? - A vet takes care of animals. 	<p>/d/ doctor</p> <p>/f/ farmer</p>
Unit 8 Technology p 99	<ul style="list-style-type: none"> a smartphone, make phone calls, make videos, write emails use the tablet, surf the internet, work in groups, work in pairs change the password, (use the) computer lab, speaker, projector 	<ul style="list-style-type: none"> He always takes photos with his smartphone. Teacher, can we use the tablet? - Yes, you can. Who can use the computer lab? - Teachers and students can. 	<p>/m/ email</p> <p>/z/ use</p>
Review 4 (Units 7 – 8) p 109 – p 112			
Unit 9 Place In Town p 113	<ul style="list-style-type: none"> bookshop, fountain, restaurant, street, train station bus stop, post office, shopping centre, supermarket cross the road, go straight, turn left, turn right 	<ul style="list-style-type: none"> Is the fountain in front of or behind the restaurant? - It's in front of the restaurant. Where do we go shopping? - (We go shopping) at the supermarket. How do we go to the cinema? - Go straight on High Street and then turn right. The cinema is opposite the pool. 	<p>'centre</p> <p>'fountain</p>
Unit 10 On Holiday p 123	<ul style="list-style-type: none"> bay, hill, island, national park eat seafood, make a sandcastle, go sightseeing, row a boat buy a present, make a postcard, stay in a hotel, write a diary 	<ul style="list-style-type: none"> Which place would you like to visit on holiday? - I'd like to visit Gargano National Park. What do you like doing on holiday? - I like going to the beach and eating seafood. I like flying to a new place on holiday, but I don't like going to the airport 	<p>/b/ holiday</p> <p>/ɔ:/ airport</p>
Review 5 (Units 9 – 10) p 133 – p 136			
Unit 11 Before Our Time p 137	<ul style="list-style-type: none"> last month, last year, last week, yesterday dinosaur, scary, strong, terrible cave, dinosaur bone, Early People, mammoth 	<ul style="list-style-type: none"> I was at the museum last week. - Yes, we were. T. Red was a strong dinosaur. A dinosaur bone wasn't small. 	<p>/ə/ mammoth</p> <p>/ɔ:/ strong</p>
Unit 12 Cool Places p 148	<ul style="list-style-type: none"> bridge, castle, pagoda, tower, village America, Egypt, England, Turkey, Vietnam awesome, boring, exciting, wonderful 	<ul style="list-style-type: none"> Were you at the bridge yesterday? - Yes, we were. Where was he last week? - He was in Egypt. How was your trip to America last week? - It was interesting. 	<p>/v/ village</p> <p>/ŋ/ strong</p>
Review 6 (Units 11 – 12) p 157 – p 160			

Notes



NATIONAL
GEOGRAPHIC
LEARNING



In This Unit

Theme

This unit is about families and friends.

Vocabulary

Lesson 1: *father, mother, daughter, son, twins*

Lesson 2: *clever, cute, naughty, kind*

Lesson 3: *cheerful, friendly, hardworking, pleasant.*

Grammar

Lesson 1: *Who is he/she? He's/She's my...*

Lesson 2: *My father is and*

Lesson 3: *What is ... like?*

About the photo

Ganesh Chaturthi is a 10-day festival in Hinduism, marking the birth of the elephant-headed deity Ganesha, the god of prosperity and wisdom. The festival is celebrated in Hindu communities worldwide and is particularly popular in parts of western India.

Related vocabulary

family, mum, dad, grandpa, grandma, festival, gift

Look at the photo. Tick the family members you see.

- Tell students to look at the photo on pages 15 and tell you what they can see. Elicit ideas from the class and write them on the board. Answer any questions and write new vocabulary on the board, too.
- Ask students to read the words and look at the photo. If they see what the words represent in the photo, they should tick them.
- Check answers as a class.

EXTENSION ACTIVITY

- Remind students of the topic of the unit (families) and friends and talk about the photo: find out if students have ever participated in any traditional festival and if so what festival it is, who they were with and whether they enjoyed the activities in that festival.
- Ask students to close their books and tell you everything they remember about the photo. Accept words, not just sentences.

Unit Opener

Objectives

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

Materials

- Student's Book, Class Audio CD, DVD, Flashcards, small pieces of paper for students to make into flashcards (see Teaching Tip)

To start

- Read the title of the unit together. Check students know what it means. Ask what activities they like doing with their family and friends find out if they can say any of them in English.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to families and friends. Tell them they can suggest people, places, or activities.

TEACHING TIP

Suggest to students that they create their own flashcards. They draw a picture on one side of a note card and write the word or a clue on the other side. They then use the cards for ongoing practice. Once they have learnt the word, they remove the card from the pack.

Lesson Aims

- Learn and use new vocabulary:
father, mother daughter, son, twins
- Learn and use new grammar:
Who is he/she?
He's/She's my

Materials

- Student's Book, Class Audio CD, Flashcards
- One blank piece of paper for each student (optional)

To start

- Revise and practise vocabulary from Unit 1. Chant the numbers as a class. Ask volunteers to find different colours they know in English in the classroom. Ask students to say the days of the week. Find out how many farm animals and farm verbs students can say.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat. TR: 1.1

- Tell students to look at the vocabulary box on page 28. Ask if they know any of the words. Play the recording for students to listen and point to the correct people.
- Play the recording again, pausing after each word for students to say the word.

2 Listen and read. Write. TR: 1.2

- Ask students to look at the photo and elicit who they can see.
- 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. Ask them what should be filled in the gap and elicit that *There are four people in the photo, a*



1 Listen and point. Repeat.  TR: 1.1

2 Listen and read. Write.  TR: 1.2

3 Write. Point and say. 

mother, a father a brother and a sister.. Ask them to look at the activity below and write the correct answers.

- Ask students to read out the text in pairs and then ask volunteers to read aloud in front of the class.
- ### 3 Write. Point and say.
- Tell students to look at the picture for question 1 and ask who are in the picture. Elicit *a son and a father*. Read out the sample sentence and ask students to repeat.
 - Explain the rest of the task to students. Allow them enough time to write the answers practise saying the sentences individually and in pairs. Go round the class helping students where necessary.
 - Ask volunteers to read out their answers. Correct any mistakes.

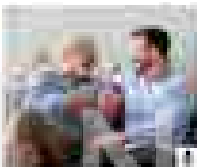
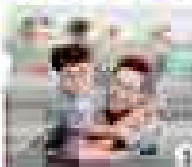
4 Listen and repeat. 🎧 TR: 1.3



5 Look, Ask and answer



What is she?
She is my daughter.



6 Let's talk.



4 Listen and repeat. 🎧 TR: 1.3

- To begin, ask students to look at and underline the sentence *He's my father.* in Activity 2. Tell them that it's the way to talk about family relationship in English and today they are going to learn more about how to family relationships.
- Ask and answer about family relationship.
- 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 repeat the sentences. Let them know that this activity is linked to the next activity.

EXTENSION ACTIVITY

Write sentences on the board with the person missing. Ask students to tell you if you need *I, you, she* or *they* to fill in the gaps. Invite volunteers to write the missing words in the gaps. ... *are my cousin.* ... *are twins.* ... *am his son.*

5 Look. Ask and answer.

- Tell students to look at the pictures and elicit who are in each picture.
- 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 saying the sentences in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
2 *Who is she? She's my mother.*
3 *Who is he? He's my son.*
4 *Who is he? He's my father.*
5 *Who is she? She's my twin.*

6 Let's talk.

- Tell students to look at the picture. Let them know that they will be asking and answering about family members and family relationship.
- Tell students to look at the picture and the example dialogue.
- Read out the dialogue and ask students to repeat.
- Ask some students to act out the dialogue again.
- Ask students to work in pairs to talk about their family members and family relationship.
- Ask some volunteers to speak in front of the class.

Lesson Aims

- Learn and use new vocabulary: *clever, cute, naughty, kind*
- Learn and use new grammar: conjunction 'and'

Materials

- Student's Book, Class Audio CD, Flashcards: two or three magazine pictures of different families

About the photo

Two friends sitting next to each other in a classroom. One boy is raising his hand to answer the teacher's question.

To start

- Revise words from Lesson 1 with the magazine pictures. Ask a student to pick a picture from a pile, show it to the class and point to a person in the picture and say who it is. Repeat until all students have had a turn.

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point.

Repeat. TR: 1.4

- Tell students to look at the vocabulary box on page 30. Ask if they know any of the words. Play the recording for students to listen and point to the correct pictures. Check they understand the meaning.
- Play the recording again, pausing after each word for students to say the word.

2 Listen and read. Tick.

TR: 1.5

- Ask students to look at the photo and elicit what they can see.
- 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 talk with their fingers.
- Play the recording again, pause after each sentence and ask students to repeat.

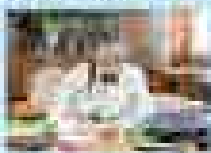


- Tell students to look at the sentence and the text. Guide them to find the information about Jimmy in the text and elicit that *Jimmy is a new friend. and Jimmy is kind.* Ask them to look at the activity below and tick the correct answers.
- Ask students to act out the talk in pairs and then ask volunteers to act out the talk in front of the class.

3 Look and say.

- Tell students to look at the picture for question 1 and ask who are in the picture. Elicit *a girl*. Read out the sample sentence and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answers:
2 *This is her son. He's naughty.*
3 *This is my grandma. She's kind.*
4 *This is my friend. She's cute.*

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



1 My friend is cute and clever.



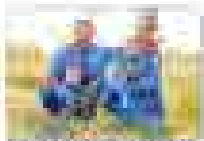
2 The twins are good and funny.

5 Look and say.



1 His family is good and funny.

His family is
good and funny.



2 My house is pretty and cool.



3 My friends are cool and clever.



4 Aunt Jane is young and nice.

6 Listen and sing. **TR: 1.7**

My brother is tall and nice.
His hair is black. His hair is black.
His hair is black. His hair is black.
His hair is black.

My sister is young and clever.
She has big blue eyes.
She has big blue eyes. She has big blue eyes.
She has big blue eyes.

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

- To begin, ask students to look at and underline the sentence *Jimmy is cute and clever.* in Activity 2. Tell them that it's the way to describe people in English and today they are going to learn more about how to describe their family members and friends.
- 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.
- 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 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 saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answers:
2 My twins are pretty and kind.
3 My friends are cool and clever.
4 Aunt Jane is young and nice.

6 Listen and sing. **TR: 1.7**

- Tell students they are going to learn a song about family members.
- Ask students to look at the photo, ask them who they think are in the photo. Elicit *a brother* and *a sister*.
- Play the song for students to listen and follow with their fingers.
- Read out the song a line at a time. Ask students to repeat after you.
- Play the song again for students to sing along. Practise until students are familiar with the words.

EXTENSION ACTIVITY

Practise the grammar. Write sentences on the board with the verb missing. Ask students to fill in the gaps. *The dog ... naughty. It's good. My brother ... kind. The twins ... clever!*

7 Listen and write the names.

  TR: 2.8

- Tell students they are going to listen to some sentences and write the correct names.
- Ask students to read through questions 1 – 2 and the options.
- Play the recording and tell students to listen and write the correct names, Amy or Fred for options 1 - f. Play the recording more than once if students cannot catch the answers.
- Play the recording again and pause after each sentence to check answers.

8 Look and say.

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

2 His son isn't naughty. He's good and clever.

3 Her grandma isn't young. She's old and kind.

4 His twin brother isn't short. He's tall and cute.

7 Listen and write the names.

- 1 Amy a. Fred, is cute d. Amy, is got long hair
 b. Amy, is clever e. Fred, isn't play basketball
 2 Fred c. Fred, isn't tall f. Amy, is got big eyes

8 Look and say.

My friend isn't ugly. She's pretty and tall.



1 He is not ugly (X) / pretty (X) / tall (X).



2 His son / Henry (X) / polite (X) / clever (X).

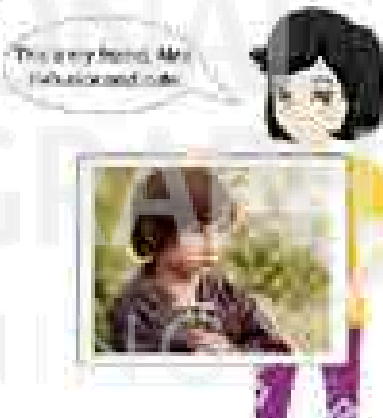


3 Her grandma / young (X) / old (X) / kind (X).



4 His twin brother / short (X) / tall (X) / cute (X).

9 Let's talk.



9 Let's talk.

- Tell students to look at the picture. Let them know that they will be talking about their friends.
- Tell students to look at the picture and the example.
- Read out the sentences 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 a friend or classmate that they have.
- Ask some volunteers to speak in front of the class.

Lesson 3

1 Listen and point.

Repeat: 1 time



2 Listen and match.

Repeat: 2 times



1 My father is ...

2 My sister is ...

3 My father and mother are ...

4 My father and I have ...

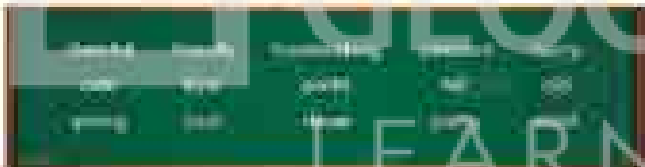
5 My mother and I like ...

6 My father and mother are ...

3 Let's play.

Use the board. Talk about people.

My father is kind and ...



Lesson Aims

- Learn and use new vocabulary: *cheerful, friendly, hardworking, pleasant*
- Learn and use new grammar: *What is ... like?*

Materials

- Student's Book, Class Audio CD, Flashcards

2 Listen and match. TR: 1.10

- Point to the photo and ask students who they can see. Elicit *father, mother, sister* and *twins*.
- Ask students to look at the sentences below the picture. Read the sentences and the options.
- Play the recording and ask students to listen and match the sentences with the options.
- Play the recording more than once if students cannot catch all the answers.
- Play the recording again and pause after each sentence to check answers.
- Elicit the answer from students 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.

To start

- Revise the words from Lesson 2. Say the words one by one for students to mime. Then ask volunteers to say them for their classmates to mime. Ask students to write them on the board.
- Draw a happy face on the board. Ask *naughty?* Elicit *He isn't naughty.* Write *I, you, she, we* and *they* on the board on the left. Write *naughty* on the right. Ask volunteers to write correct verbs in the gap.
- Sing the song from Lesson 2 (TR: 2.7)

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat. TR: 1.9

- Tell students to look at the vocabulary box on page 32. Ask if they know any of the words. Play the recording for students to listen and point to the correct pictures. Say the words in a different order for students to listen and point.
- Play the recording again, pausing after each word for students to say the word.

3 Let's play.

- Tell students they are going to play a game called *Slap the board*.
- Show the words in the box on the screen or write them on the board.
- Read the words and the example sentence aloud. Ask students to repeat after you.
- Divide the students into two teams. For each round, ask one student from each team to come to the board.
- Tell students to slap the board as quickly as they can after hearing the teacher read out two words from the list on the board. The quicker student to slap the correct words get to make a sentence with those words (see the example) and gain 1 point for their team. The team with more points wins.
- Praise or award a prize to the winning team.

4 Listen and repeat. 🎧 TR: 1.11

- To begin, write the sentence "What are they like?" on the board and tell students it was from Activity 2 and it's the way to ask about people's characteristics in English. Tell them today they are going to learn more about how to ask and answer this question.
- 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.
- 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 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 saying the sentences individually and in pairs. Go round the class helping students where necessary.

- Ask volunteers to read out their answers. Correct any mistakes.

2 What is her brother like?

She is short and cute.

3 What is his friend like?

He is cheerful and friendly.

4 What is her mother like?

She is pleasant and kind.

4 Listen and repeat. 🎧

1 What is your sister like?
- She's beautiful and friendly.

2 What is his father like?
- He's cheerful and friendly.

5 Look, Ask and answer.

1 What is your mother like?
- She is hardworking and strict.

2 Her brother is short / cute.

3 His friend is cheerful / friendly.

4 Her mother is pleasant / kind.

6 Draw, Ask and answer. 🎨

What is she like?
What is your grandma like?

She's my grandma.
She's old and kind.

6 Draw. Ask and answer. 🎨

- Ask students to look at the picture and look at the girl's drawing. It is a picture of her grandma.
- Read out the sentences to the students and ask them to repeat. Tell students to draw a picture of family member or a friend in their notebook or on a sheet of paper.
- Ask students to work in pairs to ask and answer questions about their family members or friends.
- Ask students to hold up their notebook / poster and to show each other their pictures. Ask volunteers to ask and answer in front of the whole class..

7 Listen and repeat. TR: 1.12

father

son

He's my father.

He's a son.



8 Listen and chant. TR: 1.13

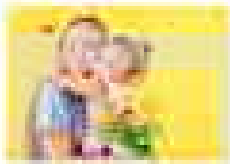
father, father, father

He's my father. He's my father.

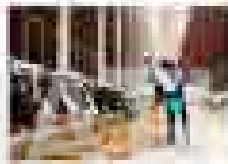
He's my father.



9 Say it!



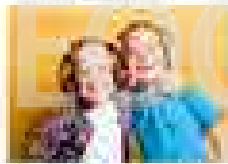
She's my mother.
She's nice.



That's my uncle.
He's not very kind.



My father is young and kind.



They're my brothers.
They are tall and clever.

7 Listen and repeat. TR: 1.12

- 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 come from different parts of your mouth. Point to each word on the board and ask students to practice 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 practice pronunciation in pairs, and ask some volunteers to read out the words and sentence. Correct them if there are any mistakes.

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. Practice several times until students are familiar with the words and sounds.
- Optional activity: Ask students to practice the chant individually and then in pairs or in groups. For example, one group chant the first verse, and the other group chant the second verse. Ask some volunteers to say the whole chant.

9 Say it!

- Ask students to look at the picture and
- Ask students to look at the sentence. Ask them to focus on words with highlighted sounds and read them aloud.
- Ask students to practice saying the sentence individually and then in pairs.
- Ask volunteers to read the sentences out loud. Correct any mistakes.

FUN TIME & PROJECT

1 Unscramble the letters.

- Tell the 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 correct answers.

FUN TIME & PROJECT

1 Unscramble the letters.



1 children
children



2 parents
parents



3 teacher
teacher



4 reading
reading



5 handwriting
handwriting



6 hand
hand

2 Project: People around me

I have a big group in my family. This is my father. He's friendly and kind. That's my ...



2 Project: People around me

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

2 My Home



In This Unit

Theme

This unit is about houses.

Vocabulary

Lesson 1: bowl, dining room, plate, spoon, table

Lesson 2: fridge, rug, sink, sofa

Lesson 3: bookshelf, floor, toy box, messy, tidy

Grammar

Lesson 1: question *Whose?*

Lesson 2: prepositions

Lesson 3: question *How?*

About the photo

Markus Voglreiter built this 'car' house. It is a great house for a family of four. You can find it near Salzburg, Austria. Markus liked the house so much that it inspired him to build a restaurant in the same style of 'carchitecture'.

Related vocabulary

car, circle, neighbours, tyres, steps

Look at the photo. Tick what you see.

- Tell students to look at the photo on page 15 and ask them what they can see. Elicit ideas from the class and write them on the board. Answer any questions the students might have.
- Ask students to read the words on page and tick them if they are in the photo, they should tick them.
- Check answers as a class.

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, Audio, Flashcards

To start

- Read the title of the unit together. Check students know what *home* means. Ask if anyone has ever seen an unusual house. Find out why it was unusual, where it was and if they liked it.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to houses. Tell them they can suggest rooms, furniture, adjectives, etc.

TEACHING TIP

To increase class participation, encourage students to take their time before answering a question. Tell them to sit quietly and think about what they want to say. Once they're ready, they should give you a signal, such as putting their hand up.

EXTENSION ACTIVITY

- Remind students of the topic of the unit (houses). Ask them if they like the house, and if they live in a house like this. Ask them if they want to live in a house like this. Why, or why not?
- Ask students to close their books and tell you everything they remember about the photo. Accept words, not just sentences.

Lesson Aims

- Learn and use new vocabulary: *dining room, door, stairs, table, wall, window*
- Learn and use new grammar: Demonstrative pronouns: *this, that, these, those*

Materials

- Student's Book, Audio, Flashcards
- One blank piece of paper for each student (optional)

To start

- Revise *have got*. On the board, write *I've got a sister*. Ask students to tell you the negative and the question form. Ask students *Have you got a sister?* Elicit short answers. Write *cousins, aunts* and *uncles* on the board. Have students ask each other questions with *have got* and the words on the board. Monitor and help as necessary.

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point.

Repeat.  TR: 2.1

- Tell students to open their book to page 16 and to look at the vocabulary box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all words. Play the recording for the students to listen to, point to, and repeat the words. Then read out loud the new picture 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 read. Tick.

 TR: 2.2

- Point to the new words in the dialogue. Read them out and ask students to repeat. Point to the photo. Say *Are they in the dining room?* Elicit *Yes, they are*.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.

LESSON 1

1 Listen and point.

Repeat. 



2 Listen and read. Tick.



3 Look and say.



- Play the recording. Ask students to repeat.
- Ask students to look at 2 questions below the pictures. Read the questions and the options. Elicit the answer 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 Look and say. Use the word in 1.

- Tell students to look at the pictures and the dialogue. Read out loud the dialogue and ask students to repeat.
- Ask students to look at the prompt pictures and look back at activity 1 when doing the task.
- Explain the rest of the task to students. Allow them enough time to practise saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answers:
 - 2 *There are three spoons in my kitchen.*
 - 3 *There's a table in my kitchen.*
 - 4 *There are four bowls in my house.*
 - 5 *There are two plates on the table.*



4 Listen and repeat. 🎧 TR: 2.3

- Play the recording. Tell students to look at the pictures and follow the sentences with fingers.
- Play the recording again. Ask students to repeat.
- Point to the picture. Explain that we use demonstrative Whose...? to ask a question about possession. 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 saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

- Suggested answers:
2 *Whose spoons are they?*
They're her spoons.
3 *Whose plates are they?*
They're our plates.
4 *Whose garden is it? It's their gardens.*

6 Let's talk.

- Tell students they are going to talk about goods at home.
- 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 goods at their home.
- Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

EXTENSION ACTIVITY

Practise the new grammar points in the lesson. Ask questions about the classroom and elicit answers. For example, *Whose bag is it? Whose pencil is it? Whose books are they?*

EXTRA ACTIVITY

- Hand out a piece of paper to each student. Ask them to draw a dining room. Explain that they will take turns to show their pictures and ask questions. You may wish to elicit ideas for questions, e.g. *Whose spoon is it? Whose plates are they?*
- Monitor and help students plan what to say. When the pictures are ready, put students in small groups to take turns showing, asking and answering.

Lesson Aims

- Learn and use new vocabulary: *fridge, rug, sink, sofa*
- Learn and use new grammar: prepositions *in front of, behind, next to, between*
- Focus on the pronunciation of the sounds /ʊ/ and /fr/

Materials

- Student's Book, Class Audio CD, Flashcard
- One blank piece of paper for each student, coloured pencils (optional)

To start

- Revise the words from Lesson 2. Write the words *bowl, dining room, spoon, plate, and table* on the board. Read them out and ask students to repeat. Invite students to the board. Tell them to find the matching flashcard and stick it next to the correct word on the board.
- Revise question *Whose...?* Pick up a student's pencil and ask *Whose pencil is it?* Then elicit the answer.
- Sing the song from Lesson 2 (TR: 3.6).

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8 – 9 for teaching suggestions.

1 Listen and point. Repeat.

🎧 TR: 2.4

- Tell students to open their book to page 18 and to look to the vocabulary box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all words. Play the recording for the students to listen to, point to, and repeat the words. Then read out loud the new picture 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 read. Circle. ✍️

🎧 TR: 2.5

- 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.

The image shows page 18 of a textbook. At the top, there is a 'Vocabulary' box with four items: a grey refrigerator, a red rug, a black sink, and a brown sofa. Below this is a '1 Listen and point. Repeat.' section with a recording icon and the text 'Repeat: 1 There's a fridge in our kitchen.' and '2 There's a rug in my living room.' Below that is a '2 Listen and read. Tick...' section with a recording icon and a dialogue between Dad and Jack. The dialogue is: Dad: 'This is our new house. Jack: 'Great!' Dad: 'This is our living room. Jack: 'What's that? Is it a rug?' Dad: 'Yes. There's a rug on the floor.' Jack: 'Is it a rug?' Dad: 'Yes, it is.' Jack: 'Where is the fridge?' Dad: 'Over there. It's next to the wall.' Jack: 'Oh!' Below the dialogue is a '3 Look and say.' section with a recording icon and the text 'There's a sofa in our living room.' Below this is another '3 Look and say.' section with a recording icon and the text 'There's a sink in our kitchen.' Below that is a 'Vocabulary' box with four items: a brown sofa, a grey refrigerator, a red rug, and a black sink. Below this is a '3 Look and say.' section with a recording icon and the text 'There's a sink in our kitchen.' Below this is a '3 Look and say.' section with a recording icon and the text 'There's a rug in my living room.' Below this is a '3 Look and say.' section with a recording icon and the text 'There's a sofa in our living room.'

- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording. Ask students to repeat.
- Ask students to look at 2 sentences below the pictures. Read the first sentence. Elicit the answer from students. Ask students write to tick *rug*. Ask students to continue with the other sentence. Then check the answer.
- 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 dialogue. Read out loud the dialogue and ask students to repeat.
- Ask students to look at the prompt pictures and look back at activity 1 when doing the task.
- Explain the rest of the task to students. Allow them enough time to practise saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answers:
2 *There's a fridge in our kitchen.*
3 *There's a rug in my living room.*
4 *There's a sink in our kitchen.*

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

1 The chair is in front of the table.
2 The table is between two chairs.
3 The bowl is next to the spoon.
4 The table is in front of the window.

5 Look and say.

Where is the rug?
On a chair in front of the fridge.

1 The rug is in front of the table.
2 The chair is between the window and the door.
3 The bowl is next to the spoon.

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

There's a table in front of the chair.
There's a chair between the window and the door.
There's a bowl next to the spoon.

There's a window in front of the table.
There's a chair between the window and the door.
There's a bowl next to the spoon.

5 Look and say.

- Tell students to look at the pictures and the prompts. Read out loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answers:
2 *Where is the table?*
It's between two chairs.
3 *Where is the bowl?*
It's next to the spoon.

6 Listen and chant.

TR: 2.7

- Tell students they are going to learn a chant about a lovely kitchen.
- Ask students to look at the photo and tell you what it shows (a new and beautiful kitchen). Then tell them to look at the chant quickly and tell you what they can see in the picture (a fridge, a sink, a table).
- Play the chant for students to listen and follow with their fingers.
- Read out the chant a lone at a time. Ask students to repeat after you.
- Play the chant again for students to chant along. Practise until students are familiar with the words.

4 Listen and repeat.

TR: 2.6

- Play the recording. Tell students to look at the pictures and follow the sentences with fingers.
- Play the recording again. Ask students to repeat.
- Point to the picture. Ask students to notice the preposition in each sentence. Ask students to look at the picture, the explain the meaning of each preposition to students.
- 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.

7 Listen and tick T for True and F for False. TR: 3.8

- Tell students they are going to listen to five sentences describing the positions of some objects/ furniture in a house, and tick the correct answer T (True) or F (False).
- Ask students to look at the sentences.
- Play the recording and tell students to listen and tick the correct answers for questions 1-5.
- Play the recording more than once if students cannot catch all the answers.
- Play the recording again and pause after each sentence to check answers.

8 Look and say.

- Tell students to look at the pictures and the prompts. Read out loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes. Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answers:
 - 1 *The cat is behind the computer.*
 - 2 *The bed is next to the desk.*
 - 3 *The boxes are in front of the desk.*
 - 4 *The green box is between the red box and the yellow box.*

7 Listen and tick T for True or F for False.

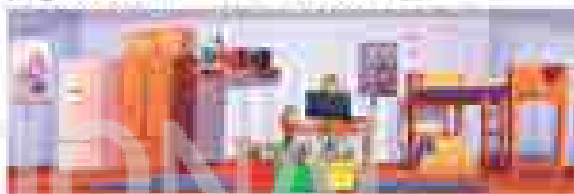
- 1 The rug is next to the table.
- 2 The window is next to the TV.
- 3 The bed is between the living room and the bathroom.
- 4 The phone is next to the desk.
- 5 The statue is behind the living room.



8 Look and say.

- 1 The boxes are in the room.
- 2 The cat is behind the computer.
- 3 The desk is next to the bed.
- 4 The desk is in front of the desk.
- 5 The green box is between the red box and the yellow box.

The boxes are in the room.



9 Let's talk.



9 Let's talk.

- Tell students they are going to talk about their house, particularly the location/position of their rooms and furniture.
- 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 their house.
- Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.



Lesson Aims

- Learn and use new vocabulary: *bookshelf, floor, toy box, messy, tidy*
- Learn and use new grammar: *Question How...?*

Materials

- Student's Book, Audio, Flashcards

2 Listen and tick. TR: 2.5

- Point to the photo. Say A bedroom? Elicit *Yes, it is. Say Is it messy? Elicit No, it isn't.*
- Ask students to look at the sentences below the picture. Read the sentences and the options.
- Play the recording and ask students to listen and tick the correct answers.
- Play the recording more than once if students cannot catch all the answers.
- Play the recording again and pause after each sentence to check answers.
- Elicit the answer from students 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 Point and say.

- Ask students to look at the photos. Point to the first photo and ask students what they can see in the first picture. Elicit the answers *bookshelf* and *television*. Then read out the sample and ask students to repeat. Explain the rest of the task to students: they need to identify where the object is.
- Allow them enough time to practise saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:
 - 2 *Where is the bookshelf? It's behind the table.*
 - 3 *Where are the toys? They're in front of my brother.*

To start

- Revise the words from Lesson 2. Use flashcards, or point to things and mime then elicit the word. Ask students to point and mime for the class to say the words or let them show flashcards.
- Revise *there prepositions is/are*. Ask students questions about the classroom and elicit answers, e.g. *Where is the blackboard? Where is the desk? Where is the clock?*

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat. TR: 2.9

- Tell students to open their book to page 21 and to look at the vocabulary box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all words. Play the recording for the students to listen to, point to, and repeat the words. Then read out loud the new picture 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.

4 Listen and repeat. 🎧 TR: 2.11

- Play the recording. Tell students to look at the pictures and follow the sentences with fingers.
- Play the recording again. Ask students to repeat.
- Point to the picture. *How...?* to ask about the condition or quality of an object. We answer the question by using *It's + adjective*.
- 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 loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:
2 *How big is your toy box? It's very big.*
3 *How new is your dining room? It's very tidy.*
4 *How messy is their bedroom? It's very messy.*

4 Listen and repeat. 🎧

1 How messy is the room? It's very messy.

2 How tidy is the room? It's very tidy.

5 Look and say.

1 How old is the bookshelf? It's very old.

2 How big is the toy box? It's very big.

3 How new is the dining room? It's very tidy.

4 How messy is the bedroom? It's very messy.

6 Draw and write. Say. 🖍️

How messy is the room?

6 Draw and write. Say. 🖍️

- Ask students to look at the picture. Let students know that it is a picture of the boy's room.
- Read out the sentences to students and ask them to repeat. Tell students to draw a picture of their room in their notebook or on a sheet of paper.
- Ask students to write a description of their room, using the example 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 notebook/poster to show each other their pictures. Ask volunteers to read out their work.

EXTENSION ACTIVITY

Practise the new grammar points in the lesson. Write these sentences on the board and ask volunteers to fill the gaps with *a, an or the*. *There's... cow here. ... cow is brown. I've got... wall in my room.*

7 Listen and repeat. 🎧 TR: 2.12

bookshelf

dining room

fridge

What are the things in your new kitchen and dining room?



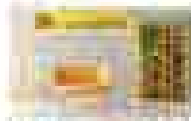
8 Listen and chant. 🎧 TR: 2.13

Everyday breakfast breakfast

We have got
a new bookshelf

They have got
a new fridge

Having, having, having
We have got
a big dining room



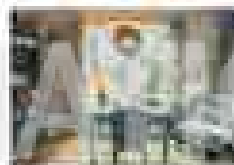
9 Say it!



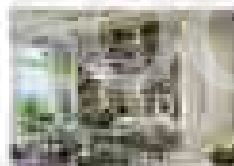
1 What is the fridge?
It's in the kitchen.



2 They have got a new
dining room.



3 There is a new bookshelf
in the kitchen.



4 What is the new bookshelf?
It's next to the window.

8 Listen and chant. 🎧 TR: 2.13

- Tell students they are going to learn a chant. Explain the students that the chant uses the sounds they have just learnt.
- Play the recording and tell students to listen and follow 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 practice 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 chant.

9 Say it!

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

7 Listen and repeat. 🎧 TR: 2.12

- Write /ʊ/ on the board. Then write bookshelf on the board. Ask students to pronounce the word.
- Write /n/ on the board. Then write dining room on the board. Ask students to pronounce the word.
- Write /fr/ on the board. Then write fridge on the board. Ask students to pronounce the word.
- Pronounce both sounds again and show students how the two sounds 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 the 2 sounds.









FUN TIME & PROJECT

1 Unscramble the letters. ✎

- Tell the 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 correct answers.

UNSCRAMBLE THE LETTERS

1 Unscramble the letters. ✎

 1 bowl	 2 comb	 3 floor	 4 beautiful
 5 night	 6 bed	 7 table	 8 chair
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2 Project: My dream room ✎



2 Project: My dream room 🎨

- Tell students they are going to draw their dream new room - a room they wish to have, then tell the class about it.
- Ask students to look at the picture and the sample sentences. Read out the sentences and ask students to repeat.
- Tell students to draw 4-5 objects in the new room. Allow enough time for them to finish drawing. Then put students into pairs or groups of 4. Ask them to take turn to describe their new room to their peers.
- Ask volunteers to describe their new rooms to the whole class.

Review 1: Part 1

1 Complete the sentences.



1. young



2. talk



3. friends



4. together



5. family



6. parents

2 Match.

1 What is your father like?

a He is very busy.

b She is kind.

c She is very nice.

d She is his daughter.

3 Ask and answer.

1 What is your father like?

2 Are you kind?

3 What is your family like?

4 Is your family happy?

5 What is your teacher like?

a They're (my) best friends.

b He is my friend.

c He is kind and nice.

d She is his daughter.

e She's a good teacher.

Review 1- Part 1

Units 1 and 2

2 Match.

- Ask students to look at the questions 1-5 and their answers a-e. Look at the example as a class.
- Read the sentences aloud and ask students to repeat. Match the first sentence as a class.
- Check students understand the task. Allow enough time to complete it, alone or with a partner.
- Check answers as a class.

3 Ask and answer.

- Read out the question and the example answer.
- Ensure students understand how to complete the task. Allow them enough time to complete it, monitoring and helping as necessary.
- Check answers. Ask volunteers to read out their answers.

To start

- Ask students how many words they remember from Units 1 and 2. Remind them that they have learnt family and relationship words including people and feelings (Unit 1) and furniture words including things in a house (unit 2). Elicit the words and ask volunteers to write them on the board.
- Hold up a flashcard and ask students to call out the word. Then place the flashcards face down. Ask a volunteer to choose a flashcard, turn it over and say what it is. They can search the vocabulary boxes at the beginning of each lesson to help them remember. Ask students to spell the words to you.

1 Do the crossword.

- Tell students to look at the photos 1-8. Ask them to tell you what they show. Elicit the words.
- Tell students that they have to complete the crosswords and they can use the photos to help them guess the words.
- Allow enough time to complete the task, alone or with a partner.
- Check answers as a class.

Review 1: Part 2

1 Look and match.

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

2 Look and say.

- Tell students to look at the pictures and the sample sentences. Read the sample sentences aloud and ask students to repeat after you.
- Explain the rest of the task to students. Allow enough time to complete the task.
- Check answers. Ask volunteers to say their answers as sentences.

EXTRA ACTIVITY

Sing the songs from Units 1 and 2 (TR: 1.7 and TR: 2.7).

Review 1: Part 2

1 Look and match.

- 1 dining room
- 2 sofa
- 3 fridge
- 4 air box
- 5 sofa
- 6 rug
- 7 bathroom



2 Look and say.

Where breakfast is eaten?

It's there to do what?



1.2

2.2

3.2

4.2

5.2

3 Ask and answer.

Where is the fridge?

It's near to the sofa.

1 where is the fridge / next to / the sofa

2 where is the sofa / behind / the rug

3 where is the bathroom / next to / the wall

4 where is the dining room / next to / the sofa

5 where is the green / between / the books

3 Ask and answer.

- Read out the first question to the class. Ask individual students to answer either Yes, I have, or No, I haven't. Make sure they know they're answering for themselves, and give them time to complete the task alone.
- Go through the questions asking individuals to say their answers.
- Ask students to work in pairs to practice asking and answering the questions.
- Ask some volunteers to ask and answer in front of the whole class.

Review 1: Part 3 - Video



1 Circle the things in your house.

2 Watch the video and write.

3 Talk about your room.

It's good to be busy people.
It's good to be busy people.

What's your favourite?
How tall?

LEARN

Review: Part 3 - Video

Lesson Aims

- Watch and understand a video about things in a house.
- Talk about things you have in your house

Materials

- Student's Book, Video

2 Watch the video and circle.

- Remind students that they are going to watch a video about things in a house.
- 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 answers 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 Talk about your room.

- 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 room at home. Remind them to use the appropriate words from activities 1 and 2.

EXTENSION ACTIVITY

- Students can make their own word search puzzles with eight things they might find in a house. Give each student one 8 × 8 grid, or show them how to fill in the grid with eight things you might find on a farm. Go round the class helping with spelling as necessary. Then tell students to fill in the other boxes with any letters they like.
- Students swap their word search puzzles with a partner and find each other's words.

To start

- Tell students to look at the picture and tell you what they can see.
- Ask students to tell you who the people in the photos are and where they are (a family sitting on a sofa at home). Ask them if they can remember any words to talk about family members and things in a house.
- Tell students they are going to watch a video to find out about different things in a house.

1 Circle the things in your house.

- Ask students to keep their books closed. Ask them what things they can have in a house. Write answers on the board.
- Tell students to open their books and look at activity 1. Review the words with the students.
- Look at the list of things on the board. How many things match the list in activity 1?
- Tell students to complete the activity. Ask them where they would find the other things in the list.

Review 1: Part 4

1 List the words to describe people.

- Ask students to work in pairs or groups to brainstorm for the words to describe people. Guide them to divide the words into those that describe appearance and characteristics. Read out the example words and explain the meaning of appearance and characteristics.
- Allow students enough time to finish their lists. Go round the class to help where necessary.
- 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 prize to the pair or group with the most words.

Review 1: Part 4

1 List the words to describe people.

Appearance	Characteristics
Small, pretty	Kind, helpful

2 Draw and talk about a family member or a friend.



2 Draw and talk about a family member or a friend.

- Read the instruction to the students. Tell them that they are going to draw and describe a family member or a friend to their peers.
- Ask students to look at the example. Read it aloud and ask students to repeat after you.
- Tell students to think about a family member or a friend and note down some words to describe their appearance and characteristics. Then draw a picture of that person. Allow students enough time to finish drawing.
- Then ask students to write a few sentences to describe the person they have just drawn. Remind them to use the words from Activity 1.
- Put students into groups of 3-4. Ask students to share their drawing with their peers and describe the person they have just drawn.
- Ask volunteers to share their drawings and describe their family members or friends to the class.

3

On The Farm



In This Unit

Theme

This unit is about farms.

Vocabulary

Lesson 1: *chicken, cow, goat, horse, sheep*

Lesson 2: *hands, fur, legs, tail, wings*

Lesson 3: *animals, field, fruit, plant*

Grammar

Lesson 1: *We've got...*

Lesson 2: *The horses haven't got*

Lesson 3: *Have you got...?*

About the photo

These two friends are feeding an unusual farm animal. It's an alpaca. Alpacas are originally from South America (Peru, Bolivia, Ecuador, Chile) and they are related to llamas and camels. They eat grass and hay, but they chew anything they find. Farmers keep them for their wool. These alpacas have had their wool shorn, which means *cut*.

Related vocabulary

alpaca(s), trees, clouds, feed/feeding, grass, wellington boots, wool

Unit Opener**Objectives**

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

Materials

- Student's Book

To start

- Read the title of the unit together. Check students know what *farm* means. Ask if anyone has visited a farm. Ask who they went with. Find out what they saw or did there.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to farms. Tell them they can suggest people, animals, food, things, etc.

Look. Tick what you see. 

- Tell students to look at the photo on pages 5 and tell you what they can see. Elicit ideas from the class and write them on the board. Answer any questions and write new vocabulary, e.g. grass, clouds on the board, too.
- Ask students to read the words and look at the photo. If they see what the words represent in the photo, they should tick them.
- Check answers as a class.

EXTENSION ACTIVITY

- Remind students of the topic of the unit (farms). Ask them what they think the animals are and what connection they have with the topic (see *About the photo*, above). Talk about the photo: find out if students have ever seen alpacas, if they like the photo, if they ever wear wellington boots and if so, when, and so on.
- Ask students to close their books and tell you everything they remember about the photo. Accept words, not just sentences.

TEACHING TIP

As students come into class, greet them with vocabulary they have already learnt. Try to mix basic words and words they have recently been taught.

Lesson Aims

- Learn and use new vocabulary: *chicken, cow, goat, horse, sheep*
- Learn and use new grammar: *We've got...*

Materials

- Student's Book, Audio
- One blank piece of paper per student (optional)

To start

- Revise the numbers and colours of objects in the room or coloured pencils. Be sure to revise, *white, green* and *black*. Point to things and ask the class *What colour is it? How many can you see?* etc. Allow students to point and ask questions.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point.

Repeat.  TR: 3.1

- Tell students to look at the vocabulary box on page 30. Ask if they know any of the words. Play the recording for students to listen and point to the correct animals.
- Play the recording again, pausing after each word for students to say the word.

2 Listen and read. Match.

 TR: 3.2

- Ask students to look at the photo and elicit what animals they can see.
- 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 the cows and the sheep in the text and elicit that *The cows are big and tall* and *The sheep*

Activity 1

1 Listen and point.
Repeat. 



2 Listen and read. Match. 



3 Look and say.



are short and small. Ask them to look at the activity below and match the correct answers.

- Ask students to act out the dialogue in pairs and then ask volunteers to act out the dialogue in front of the class.

3 Look and say.

- Tell students to look at the picture for question 1 and ask what animals are in the picture. Elicit *chickens*. Read out the sample sentence and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answers:
2 I've got a cow.
3 I've got two goats.
4 I've got a horse.
5 I've got a sheep.

4 Listen and repeat.



1. We've got some chickens.



2. We've got some pigs.



3. We've got a horse.

We've got some goats.

5 Point and say.



1. We've got some goats.

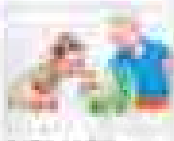


2. We've got some cows.

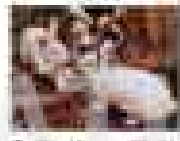


3. We've got a dog.

We've got some ducks.



4. We've got a pig.



5. We've got a sheep.

6 Let's talk.



4 Listen and repeat. TR: 3.3

- To begin, ask students to look at and underline the sentence *We've got some cows*. In Activity 2. Tell them that it's the way to talk about things we have in English and today they are going to learn more about how to describe animals on a farm.
- 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.
- Tell students to look at the sentences and notice that 've got is the short form of *have got*.
- Ask students to repeat the sentences. Let them know that this activity is linked to the next activity.

5 Point 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 saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out 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 animals on the farm in the picture.
- Tell students to look at number 1 and the example.
- Read out the sentences 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 animals in the picture.
- Ask some volunteers to speak in front of the class.

EXTENSION ACTIVITY

- Give each student a blank piece of paper. Ask them to choose an animal from page 20 and draw it on the paper. They can draw one or two of the same animal.
- Students hold up their drawings. Hold up a drawing of your own and say *I've got a (goat)*. Then point to a drawing and say *That's Fatima. She's got two horses*. That student then tells the class what she's got and points to another drawing, saying *That's (student's name). He's/She's got (animal)*. Continue round the class.

Lesson Aims

- Learn and use new vocabulary: *hands, fur, legs, tail, wings*
- Learn and use new grammar: *The horses haven't got ...*

Materials

- Student's Book, Audio, Flashcards
- One blank piece of paper per student, coloured pencils or crayons (optional).

To start

- Ask students to remember what animals were in the field in Lesson 1. Elicit *cow, sheep*. Then elicit the other farm animals they have seen so far: *alpaca, goat, chicken, horse*. Ask which one they like best.
- Write *I, you, she, we* and *they* on the board on the left. Write *two brown cows* on the right. Ask volunteers to write the correct form of *have got* in the gap.

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point.

Repeat.  TR: 3.4

- Tell students to look at the vocabulary box on page 32. Ask if they know any of the words. Play the recording for students to listen and point to the correct pictures.
- Play the recording again, pausing after each word for students to say the word.

2 Listen and read. Tick.

 TR: 3.5

- Ask students to look at the photo and elicit what animals they can see.
- 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.



Lesson 4

1 Listen and point. Repeat.  TR: 3.4

2 Listen and read. Tick.  TR: 3.5

Read: Look! We've got a horse. It's tall and pretty.
Sam: How? It's got long legs and a long tail.
Read: Look at the chickens. They've got wings and two tails.
Sam: But the chickens haven't got hands.

3 Look and say.

1  We've got some horses. They've got long legs.

2  Rabbits with short tails.

3  Sheep with long legs.

4  Chickens with small wings.

5  Cows with long legs.

- Tell students to look at the sentence and the text. Guide them to find the information about the horse, the sheep, and the chickens in the text and elicit that *The horse has got a long tail.*, and *The chickens have got small white wings*. Ask them to look at the activity below and tick the correct answers.
- Ask students to act out the dialogue in pairs and then ask volunteers to act out the dialogue in front of the class.

3 Look and say.

- Tell students to look at the picture for question 1 and ask what animal is in the picture. Elicit *cows*. Read out the sample sentence and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

Suggested answers:

- 2 We've got some rabbits. They've got short tails.
- 3 We've got some sheep. They've got white fur.
- 4 We've got some chickens. They've got small wings.
- 5 We've got some horses. They've got long legs.

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

5 Point and say.

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

- Explain the rest of the task to students. Allow them enough time to practise saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

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

- Tell students they are going to learn a song about farm animals.
- Ask students to look at the photo and tell you what it shows (a sheep). Ask students to make the sounds that the sheep. Teach them animal sound words in English (baa = sheep).
- Play the song for students to listen and follow with their fingers.
- Read out the song a line at a time. Ask students to repeat after you.
- Play the song again for students to sing along. Practise until students are familiar with the words.
- Ask students to mime each animal as they sing.

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

- To begin, ask students to look at and underline the sentence *But they haven't got hands.* in Activity 2. Tell them that it's the way to describe animals in English and today they are going to learn more about how to describe animals on a farm.
- 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.
- Tell students to look at the sentences and notice that *haven't got* is the short form of *have not got*.
- Ask students to repeat the sentences. Let them know that this activity is linked to the next activity.

5 Point 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.

EXTRA ACTIVITY

- Give a piece of paper to each student. Ask them to draw a farm with three animals on the paper. Explain that they will show the class their pictures and say two things about the farm with *have got*.
- Move around the class helping students plan what to say. Encourage them to say a negative sentence and an affirmative sentence, e.g. *I haven't got a horse. I've got some chickens.*
- When they finish, ask students one at a time to stand up, show their picture to the class and say two things about it. Ask students to write their sentences and put the pictures on the wall.

7 Listen and read. Tick.

 TR: 3.8

- Tell students they are going to listen to some sentences and tick the correct answers.
- Ask students to read through questions 1 – 5 and the answer options.
- Play the recording and tell students to listen and tick the correct answers for questions 1 – 5. 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 the students to look at the picture for question 1 and read out the example sentences.
- Explain the rest of the task to the students. Allow them enough time to practice saying the sentences individually and in pairs.
- Go round the class helping students where necessary.
- Give students suggestions if they have difficulty thinking of what to say. Here are some sample answers:

2 *The elephant has big feet.
It hasn't got long fur.*

3 *The chickens have got wings.
They haven't got long tails.*

4 *The sheep have got tails.
They haven't got hands.*

5 *The horses have got long legs.
It hasn't got wings.*

7 Listen and tick.

1 My cousin has got ...



1 My cousin has got ...



1 I have got ...



2 I haven't got ...



5 I don't have got ...



6 Look and say.

The sheep have got tails. The horse has got long legs.



1 sheep has got ...
(long tails) (F)



2 long legs has got ...
(long tail) (F)



3 wings has got ...
(long tails) (F)



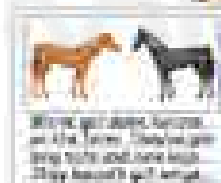
4 cow has got ...
(wings) (F)



5 long legs has got ...
(hands) (F)

9 Draw and write. Say.

10 (10/11)



Write and draw pictures of the farm. They've got long tails and long legs. They haven't got wings.

Write and draw pictures of the farm.

9 Draw and write. Say.

- Ask students to look at the picture. Let students know that it is a picture of the girl's farm.
- Read out the sentences to the students and ask them to repeat. Tell students to draw a picture of a farm in their notebook or on a sheet of paper.
- Ask students to write a description of their farm, using the examples as a guide. Remind the 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 notebook / poster to show each other their pictures. Ask volunteers to read out their work.



Lesson Aims

- Learn and use new vocabulary: *animals, field, fruit, plant*
- Learn and use new grammar: *Have you got....?*

Materials

- Student's Book, Audio, Flashcards
- One blank piece of paper for each student (optional)

About the photo

An area of fruit trees is called an *orchard*.

- Ask students to look at the sentences below the picture. Read the sentences and the options.
- Play the recording and ask students to listen and tick the correct options.
- Play the recording more than once if students cannot catch all the answers.
- Play the recording again and pause after each sentence to check answers.

3 Let's play.

Use the words in 1.

- Tell students they are going to play a game.
- Tell students to look at the pictures and the sample sentences. Read the sample sentences aloud and ask students to repeat after you.
- Ask students to work in pairs, one student makes similar sentences as the example, the other student put a tick or a cross in the corresponding picture. Go round the class to help if necessary.
- Ask some volunteers to say their sentences out loud.

To start

- Revise the words from Lesson 2 with flashcards. Ask a student to pick a flashcard, show it to the class and ask what the word is. Students can take turns until all words have been practised.
- Write these sentences on the board. Ask volunteers to write the correct verbs in the gap. *Ducks... long legs. I... a tail.*
- Sing the song from Lesson 2 (TR: 1.7).

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8 – 9 for teaching suggestions.

1 Listen and point. Repeat. TR: 3.9

- Tell students to look at the vocabulary box on page 24. Ask if they know any of the words. Play the recording for students to listen and point to the correct pictures.
- Play the recording again, pausing after each word for students to say the word.

2 Listen and tick. TR: 3.10

- Ask students to look at the photo and elicit what they can see.

EXTENSION ACTIVITY


- Practise the grammar. Write these sentences on the board and ask volunteers to change them into questions. *We've got a field. They've got alpacas on their farm.*
- Ask students questions one at a time. Elicit short answers. You can use these questions: *Have you got cousins? Has a chicken got wings? Have alpacas got black faces?*

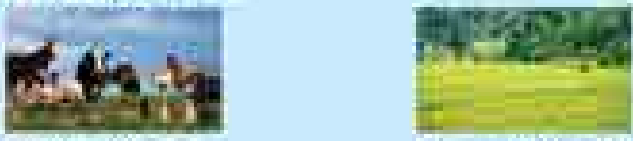
4 Listen and repeat. TR: 3.11

- To begin, ask students to look at and underline the sentence "Have we got animals on our farm?" in Activity 2. Tell them that it's the way to ask if someone has got something in English and today they are going to learn more about how to make questions like this.
- 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.
- Ask students to repeat the sentences. Let them know that this activity is linked to 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 saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

4 Listen and repeat.  TR: 3.11



1 Have you got animals on the farm?
Yes, we have.

2 Have you got fruit trees in the field?
No, we haven't.

5 Look. Ask and answer.



1 Have you got plants on the farm?
Yes, we have.

2 Have you got fruit trees in the field?
No, we haven't.

3 Have you got chickens on the farm?
Yes, we have.

4 Have you got cows on the farm?
Yes, we have.

5 Have you got sheep on the farm?
Yes, we have.

6 Have you got alpacas on the farm?
Yes, we have.

6 Let's talk.



Have you got fruit trees on the farm?
Yes, we have.

Have you got chickens on the farm?
Yes, we have.

Have you got cows on the farm?
Yes, we have.

Have you got sheep on the farm?
Yes, we have.

Have you got alpacas on the farm?
Yes, we have.

6 Let's talk.

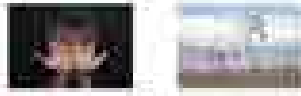
- Tell students to look at the picture. Let them know that they will be talking about the animals on the farm in the picture.
- Tell students to look at and the example.
- Read out the sentences and ask students to repeat.
- Ask one or two students to read out the sentence again.
- Ask students to work in pairs to build up similar dialogue and practice speaking.
- Ask some volunteers to speak in front of the class.

7 Listen and repeat. TR: 3.12

hooak

hooak

A horse hasn't got hooves.



8 Listen and chant. TR: 3.13

hooak, hooak, hooak!

Hooak, hooak, hooak!

I've got a horse!

hooak, hooak, hooak!

I've got hooves! I've got hooves!

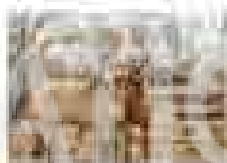
Hooak, hooak! I've got hooves!



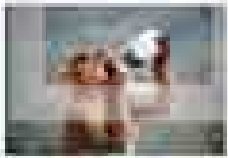
9 Say it!



1 The sheep has got white fur.



2 The horse has got brown hair.



3 The monkey has got two tails.



4 The horse got plants in the field.

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 /h/ and /æ/ come from different parts of your mouth. Write *hand* and *horse* on the board. Point to each word and ask students to practice 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 practice pronunciation in pairs, and ask some volunteers to read out the words and sentence. Correct 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. Practice several times until students are familiar with the words and sounds.
- Optional activity: Ask students to practice 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.

9 Say it!

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

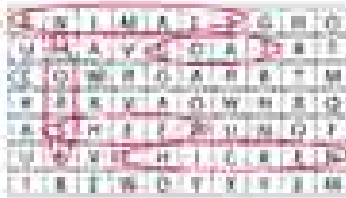
FUN TIME & PROJECT

1 Find and circle.

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

FUN TIME & PROJECT

1 Find and circle.



2 Project: My dream farm



2 Project: My dream farm

- Before the lesson, ask students to find information about animals and plants on a farm.
- Ask students to draw a farm with some animals and plants on a piece of paper, 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.

4

Food And Drinks



Unit Opener

Objectives

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

Materials

- Student's Book, map of the world (optional)

• To start

- Read the title of the unit together. Check students know what it means. Ask what their answers are, what they like and what they don't like, and find out if they can say any of the foods in English.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to food and eating habits. Tell them they can suggest fruit, drinks, actions or places.

TEACHING TIP

Map skills: It's a good idea to keep a map of the world in the classroom for pointing out different places. For this unit, ask students to put their hand up if they know where China is. Ask a volunteer to point to China on the map. Tell students these pandas live in China.

In This Unit

Theme

This unit is about food and eating habits.

Vocabulary

Lesson 1: *an egg, an orange, a sandwich, spaghetti, vegetables*

Lesson 2: *a cookie, a cupcake, pizza, a piece of pizza*

Lesson 3: *bubble tea, soft drink, lemonade, nuts, yoghurt*

Grammar

Lesson 1: *Would you like some fruit? Yes, please. / No, thanks..*

Lesson 2: *How many...have you got?*

Lesson 3: *What's your favourite food/drink?*

About the photo

Giant pandas live in central China. Their diet is mostly made up of bamboo (around 99 per cent) but they also eat grass, birds and mice.

Related vocabulary

bamboo, chew, China, eat, leaves, mouth, panda (bear), teeth

Look. Tick what the panda is doing.

- Tell students to look at the photo on pages 39 and tell you what the animal is and what else they can see in the picture. Elicit ideas from the class and write them on the board.
- Ask students to read the words on page 39 and tick them if they can tell what the panda is doing.
- Check answers as a class.

EXTENSION ACTIVITY

- Remind students of the topic of the unit (food and eating habits) and talk about the photo: find out if students have ever seen a panda, and if so where and when, find out if they know what pandas eat apart from bamboo or if they know where they are from, find out if they like the photo, if they have any panda toys, and so on.
- Ask students to close their books and tell you everything they remember about the photo. Accept single words, not just sentences.

Lesson Aims

- Learn and use new vocabulary: *an egg, an orange, a sandwich, spaghetti, vegetables*
- Learn and use new grammar: *Would you like some...? Yes, please. No, thanks.*

Materials

- Student's Book, Class Audio CD
- One blank piece of paper for each student (optional)

To start

- Use the flashcards to revise the house words from Unit 3. Ask students to remember the words and ask volunteers to write them on the board. Ask others to draw pictures to match the words on the board.
- Revise *Have dogs got wings? Has a horse got a tail? Have birds got wings?* Elicit the answers. Continue with questions that elicit affirmative and negative replies.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.



- Tell students to open their book to page 40 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 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 read. Tick.



- Point to the new words in the dialogue. Read them out and ask students to repeat. Point to the photo and tell students this is the school canteen at lunch time.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.

1 Listen and point. Repeat.

Repeat: *an egg, an orange, a sandwich, spaghetti, vegetables*

2 Listen and read. Tick.

Ms. Kim: Hi Mary. I help you!

Alice: Hi. I'd like an orange, some spaghetti and vegetables, please.

Ms. Kim: Oh, would you like a sandwich?

Alice: Yes, please. I'd like a sandwich with an egg.

Ms. Kim: Would you like some drinks?

Alice: Yes, thanks.

Ms. Kim: Oh, here you are.

Alice: Thanks.

3 Look and say.

What do you get from the local farm?

Yes, I have...

an egg, an orange, a sandwich, spaghetti, vegetables

- Play the recording. Ask students to repeat.
- Ask students to look at sentence below the pictures. Read the sentence and the options. Elicit the answer 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 Look and say.

- Tell students to look at the pictures and the sample sentence. Read out loud the sentence and ask students to repeat.
- Ask students to look at the prompt pictures and look back at activity 1 when doing the task.
- Explain the rest of the task to students. Allow them enough time to practise saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

Suggested answers:

- 2 We've got some rabbits. They've got short tails.
- 3 We've got some sheep. They've got white fur.
- 4 We've got some chickens. They've got small wings.
- 5 We've got some horses. They've got long legs.

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



1 Would you like a sandwich?
Yes, please.

2 Would you like some vegetables?
No, thanks.

5 Look and say.

Would you like some vegetables?

Yes, please.



1 some spaghetti

2 an orange

3 a sandwich

4 some vegetables

6 Role play: Would you like...?



Would you like an orange?

Can I have water?

No, thanks.

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

- Play the recording. Tell students to look at the pictures and follow the sentences with fingers.
- Play the recording again. Ask students to repeat.
- Point to the picture. Ask students to notice the meaning of the question *Would you like?* Explain that we use the question *Would you like + N* to politely ask the other people for what they want to eat or drink. Explain to students that when they want to accept the offer politely they say *Yes, please.*; if they do not want to accept the offer, they say *No, thanks.* in order to sound polite.
- 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 saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Ask students to work in pairs to talk about goods at their home.
- Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answers:
2 *Would you like an orange?*
Yes, please.
3 *Would you like a sandwich?*
Yes, please.
4 *Would you like some vegetables?*
No, thanks.

6 Role play. Would you like...?

- Tell students they are working in pairs with one plays the role of the canteen worker. The pair practises asking and answering the question *Would you like...?*
- 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.

EXTRA ACTIVITY

Give students a piece of paper and ask them to draw a lunch box with a drink and food in it. Put them in pairs to show their drawings and role-play the dialogue in activity 7, talking about their lunch box drawings. Change pairs and repeat as many times as you wish.

Lesson Aims

- Learn and use new vocabulary: *a cookie, a cupcake, pizza, a piece of pizza*
- Learn and use new grammar: *How many...have you got for your party?*

Materials

- Student's Book, Class Audio CD, Flashcards

To start

- Use the flashcards to revise the house words from Unit 3. Ask students to remember the words and ask volunteers to write them on the board. Ask others to draw pictures to match the words on the board.
- Revise *Would you like a sandwich? Would you like some vegetables?* Elicit the answers. Continue with questions that elicit affirmative and negative replies.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

🎧 TR: 4.4

- Tell students to open their book to page 42 and to look at the vocabulary box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all words. Play the recording for the students to listen to, point to, and repeat the words. Then read out loud the new picture 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 read. Tick.

🎧 TR: 4.5

- 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.
- Play the recording. Tell students to look at the picture and follow the



Lesson 4

1 Listen and point. Repeat. Repeat.    

2 Listen and read. Tick.  

Anna: It's lunch time. Let's open our lunch boxes!

Linda: Yes, let's!

Anna: Did you get vegetables for my lunch, Anna, what's yours?

Linda: I've got some pizza and coffee.

Anna: Yummy! How many pieces of pizza did you get?

Linda: I've got three.

1 Anna's got 1 pizza. Linda's got 2 pizzas for her lunch.

2 Linda's got 1 cupcake. Anna's got 2 pizzas for her lunch!

3 Let's talk. Ask and answer questions about what you want for your lunch.

Would you like some pizza? Yes, please. I'd like two pieces of pizza!

Age	Name	Pieces of pizza	Cupcakes	Vegetables	Coffee
7	Anna	2	1	0	1
8	Linda				
9	Anna				
10	Linda				

text with their fingers.

- Play the recording. Ask students to repeat. Ask students to look at 2 sentences below the pictures. Read the first sentence. Elicit the answer from students. Ask students to tick *cupcakes*. Ask students to continue with the other sentence. Then check the answer. 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 talk. Talk about what you want for your lunch box.

- Tell students to look at the pictures and the sample sentence. Read out loud the sentence and ask students to repeat.
- Ask students to look at the prompt pictures and look back at activity 1 when doing the task.
- Explain to students that they are interviewing their friends about what their friends want for their lunch. Allow them enough time to practise saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

4 Listen and repeat.  **TR: 4.5**

21 twenty-one
22 twenty-two
23 twenty-three
24 twenty-four
25 twenty-five
26 twenty-six
27 twenty-seven
28 twenty-eight
29 twenty-nine

How many pieces of pizza have you got?
I've got twenty-one pieces of pizza.

How many ice-creams have you got?
I've got twenty-two ice-creams.








5 Look and say.

How many sandwiches have you got?
I've got 22 sandwiches.

How many oranges have you got?
I've got 27 oranges.

How many ice-creams have you got?
I've got 24 ice-creams.


How many bananas have you got?
I've got 28 bananas.


6 Listen and chant.  **TR: 4.6**

Put a great pizza
pizza for everyone.
How many have you got?
Let's count the pieces.
21, 22, 23, 24, 25
25 pieces of pizza
yum!



- 4 Listen and repeat.**  **TR: 4.6**
- Play the recording. Tell students to look at the pictures and follow the sentences with fingers.
 - Play the recording again. Ask students to repeat.
 - Point to the picture. Ask students to notice the meaning of the word *his*. Explain that we use the question *How many have you got ... for your party?* to ask the quantity of food or drink that one's got for their party.
 - 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 loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
 - Ask volunteers to read out their answers. Correct any mistakes.
 - Suggested answers:
 - 2 How many oranges has your sister got? *She's got 22.*
 - 3 How many ice-creams have you got? *We've got 24.*
 - 4 How many bananas have your cousins got? *They've got 28.*

- 6 Listen and chant.**  **TR: 4.7**
- Tell students they are going to learn a chant about pizza.
 - Ask students to look at the photo and tell you what it shows (a girl enjoying a piece of pizza). Then tell them to look at the chant quickly.
 - Play the chant for students to listen and follow with their fingers.
 - Read out the chant a lone at a time. Ask students to repeat after you.
 - Play the chant again for students to chant along. Practise until students are familiar with the words.

7 Listen and circle.



- Tell students they are going to listen to five short sentences about quantity of food that people have got for their party, and circle the correct answer for each question.
- Ask students to look at the questions. Go through each question with students, explain where necessary.
- Play the recording and tell students to listen and circle the answers for questions 1 - 5.
- Play the recording more than once if students cannot catch all the answers.
- Play the recording again and pause after each sentence to check answers.

8 Write and say.

- Tell students they are going to complete the shopping list in order to prepare for their family party.
- Ask students to look at the list. Point at the first line in the list saying 22 sandwiches. Ask students to repeat and make a sentence We want a lot of fruit.
- Then explain the rest of the task to students: they are going to write the food, together with the quantity and amount of the food, that they need for their family party.
- Allow students enough time to complete the task alone.
- Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

7 Listen and circle.

- 1 I've got 21 / 22 sandwiches.
- 2 We've got 23 / 24 biscuits.
- 3 She's got 25 / 26 tomatoes.
- 4 She's got 24 / 25 orange trees.
- 5 They've got 28 / 27 potatoes.

8 Write and say.

Complete the shopping list for your family party.

I've got 22 sandwiches.

9 Let's talk.

Talk about what you have got for your party.

How many sandwiches have you got?

I've got 22.

9 Let's talk. Talk about what you have got for your party.

- Tell students they are going to ask and answer the quantity of food they have got for their party.
- Tell students to look at the picture. 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 of 4-5 to ask and answer about the quantity of food they need for their class party.
- Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.



Lesson 1



Lesson Aims

- Learn and use new vocabulary: *bubble tea, soft drink, lemonade, nuts, yoghurt*
- Learn and use new grammar: *What's your favourite food/drink?*
- Focus on the pronunciation of the 2 sounds /p/ and /l/

Materials

- Student's Book, Class Audio CD, Flashcards
- One blank piece of paper for each student (optional)

2 Listen and tick. TR: 4.10

- Point to the picture and tell students this is the conversation between Ben and Sandy.
- Ask students to look at the sentence next to the picture. Read the sentence and the options.
- Play the recording and ask students to listen and tick the correct answers.
- Play the recording more than once if students cannot catch all the answers.
- Play the recording again and pause after each sentence to check answers.
- Elicit the answer from students 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 Look and say.

- Tell students to look at the pictures and the sample sentence. Read out loud the sentence and ask students to repeat.
- Ask students to look at the prompt pictures and look back at activity 1 when doing the task.
- Explain the rest of the task to students. Allow them enough time to practise saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes. Suggested answers:

2 *We've got some rabbits.*

They've got short tails.

3 *We've got some sheep.*

They've got white fur.

4 *We've got some chickens.*

They've got small wings.

5 *We've got some horses*

They've got long legs.

To start

- Revise the numbers from Lesson 2. Ask students in pairs to say the numbers 21–29. Ask volunteers to spell the numbers while you write the words on the board.
- Ask students questions with *How many*. For example, ask *How many pencils have you got? How many cookies have you got for your party?*
- Sing the chant from Lesson 2 (TR: 4.8).

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat. TR: 4.9

- Tell students to open their book to page 45 and to look at the vocabulary box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all words. Play the recording for the students to listen to, point to, and repeat the words. Then read out loud the new picture 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.

4 Listen and repeat. 🎧 TR: 4.11

- Play the recording. Tell students to look at the pictures and follow the sentences with fingers.
- Play the recording again. Ask students to repeat.
- Point to the picture. Ask students to notice the two questions *What's your favourite food?* and *What's your favourite drink?* Explain to students that we use these 2 questions to ask one what food and/or drink they like most.
- 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 loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

Suggested answers:

- 2 *We've got some rabbits.
They've got short tails.*
- 3 *We've got some sheep.
They've got white fur.*
- 4 *We've got some chickens.
They've got small wings.*
- 5 *We've got some horses.
They've got long legs.*

EXTENSION ACTIVITY

- Practise the new grammar points in the lesson. Write *I* on the left side of the board and *me* on the right side. Write these sentences on the board and ask students to fill in the gaps with *I* and *me*. ... *am hungry. Please make ... a sandwich.*
- Change the sentence and replace *am* with *are*. Ask students to tell you how to change *I* and *me*. Then try with *is* and finally with *are* but ask for different words.

4 Listen and repeat. 🎧 TR: 4.11

1 What's your favourite food?
My favourite food is yoghurt.

2 What's your favourite drink?
My favourite drink is juice.

5 Look and say.

What's your favourite food?
My favourite food is pizza.

6 Draw and write. Say. 🖍️ 📄

My favourite food is ...
And my favourite drink is ...

6 Draw and write. Say. 🖍️ 📄

- Tell students that they should draw their favourite food and drink in the box or on a piece of paper. They should draw some of the food they have learnt in Unit 4 in their lunch box. Ask them to remind you of all the food and drink words in Unit 4 and write them on the board to help with ideas.
- Explain to students that they will write four sentences about their favourite foods and drinks, two sentences for foods and the other two for drinks. Read the example together and tell students to underline the food.
- Check students understand the task then tell them to complete it. Help students with spelling as needed.
- Read out the model text for students to follow with their fingers. Read it again for students to repeat it. Ask students to hold up their books or pictures, show each other their drawings and read out their work.
- Students' work can be displayed on the classroom wall.

7 Listen and repeat. **TR: 4.12**

lemonade
 pizza
 sandwich
 I've got a piece of pizza, a sandwich
 and lemonade for my lunch.



8 Listen and chant. **TR: 4.13**

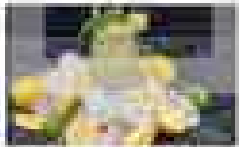
lemonade, lemonade
 It's my favourite
 Let's drink some!
 Pizza, pizza
 It's my favourite
 Let's eat some!
 Sandwich, sandwich
 It's my favourite
 Let's buy some!



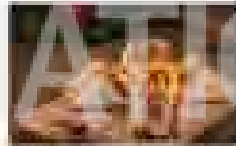
9 Say it!



1 How many pieces of pizza
 have you got?



2 My favourite drink is lemonade.



3 Would you like a sandwich?



4 My favourite food is spaghetti.

8 Listen and chant. **TR: 4.13**

- Tell students they are going to learn a chant. Explain to the students that the chant uses the sounds they have just learnt.
- Play the recording. Have students 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.
- Ask some volunteers to say the entire chant.

9 Say it!

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

7 Listen and repeat. **TR: 4.12**

- Write /p/ on the board. Then write pizza on the board. Ask students to pronounce the word.
- Write /l/ on the board. Then write lemonade on the board. Ask students to pronounce the word.
- Write /tʃ/ on the board. Then write sandwich on the board. Ask students to pronounce the word.
- Pronounce both sounds again. 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 the 3 sounds.

FUN TIME & PROJECT

1 Do a cross word.

- Tell students that they are going to fill in letters to complete a crossword.
- Ask students to look at picture number 1 and elicit answer. Then ask students to look at the example.
- Explain to students they have to look at the pictures as the clues to identify the words.
- Divide students into pairs or groups to complete the crossword. Allow them enough time to do the task.
- Praise or award a prize to the quickest pair group with all correct answers.

FUN TIME - PROJECT

1 Do the crossword.



2 Project: Food for a class party.



2 Project: Food for a class.

- Tell students they are going to draw some food they wish to have for their class party, then tell the class about their party.
- Ask students to look at the picture and the sample sentences. Read out the sentences and ask students to repeat.
- Tell students to work in groups of 3-4 and draw the foods and drinks, together with the quantity, they want to have for their class party. Allow enough time for them to finish drawing.
- Ask them to take turn to talk about the food they want their birthday party.
- Ask volunteers to talk about the food for their birthday party to the whole class.

Review 2: Part 1

1 Match.

a. We've got some horses.
 b. We've got a field.
 c. We've got two cows.
 d. We've got some chickens.
 e. They've got some sheep.
 f. Uncle Tom has got a goat.

2 Find and circle.

G	O	A	T	S	E	E	P		
E	L	A	N	T	S	E	E		
T	A	T	A	G	H				
F	E	T	F	I	G				
M	H	T	M	T	E	A			
F	A	N	G	E	I				
A	N	S	W						

3 Write.

1. Have cows got long?
 2. Have chickens got long?
 3. Have sheep got long wool?
 4. Have horses got long legs?
 5. Have you got wings?

Yes, they have.
 No, they haven't.
 Yes, they have.
 No, I haven't.

To start

- Ask students how many words they remember from Units 3 and 4. Remind them that they have learnt words related to houses, including words related to the farm (Unit 3), and words related to food, including food quantities and types of drinks (Unit 4). Elicit the words and ask volunteers to write them on the board.
- Revise the words using the unit flashcards. Stick the flashcards on the board. Ask a volunteer to point to a flashcard on the board and say what it is. Ask volunteers to write the words under the flashcards.

Review 2: Part 1

Units 3 and 4

1 Match.

- Tell students to look at the pictures and then match each picture the sentence describing it.
- Tell students to look at the example. Read the sentence and ask students to repeat.
- Check if students understand the task. The allow enough time for students to complete the task.
- Check the answers as a class.

2 Find and circle.

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

3 Write.

- Read the first question and the sample answer. Explain that students have to read the question and write the answer.
- Check students understand the task. Allow enough time to complete it.
- Check answers as a class.

Review 2: Part 2

Units 3 and 4

1 Write. Circle a or b.

- Tell students to look at the pictures and the prompts.
- Tell students they have to complete the sentence by writing *Would* and the word basing on the picture. Ask students to look at the first picture, read out the first question and ask students to repeat. Ask students to notice the cross at the corner of the picture. Then ask students why b is correct.
- Explain the rest of the task to students. Allow them enough time to do the task individually. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

2 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 saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

Review 2: Part 2

1 Write. Circle a or b.

1 *Would you like some ?*
 a Yes, please.
 b No, thanks.



2 *Would you like some ?*
 a Yes, please.
 b No, thanks.




3 *Would you like some ?*
 a Yes, please.
 b No, thanks.



4 *Would you like some ?*
 a Yes, please.
 b No, thanks.




2 Look and say.



What is your favourite food? My favourite food is .

3 Read and write.

1 *Would you like some ?* Yes, please. / No, thanks.

2 What's your favourite? . My favourite food is .

3 *Would you like some ?* Yes, please. / No, thanks.

4 What's your favourite? . My favourite drink is .

3 Write.

- Read out the first questions and ask students to look at the words in the box to fill in the gap.
- Check that students understand the task. Allow enough time to complete it.
- Check answers as a class

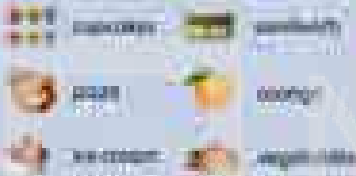
EXTRA ACTIVITY

Sing the songs from Units 3 and 4 (TR:3.6 and TR:4.8).

Review 2: Part 3 - Video



1 What do you like to eat? Circle.



2 What can you see in the video? Circle.



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

- 1 People never eat spaghetti in the USA.
- 2 Fruit is never eaten with pizza.
- 3 Many children eat spaghetti with nuts.
- 4 People often have ice cream at parties.



Review 2: Part 3

Units 3 and 4

Lesson Aims

- Watch and understand a video about different food around the world.
- Talk about what you eat for lunch.

Materials

- Student's Book, Video

2 What can you see in the video? Circle.

- Keep the list of words you brainstormed with students on the board. Underline any additional words from the list found in the video.
- Remind students that they are going to watch a video about the different food people eat around the world.
- 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 you need to.

3 Read. Tick T for True and F for False.

- Read out the first statement to the class. Ask students if they remember seeing anyone eating yoghurt for breakfast in the video. Say *People never eat yoghurt for breakfast. Is that right?* Elicit *No*. Ask students where the tick should go (F). 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.

To start

- Tell students to look at the photo and tell you what they can see. Revise the food words from Unit 4.
- Ask students to tell you if they like the kind of food in the photo.
- Point to a strawberry and ask *What's this?* Do the same with the cheese, salad and nuts, writing the words on the board as students are unlikely to know them.
- Tell students they are going to watch a video to find out about what different people eat around the world.

1 What do you like to eat? Circle.

- Tell students to close their books. Tell them you're going to review words from Unit 4 before showing the video.
- Brainstorm words with students and write them on the board. Circle any words that match the list in their books.
- Tell students to open their books and look at Activity 1. Review the words with the students.
- Look at the list of foods on the board. How many foods match the foods in Activity 1?
- Tell students to complete the activity, circling the foods they like.
- Go round the class asking students which food they like and which food they don't like.

1 Read and match.

- Tell students they are going to read sentences from 1 - 5 and match each sentence with the ones that have similar meaning from a - e. Read out sentence number 1 and ask students to repeat. Read out sentence e and ask students to repeat. Ask students why 1 matches e.
- Explain the rest of the task to students. Allow them enough time to do the task individually. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

2 Draw and say.

- Ask students to look at the sample. Read out the sentence and ask students to repeat. Tell the students they have to draw a magical animal, as magical as they can imagine. Then ask students to write 15-20 words to describe the animal. Allow them enough time to draw and practise saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

Review 2: Part 4

1 Read and match.

- | | |
|--|--------------------------------------|
| 1. Would you like some fireworks? | a. My favourite drink is bubble tea. |
| 2. How your grandfather get along on the farm? | b. My favourite food is spaghetti. |
| 3. What's your favourite drink? | c. No, we haven't. |
| 4. What's your favourite food? | d. Yes, he has. |
| 5. Have you got sheep on the farm? | e. Yes, please. |

2 Draw and say.



EXTENSION ACTIVITY

- Tell students to draw three big circles on a blank piece of paper.
- In the first circle, they draw a picture showing their favourite breakfast. In the second circle, they draw their favourite lunch, and in the third circle they draw their favourite dinner.
- Tell students to label the food in their pictures.
- Put the pictures on the wall as a class display.

5 Leisure Time



Look at the photo. Tick the words for the weather.

- | | | | |
|--------------------------|--------|--------------------------|-------|
| <input type="checkbox"/> | cloudy | <input type="checkbox"/> | rainy |
| <input type="checkbox"/> | hot | <input type="checkbox"/> | windy |
| <input type="checkbox"/> | cold | <input type="checkbox"/> | sunny |

A boy throwing snow into the air.

In This Unit

Theme

This unit is about the weather and different kinds of leisure activities.

Vocabulary

Lesson 1: *cloudy, snowy, stormy, windy*

Lesson 2: *jump rope, play hide-and-seek, play on the seesaw, ride a horse*

Lesson 3: *play board games, play video games, read a comic book, watch a film*

Grammar

Lesson 1: *What's the weather like?*

Lesson 2: *What + present continuous*

Lesson 3: *Where + present continuous*

About the photo

The boy in this snowfield is throwing snow in the air. Sometimes, snow doesn't stick together to form snowballs. This happens when the snow is too cold for it to stick together. When you make a snowball, you squeeze the snow into a compact space, it melts into a liquid and then refreezes back into a solid (a snowball) when you release the pressure. However, when the temperature falls below freezing, we cannot exert enough pressure to melt the snow so it fuses together.

Related vocabulary

crystal, footprint, frozen, ice, wool

Look at the photo. Tick the words for the weather.

- Tell students to look at the photo on pages 53 tell you what they can see. Elicit ideas from the class and write them on the board. Ask additional questions, e.g. *Is the boy having fun? Is it hot or cold?* and write them on the board, too.
- Ask students to read the words on page 53 and tick them if they are in the photo.
- Check answers as a class.

EXTENSION ACTIVITY

- Remind students of the topic of the unit (weather). Ask them if they have ever played in the snow. Have they made a snowman or thrown a snowball. Would they like to?
- Ask students to close their books and tell you everything they remember about the photo. Accept words, not just sentences.

Unit Opener

Objectives

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

Materials

- Student's Book

To start

- Read the title of the unit together. Check students know the meaning of the question *What's it like?* Make sure students do not confuse it with *What do you like?* If appropriate, ask if students have ever seen snow. Find out if students like playing in cold weather and, if so, what they play.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to weather and winter. Tell them they can suggest adjectives, months, seasons, activities, etc.

TEACHING TIP

Students might not always ask for clarification. Make sure you ask if students understand and ensure they always feel comfortable in putting up their hand to ask a question.

Lesson Aims

- Learn and use new vocabulary: *cloudy, snowy, stormy, windy*
- Learn and use new grammar: *What's the weather like?*

Materials

- Student's Book, Class Audio CD, Flashcards: *cloudy, snowy, stormy, windy*
- One blank piece of paper for each student (optional)

About the photo

This is a photo of a family enjoying happy moments with a snowman. Snowman is a snow sculpture of a man, and it is often made in regions with sufficient snowfall. Making snowmen is a common winter tradition in many regions.

To start

- Revise words from Unit 4. Ask students to remember the words and ask volunteers to write them on the board. Ask students to name their favourite food.
- Revise *some* and *any*. Write *children* and *sheep* on the board. Ask students to make a sentence using *children* with *some* and *sheep* with *any*, e.g. *There are some children in the classroom. There aren't any sheep in the classroom.* Elicit ideas for more words to use in sentences.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

🎧 TR: 5.1

- Tell students to look at the vocabulary box on page 54. Find out if they know any of the words. Play the recording for students to listen and point to the correct pictures.
- Play the recording again, pausing after each word for students to say the word.

2 Listen and read. Tick. ✎

🎧 TR: 5.2

- Tell students to look at the photo and say what they can see (dad,

Listen and point. Repeat. 4 5 6 7 8 9

cloudy snowy stormy windy


Dad: What's the weather like today? Mum: It's cold and snowy. Little: Mum and Dad are making a snowman in the playground. Dad: That's amazing! Let's go!


3 Look and say.

It's snowy.

mum, child, snowman, snow, hats, ...)

- Play the recording for students to listen and follow with their fingers. Play again, pausing at the end of each sentence to check the meaning. Play again, pausing for students to repeat
 - Ask some volunteers to read the text in front of the whole class.
 - Ask students to look at the sentence below the picture. Read the sentence and the options. Elicit the answer from students. Ask students to tick the correct answers, and check with the whole class.
- ### 3 Look and say.
- Tell students to look at the first picture and the example sentence. Ask them to read the sentence aloud a few times.
 - Ask students to look at other pictures and brainstorm vocabulary to describe them. Remind them to use the new words they have learnt. 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.
 - Suggested answer:
2 *It's cloudy.*
3 *It's windy.*
4 *It's stormy.*

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

1 What's the weather like today?
(It's windy)

2 What's the weather like in winter?
(It's cold and snowy)

5 Look and say.



1 Summer / hot / sunny

What's the weather like in summer?
It's hot and sunny.



2 Autumn / cool / cloudy



3 How about in winter?
It's snowy.



4 Today / cold / windy

6 Let's play.
Work in pairs. Read the dialogues. Ask and answer.



What's the weather like today?
It's windy.



children are talking about. Ask what they can see in the photos (windy).

- Ask volunteers to read out the dialogue.
- Ask students to work in pairs and make new conversations. Go around the class helping students where necessary.
- Ask some pairs to act out their dialogues.

EXTENSION ACTIVITY

Ask students to notice the use of present continuous in the dialogue. Practise the new grammar points in the lesson. Write sentences on the board. Ask students to fill in the gaps with these words: *eating, am, are and is*.

I ... drinking some orange juice. Oh no! He's ... my crisps! She ... watching the sky. They ... singing.

Ask students to ask and answer about the current weather outside. Write sentences on the board if necessary.

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

- Play the recording. Tell students to look at the sentences and follow them with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the sentences. Ask students to notice the use and the way to ask and answer about the weather.
- Ask students to repeat the sentences and observe how the activity is linked to the next activity.
- Optional activity: Review the way to describe the weather.

5 Look and say.

- Tell students to look at the picture and suggested words for question 1. Then ask them to read out the example sentences.
- Explain the rest of the task to students. Allow them enough time to practise saying sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out sentences. Correct any mistakes.
- Suggested answer:
 - 1 What's the weather like today? It's windy.
 - 2 What's the weather like this week? It's rainy and stormy.
 - 3 What's the weather like in autumn? It's cool and cloudy.
 - 4 What's the weather like in winter? It's cold and snowy.

6 Let's play.

- Ask students to look at the picture and tell you what the

Lesson Aims

- Learn and use new vocabulary: *jump rope, play hide-and-peek, play on the seesaw, ride a horse*
- Learn and use new grammar: *What + present continuous*

Materials

- Student's Book, Class Audio CD, Flashcards.

To start

- Revise the words from Lesson 1. Use flashcards, or draw simple pictures on the board to elicit words. Ask students to draw simple pictures on the board for the class to say the words or let them use the flashcards.
- Revise the present continuous by asking students to come to the front and whispering actions for them to mime, e.g. *I'm eating a cake. I'm digging a field. I'm feeding ducks.* Ask students to guess the sentences.

New vocabulary

- Teach the new words with the calendar. See the Lesson Planner introduction pages 8 – 9 for teaching suggestions.

1 Listen and point. Repeat.



TR: 5.4

- Tell students to look at the words in the vocabulary box on page 56. Ask if they know any of the words and what they are. Play the recording for students to listen and point to the correct words.
- Play the recording again, pausing after each word for students to say the word.
- Ask volunteers to say the words.

2 Listen and read. Write.



TR: 5.5

- Ask students to look at the photo and tell you what they see (children, trees, ...)
- Play the recording. Tell students to follow with their fingers. Check meaning.

LESSON 2

1 Listen and point. Repeat. (TR: 5.4)

jump rope play hide-and-peek play on the seesaw ride a horse

2 Listen and read. Write. (TR: 5.5)

3 Look and say.

1 She's riding a horse.
2 She's jumping rope.
3 They're playing hide-and-peek.
4 We're playing on the seesaw.

- Play the recording again. Pause after each sentence and ask students to repeat.
- Play the recording again then ask volunteers to read out a sentence each.
- Ask students to act out the dialogue in pairs. Ask some volunteers to act it out in front of the class.
- Ask students to look back at the the picture and dialogue in order to write the correct words in the gaps.
- Check answers as a class.

3 Look and say.

- Tell students to look at the first set of given words and the example sentence. Ask them to read the sentence aloud a few times.
- Ask students to look at other sets of words and think about how to form sentences. 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.
- Suggested answer:
 - She's jumping rope.*
 - They're playing hide-and-peek.*
 - We're playing on the seesaw.*

4 Listen and repeat. **TR: 5.6**



1 What is she doing?
She's jumping rope.



2 What are they doing?
They're playing hide-and-seek.

5 Look and say.



1 She's jumping rope.



2 She's jumping rope.



3 They're playing hide-and-seek.



4 He's riding a horse.

What are they doing?
They're jumping on the horse.

6 Listen and chant. **TR: 5.7**



Spring! Summer! Autumn! Winter! Spring!
What's the weather like in winter?
It's snowy.
Summer! Winter! Autumn! Spring! Summer!
What's the weather like in summer?
It's sunny.
Autumn! Winter! Spring! Summer! Autumn!
What's the weather like in autumn?
It's windy.
Spring! Summer! Autumn! Winter! Spring!

4 Listen and repeat. **TR: 5.6**

- Play the recording. Tell students to look at the sentences and follow them with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the sentences. Ask students to notice the use and form *What + present continuous*.
- Ask students to repeat the sentences and observe how the activity is linked to the next activity.
- Optional activity: Review the present continuous with the subjects *I, he and she*.

5 Look and say.

- Tell students to look at the first set of given words and the example. Ask them to read the sentences out loud a few times.
- Ask students to look at the other sets of words and think about how to form sentences. Give students suggestions if they have difficulties.
- Give students time to practise their sentences in pairs.
- Ask some volunteers to read their sentences out loud in front of the class.

Suggested answer:

- 2 What is she doing?
She's jumping rope.
- 3 What are they doing?
They're playing hide-and-seek.
- 4 What is he doing?
He's riding a horse.

6 Listen and chant. **TR: 5.7**

- Tell students they are going to learn a chant about seasons.
- Play the chant for students to listen and follow with their fingers.
- Read out the chant a line at a time. Ask students to repeat after you.
- Play the chant again for students to chant along. Practise until students are familiar with the words.

7 Listen and match.

 TR: 5.8

- Tell the students that they are going to listen to some dialogue and match people with their activities.
- Ask students to read through questions 1 – 4 and the options.
- Play the recording and pause after number 1. Ask students what the answer is. Play the rest and tell students to listen and tick the correct answers for questions 2-3. Play the recording more than once if students cannot catch the answers.
- Play the recording again and pause after each sentence to check answers.

8 Look and say.

- Tell the students to look at the picture for question 1 and read out the example sentences.
- Explain the rest of the task to the students. Allow them enough time to practise saying the sentences individually and in pairs.
- Go round the class helping students where necessary.
- Give students suggestions if they have difficulties.
- Suggested answer:
 2 *Are they studying?* - *No, they aren't. They're singing and dancing.*
 3 *Are they playing in the park?* - *No, they aren't. They're cooking in the kitchen.*
 4 *Are they swimming in the sea?* - *No, they aren't. They're swimming in the pool.*

7 Listen and match.

- 1 Tim and Jack
- 2 Lily
- 3 Mum and Dad
- 4 My teacher

- a) are cooking
- b) is reading a book
- c) is playing a game
- d) are doing homework

8 Look and say.



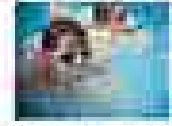
- 1 *Are they playing in the park?*
No, they aren't. They're playing under the tree.



- 2 *Are they studying?*
No, they aren't. They're singing and dancing.



- 3 *Are they playing in the park?*
No, they aren't. They're cooking in the kitchen.



- 4 *Are they swimming in the sea?*
No, they aren't. They're swimming in the pool.

9 Let's talk.

Look around your classroom. Ask your friends about what people are doing.



9 Let's talk.

- Tell students to look around their classroom and see what other people are doing. Ask them to think about sentences to describe those activities.
- Give students some time to ask and answer in pairs.
- Ask some volunteers to make dialogues. Correct any mistakes.

LESSON 3

1 Listen and point. Repeat. **TR: 5.10**

play board games, play video games, read a comic book, watch a film

2 Listen and tick. **TR: 5.10**



3 Look and say.

What are they doing?
They're playing board games.



Lesson Aims

- Learn and use new vocabulary: *play board games, play video games, read a comic book, watch a film*
- Learn and use new grammar: *Where + present continuous*
- Focus on the pronunciation of /dʒ/ and /θ/

Materials

- Student's Book, Class Audio CD
- One blank piece of paper for each student (optional)

2 Listen and tick. **TR: 5.10**

- Tell students to look at the picture and guess who and where the people are.
- Tell students that they are going to listen to a conversation between Dad and Mum.
- Ask students to look at the sentences below the picture. Ask them to read the options and guess the answers.
- Play the recording and ask students to listen carefully.
- Ask students to tick the correct answers.
- Ask some volunteers to act out the dialogue in pairs in front of the class.
- Check the answers with the whole class.
- Replay the recording if necessary.

3 Look and say.

- Tell students to look at the first set of given words and the example sentences. Ask them to read the sentences aloud a few times.
- Ask students to look at other sets of words and think about how to form sentences. Give students suggestions in case they have difficulties.
- Give students time to practice other sentences in pairs.
- Ask some volunteers to read their sentences aloud in front of the whole class.
- Suggested answer:
 - 2 *What is he doing?*
- *He's playing video games.*
 - 3 *What is he doing?*
- *He's reading a comic book.*
 - 4 *What are they doing?*
- *They're watching a film.*

To start

- Revise the months from Lesson 2 with the calendar. Hold up the calendar, point to the months in random order and ask volunteers to call out the month. Tell students to write down the months.
- Write these sentences on the board. Ask volunteers to write the correct form of the verbs in the gap. *My brother... (not eat). I... (not sleep). My uncles... (not play) football.*
- Review chant from Lesson 2 (TR: 5.7).

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat. **TR: 5.9**

- Tell students to look at the vocabulary box on page 59. Ask if they know any of the words. Play the recording for students to listen and point to the correct pictures.
- Play the recording again, pausing after each word for students to say the word.
- Ask them to put the verbs in their order of preference. Invite then ask volunteers to tell you their order, e.g. watch a film, read a comic book,

4 Listen and repeat. TR: 5.11

- Play the recording. Tell students to look at the sentences and follow them with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the sentences. Ask students to notice the use and form of *Where + present continuous*.
- Ask students to repeat the sentences and observe how the activity is linked to the next activity.
- Optional activity: Review the present continuous with *What*.

5 Look and say.

- Tell students to look at the first set of given words and the example. Ask them to read the sentences out loud a few times.
- Ask students to look at the other sets of words and think about how to form questions and answers. Give students suggestions if they have difficulties.
- Give students time to practise the dialogues in pairs.
- Ask some volunteers to act out the dialogues in front of the class.
- Suggested answer:
 - 2 *Where are they playing video games?*
- *In the living room.*
 - 3 *Where are they reading a comic book?*
- *On the sofa.*
 - 4 *Where are they watching a film?*
- *In the cinema.*

EXTENSION ACTIVITY

- Practise the new grammar points in the lesson. Write these sentences on the board and ask volunteers to turn them into questions: *He's playing in a field.*
She's eating in the kitchen....



4 Listen and repeat.  TR: 5.11
Where are they playing when you pointed to the living room?

5 Look and say.

1 play board games / in the kitchen

2 play video games / in the living room

3 read comic books / on the sofa

4 watch a film / in the cinema

6 Let's talk.

What are they doing?
They're playing board games.

Where are they playing board games?
In the living room.

6 Let's talk.

- Ask students to look at the picture.
- Ask students to work in pairs to ask and answer questions about the picture. Remind them to guess the season or time of the year that the picture describes. Refer them to the examples sentences.
- Ask some volunteers to act out the dialogue in front of the class.
- Optional activity: Ask students to work in pairs and make new conversations. Go around the class helping students where necessary. Then ask some pairs to act out their dialogues. (Teacher can prepare photos or ask students to bring some.)

7 Listen and repeat. 🎧 TR: 5.12

Jump

Think

She's jumping rope.

She's thinking about her friends.



8 Listen and chant. 🎧 TR: 5.13

Jack, Jack, Jack!

Jump, jump, jump!

Jack's jumping rope.

Think, think, think!

Thinking, thinking, thinking!

We're thinking about

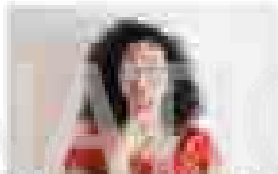
going to the theatre.



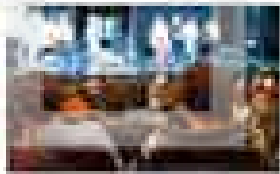
9 Say it!



1. My sister is jumping rope.



2. She's thinking about her friends.



3. They're watching a play at the theatre.



4. They're thinking about

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.
- 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.

9 Say it!

- Ask students to read the sentences. Ask them to focus on the words with the sounds they have learnt and to read those aloud.
- Ask students to practise saying the sentence individually and then in pairs.
- Ask volunteers to read the sentences out loud. Correct any mistakes.

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 *dʒ* in *jump* and the sound for *th* in *think* come from different parts of your mouth. Write the words on the board. Point to each word 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. Ask some volunteers to read out the words and sentences. Correct any mistakes.

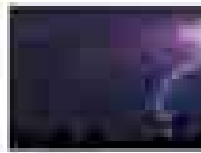
FUN TIME & PROJECT

1 Unscramble the letters.

- Tell the 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.

Fun Time & Project

1 Unscramble the letters.



1 stormy
stormy



2 sports day
sports day



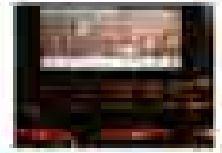
3 nature
nature



4 cloudy
cloudy



5 sunny
sunny



6 watching
watching

2 Project: A wonderful day.



2 Project: A wonderful day.

- Tell students to work in pairs and look at dialogue as well as the photo held by the boy.
- Ask them to ask and answer questions about the photos (prepared by students themselves) by using the learnt structures (*What, Where, Yes/No questions, ...*).
- Go around the class to monitor their practice and provide help if necessary.
- Pair up some volunteers to make dialogues about different photos. Correct mistakes if there are any.
- Give some general feedback on common strengths and weaknesses.

6 Outdoor Activities



In This Unit

Theme

This unit is about outdoor activities.

Vocabulary

Lesson 1: *mountain, go fishing, ice-skate, play ice hockey, ski*

Lesson 2: *go camping, make a fire, pitch a tent, walk the dog*

Lesson 3: *beach, forest, go hiking, have a picnic*

Grammar

Lesson 1: *can* questions with *What (possibility)*

Lesson 2: *can* statements with *But (possibility)*

Lesson 3: *can* statements with *Because (possibility)*

About the photo

Forests are essential to life on Earth. People and animals depend on them. They provide a livelihood for over a billion people. They also provide habitat for millions of different animal and plant species.

Related vocabulary

fern, path, trees

Unit Opener

Objectives

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

Materials

- Student's Book, Class Audio CD, DVD, Flashcards, an object, e.g. a ball, crayon (optional)

To start

- Read the title of the unit together. Check students know what it means. Ask what the people are doing and where they are (walking in a forest). Ask students what other things they can do outdoors. Ask if they like outdoor activities, what they like and what they don't like, and find out if they can say any in English.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to outdoor activities. Tell them they can suggest activities, places, weather or equipment.

TEACHING TIP

Make sure every student has a chance to speak in class. Give students an object (a ball, a crayon, etc) to hold when speaking. Once they have finished, they pass the object to a classmate signalling it's now their turn to speak.

Look at the photo. Tick what you can see.

- Tell students to look at the photo on pages 63 tell you what they can see. Elicit ideas from the class and write them on the board. Answer any questions and write new vocabulary on the board, too.
- Ask students to read the words and tick them if they are in the photo.
- Check answers as a class.

EXTENSION ACTIVITY

- Remind students of the topic of the unit (outdoor activities) and talk about the photo: find out if students have been to a forest like this.
- Ask students to close their books and tell you everything they remember about the photo. Accept words, not just sentences.

Lesson Aims

- Learn and use new vocabulary: *mountain, go fishing, ice-skate, play ice hockey, ski*
- Learn and use new grammar: *can* questions with *What* (possibility)

Materials

- Student's Book, Class Audio CD
- One blank piece of paper for each student (optional)

To start

- Revise the leisure activities learnt in the previous unit. Ask volunteers to write them on the board.
- Revise the present continuous. Write *I'm standing* on the board. Elicit the negative and question form. Ask *Are you standing?* Elicit a short answer. Ask a volunteer to stand, ask the same question and elicit the answer. Then ask *Is (s)he standing? Are we standing?* Elicit answers.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

TR: 6.1

- Tell students to look at the vocabulary box on page 64. Ask if they know any of the words. Play the recording for students to listen and point to the correct photo. Say the words in a different order for students to listen and point to the words.
- Play the recording again, pausing after each word for students to say the word.

2 Listen and read. Tick.

TR: 6.2

- Tell students to look at the photo and say what activity they can see and if they would like to try it.
- Ask students to listen to the recording and follow the words with their fingers. Play the recording.
- Play the recording again, pausing at the end of each sentence to check if students understand their meaning. Play it again, pausing at the end of each sentence for students to say it as a class.
- Ask some volunteers to read the text in front of the whole class.

1 Listen and point. Repeat. (2 times)

2 Listen and read. Tick. (2 times)



3 Look and say.



- Ask students to look at the sentence below the picture. Read the sentence and the options. Elicit the answer from students. Ask students to tick the correct answers, and check 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 other pictures and brainstorm vocabulary to describe them. Remind them to use the new words they have learnt. Give students suggestions in case they have difficulties.
- Give students time to practice other sentences in pairs.
- Ask some volunteers to read their sentences aloud in front of the whole class.
- Suggested answer:
 - 2 What is he doing? - He's playing ice hockey.
 - 3 What is she doing? - She's ice-skating.
 - 4 What are they doing? - They're going fishing.

6 Let's talk.

- Tell students to look at the picture and task as well as the example dialogue.
- Ask volunteers to read out the dialogue.
- Put students in pairs to practise the dialogue.
- Ask students to work in pairs and make new conversations about new places of their choice. Go around the class helping students where necessary. (Teacher can prepare photos or ask students to bring some.)
- Ask some pairs to act out their dialogues.

EXTENSION ACTIVITY

- Practise the grammar. On the board, write *You can ski on the mountain. I can't sing.* Ask students which sentences are things we are able or unable to do and which are things we probably do or do not do.
- Say the sentences and tell students to repeat them. Elicit more *can/can't* sentences from the class.

4 Listen and repeat. (TR: 6.3)



1 What can we do on the mountain?
We can ski on the mountain.

2 What can we do in the gym?
We can play a game in the gym.

5 Look and say.



1 What can we do in the field?
We can ride a bike in the field.

2 What can we do in the pool?
We can swim in the pool.

3 What can we do by the river?
We can go fishing by the river.

4 What can we do on the lake?
We can ice-skate on the lake.

6 Let's talk.

Picture card: Ask your partner about what you can do in that place.

1 What can we do on the mountain?
We can ski and play a game on the mountain.



on the mountain in the gym by the river on the lake

4 Listen and repeat. (TR: 6.3)

- Play the recording. Tell students to look at the sentences and follow them with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the sentences. Ask students to notice the use of *What* questions with *can*.
- Ask students to repeat sentences and link to the next activity.
- Optional activity: Review on the affirmative and negative form of *can* to link to the lesson.

5 Look and say.

- Tell students to look at the picture for question 1. Then ask them to read out the example sentence.
- Explain the rest of the task to students. Allow them enough time to practice saying sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out sentences. Correct any mistakes.
- Suggested answer:
 - 2 What can we do in the pool? We can swim in the pool.
 - 3 What can we do by the river? We can go fishing by the river.
 - 4 What can we do on the lake? We can ice-skate on the lake.

Lesson Aims

- Learn and use new vocabulary: *go camping, make a fire, pitch a tent, walk the dog*
- Learn and use new grammar: *Can* statements with *But* (possibility)

Materials

- Student's Book, Class Audio CD, Flashcards: map of the world

About the photo

Baja California is on the Pacific Coast of Mexico. It is a peninsula so it has water on three sides, and California, USA, to the north. It is 1,250 km long and has mountains, volcanoes, deserts and thousands of kilometres of beaches. As well as dolphins, you can go there to see whales.

To start

- Revise the words from Lesson 1 with the flashcards. Hold up the flashcards one at a time and ask volunteers to call out the words.
- Ask students questions with *can*. Elicit short answers. For example, *Can we ride a bike on the mountain?* or *Can we play football on the lake?*

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

🎧 TR: 6.5

- Tell students to look at the vocabulary box on page 66. Ask if they know any of the words. Play the recording for students to listen and point. Say the words in a different order for students to listen and point.
- Play the recording again, pausing after each word for students to say the word. Ask volunteers to read out words for their classmates to point at.

2 Listen and read. Tick.

🎧 TR: 6.6

- Tell students that they are going to listen and read a dialogue about camping. Ask them to find the place mentioned on the map (Baja California, Mexico – see *About the photo* for more information).



1 Listen and point. Repeat. Repeat: *go camping, make a campfire, pitch a tent, walk the dog*

2 Listen and read. Tick.

Learn: We've not yet got camping, John.
John: We can go camping on the mountain or near the sea.
Learn: I like the sea. We can go camping on the mountain, but we can't go swimming.
John: That's right. Let's go to the sea. We can go swimming and make a campfire near the sea.
Learn: That's a great idea!

1 Learn and John don't go camping. *on the mountain* *in the park* *near the sea*
2 They can't go swimming. *go fishing at night*

3 Let's play.
 Work in pairs. Look and match. Ask and answer questions.

What? Listen and tick the correct one!

on the mountain *go camping*
in the park *pitch a tent*
near the sea *make a campfire*
near the sea *walk the dog*
go fishing
in the sea

- 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 read out a sentence each from the text.
- 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 the picture and dialogue in order to write the correct words in the blanks.
- Check the answers with the whole class.

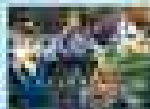
3 Let's play.

- Tell students to look at the two set of given words and the example sentences. Ask them to read the sentences aloud a few times.
- Ask students to match two sets and think about how to form sentences. Give students suggestions in case they have difficulties.
- Give students time to practice sentences in pairs.
- Ask some volunteers to read their sentences aloud in front of the whole class.
- Answers can vary.

4 Listen and repeat. 🎧 TR: 6.6



1 We can go camping on the mountains, but we can't go swimming.



2 We can make a campfire near the lake, but we can't go fishing.

5 Look and say.



1 go camping (✓) / near the lake / go fishing (X)

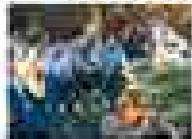
We can go camping near the lake, but we can't go fishing.



2 go fishing (✓) / by the river / walk our dog (X)



3 ski (✓) / on the mountains / make a cake (X)



4 make a campfire (✓) / on the lake / make a tent (X)

6 Listen and read. 🎧 TR: 6.7

Let's go camping on the mountains.
Let's go camping near the lake,
but we can't go fishing.
We can make a campfire,
but we can't make a cake.
Something is hot for everyone,
my family and me!



6 Listen and chant. 🎧 TR: 6.7

- Ask students to look at the photo and tell you where the family is camping (outside, near trees, near a lake/river) and what they are doing (cooking, sitting by a fire). Tell them to look at the chant quickly and find other places to camp (mountains, by the sea).
- Play the chant for students to listen and follow with their fingers.
- Read out the chant a line at a time. Ask students to repeat after you.
- Play the chant again for students to sing along. Practise until students are familiar with the words.

EXTENSION ACTIVITY

Practise the new grammar points in the lesson.. Write these sentences on the board and ask volunteers to fill in the gaps with *can* or *can't*. You camp, but you swim by the sea.
You make a tent, but you make a cake on the mountain.

4 Listen and repeat. 🎧 TR: 6.6

- Play the recording. Tell students to look at the sentences and follow them with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the sentences. Ask students to notice the use of *but* to link two clauses and the use of comma between them.
- Ask students to repeat sentences and link to the next activity.

5 Look and say.

- Tell students to look at the first set of given words and the example sentences. Ask them to read the sentences aloud a few times.
- Ask students to look at other sets of words and think about how to form sentences. Give students suggestions in case they have difficulties.
- Give students time to practice other sentences in pairs.
- Ask some volunteers to read their sentences aloud in front of the whole class.
- Suggested answer:
1 We can go fishing, but we can't walk the dog on the river.
2 We can ski, but we can't play football in the snow.
3 We can make a fire, but we can't make a cake on the mountain.

7 Listen and match. TR: 6.8

- Tell the students that they are going to listen to some sentences and match the two columns.
- Ask students to read through sentences 1-4 and the options a-d.
- Play the recording and pause after number 1. Ask students what the answer is. Play the rest and tell students to listen and match the correct answers for questions 2-4. Play the recording more than once if students cannot catch the answers.
- Play the recording again and pause after each sentence to check answers.

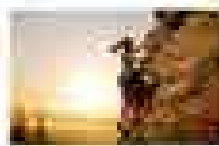
8 Look and say.

- Tell the students to look at the picture for question 1 and read out the example sentences.
- Explain the rest of the task to the students. Allow them enough time to practice saying the sentences individually and in pairs.
- Go round the class helping students where necessary.
- Give students suggestions if they have difficulties.
- Suggested answer:
 - 1 *It's sunny. We can go climbing, but we can't go fishing.*
 - 2 *It's rainy. We can play video games, but we can't play football.*
 - 3 *It's snowy. We can ice-skate, but we can't go fishing.*
 - 4 *It's hot. We can swim, but we can't ski.*

7 Listen and match. TR: 6.8

- | | |
|---------------------------------|--------------------------------|
| 1 We're going camping today. | a We can have fish for dinner. |
| 2 We're going fishing today. | b We can have lots of fun. |
| 3 We're taking a taxi. | c We can go to the mountains. |
| 4 We're visiting the dog track. | d We can make a computer. |

8 Look and say.



1 sunny / go climbing (✓) / go fishing (X)

It's sunny. We can go climbing, but we can't go fishing.



2 rainy / play video games (✓) / play football (X)



3 snowy / go skiing (✓) / go fishing (X)

It's snowy. We can go skiing, but we can't go fishing.



4 hot / swim (✓) / ski (X)

It's hot. We can swim, but we can't ski.

9 Let's talk.

What can we do on the mountain?

We can go camping on the mountain.

Can we ski on the mountain?

No, we can't. We can go climbing on the mountain, but we can't ski.

9 Let's talk.

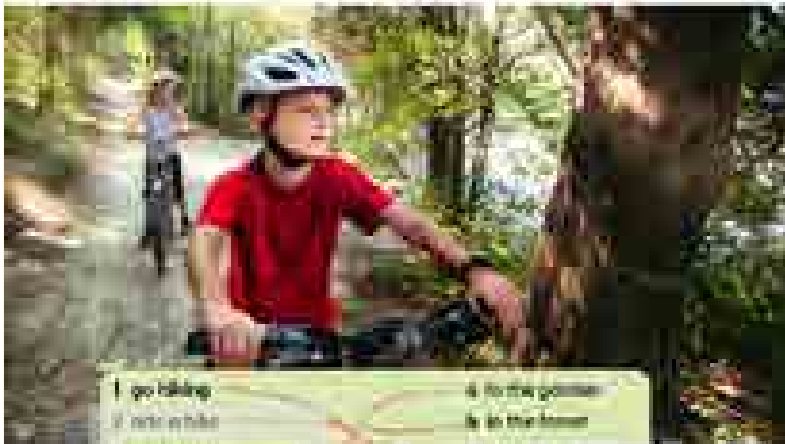
- Tell students to think about what they can and cannot do in different seasons. Ask them to write down a list in their notebook or on another piece of paper.
- Ask students to work in pairs and make dialogues. Go around helping them if necessary.
- Ask some volunteers to make a dialogue in front of the whole class. Correct mistakes if necessary.
- Optional activity: Ask other students to ask the volunteers random questions using Can you to practice quick responses.

LESSON 1

1 Listen and point.
Repeat. (TR: 6.6)



2 Listen and match. (TR: 6.7)



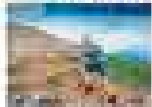
- | | |
|-----------------|-------------------|
| 1 go hiking | 4 to the garden |
| 2 to the beach | 5 to the forest |
| 3 to the park | 6 on the mountain |
| 4 have a picnic | 7 to the park |

3 Look and say.



1 It's sunny.
We can go to
the beach.

1 It's sunny / go to the beach.



2 It's cool / go hiking on the mountain.



2 It's cold / ride a bike in the forest.



4 It's warm / have a picnic in the park.

Lesson Aims

- Learn and use new vocabulary: *beach, forest, go hiking, have a picnic*
- Learn and use new grammar: *Can* statements with *Because* (possibility)
- Focus on the pronunciation of /g/ and /sk/

Materials

- Student's Book, Class Audio CD, Flashcards or magazine pictures
- One blank piece of paper for each student (optional)

2 Listen and match. (TR: 6.10)

- Tell students to look at the picture and guess which activity Mark and Nora decide to do (have a picnic in the garden).
- Ask students to look at the matching task below the picture. Ask them to read the options and guess the answers.
- Play the recording and ask students to listen carefully.
- Ask students to match the activities and places where they are done.
- Ask some volunteers to act out the dialogue in pairs in front of the class.
- Check the answers with the whole class.
- Replay the recording if necessary.

3 Look and say.

- Tell students to look at the first set of given words and the example sentences. Ask them to read the sentences aloud a few times.
- Ask students to look at other sets of words and think about how to form sentences. Give students suggestions in case they have difficulties.
- Give students time to practice other sentences in pairs.
- Ask some volunteers to read their sentences aloud in front of the whole class.
- Suggested answer:
 - 2 It's cold. We ride a bike in the forest.
 - 3 It's cool. We can go hiking on the mountain.
 - 4 It's warm. We can have a picnic in the park.

To start

- Revise the words from Lesson 2 with flashcards. Hold up the flashcards or magazine pictures one at a time and ask volunteers to call out the words. Give the flashcards or magazine pictures to a volunteer and say three words quickly. Tell the student to choose the correct three cards and put them in order. Invite other students to say words and to put the cards in order.
- Ask students to tell you things they must and mustn't do in the classroom.
- Sing the song from Lesson 2 (TR: 6.7).

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat. (TR: 6.9)

- Tell students to look at the vocabulary box on page 69. Ask if they know any of the words. Play the recording for students to listen and point to the correct pictures. Say the words in a different order for students to listen and point.
- Play the recording again, pausing after each word for students to say the word.

4 Listen and repeat. 🎧 TR: 6.11

- Play the recording. Tell students to look at the sentences and follow them with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the sentences. Ask students to notice the use *because* in linking two clauses.
- Ask students to repeat sentences and link to the next activity.

5 Look and say.

- Tell students to look at the pictures and the prompts. Read out loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
 - 1 We can't have a picnic in the park today because it's rainy.
 - 2 We can go fishing because it's cool.
 - 3 We can make a camp fire because it's dry.
 - 4 We can't play ice hockey because it's hot.

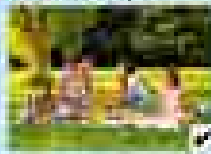
EXTENSION ACTIVITY

Practise the new grammar points in the lesson.. Write these sentences on the board and ask volunteers to fill the gaps with *but* or *because*

We can't go swimming ... it's rainy today.

We can't go camping, ... we can ski in the snow.

4 Listen and repeat.

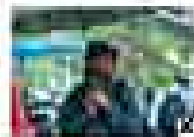


1 We can't have a picnic in the park today because it's rainy.



2 We can't go fishing on the mountain today because it's stormy.

5 Look and say.



1 We can't go fishing because it's rainy.

We can't have a picnic today because it's rainy.



2 We can go fishing because it's cool.



3 We can't have a picnic today because it's rainy.



4 We can't play ice hockey because it's hot.

6 Let's play.

We can't have a picnic today because it's rainy.

...because it's stormy.



6 Let's play.

- Tell students to work in pairs and make sentences together. The first student begins the sentence with *We can* or *We can't*, and the second one continues it with *because*. Remind students to make sure of the logical link between two clauses.
- Go around the class helping students if necessary.
- Ask some volunteers to play the game in front of the whole class. Correct mistakes if necessary.
- Praise good combination of clauses.
- Optional activity: Divide the class into two sides. One writes sentences beginning with *We can* or *We can't*, and the other writes sentences beginning with *because*. Then ask some volunteers to match random sentences and see if the complex sentences are logical or meaningful.

7 Listen and repeat. TR: 6.12

5

I can go shopping. I can go to the



8 Listen and chant. TR: 6.13

6

I can go to the mountains.

I can ski on the snow.

Let's go to the mountains and ski on the snow.



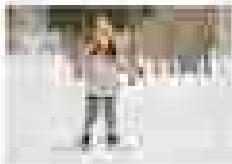
9 Say it!



1 They're playing a game in the garden.



2 She can go hiking on the mountains.



3 She can ski on the mountains. Looky because it's cool.



4 We can ice skate on the mountains. Look we can't go home.

7 Listen and repeat. TR: 6.12

- 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 *g* in *go* and *sk* in *ski* come from different parts of your mouth. Write the words on the board. Point to each word 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. Ask some volunteers to read out the words and sentence. Correct any mistakes.

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.
- 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.

9 Say it!

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

FUN TIME & PROJECT

1 Match.

- Tell the students that they are going to look at the words and match them with the correct pictures.
- Divide students into pairs or groups to do the task.
- Praise or award a prize to the quickest pair or group with all correct answers.

FUN TIME & PROJECT

1 Match.

1. family picnic
2. kite-flying
3. sun
4. go hiking
5. play in the park
6. go swimming



88 / 24 / 98 / 55 / 66

2 Project: Your weekend.



2 Project: Your weekend.

- Before the lesson, ask students to prepare a photo or picture illustrating their weekend plan.
- Tell students they are going to talk about their weekend plan.
- Tell students to look at the picture and the sample sentences. Read the sample sentences out loud and ask students to repeat after you.
- Ask students to take out the photo that they have prepared and think of some similar sentences to describe their weekend plan.
- Put students into pairs or groups. Ask students to take turns to describe their weekend plan.
- Ask volunteers to give their speech to the whole class.

Review 3: Part 1

1 Match and say.

1. it's sunny
2. it's sunny
3. it's hot
4. it's cold
5. it's windy

It's sunny today.
I'm playing board
games at home.

- a. wear a coat
- b. jump rope at the playground
- c. play board games at home
- d. go to the beach
- e. swim in the pool

23 - 24 / 44 - 50

2 Write and say.

1. It's windy and cold. I wear a coat at home.
2. It's sunny hot. I go to the beach on the weekend.
3. It's raining. We play board games at home.
4. It's cloudy. You go to the beach at school.
5. It's sunny. They swim in the pool by the beach.

3 Let's talk.

It's cold and windy. I'm wearing winter clothes.
What are you doing?

I'm thinking
about it.



Review 3: Part 1

Units 5 and 6

3 Let's talk.

- Ask students to look at the example and read the sentences in the dialogue out loud.
- Have students work in pairs to make a dialogue about the current weather and the clothes they are wearing or the activities they are doing. Elicit some ideas to help them with brainstorming.
- Ask some volunteers to act out the dialogue in front of the class.

1 Match and say.

- Read the example sentence out loud.
- Check if students understand the task. Remind students that they can match the two columns in different ways. Allow them enough time to complete it.
- Ask some students to read their sentences out loud. Correct grammatical mistakes if necessary. Write the sentences or mistakes on the board if necessary.

2 Write and say.

- Read question 1 out loud. Write the correct answer on the board. Ask students why it's correct.
- Check if students understand the task. Read the sentences out loud and check that students understand their meanings. Allow them enough time to complete the task. Monitor their progress and help as necessary.
- Check answers. Ask volunteers to read out their answers.

Review 3: Part 2

Units 5 and 6

1 Match.

- Tell students to look at the sentences and match them to the correct picture with a line. Do the first one as a class if you wish.
- Allow enough time to complete. Check answers as a class.

2 Write and say. Use ONE word for each blank.

- Read question 1 out loud. Write the correct answer on the board. Ask students why it's correct.
- Check if students understand the task. Remind students that they can only use one word for each blank. Allow them enough time to complete the task. Monitor their progress and help as necessary.
- Check answers. Ask volunteers to read out their answers.

Review 3: Part 2

1 Match.

1. I can't walk on the beach because I'm wearing my shoes. 2. I can't go to the beach because I'm wearing my shoes. 3. I can't go to the beach because I'm wearing my shoes. 4. I can't go to the beach because I'm wearing my shoes. 5. I can't go to the beach because I'm wearing my shoes. 6. I can't go to the beach because I'm wearing my shoes.



2 Write and say. Use ONE word for each blank.

1. It's not good on Sunday. We can't go to the beach because we're wearing our shoes.
2. It's not good today. I can't go to the beach because I'm wearing my shoes, but I can't walk on it!
3. It's not good because I can't go to the beach because I'm wearing my shoes on the beach.
4. I can't go to the beach because I'm wearing my shoes because it's not good to walk on it!

3 Write and say.

What we can do in the beach:

What we can't do in the beach:

	What we can do	What we can't do
On the beach		
In the beach		
By the beach		
At the beach		

3 Write and say.

- Tell students to brainstorm activities they can and cannot do in different places.
- Ask them to ask and answer questions to complete the table.
- Go around the class helping them if necessary.
- Compliment some groups with many ideas.
- Draw a table on the board. Ask some volunteers to ask and answer questions to get some ideas for that table. Make a list on the board.



Review 3: Part 3

Units 5 and 6

Lesson Aims

- Watch and understand a video about winter sports.
- Talk about what winter sports you can do and what you would like to try.

Materials

- Student's Book, DVD

2 Circle. Which can you see in the video.

- Remind students that they are going to watch a video about different sports.
- 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 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 Read. Tick T for True and F for False

- Read. Tick T for True and F for False. Read out the first statement to the class. Ask students if they remember seeing boys and girls playing ice hockey. Elicit Yes. Ask students where the tick should go (T). 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.

EXTENSION ACTIVITY

- Invite individual students to the front of the classroom. Whisper a sport to them and have them mime it for the class to guess what it is.
- Invite a different student to mime next. The student who did the first mime whispers the name of a sport to that student.

To start

- Tell students to look at the photo and tell you what they can see. Revise the vocabulary from Units 5 and 6. Ask students what season it is (winter).
- Let students know that the girl is doing an activity called snowboarding.
- Ask students to tell you if they want to do the sport in the photo.
- Point to the girl's hat and ask *What's this?* Do the same with the snow.
- Tell students they are going to watch a video to find out about different cold-weather sports.

1 Circle. Which sports are cold-weather sports?

- Ask students to name the four seasons.
- Ask students to name as many sports as they can. Write their suggestions on the board.
- Choose one of the sports, e.g. skiing, and ask students to match it with the right season (winter). Repeat with the other sports.
- Ask students look at Activity 1. Review the words with the students.
- Look at the list of sports on the board. How many sports match the ones in Activity 1?
- Tell students to complete the Activity, circling the winter sports.
- Go round the class asking students which sport they play in summer and which sport they play in winter.

Review 3: Part 4

Units 5 and 6

1 List five sports and outdoor activities you know.

- Ask students to work individually and list five sports and outdoor activities they know.
- Tell students to share their lists with their friends and the class.
- Ask students for their words and make a list on the board.

Review 3: Part 4

1 List five sports and outdoor activities you know.

Football

2 Talk about a place you want to visit and activities you want to do.

Let's go to the mountains.

The days will be very beautiful, but we can't go camping. It's very cold in winter.

What do you do in the mountains?

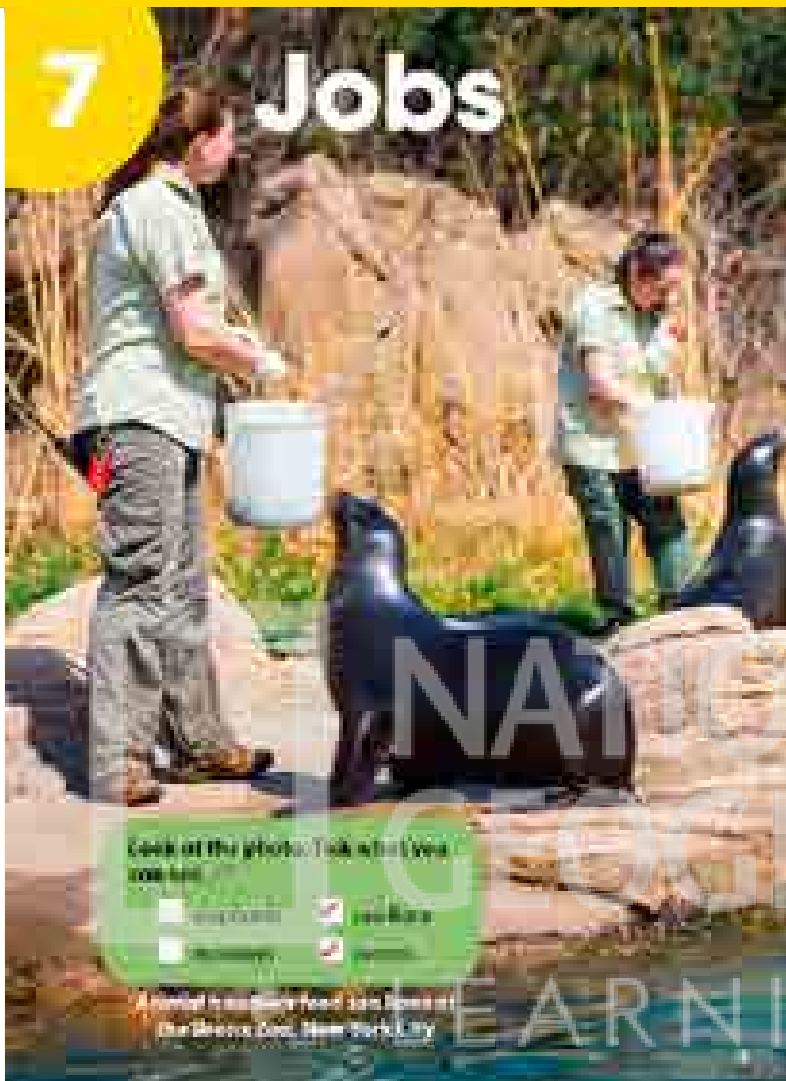
THE UNIVERSITY

2 Talk about a place you want to visit and activities you want to do.

- Invite two students to read the model dialogue.
- Put students into pairs and tell them to talk with their partner about a place they want to visit and activities they want to there.
- Go around the class helping them if necessary.
- Ask some volunteers to deliver their speech in front of the class and handle questions from their classmates. Correct mistakes if necessary and provide feedback.

7

Jobs



In This Unit

Theme

This unit is about jobs.

Vocabulary

Lesson 1: *chef, doctor, farmer, photographer, vet*

Lesson 2: *in a clinic, in a hospital, in a restaurant, in a studio*

Lesson 3: *firefighter, feed the animals, put out fire, take care of*

Grammar

Lesson 1: What does he/she do?

Lesson 2: Where does he/she work?

Lesson 3: What does a vet do?

About the photo

The photo shows two animal handlers feeding two sea lions at The Bronx Zoo in New York City. Sea lions are carnivores that eat hake, squid, crabs, octopus and clams.

Related vocabulary

bucket, rock, look after, take care, zoo keeper

Unit Opener**Objectives**

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

Materials

- Student's Book

To start

- Read the title of the unit together. Check students know what *Jobs* means and that they can say it. Ask if anyone can think of an unusual job. Find out how it is unusual and ask if students want to do this job.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to jobs. Tell them they can suggest people, actions, adjectives, etc.

Look at the photo. Tick what you can see. 

- Tell students to look at the photo on pages 76 and tell you what they can see. Elicit ideas from the class and write them on the board.
- Ask students to read the words on page 76 and tick them if they are in the photo.
- Check answers as a class.

EXTENSION ACTIVITY

- Remind students of the topic of the unit (jobs). Ask them to tell you what they think the job is, what tasks they think it includes, where they think these two women work, whether they enjoy their job, and so on.
- Ask students to close their books and tell you everything they remember about the photo. Accept words, not just sentences.

TEACHING TIP

When you ask students to use a new vocabulary item in a sentence, give them a minute or so to first write their sentence down. This will give them time to think and ensure that every student participates, even though only one might be called on to give the answer aloud.

Lesson Aims

- Learn and use new vocabulary: *chef, doctor, farmer, photographer, vet*
- Learn and use new grammar: *What does he/she do?*

Materials

- Student's Book, Audio

To start

- Ask students to remember words from the lessons in Unit 6. Write their suggestions on the board and ask students to mime them or tell you what they mean. Add any words that students missed.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

TR: 7.1

- Tell students to look at the vocabulary box on page 77. Find out if they know any of the words. Play the recording for students to listen and point to the correct pictures.
- Play the recording again, pausing after each word for students to say the word. Ask which people work inside, outside or both.

2 Listen and read. Tick.

TR: 7.2

- Ask students to look at the photo and elicit what they can see.
- 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 text with their fingers.
- Play the recording again, pause after each sentence and ask students to repeat.
- Tell students to look at the sentences and the text and ask them what should be filled in the gaps. Instruct them to look for similar sentences in the text. Elicit

Lesson 1

1 Listen and point. Repeat.



2 Listen and read. Tick.



1 Is he a...
2 He is taking photos of...

3 Look and say.



the correct answers.

- Ask students to practise reading the text in pairs and then ask volunteers to read the text aloud in front of the class.

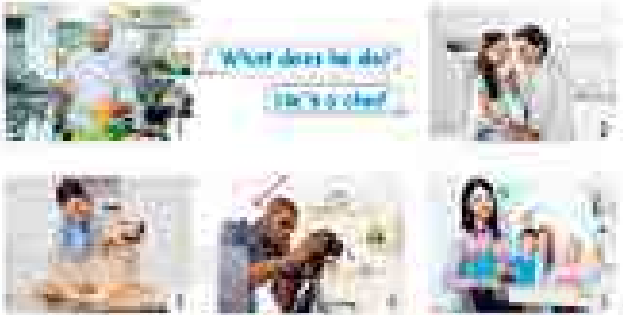
3 Look and say.

- Tell students to look at the picture for question 1 and ask who is in the picture. Elicit *"a photographer"*. Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:
 - 2 He is a vet.
 - 3 She is a doctor.
 - 4 He is a chef.
 - 5 She is a farmer.

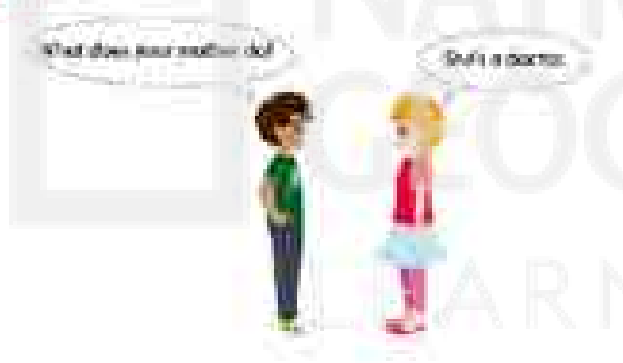
4 Listen and repeat.



5 Look, Ask and answer.



6 Let's talk.



4 Listen and repeat. TR: 7.3

- To begin, ask students to look at and underline the sentences *What does your father do?* and *He's a farmer.* in Activity 2. Tell them that it's the way to ask and answer about what a person does in English and today they are going to learn more about how to ask and answer about about people's jobs.
- 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.
- Ask students to repeat the sentences. Let them know that this activity is linked to the next activity.

5 Look. Ask and answer.

- Tell students to look at the pictures elicit the jobs that the pictures show.
- 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 saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:
 - 2 *What does he do? He's a farmer.*
 - 3 *What does he do? He's a vet.*
 - 4 *What does she do? She's a student.*
 - 5 *What does she do? She's a teacher.*

6 Let's talk.

- Tell students to look at the picture. Let them know that they will be talking about the jobs of their family members.
- Tell students to look at the example dialogue.
- Read out the dialogue, pause after each sentence and ask students to repeat.
- Ask one or two students to act out the dialogue again.
- Ask students to work in pairs to talk about the jobs that they want to do in the future.
- Ask some volunteers to speak in front of the class.

Lesson Aims

- Learn and use new vocabulary: *in a clinic, in a hospital, in a restaurant, in a studio*
- Learn and use new grammar: *Where does he/she work?*

Materials

- Student's Book, Class Audio CD

To start

- Ask students to remember words from the lessons 1. Write their suggestions on the board and ask students to mime them or tell you what they mean. Add any words that students missed.
- Revise the ways to introduce one's job in English.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

TR: 7.4

- Tell students to look at the vocabulary box on page 80. Find out if they know any of the words. Play the recording for students to listen and point to the correct pictures.
- Play the recording again, pausing after each word for students to say the word. Ask which people work inside, outside or both.

2 Listen and read. Write.

TR: 7.5

- Ask students to look at the photo and elicit what they can see.
- 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 text with their fingers.
- Play the recording again, pause after each sentence and ask students to repeat.
- Tell students to look at the sentences and the text and ask them what should be filled in the gap. Instruct them to look for similar sentences in the text. Elicit the correct answers.

- Ask students to practice reading the text in pairs and then ask volunteers to read the text aloud in front of the class.

3 Match and say.

- Ask students to look at the pictures and elicit the job that the pictures show
- Tell students to look at picture 1 and the example. Elicit that the man in the picture is a vet. Then read the example aloud and ask students to repeat after you.
- Ask students to match the pictures with the places. Allow them enough time to complete the task. Check answer as the whole class.
- Put students in pairs and ask them to practise saying the sentences. Walk around and give help if necessary. Ask some volunteers to say the sentences in front of the class.
- Suggested answers:
 - 2 He's a chef. He works in a restaurant.
 - 3 He's a photographer. He works in a studio.
 - 4 She's a farmer. She works on a farm.
 - 5 He's a doctor. He works in a hospital.

4 Listen and repeat.

1 Where does he work?
- He works in a restaurant.

2 Where does she work?
- She works in the field.

5 Look, ask and answer.

1 Where does she work?
- She works on a farm.

2 Where does he work?
- He works in a school.

3 Where does he work?
- He works in a studio.

4 Where does she work?
- She works in a hospital.

6 Listen and chant.

Where does he work?
- He works in a restaurant.

Where does she work?
- She works in a clinic.

Where does he work?
- He works in a restaurant.

Where does she work?
- She works in a clinic.

4 Listen and repeat. **TR: 7.6**

- To begin, ask students to look at and underline the sentence *Where does he work? He works in a restaurant in Hanoi.* in Activity 2. Tell them that they are going to learn more about how to ask and answer about the places where people work.
- 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.
- Ask students to repeat the sentences. Let them know that this activity is linked to 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 saying the sentences individually and in pairs. Go round the class helping students where

necessary.

- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:
 - 2 Where does Teacher Mai work?
- She works in Thang Long school.
 - 3 Where does Mr. Lee work?
- He works in a studio.
 - 4 Where does Doctor Minh work?
- He works in Bach Mai hospital.

6 Listen and chant. **TR: 7.7**

- Tell students they are going to learn a chant about jobs. Ask students to read the song quickly and find two jobs (vet, chef). Ask which one is in the photo.
- Play the recording again 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 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 circle. TR: 7.8

- Tell students they are going to listen to some sentences and circle the correct answers.
- Ask students to read through sentences 1 – 4 and the options.
- Play the recording and tell students to listen and circle the correct answers for sentences 1 – 4. Play the recording more than once if students cannot catch the answers.
- Play the recording again and pause after each sentence to check answers

8 Look. Ask and answer.

- Point to the sentences. Explain that students must use words about jobs and feelings that they have learnt to fill in the blanks.
- Use the example provided in sentences 1 to explain the task to the students.
- Ask students to fill in the gaps and practise saying the sentences. Go around the class helping where necessary.
- Ask some students to read out their sentences and provide feedback as necessary.
- Ask volunteers to ask and answer in front of the class. Correct any mistakes.
- Suggested answers:
 - 2 What does your father do?
 - He's a vet.
 - Where does he work?
 - He works in a clinic.
 - 3 What does your uncle do?
 - He's a chef.
 - Where does he work?
 - He works in a restaurant.
 - 4 What does your aunt do?
 - She's a teacher.
 - Where does she work?
 - She works in a school.
 - 5 What does your brother do?
 - He's a photographer.
 - Where does he work?
 - He works in a studio.



7 Listen and circle. (TR: 7.8)

1 She is a _____
a. doctor b. chef c. vet

2 She lives _____
a. in a house b. in a clinic c. in a school

3 She works _____
a. in a house b. in a hospital c. on a boat

4 She _____ vegetables, meat, eggs, fish and fruit.
a. takes care of b. plays with c. makes good use of

8 Look, Ask and answer.

1  What does your father do?
He's a doctor.
Where does he work?
He works in a hospital.

2  What does your uncle do?
He's a chef.
Where does he work?
He works in a kitchen.

3  What does your aunt do?
She's a teacher.
Where does she work?
She works in a school.

4  What does your brother do?
He's a photographer.
Where does he work?
He works in a studio.

9 Let's talk.

1.  What does your father do?
He's a doctor.
Where does he work?
He works in a hospital.

2.  My father works in a hospital.
He's a doctor.

9 Let's talk.

- Tell students they are going to talk about the jobs of their family members.
- Tell students to look at the pictures 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.

1 Listen and point. Repeat.    

2 Listen and tick. 

3 Look and say.

A vet takes care of animals.

take care of people *cook good food* *feed animals* *put out fires* *take care of*

Lesson Aims

- Learn and use new vocabulary: *firefighter, take care of*
- *put out fires, feed the animals*
- Learn and use new grammar: *What does a vet do?*

Materials

- Student's Book, Class Audio CD, Flashcards: *firefighter, take care of, put out fires, feed the animals*
- One blank piece of paper for each student (optional)

- Play the recording more than once if students cannot catch all the answers.
- Play the recording again and pause after each sentence to check answers.
- Elicit the answer from students 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 Look and say.

- Ask students to look at the pictures and elicit the job that the pictures show.
- Tell students to look at picture 1 and the example. Elicit that the man in the picture is a vet. Then read the example aloud and ask students to repeat after you.
- Ask students to match the pictures with the places. Allow them enough time to complete the task. Check answer as the whole class.
- Put students in pairs and ask them to practise saying the sentences. Walk around and give help if necessary. Ask some volunteers to say the sentences in front of the class.
- Suggested answer:
 - 2 *A chef cooks good food.*
 - 3 *A photographer takes photos.*
 - 4 *A farmer feeds the animals.*
 - 5 *A doctor takes care of people.*

To start

- Revise some words from Lesson 1. Ask students to choose one of the job words and mime it for classmates to guess. Allow them to look at page 80 for five seconds beforehand, if they need. End by asking volunteers to write the jobs on the board.
- Sing the chant from Lesson 2 (TR: 7.10).

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat. TR: 7.9

- Tell students to look at the vocabulary box on page 84. Ask if they know any of the words. Play the recording for students to listen and point to the correct pictures.
- Play the recording again, pausing after each word for students to say the word.

2 Listen and tick. TR: 7.10

- Ask students to look at the photo and elicit what they can see.
- Ask students to look at the sentences below the picture. Read the sentences and the options.
- Play the recording and ask students to listen and tick the correct options.

4 Listen and repeat. TR: 7.11

- To begin, ask students to look at and underline the sentences *What does a firefighter do?* and *A firefighter puts out fires.* in Activity 2. Tell them that it's the way to ask and answer about the things people do in their jobs and today they are going to learn more about this.
- Tell students to look at the picture and the sentences.
- 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.
- Let them know that this activity is linked to 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.
- Divide the students into pairs and explain the rest of the task to them. Allow them enough time to practise saying the sentences in pairs. Go round the class helping students where necessary.
- Ask volunteers to ask and answer in front of the whole class. Correct any mistakes.
- Suggested answer:
2 *What does a doctor do?*
- *A doctor takes care of people.*
3 *What does a photographer do?*
- *A photographer takes photos.*
4 *What does a firefighter do?*
- *A firefighter puts out fires.*
5 *What does a chef do?*
- *A chef cooks good food.*

4 Listen and repeat. TR: 7.11

What does a firefighter do?
A firefighter puts out fires.

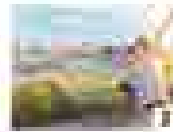


5 Look. Ask and answer.



What does a farmer do?

A farmer feeds animals.

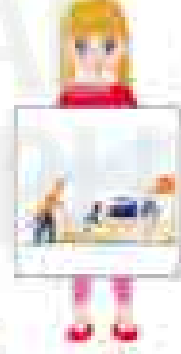


6 Role-play.

What does he do?

He feeds animals.

What does he do every day?



He is a farmer.

He feeds animals every day.

He feeds animals every day.

6 Role-play.

- Tell students they are going to do a role-play about jobs.
- Tell students to look at the photo and the conversation. Ask them what job in the man in the photo does and elicit *farmer*.
- Read the conversation and ask students to repeat after you. Ask some volunteers to read the conversation again.
- Put students in groups of three and give each group a set of cards/photos of different jobs and explain the rest of the task to students. In each group, one student has to hold the card/photo of a job, the other two students look at the card/photo to ask and answer about that job, following the example conversation.
- Allow students enough time to do the task. Go round the class and assist where necessary.

7 Listen and repeat. TR: 7.12

doctor

farmer

A: *Doctor, doctor, a man in a white coat.*

A: *Farmer, farmer, a man in a hat.*



8 Listen and chant. TR: 7.13

Dr. d

Doctor, doctor, a doctor!

It's the little one in a white coat.

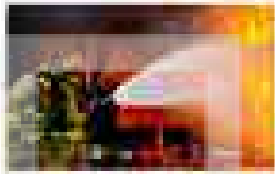
F, F, F

Farmer, farmer, farmer!

A farmer, a farmer, a farmer!

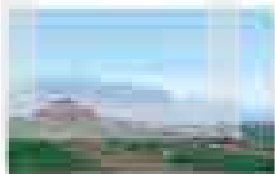


9 Say it!



1. What does a firefighter do?

A: A firefighter puts out fires.



2. What does a famous person do?

A: A famous person can be famous.



3. How does a patient in a hospital do?

A: A doctor works in a hospital.



4. What does a chef do?

A: A chef cooks great food!

7 Listen and repeat. TR: 7.12

- 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 *d* in *doctor* and *f* for *famous* come from different parts of your mouth. Write the words on the board. Point to each word 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. Ask some volunteers to read out the words and sentence. Correct any mistakes.

8 Listen and chant. TR: 7.13

- Play the recording. Ask students to listen and look. 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.

9 Say it.

- Ask students to read the sentence. Ask them to focus on the words with the target sounds and read those aloud.
- Ask students to practice saying the sentences out loud individually and then in pairs.
- Ask volunteers to read the sentences out loud. Correct any mistakes.

FUN TIME & PROJECT

1 Game: Guess the jobs.

- Tell the students that they are going to play a game about jobs.
- Put students into pairs to play the game.
- Show students the set of cards that you have prepared. Explain to them that on the cards are the different kinds of jobs that students have learnt. Demonstrate how to play the game with 3 student. Student A picks up a card and shows it to student B so that student B knows what job they have. Student C has to ask student B questions, following the example, to find out the job.
- Students take turns to play the game
- Praise or award a prize to the quickest pair or group with correct answer.

FUN TIME AND PROJECT

1 Game: Guess the jobs.



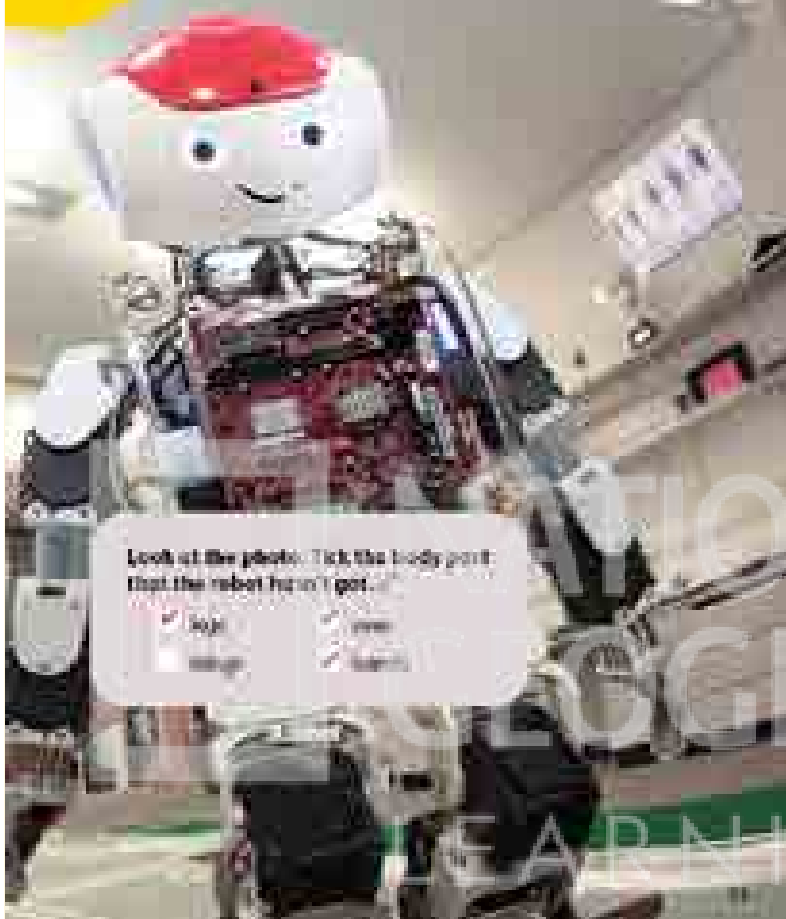
2 Project: My dream job



2 Project: My dream job

- Before the lesson, ask students to find information about a job that they want to do in the future.
- Ask students to draw the job that they want to do in the future on a piece of paper, then write some sentences below the pictures to describe that job. Depending on the amount of class time you have, this step could be done at home or in class.
- Put students into pairs or groups to share their posters with one another.
- Ask volunteers to share their poster.

8 Technology



Unit Opener

Objectives

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

Materials

Student's Book, Class Audio CD, DVD, Flashcards

To start

- Read the title of the unit together. Check students know what it means. Ask if they like technology, what they like and what they don't like, and find out if they can say any names in English.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to technology. Tell them they can suggest verbs, devices, things related to the Internet or adjectives.

TEACHING TIP

When teaching a new unit, motivate students by connecting the topic to something in students' own experience. For example, ask students what types of technology they have or use every day. Ask them to tell you about it. Making personal connections helps students connect to topics.

Theme

This unit is about technology.

Vocabulary

Lesson 1: *smartphone, make phone calls, make videos, write emails*

Lesson 2: *surf the internet, use the tablet, work in pairs, work in groups.*

Lesson 3: *change the password, use the computer lab, use the projector, use the speaker*

Grammar

Lesson 1: Adverbs of frequency
always, sometimes

Lesson 2: comparatives

Lesson 3: superlatives

About the photo

The photo shows robots demonstrating taekwondo. They were part of a ceremony to open a new Robot Hall, held at the National Science Museum in Gwacheon in South Korea.

Related vocabulary

arms, bend, eyes, lights, move, robot, show

Look at the photo. Tick the body part that the robot hasn't got.

- Tell students to look at the photo on pages 86 and tell you what they can see. Elicit ideas from the class and write them on the board. Answer any questions and write new vocabulary, e.g. *robot, arms, taekwondo, lights* on the board, too.
- Ask a student to read the instruction. Note the word *hasn't*.
- Ask a different student to read the words. Go through them with the class, asking students to point to that part on the robot. Ask which word should be ticked and ensure students understand why.

EXTENSION ACTIVITY

- Remind students of the topic of the unit (technology) and talk about the photo: find out if students have ever had a toy robot or played with one and if so where/when, if they watch films with robots, if they would like a taekwondo robot or what other sport or job they would like a robot for.
- Ask students to close their books and tell you everything they remember about the photo. Accept words, not just sentences.

Lesson Aims

- Learn and use new vocabulary: *smartphone, make phone calls, make videos, write emails*
- Learn and use new grammar: adverbs of frequency *always, sometimes*

Materials

- Student's Book, Class Audio CD, Flashcards

To start

- Use the flashcards to revise the jobs from Unit 7. Ask students to remember the jobs and to ask and answer about the jobs of their family members.

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

TR: 8.1

- Tell students to look at the vocabulary box on page 88. Ask if they know any of the words. Play the recording for students to listen and point to the correct photo. Say the words in a different order for students to listen and point.
- Play the recording again, pausing after each word for students to say the word.

2 Listen and read. Write.

TR: 8.2

- Ask students to look at the photo and elicit what they think the woman is doing.
- 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.
- 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

Target 1

1 Listen and point. Repeat. (2 mins)



smartphone



make phone calls



make videos



write emails

2 Listen and read. Write. (2 mins)



3 Look, say and answer.

What can we do with a smartphone?

What can we do with a computer?



1 smartphone / take photos



2 computer / learn English



3 smartphone / make phone calls



4 computer / make videos

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the gaps. Elicit *take* and *write*.

3 Look and say.

- Tell students to look at the picture for question 1 and ask what the girl in the picture is doing. Elicit "taking photos". Read out the sample sentence and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answers: (to be added after designers have put in the pictures)
- Suggested answer:
 - 2 What can we do with a computer?
- We can learn English.
 - 3 What can we do with a smartphone?
- We can make phone calls.
 - 4 What can we do with a computer?
- We can make videos.

4 Listen and repeat.  **TR: 8.3**



1. She sometimes makes videos on her smartphone.

2. He always makes English on his computer.

always **sometimes**

5 Look and say.



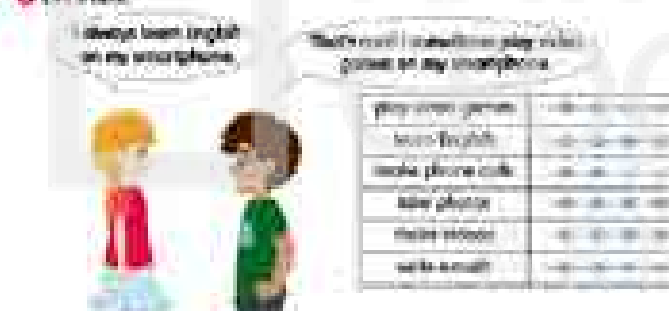
1. Linda **always** writes e-mails on her computer.

2. My brother **sometimes** makes videos.

3. Richard **always** plays games on his tablet.

4. Uncle Mark **always** makes phone calls with his smartphone.

6 Let's talk.



I always learn English on my smartphone.

My brother sometimes play video games on my smartphone.

play video games	write e-mails
learn English	make phone calls
take photos	make videos
make stories	write e-mails

4 Listen and repeat.  **TR: 8.3**

- To begin, ask students to look at and underline the sentence *I sometimes write emails on my phone.* in Activity 2. Tell them that it's the way to talk about the frequency of doing something in English and today they are going to learn more about how to describe the frequency of doing something.
- 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.
- 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 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 saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:
 2 My brother always make videos with his computer.
 3 Richard sometimes play games with his tablet.
 4 Uncle Mark always make phone calls with his smartphone.

6 Let's talk.

- Tell students to look at the picture. Let them know that they will be talking about the things that they do.
- Tell students to look at the example dialogue.
- Read out the dialogue and ask students to repeat after you.
- Ask one or two students to act out the dialogue again.
- Ask students to work in pairs to talk about things that they do using adverbs of frequency.
- Ask some volunteers to speak in front of the class.

Lesson Aims

- Learn and use new vocabulary: *surf the internet, use the tablet, work in pairs, work in groups.*
- Learn and use new grammar: Asking for permission with *can*

Materials

- Student's Book, Class Audio CD, Flash cards: smartphone, make phone calls, make videos, write emails

To start

- Revise the words from Lesson 1 using the flashcards or drawing simple pictures on the board for students to guess what they show. Ask volunteers to draw pictures on the board for classmates to guess. Ask them to write the words under their pictures when their classmates have guessed correctly.
- Ask students to remember the meanings of *always* and *sometimes*. Ask volunteers to think of things they do to illustrate these words. Elicit for example, *I always eat fruit. I sometimes go camping with my aunt.*

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

 **TR: 8.4**

- Tell students to look at the vocabulary box on page 90. Ask if they know any of the words. Play the recording for students to listen and point. Say the words in a different order for students to listen and point.
- Play the recording again, pausing after each word for students to say the word. Ask volunteers to mime the words for classmates to guess.

2 Listen and read. Tick.

 **TR: 8.5**

- Ask students to look at the photo and elicit what they think the people in the photo are doing.
- 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



1 Listen and point. Repeat.  **TR: 8.4**

2 Listen and read. Tick.  **TR: 8.5**

3 Look and say.

1 The teacher says to the students: 'Can you help me?' *She sometimes uses the tablet.*

2 Students work in pairs. *They always work in groups.*

3 She sometimes surfs the internet. *She sometimes surfs the internet.*

4 She sometimes uses the tablet. *She sometimes uses the tablet.*

5 She sometimes works in pairs. *She sometimes works in pairs.*

6 She sometimes works in groups. *She sometimes works in groups.*

dialogue 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 questions and elicit what the answers should be. Elicit work in pairs and use their books. Ask students to tick the answers accordingly.

3 Look and say.

- Tell students to look at the picture for question 1 and ask what the students are doing. Elicit *work in pairs*. Read out the sample sentence and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:
 - 2 She sometimes uses the tablet.*
 - 3 They always work in groups.*
 - 4 She sometimes surfs the internet.*

4 Listen and repeat. **TR: 8.6**




1 Teacher, can we use the tablet?
- Yes, you can.

2 Teacher, can we use the internet?
- Yes, please!

5 Look, Ask and say.





1 work in groups (x2)

2 work in pairs (x2)





3 use our smartphones (x2)

4 surf the internet (x2)

5 use the tablet (x2)

6 Listen and chant. **TR: 8.7**

Teacher: tablet, tablet.
Can we use the tablet to chat?
Yes, you can! Yes, you can!

Teacher: phone, phone.
Can we use the phone to chat?
No, you can't! No, you can't!



4 Listen and repeat. **TR: 8.6**

- To begin, ask students to look at and underline the sentence *Can we use the tablet?* in Activity 2. Tell them that it's the way to ask for permission in English and today they are going to learn more about how to ask for permission. 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.
- Ask students to repeat the sentences. Let them know that this activity is linked to 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 saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answers:
 - 2 Teacher, can we work in pairs?
- Yes, you can.
 - 3 Teacher, can we use our smartphone?
- No, you can't.
 - 4 Teacher, can we surf the internet?
- No, you can't.
 - 5 Teacher, can we use the tablet?
- No, you can't..

6 Listen and chant. **TR: 8.7**

- Ask students to look at the photo and tell you what it shows (a map and an app). Tell them to look at the song quickly and find two more types of technology (phone, tablet).
- Play the chant for students to listen and follow with their fingers.
- Read out the chant a line at a time. Ask students to repeat after you.
- Play the chant again for students to sing along. Practise until students are familiar with the words.

7 Listen and circle. TR: 8.8

- Tell students they are going to listen to some sentences and circle the correct answers.
- Ask students to read through sentences 1 – 4 and the options.
- Play the recording and tell students to listen and circle the correct answers for sentences 1 – 4. Play the recording more than once if students cannot catch the answers.
- Play the recording again and pause after each sentence to check answers.

8 Point and say.

- Tell students that they are going to talk about classroom rules.
- Ask students to look at the pictures and elicit things shown in each picture.
- Use the example provided in question 1 to explain the task to the students.
- Ask students to point to the pictures and practise saying the sentences. Go around the class helping where necessary.

7 Listen and circle.

- 1 I can't write letters. _____ learn English together.
 - a. sometimes
 - b. always**
 - c. don't
- 2 They must _____ read do their homework.
 - a. in class
 - b. in pairs
 - c. in groups**
- 3 There are nice photos _____ in the table.
 - a. between
 - b. colour
 - c. under**
- 4 They sometimes use the computer to _____ food.
 - a. buy**
 - b. smartphone
 - c. book

8 Point and say.



9 Let's play.

Ask your partner questions about what you can do in class.

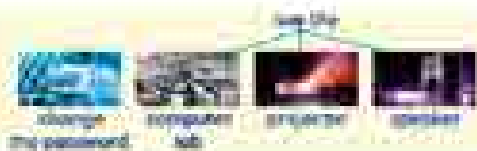


9 Let's talk!

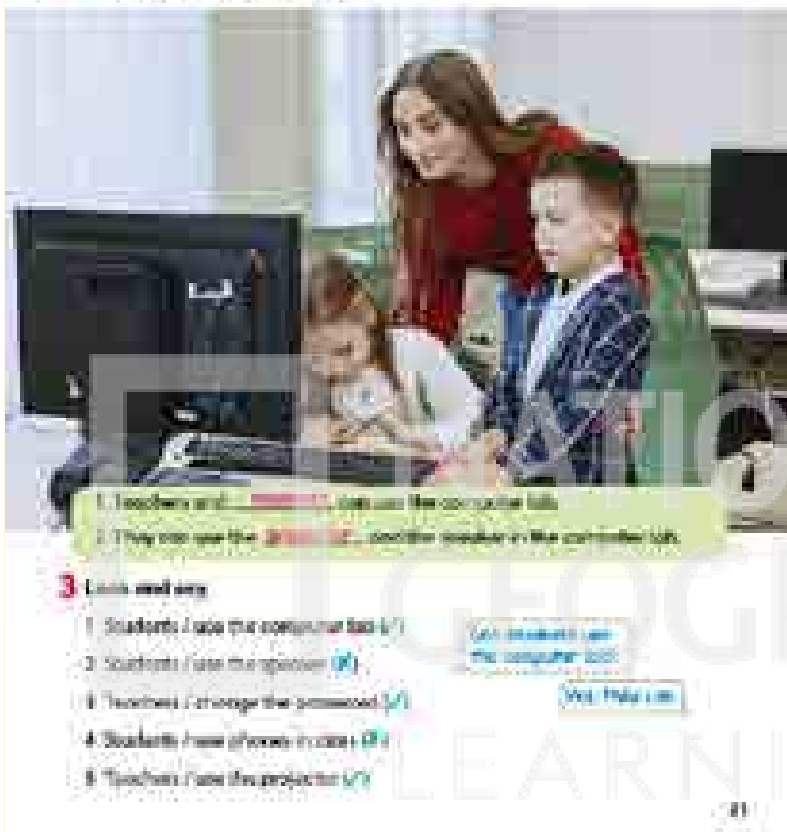
- Tell students they are going to ask and answer about things they can and can't do in class.
- Tell students to look at the pictures and the sentences.
- Read out the sentence and ask students to repeat after you.
- Divide students into pairs and ask them to ask and answer about things they can and can't do in class. Encourage them to use all the vocabulary learnt in lesson 1 and 2. Go around the class to help where necessary.
- Ask some volunteers to talk in front of the whole class.

Introduction

1 Listen and point. Repeat.



2 Listen and write.



Lesson Aims

- Learn and use new vocabulary:
Learn and use new vocabulary: change the password, use the computer lab, use the projector, use the speaker
- Learn and use new grammar:
Expressing possibilities with *can*

Materials

- Student's Book, Class Audio CD, Flashcards

the gaps with words from the recording

- Play the recording more than once if students cannot catch all the answers.
- Play the recording again and pause after each sentence to check answers.
- Elicit the answer from students 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 Look and say.

- Tell students to look at the prompts and read them aloud. Ask students to repeat after you.
- Tell students to look at the prompt for question 1 and the sample sentences. Read out the sample sentences and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise saying the sentences individually and in pairs. Go around the class helping students where necessary.
- Ask volunteers to ask and answer in front of the class. Correct any mistakes.
- Suggested answers:
 - 2 *Can students use the speaker?*
- No, they can't.
 - 3 *Can teachers change the password?*
- Yes, they can.
 - 4 *Can students use phones in class?*
- No, they can't.
 - 5 *Can teachers use the projector?*
- Yes, they can.

To start

- Revise the words from Lesson 2. Use mime and elicit the words from students. Ask volunteers to write them on the board.
- Read the chant from Lesson 2 (TR: 8.7).

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat. TR: 8.9

- Tell students to look at the vocabulary box on page 21. Ask if they know any of the words. Play the recording for students to listen and point to the correct pictures. Say the words in a different order for students to listen and point.
- Play the recording again, pausing after each word for students to say the word.

2 Listen and write. TR: 8.10

- Ask students to look at the photo and elicit what they can see.
- Ask students to look at the sentences below the picture. Read the sentences.
- Play the recording and ask students to listen and fill in

4 Listen and repeat. TR: 8.11

- To begin, ask students to look at and underline the sentence *Who can use the computer lab?* in Activity 2. Tell them that it's the way to express possibilities using *can* in English and today they are going to learn more about how to express possibilities using *can*.
- 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.
- Ask students to repeat the sentences. Let them know that this activity is linked to the next activity.

5 Match. 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 saying the sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:
 - 2 Who can make phone calls?
- Teachers can.
 - 3 Who can use the speaker?
- Teachers and students can.
 - 4 Who can change the password?
- Teachers can.
 - 5 Who can use the projector?
- Teachers and students can.
 - 6 Who can surf the internet?
- Teachers can.



5 Match. Ask and answer.



6 Let's talk.


Talk about things you can and can't do in the classroom.



6 Let's talk.

- Tell students they are going to ask and answer about things they can and can't do in class.
- Tell students to look at the picture and the sentences. Read out the sentences and ask students to repeat after you.
- Divide students into pairs and ask them to ask and answer about things they can and can't do in class. Encourage them to use all the vocabulary learnt in lesson 1 and 2. Go around the class to help where necessary.
- Ask some volunteers to talk in front of the whole class.

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. Practice 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.

9 Say it.

- Ask students to read the sentences. Ask them to focus on the words with the target sounds and to read them out loud.
- Ask students to practice saying the sentence individually and then in pairs.
- Ask volunteers to read the sentences out loud. Correct any mistakes.

7 Listen and repeat.

Use

use

I can use my phone at home.
I can use my phone at school.

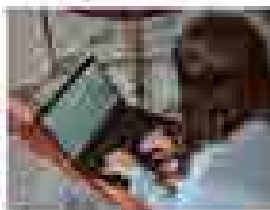


8 Listen and chant.

U, u

Use, use, use

I can use my phone.
I can use my phone.

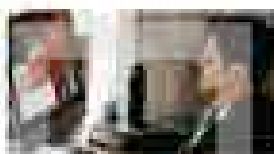


M, m

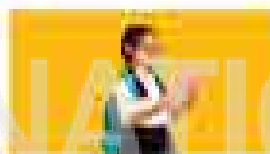
Make, make, make

I can make a call.
I can make a call.

9 Say it.



1 He can make videos on his computer.



2 Laura sometimes uses her tablet at school.



3 Mary always takes photos with her smartphone.



4 Teachers and students can use the computer for...

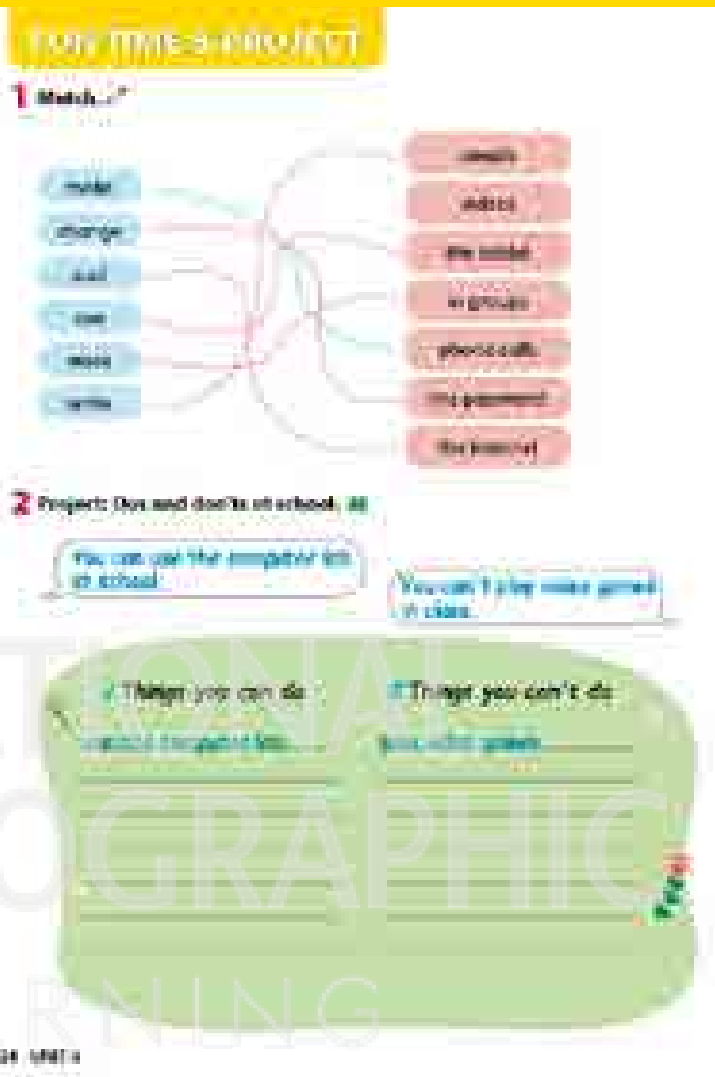
7 Listen and repeat. **TR: 8.12**

- 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 m in make* and *s in use* come from different parts of your mouth. Write the words on the board. Point to each word 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. Ask some volunteers to read out the words and sentence. Correct any mistakes.

FUN TIME & PROJECT

1 Match.

- Tell the students that they are going to look at the words in two columns and match them together to create meaningful phrases. Tell them that they're phrases that they've learnt in this unit.
- Divide students into pairs or groups to do the task.
- Show students how to do the task by matching the first phrase *make phone calls*. Model the second phrase if necessary. Allow students enough time to do the task. Go round the class helping where necessary.
- Check answers as the whole class.



1 Match.

2 Project: Dos and don'ts at school.

You can use the computer in school.

You can't play video games in class.

Things you can do	Things you can't do
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2 Project: Dos and don'ts at school

- Tell students they are going to make a list of things they can and can't do at school.
- Ask students to look at the list and the sample sentences. Read out the sample sentences and ask students to repeat after you.
- Put students in groups to complete the task. Go round the class helping the students where necessary.
- Ask some volunteers to show their list and say the sentences in front of the whole class.
- Praise or award a prize to the groups with good list.

REVIEW 4: Part 1

1 Do the crossword.



2 Circle.

- My aunt is a vet doctor. She takes care of animals.
- My uncle is a teacher in a school. He teaches the pupils.
- My father is a farmer. He works on a farm.
- My mother is a photographer. She takes photos of animals.
- My brother is a doctor. He works in a hospital.

3 Match and say.

- | | |
|--------------------------------|----------------------------------|
| 1. What does a vet do? | a. My uncle works in a clinic. |
| 2. Where does a teacher work? | b. In a school. |
| 3. What does a firefighter do? | c. A vet takes care of animals. |
| 4. What does your mother do? | d. A firefighter puts out fires. |
| 5. Where does your uncle work? | e. He works on a farm. |

Review 4: Part 1

Units 7 and 8

2 Circle.

- Tell students to look at the task. Do the first one as a class and make sure students understand the task.
- Allow enough time to complete the task then check answers as a class.

3 Match and say.

- Tell students to look at the questions 1-5 and the answers a-e and tell them they have to match the questions with the correct answers.
- Tell them to look at the first question and the example answer.
- Ask them to do the same with the other questions.
- Allow enough time for students to complete the task. Check answers as a class.

To start

- Revise the words using magazine pictures or the flashcards (Units 7 and 8). Stick the flashcards or pictures on the board. Ask a volunteer to point to a flashcard or picture on the board and to say what it is. Ask volunteers to write the words under the cards/pictures.
- Ask students to ask and answer about the jobs of their family members.
- Then ask students about things they can and can't do at school and in the classroom.

1 Do the crossword.

- Tell students to look at the crosswords and the pictures from 1 to 6.
- Tell students to look at picture 1 and elicit the job it shows. Elicit 'photographer', then show them how the word is written in the crossword.
- Ask students to look at the other pictures and think of the jobs that they show. Then fill in the crosswords from 2 to 6.
- Allow enough time for students to complete the task. Check answers as a class.

Review 4: Part 2

Units 7 and 8

1 Match.

- Tell students to look at the words and match them to correct picture with a line. Do the first one as a class and make sure students understand the task.
- Allow enough time to complete the task. Check answers as a class.

2 Match and say.

- Tell students to look at the task and read the questions 1-5 as well as the answers a-e. Tell them they have to match the questions with the corresponding answers.
- Tell students to look at the sample question and answer. Read them aloud and ask students to repeat after you.
- Allow enough time to complete the task. Check answers as a class.

EXTRA ACTIVITY

Sing the songs from Units 7 and 8 (TR: 7.7 and TR: 8.7).

REVIEW 4: Part 2

1 Match.

2 Match and say.

1. Can students use their phones in class? a. Yes, for fun.
2. What can change the password? b. No, they can't.
3. Can Mr. John use the computer lab? c. Yes, after class.
4. Can I take photos in class? d. The teacher can.
5. Can Kate write letters out of school? e. No, you can't!

3 Write and say.

1. sometimes
2. My teacher always
3. Teachers can use
4. Who can

3 Write and say.

- Tell students they are going to write true sentences using the words given. Ask them to read the words, then elicit ideas for each sentence.
- Ask students to look at number 1, read it out then ask a volunteer to make a sentence using that word which is true for the student. Write the student's sentence on the board.
- Check students understand the task. Allow enough time to complete the task. Monitor and help as necessary. Note: with less confident classes, you may wish to work through each sentence as a class.
- Check answers. Ask volunteers to read out their answers.

REVIEW 4: Part 1 - Video



1 What jobs would you like? Circle.

photographer, teacher, vet, doctor, farmer, chef

2 What animals can you see in the video? Tick.

meerkat, tiger, giraffe, horse, rabbit

3 Read. Tick T for True and F for False.

- Photographers have cameras.
- Photographers only take photos of animals.
- Photographers only take photos of people.
- In the video, a photographer is working under the tent.

4 What do you want to be? Talk about what you want to do.

I want to be a photographer. Do you like my photo of a meerkat?

Yes, it's beautiful!

Review 4: Part 3

Units 7 and 8

- Tell students they're going to watch a video. Ask them what they think it's going to be about.

2 Which animal can you see in the video? Tick.

- Before you play the video, write the words from activity 2 on the board. Review the words as a class.
- Tell students they will tick the animal when they see/hear it 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.

3 Read. Tick T for True and F for False.

- Read out the first statement to the class. Ask students if they think that photographers need cameras. Elicit Yes. Ask students where the tick should go (T). 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

4 What do you want to be? Talk about what you want to do.

- Tell students to think of more cool jobs. Write them on the board.
- Call on a volunteer. Ask him/her what he/she wants to be. Then tell the student to ask a classmate what he/she wants to be.
- Read the instruction to the students.
- Invite two students to read the model dialogue.
- Put students into pairs and tell them to talk with their partner about what they want to be. Remind them to use the words from activity 1 and Unit 7.

Lesson Aims

- Watch and understand a video about what photographers do.
- Talk about what job you want to do.

Materials

- Student's Book, DVD

To start

- Tell students to look at the photo and tell you what they can see. Revise the vocabulary from Units 7 and 8. Ask students what this woman is doing (taking a photo) and what her job is (photographer).
- Ask students to tell you if they want to do the job in the photo.
- Point to the camera and ask *What's this?* Do the same with the animal. Write the word *meerkat* on the board.
- Tell students they are going to watch a video to find out about different photographers.

1 What jobs do you think are cool? Circle.

- Tell students to brainstorm different types of jobs and write them on the board.
- Tell students to open their books and read out activity 1. Complete the activity as a class.
- Look at the list on the board. Ask students if any jobs match those in the book. Circle the jobs that match.

EXTENSION ACTIVITY

- Tell each student to draw a picture of an animal on a blank piece of paper. On a separate piece of paper, they should write the name of the animal. Encourage students to draw different animals to their classmates.
- Collect the names of the animals and put them face down on your desk.
- Tell students to put their pictures in different places all around the room.
- Tell students they are all photographers. Invite a student to choose an animal name from the pile on your desk. They turn it over and have to find the matching picture in the classroom. When they have found it, they mime taking a photo of it, hold up the picture and say *Do you like my photo of a (giraffe)?*
- Take turns with each child pretending to be the photographer.

Review 4: Part 4

Units 7 and 8

1 Write.

- Ask students to look at the crossword. Explain the task.
- Tell them they need to look at the picture prompts in order to find the words.
- Tell students to look at the sample picture prompt and answer for number 1. Read and spell the word "photographer" out loud and ask students to repeat after you.
- Have students do the crossword individually in about 5 minutes.
- Check answers. Ask volunteers to read out their answers.

REVIEW 4: Part 4

1 Let's play with a disc.

Write in pairs and say.



2 Talk about the job of someone you know.

My mother is a doctor.
She works in a hospital.
She takes care of people.

My uncle is a farmer.
His job is to grow crops like corn. Cattle.
He always works on the farm.



2 Talk about a job someone you know.

- Read the instruction to the students.
- Invite two students to read the model dialogue.
- Tell students they are going to describe a job of someone they know.
- Put students into pairs and tell them to talk about a job of someone they know with their partner. Remind them to use the words from unit 7 & 8.
- Ask some volunteers to speak in front of the whole class.

9

Places In Town

Look at the photo. Tick the things you can see.

<input checked="" type="checkbox"/> tower	<input type="checkbox"/> bridge
<input type="checkbox"/> building	<input type="checkbox"/> boat

NATIONAL GEOGRAPHIC LEARNING

In This Unit

Theme

This unit is about towns.

Vocabulary

Lesson 1: *bookshop, fountain, restaurant, street, train station*

Lesson 2: *bus stop, post office, shopping centre, supermarket*

Lesson 3: *cross the road, go straight, turn left, turn right*

Grammar

Lesson 1: *Or* questions and answers about locations of places in town

Lesson 2: *Where* + present simple to ask and answer about places in town

Lesson 3: *How* + present simple to ask and answer about directions

About the photo

The photo shows CN Tower, an iconic tower in Toronto, Canada. The CN Tower is a concrete communications and observation tower. Its height is 553.3 metres. It was built on the former Railway Lands, so its name "CN" referred to Canadian National, the railway company that built the tower. Toronto is a major Canadian city along Lake Ontario's northwestern shore. It's a dynamic metropolis with skyscrapers.

Related vocabulary

tower, buildings, river, boats, ships, city

Unit Opener

Objectives

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

Materials

- Student's Book

To start

- Read the title of the unit together. Check students know what In town means.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to towns. Tell them they can suggest people, places, vehicles, objects, etc.

Look at the photo. Tick the things you see.

- Tell students to look at the photo on pages 53 and tell them what they can see. Elicit ideas from the class and write them on the board. Answer any questions and write new vocabulary e.g. *tower, buildings, river, boats, ships*.
- Ask students to read the words on page 53 and tick them if they say what's happening.
- Check answers.

EXTENSION ACTIVITY

- Remind students of the topic of the unit (towns). Ask them to tell you what they think the connection is (looking after where you live), how important they think it is, why they think people volunteer to do this, where they think the town is, who organised the litter collection, and so on. (See *About the photo* for information.)
- Ask students to close their books and tell you everything they remember about the photo. Accept words, not just sentences.

TEACHING TIP

Make sure you modify your speaking pace when you speak English to your students. When giving instructions or explaining an activity, ensure you speak slowly and clearly. When you're modelling speech, it may be appropriate to increase the speed slightly in order to give students practice in listening to an authentic pace.

Lesson Aims

- Learn and use new vocabulary: *bookshop, fountain, restaurant, street, train station*
- Learn and use new grammar: *Or* questions and answers about locations of places in town

Materials

- Student's Book, Audio

To start

- Revise the technology from Unit 8 and ask students to say the words.

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

 TR: 9.1

- Tell students to look at the vocabulary box on page 30. Find out if they know any of the words. Play the recording for students to listen and point to the correct words.
- Play the recording again, pausing after each word for students to say the word. Ask if they can see any of the things from the window or from their house.

2 Listen and read. Tick.

  TR: 9.2

- Tell students to look at the photo and tell you what they see (boys, fountain, sun, sky, building).
- Play the recording for students to listen and follow with their fingers. Play again, pausing at the end of each sentence to check the meaning. Play again, pausing for students to say as a class.
- Find out if students ever have fun like this. Ask what they do when it's hot in town.
- Ask some volunteers to read the text in front of the whole class.
- Ask students to look at the sentence below the picture. Read the



1 Listen and point. Repeat.  TR: 9.1

2 Listen and read. Tick.  TR: 9.2

1 *What? There are so many people in the street, Don!*
Don: That's right. Can we go and play in the fountain near Let's restaurant?

2 *Is the fountain in front of or behind the restaurant?*
Don: It's in front of the restaurant.
Tom: OK, let's go.

3 Look and say.

1 *How many / am / How many / street.*

2 *Restaurant / behind / park.*

3 *Fountain / in front of / bookshop.*

4 *Bookshop / between / toyshop and restaurant.*

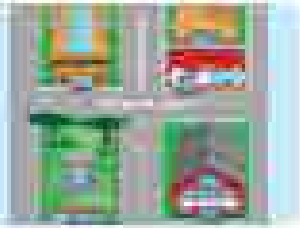
sentence and the options. Elicit the answer from students. Ask students to tick the correct answer, and check with the whole class.

3 Look and say.

- Tell students to look at the first given picture and the example sentence. Ask them to read the sentence aloud a few times.
- Ask students to look at other pictures and think about how to describe them. 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.
- Suggested answer:
2 The fountain is in front of the bookshop.
3 The restaurant is behind the park.
4 The bookshop is between the toyshop and the museum.

4 Listen and repeat. TR: 9.3

- 1 Is the fountain in front of or behind the restaurant?
- It's in front of the restaurant.
- 2 Is the train station on Riverside Street or on Elmwood Street?
- It's on Elmwood Street.



5 Look and say.

Q1 Is the fountain in front of or behind the library?

A1 It's behind the library.



- 1 Is the fountain in front of or behind the library?
- It's behind the library.
- 2 Is the fountain on Park Street or on Lake Street?
- It's on Lake Street.
- 3 Is the train station next to or opposite the park?
- It's next to the park.
- 4 Is the fountain opposite or behind the restaurant?
- It's behind the restaurant.

6 Let's talk. Use the map in 5.

Q2 Is the library opposite or behind the restaurant?

A2 It's opposite the restaurant.

5 Look and say.

- Tell students to look at the picture and suggested words for question 1. Then ask them to read out the example sentence.
- Explain the rest of the task to students. Allow them enough time to practise saying sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out sentences. Correct any mistakes.
- Suggested answer:
2 Is the fountain on Park Street or on Lake Street?
- It's on Lake Street.
3 Is the train station next to or opposite the park?
- It's next to the park.
4 Is the fountain opposite or behind the restaurant?
- It's behind the restaurant.

6 Let's talk. Use the map in 5.

- Ask students to look at the conversation.
- Ask volunteers to read out the dialogue.
- Put students in pairs to practise asking and answer about different places on the map.
- Go round the class helping students where necessary. Ask volunteers to say their new conversation to the class.

4 Listen and repeat. TR: 9.3

- Play the recording. Tell students to look at the sentences and follow them with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the sentences. Ask students to notice the use and form of *or* questions and answers about locations.
- Ask students to repeat sentences and link to the next activity.

Lesson Aims

- Learn and use new vocabulary: *bus stop, post office, shopping centre, supermarket*
- Learn and use new grammar: *Where + present simple to ask and answer about places in town*

Materials

- Student's Book, Class Audio CD, Flashcards: *bus stop, post office, shopping centre, supermarket*
- One blank piece of paper for each student (optional)

To start

- Use the flashcards to revise the words from Lesson 1. Give volunteers a word to mime or draw on the board for classmates to guess. Repeat until all students have mimed or drawn a word (repeat words if necessary).

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.



- Tell students to look at the vocabulary box on page 32. Ask if they know any of the words and what they are. Play the recording for students to listen and point to the correct pictures.
- Play the recording again, pausing after each word for students to say it. Ask volunteers to say the words in random order for their classmates to point to the correct pictures. Ask them which of the words they can match to the photo on pages 32 (all of them).

2 Listen and read. Write.



- Tell students that they are going to listen to a dialogue about meanings of different signs. Ask students to read the text and find the signs and meanings.
- 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 read out a sentence each of the text.
- 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 the picture and dialogue in order to complete the sentences.
- Check the answers with the whole class.

3 Look and say.

- Tell students to look at the first given picture and the example sentences. Ask them to read the sentences aloud a few times.
- Ask students to look at other pictures and think about how to describe the location of those places. 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.
- Suggested answer:
 - 2 *Is the post office next to or in front of the shopping centre?*
- *It's next to the shopping centre.*
 - 3 *Is the supermarket behind or in front of the toyshop?*
- *It's behind the toyshop.*
 - 4 *Is the shopping centre opposite the restaurant or the school?*
- *It's opposite the school.*

4 Listen and repeat. TR: 9.6

Where do we go shopping?
We go shopping at the supermarket.



5 Look and say.



1. Buy clothes / supermarket

Where do we buy clothes?
We buy clothes at the supermarket.



2. Buy comic books / Bookshop



3. go shopping / shopping centre



4. get bus 22 / bus stop
in front of the post office

6 Listen and chant. TR: 9.7

Where do we buy comic books?
We buy comic books at the supermarket.

Where do we buy clothes?
We buy clothes at the supermarket.

Where do we go shopping?
We go shopping at the supermarket.

Where do we get bus 22?
We get bus 22 at the bus stop in front of the post office.



4 Listen and repeat. TR: 9.6

- Play the recording. Tell students to look at the sentences and follow them with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the sentences. Ask students to notice the use and form of *Where* + present simple to ask and answer about places in town.
- Ask students to repeat sentences and link to the next activity.

5 Look and say.

- Tell students to look at the picture and suggested words for question 1. Then ask them to read out the example sentence.
- Explain the rest of the task to students. Allow them enough time to practise saying sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out sentences. Correct any mistakes.
- Suggested answer:
 - 2 *Where do we buy comic books?*
- *(We buy comic books) at Kim Dong bookshop.*
 - 3 *Where do we go shopping?*
- *(We go shopping) at Saigon shopping centre.*
 - 4 *Where do we get Bus 22?*
- *(We get Bus 22) at the bus stop in front of the post office.*

6 Listen and chant. TR: 9.7

- Tell students they are going to learn a chant. Explain to students that the chant uses the 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.
- Optional activity: Ask students to practise the chant individually and then in pairs or in groups. For example, one group chant the first verse, and the other group chant the second verse. Ask some volunteers to say the whole chant.

7 Listen and circle.

 TR: 9.8

- Tell the students that they are going to listen to some sentences and tick the correct answers.
- Ask students to look at options 1-4.
- Play the recording and pause after number 1. Ask students what the answer is. Play the rest and tell students to listen and circle the correct answers for 2-4. Play the recording more than once if students cannot catch the answers.
- Play the recording again and pause after each sentence to check answers.

8 Match and say.

- Tell the students to look at the two columns and the example sentences. Read out the example.
- Explain the rest of the task to the students. Allow them enough time to match and practise saying the sentences individually and in pairs.
- Go around the class helping students where necessary.
- Ask some volunteers to act out the dialogues. Correct mistakes if necessary.
- Suggested answer:
2 *Where do we see many plants and flowers?*
- In the park.
3 *Where do we play football?*
- In the playground.
4 *Where do we surf the internet at school?*
- In the computer lab.



7 Listen and circle. 

8 Match and say. 

9 Let's talk. 

9 Let's talk.

- Tell students to look at the picture and the example dialogue. Read out the example.
- Tell students to work in pairs to ask and answer questions about where they can do different things in their hometown.
- Go around the class helping students where necessary.
- Ask some volunteers to act out the dialogues. Correct mistakes if necessary.
- Give feedback on some common strengths and weaknesses of the dialogues made by students.

EXERCISE

1 Listen and point. Repeat. (1 minute)



2 Listen and write. (2 minutes)



3 Look and say. Use the map in 2.



To start

- Tell students to remember words from Lesson 2. Give five volunteers the flashcards, and tell them to mime the words for their classmates to guess. When a student guesses correctly, elicit the spelling from the class and write the word on the board. At the end of the activity, the students with the flashcards stick them next to the correct words on the board.
- Repeat the chant from Lesson 2 (TR: 11.7).

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat. TR: 9.9

- Tell students to look at the words and phrases in the vocabulary box on page 35. Check they understand them and ask if they know any of the words. Play the recording for students to listen and point to the correct words.
- Play the recording again, pausing after each word for students to repeat it. Ask volunteers to say the words for classmates to mime the action.

2 Listen and read. Write. TR: 9.10

- Tell students to look at the map and check the meanings

Lesson Aims

- Learn and use new vocabulary: *cross the road, go straight, turn left, turn right*
- Learn and use new grammar: *How + present simple to ask and answer about directions*
- Learn to use word stress in two-syllable nouns

Materials

- Student's Book, Class Audio CD, Flashcards: *roundabout, stop, traffic light, turn left, turn right, between, opposite, cross the road, go straight*
- One blank piece of paper for each student (optional)

of the places. Read out the labels on the map for students to listen and point. Tell students Hiran is visiting Anika's town. Ask them to listen the dialogue and find out where the children are, at the start (zoo).

- Ask students to look at the picture and listen carefully to the dialogue in order to complete the sentence.
- Check the answers with the whole class.
- Replay the recording and pause at some parts if necessary.

3 Look and say. Use the picture in 2.

- Tell students to look at the first given word and the example sentences. Ask them to read the sentences aloud a few times.
- Ask students to look at other words and think about how to form sentences. Give students suggestions in case they have difficulties.
- Give students time to practice other sentences in pairs.
- Ask some volunteers to read their sentences aloud in front of the whole class.
- Suggested answer:
 - 2 *Where's the pool?*
- *We go straight ahead on High Street. The pool is opposite the park.*
 - 3 *Where's the library?*
- *We go straight ahead on High Street. From High Street, we turn left at Third Street. The library is next to the toy shop.*
 - 4 *Where's the market?*
- *We go straight ahead on High Street. The market is opposite the toy shop.*

4 Listen and repeat. TR: 9.11

- Play the recording. Tell students to look at the sentences and follow them with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the sentences. Ask students to notice the use of *How* + present simple to ask and answer about directions.
- Ask students to repeat sentences and link to the next activity.

5 Look and say.

- Tell students to look at the picture and example dialogue. Then ask them to read out the example.
- Explain the rest of the task to students. Allow them enough time to practise making dialogues about other places on the map individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out sentences. Correct any mistakes.

EXTRA ACTIVITIES

- Draw a map on the board. Write X at one point and Y at another. Put your finger at X. Close your eyes and tell students to give you directions to Y. Move your finger according to their instructions.
- Ask students to work in pairs. Tell them to look at the map on page 60, choose a place and give their partner directions from the zoo. Their partner must guess which place they have chosen. Take turns.

4 Listen and repeat. TR: 9.11

How do we go to the cinema?
Go straight on High Street and then turn right.
The cinema is opposite the school.

5 Look and say.

How do we go to the zoo?
Go straight on.

We go straight on King Street and then turn right. The zoo shop is opposite the train station.



6 Draw and write. Say.

This is my house. It's on Tugueh Hill street.



6 Draw and write. Say.

- Tell students that they are going to draw a map showing where they live and then write about it.
- Explain to students that they should write three sentences that answer these questions: Where is your house? How do you go to school from your house? What are you going to do today? Read the model text together to help.
- If necessary, write the following sentences on the board:
This is my house. It's on... I ... to go to school. Today, I'm going to...
- Give students a few minutes to plan what to draw and write, then tell them to use the box or give them paper.
- Tell students to complete the task. Monitor and help students as necessary.
- Ask students to hold up their books or maps, show each other their drawings and read out their work.

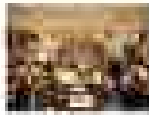
7 Listen and repeat. 🎧 TR: 9.12

Listen

Repeat

We're in the shopping centre.

There's playing in the new fountain.



8 Listen and chant. 🎧 TR: 9.13

Centre, centre, centre!

Centre, centre, centre!

We can see it clearly in the centre.

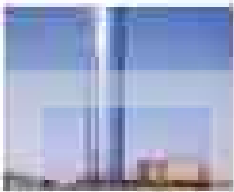
Fountain, fountain, fountain!

Fountain, fountain!

We can see a fountain near the centre.



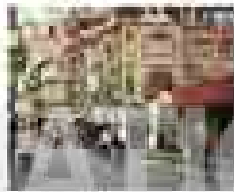
9 Say it!



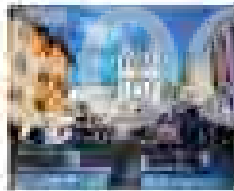
1 The building is next to the train.



2 We buy books at the bookstore.



3 They're shopping in an old village.



4 The fountain is at the end of the road.

7 Listen and repeat. 🎧 TR: 9.12

- Play the recording. Ask students to listen and look at the words and sentences. Play the recording again, and ask students to repeat.
- Ask students to focus on the syllable stress in the two-syllable nouns. Write both words on the board. Point to each word and ask students to practise the pronunciation with you.
- Play the recording again and tell students to repeat the words and the sentences, paying particular attention to the correct syllable stress.
- Ask students to practise their pronunciation in pairs, and ask some volunteers to read out the words and sentences. Correct any mistakes.

8 Listen and chant. 🎧 TR: 9.13

- Tell students they are going to learn a chant. Explain to students that the chant uses the word stress rule 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. Practice several times until students are familiar with the words and sounds.
- Optional activity: Ask students to practice the chant individually and then in pairs or in groups. For example, one group chant the first verse, and the other group chant the second verse. Ask some volunteers to say the whole chant.

9 Say it.

- Ask students to look at the sentences. Ask them to focus on the syllable stress of two-syllable nouns they have learnt and read them aloud.
- Ask students to practise saying the sentences individually and then in pairs.
- Ask volunteers to read the sentences out loud. Correct any mistakes.

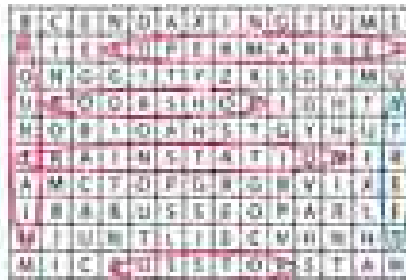
FUN TIME & PROJECT

1 Find and circle.

- Tell the 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.
- If necessary, show the students how to do the task by pointing to the first picture and then circling the word in the puzzle. Praise or award a prize to the quickest pair or group with all correct answer.

FUNTIME PROJECT

1 Find and circle...



2 Project: Your street

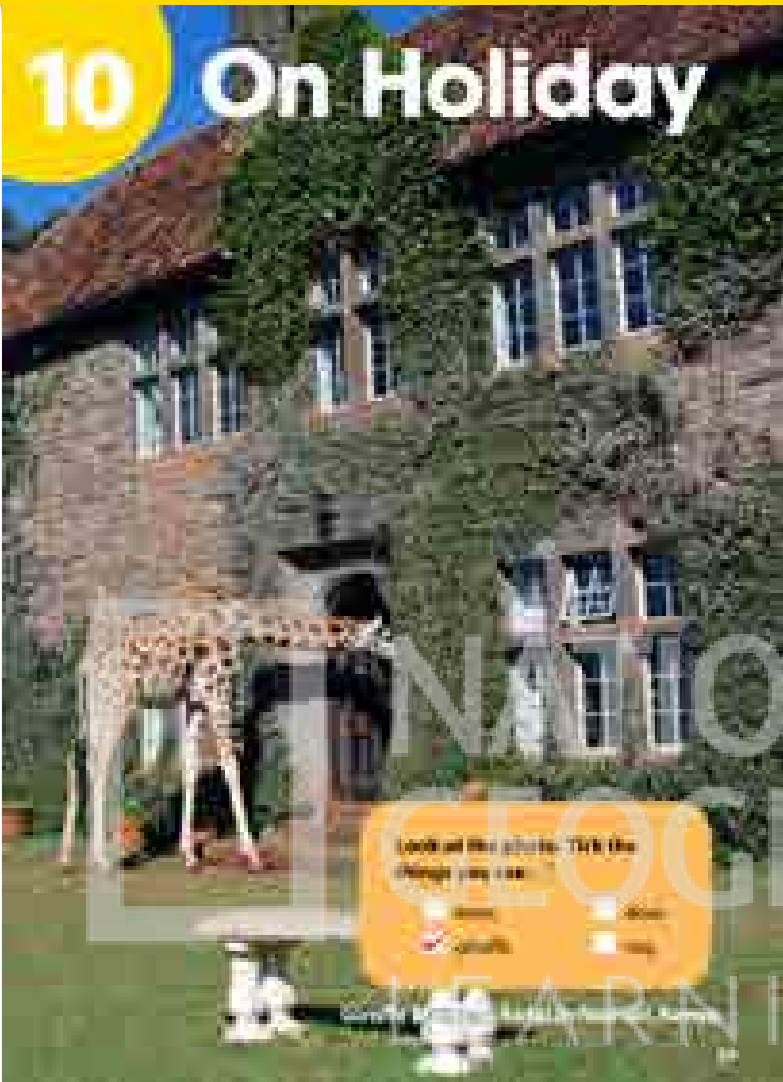
I live on Park street. There are many interesting places. We often go shopping in Chinatown Road. It's exciting my house.



2 Project: Your street

- Before the lesson, ask students to bring a picture or photo of their street if they can.
- Tell students they are going to talk about the street they're living in.
- Tell students to look at the picture and the example. Read the sentences out loud and ask students to repeat after you.
- Ask students to take out the photo that they have prepared and think of some similar sentences to describe their street.
- Put students into pairs or groups. Ask students to take turns to describe their street.
- Ask volunteers to present to the whole class.

10 On Holiday



Unit Opener

Objectives

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

Materials

- Student's Book

To start

- Read the title of the unit together. Check students know what it means. Ask what kind of holidays they go on or want to go on, find out who they spend their holidays with, what activities they do during the holidays and if there is somewhere they really want to go.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to holidays. Tell them they can suggest verbs, transport, places, activities, objects, months, weather or adjectives.

Look at the photo. Tick the things you see.

- Tell students to look at the photo on pages 39 and tell you what they can see. Elicit ideas from the class and write them on the board. Answer any questions and write new vocabulary, e.g. giraffe, mountain, tree, soil on the board, too.
- Ask students to read the words on page 39 and tick them if they are in the photo.
- Check answers as a class.

In This Unit

Theme

This unit is about places.

Vocabulary

Lesson 1: bay, hill, island, national park

Lesson 2: eat seafood, make a sandcastle, go sightseeing, row a boat

Lesson 3: play board games, play video games, read a comic book, watch a film

Grammar

Lesson 1: Which + would like

Lesson 2: What + like

Lesson 3: I like ..., but I don't like ...

About the photo

This photo was taken at a very special hotel in Nairobi in Kenya called Giraffe Manor, where you might meet a giraffe over breakfast or dinner! Giraffes are endangered animals. Giraffe Manor is situated within a sanctuary for the rare and endangered Rothschild's giraffes.

Related vocabulary

Africa, breakfast, giraffe, hotel, Kenya, visit

EXTENSION ACTIVITY

- Remind students of the topic of the unit (holidays) and talk about the photo: find out if students can guess where the photo was taken, if they know anything about that place, if they know where it is on a map, if they want to go there, why they think a giraffe is looking inside and so on.
- Ask students to close their books and tell you everything they remember about the photo. Accept words, not just sentences.

TEACHING TIP

Classroom management: You may ask students to take turns writing on the board. Because only one person at a time is actively participating, some students may become distracted. Hold students accountable for remembering what their classmates say and write. They may need to take notes. After an activity, call on students to repeat what a classmate said or wrote.

Lesson Aims

- Learn and use new vocabulary: *bay, hill, island, national park*
- Learn and use new grammar: *Which + would like*

Materials

- Student's Book, Class Audio CD, Flashcards: *bay, hill, island, national park*

To start

- Revise directions from Unit 9 with actions. Mime the actions and ask students to call out the directions. Draw a stickman crossing a road on the board and ask students to call out the direction.

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

 **TR: 10.1**

- Tell students to look at the vocabulary box on page 40. Ask if they know any of the words. Ask which two are NOT verbs (journey, hotel). Play the recording for students to listen and point to the correct photo. Say the words in a different order for students to listen and point.
- Play the recording again, pausing after each word for students to say the word.

2 Listen and read. Write.

  **TR: 10.2**

- Tell students to look at the photo and say what they can see (sea, train, platform, boy, window, railway, train, shirt, sunglasses).
- Ask students to listen to the recording and follow with their fingers. Play the recording.
- Play again, pausing at the end of each sentence to check the meaning. Play again, pausing at the end of each sentence for students to say it as a class.
- Ask some volunteers to read the text in front of the whole class.
- Ask students to look at the sentences below the picture.



Read the sentence and the options. Elicit the answer from students. Ask students to write the correct answers, and check with the whole class.

3 Look and say.

- Tell students to look at the first set of given words and the example sentence. Ask them to read the sentence aloud a few times.
- Ask students to look at other sets of given words and make sentences. 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.
- Suggested answer:
2 *I'd like to visit Cypress Hills.*
3 *I'd like to visit Cat Ba Island.*
4 *I'd like to visit Bach Ma National Park.*

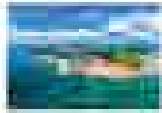
- 4 Listen and repeat.**  **TR: 12.3**
Which place would you like to visit on holiday?
- I'd like to visit Daengat National Park.



5 Look and say.



1. Ho Chi Minh City



3. Phu Quoc Island

Which place would you like to visit on holiday?

I'd like to visit Ho Chi Minh City.



2. Ba Na Hills



4. Phong Nha - Ke Bang National Park

6 Let's talk.

Ask and answer questions about places you'd like to visit.

Which place would you like to visit on holiday?


What can we do in Ho Chi Minh City?



I'd like to visit Ho Chi Minh City.

We can visit Bach Thien-mountain.



4 Listen and repeat.  **TR: 12.3**

- Play the recording. Tell students to look at the sentences and follow them with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the sentences. Ask students to notice the use and form of the question *Which place would you like to visit?* and the way to answer it.
- Ask students to repeat sentences and link to the next activity.

5 Look and say.

- Tell students to look at the picture and suggested words for question 1. Then ask them to read out the example sentence 1.
- Explain the rest of the task to students. Allow them enough time to practise saying sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out sentences. Correct any mistakes.
- Suggested answer:
2 Which place would you like to visit on holiday?
- I'd like to visit Ba Na Hills.
3 Which place would you like to visit on holiday?
- I'd like to visit Phu Quoc Island.
4 Which place would you like to visit on holiday?
- I'd like to visit Phong Nha - Ke Bang National Park.

6 Let's talk.

- Tell students to look at the sample dialogue and ask them some questions, e.g. *What would the girl like to visit? What can she do there?*
- Ask volunteers to read out the dialogue.
- Put students in pairs to practise the dialogue.
- Go round the class helping students where necessary. Ask volunteers to say their new conversation to the class.

Lesson Aims

- Learn and use new vocabulary: *eat seafood, make a sandcastle, go sightseeing, row a boat*
- Learn and use new grammar: *What + like*

Materials

- Student's Book, Class Audio CD, Flashcards

About the photo

The port in the photo is located in Stockholm, the capital of Sweden. It offers many facilities and services for ferry, cruise and freight traffic.

To start

- Revise the words from Lesson 1 by miming the words. Hand out the flashcards and ask volunteers to mime the words. Ask students who guess correctly to write the word on the board before miming a new word. Help with spelling.

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

 TR: 10.4

- Tell students to look at the vocabulary box on page 52.
- Ask if they know any of the words. Play the recording for students to listen and point. Say the words in a different order for students to listen and point.
- Play the recording again, pausing after each word for students to say the word. Ask volunteers to say the words for classmates to listen and point.

2 Listen and read. Match.

  TR: 10.5

- Tell students that they are going to listen to a dialogue about plans for a summer holiday. Ask them to describe the photo. Ask students to read the text and find the name of the hotel and where it is (Jumbo Stay Hostel, Stockholm).

1 Listen and point.
Repeat. TR: 10.4

2 Listen and read.
Match. TR: 10.5

3 Look and say.

1 What can we do in Ha Long Bay?
We can eat seafood.

2 What can we do in Cuc Phuong National Park?
We can go sightseeing.

3 What can we do in Nha Trang Beach?
We can make a sandcastle.

4 What can we do in Ha Long Bay?
We can row a boat.

Lain: Where are you flying to, Emma?
Emma: To Sweden. I'm so excited!
Lain: Well! That's great.
Emma: Yeah. I like going sightseeing on holiday. There are many interesting places in Stockholm. How about you? What do you like doing on holiday?
Lain: I like going to the beach and eating seafood.
Emma: That's fantastic.

1 Emma: I like going to the beach.
2 Lain: I like going sightseeing.

- 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 read out a sentence each of the text.
- Find out if students want to visit the hotel and why.
- 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 the picture and dialogue in order to tick the correct answers.
- Check the answers with the whole class.

3 Look and say.

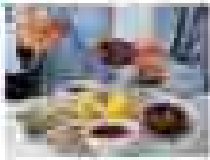
- Tell students to look at the first picture and the example sentences. Ask them to read the sentences aloud a few times.
- Ask students to look at other pictures and brainstorm vocabulary to form sentences. Give students suggestions in case they have difficulties.
- Give students time to practise other sentences in pairs.
- Ask some volunteers to read their sentences aloud in front of the whole class.
- Suggested answer:
2 What can we do in Ha Long Bay? - We can eat seafood.
3 What can we do on Nha Trang Beach?
- We can make a sandcastle.
4 What can we do in Cuc Phuong National Park?
- We can go sightseeing.

4 Listen and repeat. TR: 10.6

What do you like doing on holiday?
I like going to the beach and eating seafood.



5 Look and say.



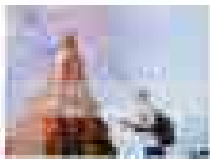
1 eat seafood.

What do you like doing on holiday?

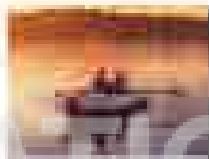
I like eating seafood.



2 make a sandcastle.



3 go sightseeing.



4 row a boat.

6 Listen and chant. TR: 10.7

What do you like doing on holiday?
I like going to the beach.
I like eating seafood.
What do you like doing on holiday?
I like going sightseeing.
I like going sightseeing.
What do you like doing on holiday?
I like going sightseeing.
I like going sightseeing.
What do you like doing on holiday?
I like going sightseeing.



4 Listen and repeat. TR: 10.6

- Play the recording. Tell students to look at the sentences and follow them with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the sentences. Ask students to notice the use and form of *What + going to*.
- Ask students to repeat sentences and link to the next activity.

5 Look and say.

- Tell students to look at the picture and suggested words for question 1. Then ask them to read out the example sentences.
- Explain the rest of the task to students. Allow them enough time to practise saying sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out sentences. Correct any mistakes.
- Suggested answer:
2 What do you like doing on holiday?
- I like making a sandcastle.
3 What do you like doing on holiday?
- I like going sightseeing.
4 What do you like doing on holiday?
- I like rowing a boat.

6 Listen and chant. TR: 10.7

- Ask students to look at the photo and tell you what it shows (a boy making a sandcastle on the beach). Tell students to read the chant quickly.
- Play the chant for students to listen and follow with their fingers.
- Read out the chant a line at a time. Ask students to repeat after you.
- Play the chant again for students to chant along. Practise until students are familiar with the words.

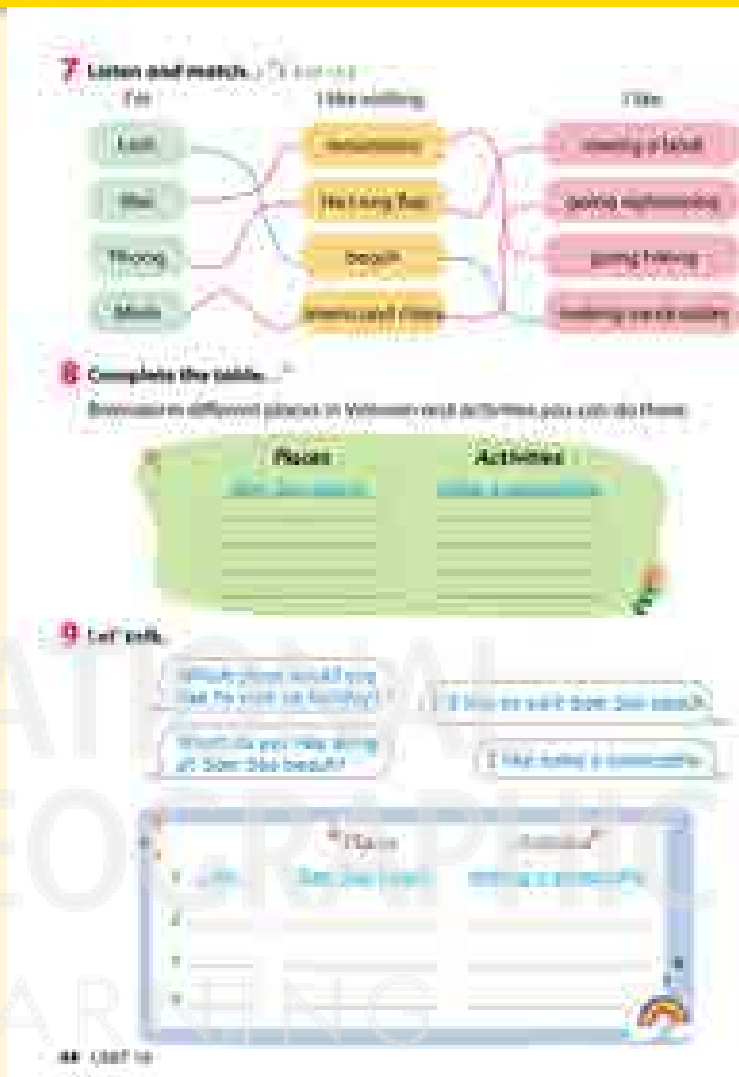
7 Listen and match.

 TR: 10.8

- Tell the students that they are going to listen to some people talking about places they'd like to visit and activities they like doing, then match the three columns. Ask students to read the columns.
- Play the recording and pause after the first speaker. Ask students what they can hear. Play the rest of the recording and tell students to listen and match three more correct answers. Play the recording more than once if students cannot catch the answers.
- Play the recording again and pause after each sentence to check answers.

8 Complete the table.

- Tell students to brainstorm different places in Vietnam and activities to do there.
- Ask them to work individually on their own list to prepare for the next activity.
- Go round the class helping students if necessary.



7 Listen and match.

Place	I like visiting	I like
Linh	beach	swimming
Hoi	the fishing boat	going shopping
Hanoi	beach	going fishing
Mekong	amusement park	making sand castles

8 Complete the table.

Place	Activities

9 Let's talk.

Example sentences:

- Which place would you like to visit in Vietnam?
- Which activities would you like to do there?

Place	Activities

9 Let's talk.

- Ask students to look at the example sentences. Read out the example.
- Tell students to go round the class and ask their friends about the places they would like to visit and activities they like doing there before writing down their answers in the table. Remind students to draw the table in their notebook or on a piece of paper.
- Give students a specific amount of time, e.g. 10 minutes. Then praise the student with the most responses.
- Ask some volunteers to report their results, e.g. *Linh would like to visit Sam Son Beach. She likes making a sandcastle.*



Lesson Aims

- Learn and use new vocabulary: *play board games, play video games, read a comic book, watch a film*
- Learn and use new grammar: *I like ..., but I don't like ...*
- Focus on the pronunciation of the o sound

Materials

- Student's Book, Class Audio CD, Flashcards
- One blank piece of paper for each student (optional)

- Play the recording and ask students to listen carefully.
- Ask students to match the children with their holiday activities.
- Check the answer with the whole class. Replay the recording and pause at some parts if necessary

3 Look and say.

- Tell students to look at the first set of given words and the example sentences. Ask them to read the sentences aloud a few times.
- Ask students to look at other sets of words and think about how to form sentences. Give students suggestions in case they have difficulties.
- Give students time to practice other sentences in pairs.
- Ask some volunteers to read their sentences aloud in front of the whole class.
- Suggested answer:
 - 2 *What do you like doing on holiday? - I like making a postcard for my grandma.*
 - 3 *What do you like doing on holiday? - I like staying in a nice hotel.*
 - 4 *What do you like doing on holiday? - I like writing a diary about my trip.*

To start

- Revise the words from Lesson 2 using flashcards. Show the flashcard very quickly (for one second) and elicit what the word is. Repeat with the rest of the flashcards.
- Write verbs on the board. Ask volunteers to think of sentences to talk about what they will do tonight, e.g. *watch, read, ride, do, study, play.*
- Sing the song from Lesson 2 (TR: 12.7).

New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat. TR: 10.9

- Tell students to look at the words in the vocabulary box on page 45. Ask if they know any of the words. Play the recording for students to listen and point to the correct pictures. Say the words in a different order for students to listen and point.
- Play the recording again, pausing after each word for students to say the word. Ask if they have a diary, or if they buy presents or make postcards.

2 Listen and match. TR:10.10

- Tell students that they are going to learn about these children's holidays. Ask them to look at the page and find the children's names.

4 Listen and repeat. TR: 10.11

- Play the recording. Tell students to look at the sentences and follow them with their fingers.
- Play the recording again. Ask students to repeat.
- Point to the sentences. Ask students to notice the use of *but* to link two clauses with *I like* or *I don't like*.
- Ask students to repeat sentences and link to the next activity.

5 Look and say.

- Tell students to look at the picture and suggested words for question 1. Then ask them to read out the example sentence.
- Explain the rest of the task to students. Allow them enough time to practice saying sentences individually and in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out sentences. Correct any mistakes.
- Suggested answer:
2 *I like visiting an island on holiday, but I don't like rowing a boat.*
3 *I like buying a present on holiday, but I don't like making a postcard.*
4 *I like writing a diary on holiday, but I don't like writing about food.*

4 Listen and repeat.  TR: 10.11

I like going to the beach on holiday, but I don't like rowing a boat.

5 Look and say.

1 go to the beach (L)
eat seafood (R)

2 visit an island (L)
row a boat (R)

3 buy presents (L)
make a postcard (R)

4 write a diary (L)
write about food (R)

6 Let's talk.

I like going to the beach on holiday.

But I don't like rowing a boat.

6 Let's play.

- Tell students that they are going to play a game of making sentences.
- Ask them to work in pairs. The first student begins the sentence with *I like*, and the second one continues it with *but I don't like*. Remind them to notice the logical flow of the sentence.
- Ask some volunteers to play the game in front of the whole class. Correct mistakes if necessary.
- Praise some good sentences.
- Optional activity: Ask students to write sentence halves on pieces of papers, and then match them randomly to create funny and surprising sentences.

7 Listen and repeat. TR: 10.12

holiday

airport

I like going sightseeing on holiday.

I can go to the airport by bus or by train.



8 Listen and chant. TR: 10.13

Club

Airport, airport, airport!

I like flying from a nice airport.



Club

Holiday, holiday, holiday!

I like having a long holiday.

I like flying from a nice airport and having a long holiday.



9 Say it!



1. We're crossing the street.



2. It's time to play at home and play board games.



3. I don't like going to the airport.



4. The hotel is opposite the beach.

7 Listen and repeat. TR: 10.12

- 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 *o* in *holiday* and *o* in *airport* come from different parts of your mouth. Write both words on the board. Point to each word 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 pronunciation in pairs, and ask some volunteers to read out the words and sentences. Correct any mistakes.

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.
- 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.

9 Say it!

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

FUN TIME & PROJECT

1 Complete the words.

- Tell the students that they are going to look at pictures and match the words with 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. Ask them to finishing the matching task.
- Praise or award a prize to the quickest pair or group with all the correct answers.

FUNTIME & PROJECT

1 Match.



2 Project: Your travel plan



2 Project: Your travel plan

- Before the lesson, ask students to think about their plan for an ideal trip.
- Tell students they are going to talk about their travel plan.
- 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 that they have prepared and think of some similar sentences to describe their plan.
- Put students into pairs or groups. Ask students to take turns to describe their plan.
- Ask volunteers to give their speech to the whole class.

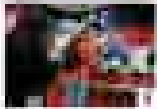
Review 5: Part 1

1 Circle.

1. Circle the two vegetables in the supermarket. 
2. To go to the town centre, turn  across the road on First Avenue.
3. The bookshop is on the left  of the bus stop.
4. The post office is opposite  the shopping centre.

2 Point and say.

Point and say.



3 Let's play.

Go straight on (straight ahead) - turn left - turn right - go across the street.



Review 5: Part 1

Units 9 and 10

1 Circle.

- Tell students to look at the pictures and write the words.
- Allow enough time to complete the task. Check answers as a class. Ask students to spell the words.

2 Point and say.

- Tell students to play a quick game individually or in pairs. Students take turns to point to a random picture and say the word.
- Play the game with the whole class by pointing to a word and asking a student to say the word immediately.

3 Let's play

- Read the instruction to the student.
- Invite two students to read the model dialogue.
- Put students into pairs and tell them to play the game.
- Ask some volunteers to play the game in front of the class.

To start

- Revise the words from flashcards (Units 9 and 10). Stick the flashcards on the board. Ask a volunteer to point to a flashcard on the board and to say what it is. Ask a volunteer to say three words quickly one after the other for a classmate to put the correct three flashcards in order on the board. Repeat with different volunteers.
- Ask students to tell you all the verbs they can remember. Mime five verbs and ask students to watch, guess and write the verbs down. Check as a class. Ask a volunteer to mime five verbs in any order for classmates to write.
- Revise grammar points learnt in Unit 9 and 10. Write some questions on the board and ask students to repeat or answer them. Write their answers on the board.

Review 5: Part 2

Units 9 and 10

1 Do the crossword.

- Ask student to look at the crossword. Then ask them to look at the first picture and the example answer. Tell them to find the words to describe other pictures.
- Check that students understand the task. Allow students enough time to complete it.
- Check answers as a class.

2 Circle.

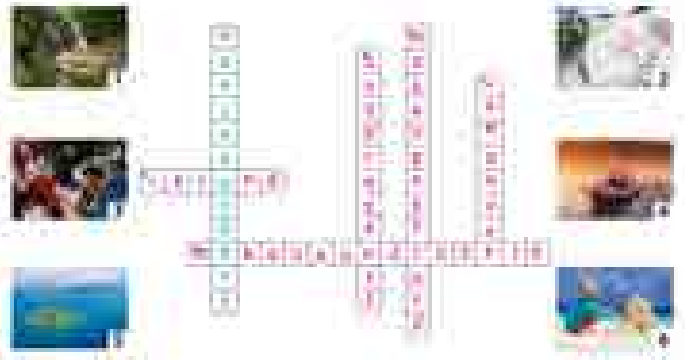
- Tell students to read the sentences and circle the correct answer options. Ask them to look at the example.
- Allow enough time to complete the task then check answers as a class.

EXTRA ACTIVITY

Sing the song and chant from Units 9 and 10 (TR: 9.7 and TR: 10.7).

Review 5: Part 2

1 Do the crossword.



2 Circle.

1. When I like (like) you like doing on holiday?
- I like going hiking or camping.
2. (Where) What place would you like to visit on holiday?
- I'd like to visit the Phoenix National Park.
3. I like going sightseeing on holiday, but I don't like walking a lot.
4. I like going (go) to a beach on holiday.

3 Let's talk.

Work in pairs. Talk about what you like doing and what you don't like doing on holiday.

I like going to the beach, but I don't like swimming.

I like going camping, but I don't like going hiking.

3 Let's talk.

- Ask students to look at the example sentences. Read out the example.
- Read the instruction to students.
- Tell students to work in pairs and make their own dialogue.
- Go round the class helping students where necessary.
- Ask volunteers to act out their new dialogue to the class.

Units 9 and 10



1 Circle. What do you like doing on holiday?

go sightseeing	buy souvenirs
visit a museum	rent a boat
visit a postcard	buy a camera
take a taxi	visit a gallery

2 Tick. What can you see in the video?

<input type="checkbox"/> a museum
<input checked="" type="checkbox"/> a lake
<input checked="" type="checkbox"/> a boat
<input checked="" type="checkbox"/> a camera
<input checked="" type="checkbox"/> a gallery
<input checked="" type="checkbox"/> a taxi
<input checked="" type="checkbox"/> a boat
<input checked="" type="checkbox"/> a camera
<input checked="" type="checkbox"/> a gallery

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

- The Imperial Palace is a castle.
- The Sensoji temple is a new building.
- You can go to the top of the 'Great Buddha'.
- You can see Mount Fuji from the lake.

Lesson Aims

- Watch and understand a video about an interesting country to visit.
- Talk about a favourite trip.

Materials

- Student's Book, Video

To start

- Tell students to look at the photo and tell you what they can see (a mountain, snow, a lake, trees, houses). Revise the vocabulary from Units 9 and 10.
- Ask students if any of them know where this mountain is. If they don't, tell them they will find out the name of the mountain when they watch the video.
- Tell students they are going to watch a video to find out about a great place to visit.

1 Circle. What do you like doing on holiday?

- Tell students to close their books. Go round the class asking them what they like doing on holiday. Write their suggestions on the board.
- Tell students to open their books and look at Activity 1. Review the words with the students.
- Look at the list of activities on the board. How many match the ones in Activity 1?

2 Tick. What can you see in the video?

- Remind students that they are going to watch a video about a cool place to visit.
- 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 you need to.

3 Tick T for True or F for False.

- Read out the first statement to the class. Ask students if the Emperor of Japan lives in the Imperial Palace. Elicit Yes. Ask students where the tick should go (T). 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.

EXTENSION ACTIVITY

- Ask questions about each of the videos students have watched. Example questions include:
Units 1–2: When do farmers plant their fields? (spring) Name a vegetable that grows in the ground. (carrot)
Units 3–4: What is in a PB and J sandwich? (peanut butter and jelly/jam) Name one thing that some people put on salads. (fruit, nuts, cheese, tomatoes, etc)
Units 5–6: Name the four seasons. (spring, summer, autumn, winter) Name two sports people do in winter. (ice-hockey, skiing, snowboarding)
Units 7–8: Do penguins live in hot or cold places? (cold) Is it possible to take photographs underwater? (yes)
Units 9–10: What is the name of the oldest temple in Tokyo? (Sensoji Temple) What is the name of the famous mountain in Japan? (Mount Fuji)
Units 11–12: Where was the museum in the video? (Vienna) What do paleontologists dig for? (fossils)

Review 5: Part 4

Units 9 and 10

1 List activities you like and do not like doing on holiday.

- Ask students to work individually and list activities they like and do not like doing on holiday.
- Tell students to share their lists with their friends and the class.

Review 5: Part 4

1 List activities you like and do not like doing on holiday.

I like		I don't like	
1		1	
2		2	
3		3	
4		4	
5		5	

2 Ask and answer questions about a place you would like to visit on holiday.



2 Ask and answer questions about a place you would like to visit on holiday.

- Read the instruction to the students.
- Invite two students to read the model dialogue.
- Put students into pairs and tell them to talk with their partner about the place they would like to visit.
- Ask some volunteers to act out the dialogue in front of the class.
- Give feedback on some common strengths and weaknesses.

Before Our Time



In This Unit

Theme

This unit is about prehistory.

Vocabulary

Lesson 1: *yesterday, last week, last month, last year*

Lesson 2: *dinosaur, scary, strong, terrible*

Lesson 3: *cave, dinosaur bone, Early people, mammoth*

Grammar

Lesson 1: past simple signal words

Lesson 2: *to be* past simple affirmative

Lesson 3: *to be* past simple negative

About the photo

The photo shows petroglyphs (or rock art) in Nine Mile Canyon, Utah, USA and there are more than 10,000 images there. They were created by the Fremont people between 950–1250 CE, and by the Ute people in the 16th century CE. The images in the photo are by the Fremont people.

Related vocabulary

art, caves, century, history, owl, rock

Unit Opener

Objectives

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

Materials

- Student's Book

To start

- Read the title of the unit together. Check students know what *before* means and that they can say it. Ask if anyone can think of anything that existed in the past but doesn't exist now. Write suggestions on the board, e.g. *dinosaurs, mammoths*.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to prehistory or ancient history. Tell them they can suggest people, animals, objects, adjectives, etc.

Look. Tick what you can see.

- Tell students to look at the photo on pages 29 and tell you what they can see. Elicit ideas from the class and write them on the board. Answer any questions and write new vocabulary, e.g. *owl, rocks, rock art, cave* on the board, too.
- Ask students to read the words on page 29 and tick them if they are in the photo.
- Check answers as a class.

EXTENSION ACTIVITY

- Remind students of the topic of the unit (prehistory). Ask them to tell you what they think the connection is, how old they think the rock art is, where they think it is, why they think the people made it, what it shows, and so on (see *About the photo* for information).
- Ask students to close their books and tell you everything they remember about the photo. Accept words, not just sentences.

TEACHING TIP

Classroom management: At times, students may become overactive and talkative in the classroom. Remind them of how to behave by setting expectations. In this case, fewer expectations are better than a long list of rules. Keep the expectations positive – tell students how they should behave instead of what they must not do.

Lesson Aims

- Learn and use new vocabulary: *yesterday, last week, last month, last year*
- Learn and use new grammar: *the past simple tense with "to be"*

Materials

- Student's Book, Audio

To start

- Revise words about technology from Unit 1. Ask volunteers to draw pictures depicting the words they learnt on the board. Ask the other students to say what the words are.
- Revise the question *What do you like doing...?*
- Ask students *What do you like doing in summer? What do you like doing in autumn? What do you like doing in winter? What do you like doing in spring?* Then elicit the answers.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.



- Tell students to open their book to page 54 and to look at the vocabulary box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all words. Play the recording for the students to listen to, point to, and repeat the words. Then read out loud the new picture 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 read. Circle.



- Point to the new words in the dialogue. Read them out and ask students to repeat. Point to the photo. Say *Are they at the museum?* Elicit *Yes*. Say *Is this a History lesson?* Elicit *Yes*.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.

Lesson 11

1 Listen and point. Repeat. 11.1

2 Listen and read. Circle. 11.2



3 Make dialogues and act. 11.3

4. Match the pictures to the prompts.

- Play the recording. Ask students to repeat.
- Ask students to look at two sentences below the picture. Read the sentences and two the options. Elicit the answer from students. Ask students to circle 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 Write and say.

- Tell students to look at the pictures and the prompts. Read out loud 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 write the words.
- The allow students enough time to practise individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

4 Listen and repeat. TR: 9.3



1 They were at the museum last week.



2 He looked at the shopping centre yesterday.



3 They were at the restaurant last month.

5 Look and say.



1 She was at the museum yesterday.

She was at the museum yesterday.



2 We were at the supermarket last week.



3 She was at the airport last month.



4 My brother and I were at the bus stop yesterday.

6 Let's talk.

Talk about where you were yesterday, last week, last month and last year.

What did the girl do yesterday? How about you?

Cool!

I was at the park with my family yesterday.

4 Listen and repeat. TR: 9.3

- Play the recording. Tell students to look at the pictures and follow the sentences with fingers.
- Play the recording again. Ask students to repeat.
- Point to the picture. Explain we use yesterday, last week, last month and last year in a sentence to talk about events or actions in the past.
- 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 loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answers:
 - 2 We were at the supermarket last week.
 - 3 She was at the airport last month.
 - 4 My brother and I were at the bus stop yesterday.

6 Let's talk.

Talk about where you were yesterday, last week, last month, and last year.

- Tell students they are going to talk about their past experience.
- 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 their past experience using was and were.
- Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

Lesson Aims

- Learn and use new vocabulary: *dinosaur, scary, strong, terrible*
- Learn and use new grammar: *to be* past simple affirmative

Materials

- Student's Book, Class Audio CD, Flashcards

About the photo

The skull of the tyrannosaurus rex in Berlin was discovered in 2010 in Montana, northern USA and its name is Tristan, which is the name of the son of the man who owns it.

Although the T. Rex is usually green or brown in films and books, we really have no idea what colour it was!

To start

- Revise the words from Lesson 1 by drawing simple pictures on the board for students to guess what they show. Ask volunteers to draw pictures on the board for classmates to guess. Ask them to write the words under their pictures when their classmates have guessed correctly.
- Ask students to come to the board and write *yesterday, last week, last month, and last year*.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

TR: 11.4

- Tell students to open their book to page 56 and to look at the vocabulary box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all words. Play the recording for the students to listen to, point to, and repeat the words. Then read out loud the new picture 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 read. Tick.

TR: 11.5

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

Lesson 2

1 Listen and point.

Repeat, 1, 2, 3, 4



2 Listen and read. Tick.

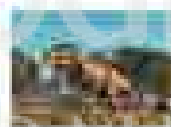


1 I saw it the museum last week.

2 There was a big dinosaur.

3 Look and say.

1 T. rex (strong)



1 T. rex (strong)

2 T. rex (huge)



2 T. rex (huge)

3 T. rex (scary)



3 T. rex (scary)

students to repeat. Point to the photo. Say *A dinosaur?* Elicit *No*. Say *A dinosaur museum?* Elicit *Yes*.

- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording. Ask students to repeat.
- Ask students to look at 2 questions/sentences below the picture. Read the four sentences. Elicit the answer from students. Ask students to tick *t*, 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 Look and say.

- Tell students to look at the pictures and the prompts. Read out loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answers:
 - 2 *T. rex was strong.*
 - 3 *T. rex was huge.*

4 Listen and repeat. TR: 11.6



1 T. rex was a strong dinosaur.



2 They were scary dinosaurs.

5 Look and say.



1 T. rex is a strong dinosaur.

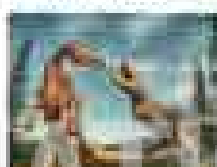
2 They are a big dinosaur.



3 They are scary dinosaurs.



4 T. rex is a strong dinosaur.



5 They are huge dinosaurs.

6 Listen and chant. TR: 11.7

1 T. rex was a strong dinosaur.
2 They were scary dinosaurs.

3 T. rex was a strong dinosaur.
4 They were scary dinosaurs.
5 They were scary dinosaurs.
6 They were scary dinosaurs.



4 Listen and repeat. TR: 11.6

- 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 picture. Ask students to notice the two word *was* and *were*. Explain to students that we use *was* and *weren't* to talk about past events which were true or did not happen.
- 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.

EXTENSION ACTIVITY

Practise the grammar. Write sentences on the board and ask students to say the opposite. We were at the museum. I was in the garden.

5 Look and say.

- Tell students to look at the pictures and the prompts. Read out loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:
2 *They were scary dinosaurs.*
3 *T. rex was a strong dinosaur.*
4 *They were huge dinosaurs.*

6 Listen and chant. TR: 11.7

- Tell students they are going to learn a chant about a T. rex.
- Ask students to look at the photo. Then tell them to look at the chant quickly.
- Play the chant for students to listen and follow with their fingers.
- Read out the chant a lone at a time. Ask students to repeat after you.
- Play the chant again for students to chant along. Practise until students are familiar with the words.

7 Listen and tick T for True and F for False. TR: 11.8

- Tell students they are going to listen to a short text about Apatosaurus, and tick the correct answer T (True) or F (False).
- Ask students to look at the picture and tell them this is the picture of Apatosaurus, one kind of dinosaur in the past.
- Play the recording and tell students to listen and tick the correct answers for questions 1 - 4.
- Play the recording more than once if students cannot catch all the answers.
- Play the recording again and pause after each sentence to check answers.

8 Let's talk. Talk about the dinosaurs.

- Tell students to look at the pictures and the prompts. Read out loud 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 to students that they have to describe the 3 dinosaurs by using the provided information. Ask students to work in groups of three, each of the members in a group describes one dinosaur.
- Allow them enough time to practise saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

7 Listen. Tick T for True or F for False. TR: 11.8

1. Apatosaurus was a scary dinosaur.
2. It had a long leg.
3. Its tail was long.
4. Its favourite food was meat.



8 Let's talk.

Name: Triceratops
Size: big with a small head
Food: plants



Name: Apatosaurus
Size: big with a long neck
a long tail
Food: plants



Name: Tyrannosaurus
Size: big with two small
big legs
Food: plants



Look at the dinosaur, it's called Triceratops.



9 Let's talk.

Talk about your favourite dinosaur.



9 Let's talk.

Talk about your favourite dinosaur.

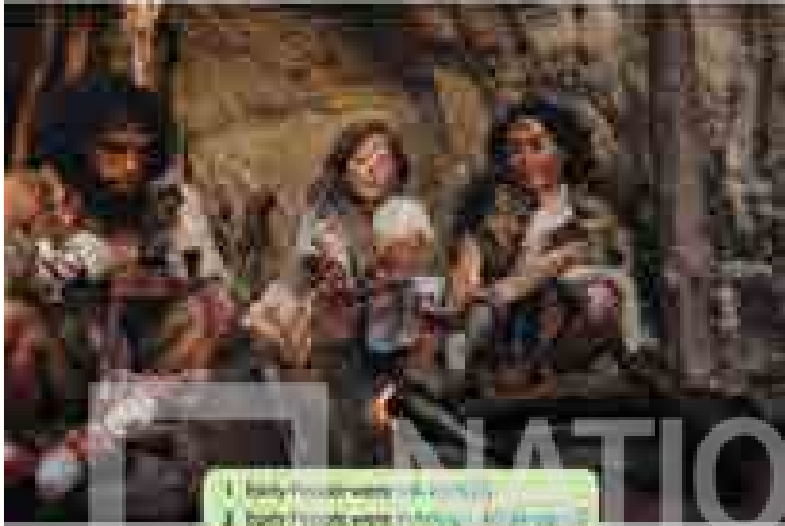
- Tell students they are going to talk about their favourite dinosaur.
- Tell students to look at the picture and the dialogue.
- Read out the dialogue. Read it out again, pause after each sentence and ask students to repeat.
- Ask one or two students to read out the dialogue.
- Ask students to work in pairs talking about the lessons they learned the day before.
- Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- *Note: Tell students that they are allowed to use the information in activity 8 to talk about their favourite dinosaur.*

Unit 11

1 Listen and point.
Repeat. (2 times)

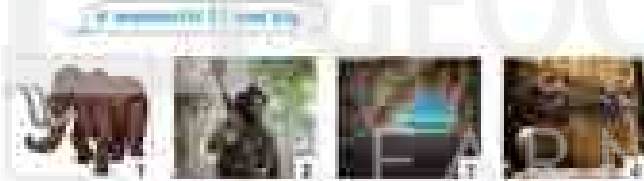


2 Listen and circle. (2 times)



- 1 Early people were small.
- 2 Early people were in a dark cave.
- 3 The dinosaur bone were big.

3 Look and say.



Lesson Aims

- Learn and use new vocabulary: *cave, dinosaur bone, Early people, mammoth*
- Learn and use new grammar: *to be* past simple negative

Materials

- Student's Book, Class Audio CD, Flashcards
- One blank piece of paper per student (optional)

To start

- Revise the words from Lesson 2. Show the flashcards of dinosaur, scary, strong and terrible and ask students to read out loud the words.
- Write *wasn* and *weren* on the board. Ask students to complete these sentences with the correct word:
T. rex a scary dinosaurs. Many dinosaurs strong.
- Sing the chant from Lesson 2 (TR: 9.7).

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

TR: 11.9

- Tell students to open their book to page 59 and to look at the vocabulary box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all words. Play the recording for the students to listen to, point to, and repeat the words. Then read out loud the new picture 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 circle.

TR: 11.10

- Point to the photo. Say *Early people?* Elicit *Yes*. Say *Dark cave?* Elicit *Yes*.
- Ask students to look at the sentences below the picture. Read out the sentences and the options.
- Play the recording and ask students to listen and circle the correct answers.
- Play the recording more than once if students cannot catch all the answers.
- Play the recording again and pause after each sentence to check answers.
- Elicit the answer from students 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 Look and say.

- Tell students to look at the pictures and the prompts. Read out loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer
2 *Early people. They were small/strong.*
3 *It was a dark cave.*
4 *The dinosaur bone were big.*

4 Listen and repeat. TR: 11.11

- Play the recording. Tell students to look at the pictures and follow the sentences with fingers.
- Play the recording again. Ask students to repeat.
- Point to the picture. Ask students to notice the position of *Was* and *Were* in the sentences. Explain to students that we use *wasn't* and *weren't* to talk about past events / actions which were not true or did not happen.
- 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 loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:

2 *Mammoths weren't dinosaurs.*
3 *Many dinosaurs weren't small.*
4 *Early people weren't tall.*

EXTENSION ACTIVITY

- Practise the grammar. Write these sentences on the board and ask students to turn them into questions: *She was at home.* *They were in Berlin.*
- Ask students questions and elicit short answers: *Were you at school yesterday?* *Were you in the mountains in August?*



6 Draw and say.

- Tell students that they are going to draw a picture of a dinosaur and write about it. Then they are going to tell a classmate about it.
- Explain to students that they should write four sentences. Read the model text together to help. Elicit parts of an animal's body and write them in a list at the side of the board (wings, teeth, tail, legs, head, eyes). If necessary, write:
*This is... It was...
Its... was / were... Its... wasn't/weren't...*
on the board to help.
- Give students a few minutes to plan what to draw and write, then tell them to use the box or give them paper.
- Tell students to complete the task. Monitor and help students as necessary.
- Ask students to hold up their books or pictures, show each other their drawings and read out their work.

7 Listen and repeat. 🎧 **TR: 11.12**

mammoth
strong
Mammoth were strong



8 Listen and chant. 🎧 **TR: 11.13**

Mammoth, mammoth, mammoth!
Mammoth were strong!
Big elephants!
Strong, strong, strong!
Mammoth were really strong.



9 Say it!



1 My old dog was very strong and clever.



2 My son is a strong chessman.



3 Early People were small but they were strong.



4 Mammoth were strong.

8 Listen and chant. 🎧 **TR: 11.13**

- Tell students they are going to learn a chant. Explain the students that the chant uses the sounds they have just learnt.
- Play the recording and tell students to listen and follow 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 practice the chant individually, and then in pairs or in groups. For example one group chants the first verse, and the other group chants the second verse.
- Ask some volunteers to chant.

9 Say it.

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

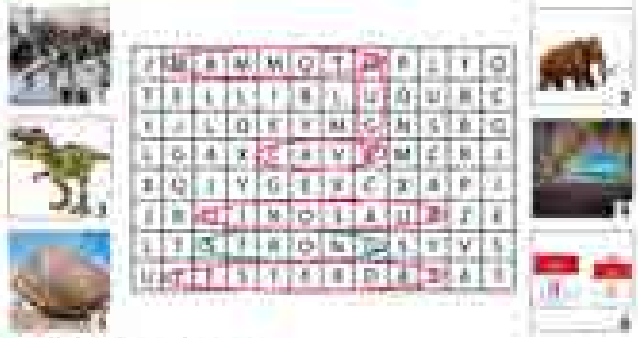
7 Listen and repeat. 🎧 **TR: 11.12**

- Write /ə/ on the board. Then write mammoth on the board. Ask students to pronounce the word.
- Write /ŋ/ on the board. Then write strong on the board. Ask students to pronounce the word.
- Pronounce both sounds again and show students how the two sounds 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 the 2 sounds.

1 Find and circle.

- Tell students that they are going to do a crossword puzzle.
- Divide students into pairs or groups to find and circle the words.
- Ask students to look at the example in picture 1.
- Allow them enough time to do the exercise.
- Praise or award a prize to the quickest student with all correct answers.

1 Find and circle...



2 Project: Before our time

Colour the dinosaurs. Then describe each dinosaur.



2 Project: Before our time

- Tell students they are going to colour the dinosaur, then describe each dinosaur in the picture.
- Ask students to look at the picture and the example. Read out the sentences and ask students to repeat.
- Allow enough time for them to finish drawing. Then put students into pairs or groups of four. Ask them to take turn to describe the dinosaur.
- Ask volunteers to show their pictures and describe the dinosaurs.

12 Cool Places



In This Unit

Theme

This unit is about holidays.

Vocabulary

Lesson 1: bridge, castle, pagoda, tower, village

Lesson 2: American, Egypt, England, Turkey, Vietnam

Lesson 3: awesome, boring, exciting, wonderful

Grammar

Lesson 1: to be past simple interrogative

Lesson 2: *Where was/were...?*

Lesson 3: *How was...?*

About the photo

The castle in the photo is Hohenzollern Castle near Stuttgart, Germany. The castle is the ancestral home of the Prussian Royal House and the Hohenzollern Princes. Nowadays, the castle is open to the public and it hosts many different events, such as guided tours, concerts, exhibitions and markets throughout the year.

Related vocabulary

clouds, fog, mountain, picturesque, towers, turrets

EXTENSION ACTIVITY

- Remind students of the topic of the unit (prehistory). Ask them to tell you what they think the connection is, how old they think the rock art is, where they think it is, why they think the people made it, what it shows, and so on (see *About the photo* for information).
- Ask students to close their books and tell you everything they remember about the photo. Accept words, not just sentences.

TEACHING TIP

Introduce students to different methods of thinking about a topic. For example, KWL charts are useful because they give students the opportunity to say what they already know about a topic and what they want to learn about the topic. At the end of the unit, they can then go back and see how much more they have learnt about the topic.

Unit Opener

Objectives

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

Materials

- Student's Book

To start

- Read the title of the unit together. Check students know what it means. Ask what places are important to them, where they go during the week, what places they like visiting (or want to visit) in the holidays, and find out if they can say any in English.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to places. Tell them they can suggest buildings, landscapes, things on maps, countries or nationalities

Look. Tick what you can see.

- Tell students to look at the photo on pages 63 and tell you what they can see. Elicit ideas from the class and write them on the board. Elicit any questions and write new vocabulary, e.g. owl, rocks, rock art, cave on the board, too.
- Ask students to read the words on page 63 and tick them if they are in the photo.
- Check answers as a class.

Lesson Aims

- Learn and use new vocabulary: *bridge, castle, temple, tower, village*
- Learn and use new grammar: to be past simple interrogative

Materials

- Student's Book, Class Audio CD, Flashcards: *arrive, leave, journey, hotel*

To start

- Revise words from Unit 9. Ask students to tell you words they remember connected with *history*. Show some flashcards of unit 11 and ask students to say the word and make a sentence with the word.
- Revise *was* and *were*. On the board, write *I was happy in summer*.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

TR: 12.1

- Tell students to open their book to page 54 and to look at the vocabulary box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all words. Play the recording for the students to listen to, point to, and repeat the words. Then read out loud the new picture 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 read. Tick.

TR: 12.2

- Point to the new words in the dialogue. Read them out and ask students to repeat. Point to the photo and tell students *This is Danang city. Ask Is it a bridge? What is the name of the bridge?*
- Play the recording. Tell students to look at the picture and follow the text with their fingers.
- Play the recording. Ask students to repeat.
- Ask students to look at the sentences below the picture.

Lesson 11

1 Listen and point.

Repeat.

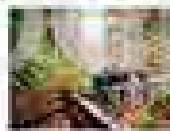


2 Listen and read. Tick.



3 Listen and say.

Look at the photo. Tick or cross the bridge.



11 UNIT 12

Read the sentences and the options. Elicit the answer from students. Ask students to circle 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.

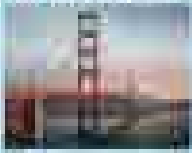
3 Look and say.

- Tell students to look at the pictures and the prompts. Read out loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer

2 I wasn't in the village. I was at the temple.

3 I wasn't at the bridge. I was at the castle.

4 Listen and repeat. TR: 12.3



1 Were you at the tower yesterday?
Yes, we were.



2 How far is the village last week?
It's the same.

5 Look and say.



1 They / at the bridge / last month.

Were they at the bridge last month?
Yes, they were.



2 My mum / at the temple / yesterday.



3 We / at the tower / last week.



4 My grandfather / in the village / yesterday.

6 Let's talk.

Talk about where you were yesterday, last week, last month, and last year.

Were you at the tower yesterday?

No, I wasn't. I was at home.

Yes, I was. How about you? Were you at the temple?



5 Look and say.

- Tell students to look at the pictures and the prompts. Read out loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:
 - 2 Was your mum at the temple yesterday? Yes, she was.
 - 3 Were you at the tower yesterday? No, we weren't.
 - 4 Was your grandfather in the village yesterday? No, he wasn't.

6 Let's talk.

Talk about where you were yesterday, last week, last month, and last year.

- Tell students they are asking and answering about their activities in the past by using to be past simple interrogative.
- 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 their past experience using was and were.
- Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

EXTENSION ACTIVITY

Practise the pronunciation of the regular past simple. Write these sentences on the board, read them out and ask students to repeat: ('d' sound) *I studied, I climbed;* ('t' sound) *she touched, you stopped;* ('id' sound) *I visited, I wanted.*

4 Listen and repeat. TR: 12.3

- Play the recording. Tell students to look at the pictures and follow the sentences with fingers.
- Play the recording again. Ask students to repeat. Explain to students we add ed or d after the verbs when we want to talk about actions in the past.
- 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.

Lesson Aims

- Learn and use new vocabulary: *American, Egypt, England, Turkey, Vietnam*
- Learn and use new grammar: *Where was/were...?*

Materials

- Student's Book, Class Audio CD, Flashcards

To start

- Revise the words from Lesson 1 by drawing simple pictures on the board for students to guess what they show. Ask volunteers to draw pictures on the board for classmates to guess. Ask them to write the words under their pictures when their classmates have guessed correctly.
- Ask students *Were you at home yesterday? Were you at school last week? Was your English lesson last week fun?* Then elicit the answers.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat.

TR: 12.4

- Tell students to open their book to page 66 and to look at the vocabulary box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all words. Play the recording for the students to listen to, point to, and repeat the words. Then read out loud the new picture 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 read. Tick.

TR: 12.5

- Point to the new words in the text. Read them out and ask students to repeat. Point to the photo. Say *A pyramid?* Elicit *Yes*.
- Play the recording. Tell students to look at the picture and follow the text with their fingers.



- Play the recording. Ask students to repeat.
- Ask students to look at 2 sentences below the picture. Read the first sentence. Elicit the answer from students. Ask students to tick *Egypt*. Ask students to continue with the other sentences. Then check the answers with the whole class.
- Ask students to read the text. Ask some volunteers to read out in front of the whole class.

3 Look and say.

- Tell students to look at the pictures and the prompts. Read out loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:
 - 2 *Were you in Egypt last month? Yes, I was.*
 - 3 *Were you in America last week? No, we weren't.*
 - 4 *Were you in Vietnam last year? Yes, I was.*

4 Listen and repeat. 🎧 TR: 12.6

1 Where were you last month?
I was in Egypt.





2 Where were you last month?
I was in Vietnam.



5 Look and say.

Where were you last month?

He was in Turkey.



1 my father last week 2 I last month 3 my cousin last year

6 Listen and chant. 🎧 TR: 12.7

England and America?
Where were you last month?
I was in England.

We look in Egypt?
Where were they last month?
They were in Vietnam.

England and America?
The British and Egypt
All are really cool!



EXTENSION ACTIVITY

Practise the grammar. Write these sentences on the board and ask students to fill in the gaps: *Yesterday, I ... at 8 o'clock. Yesterday, Dad ... a fish in the river. Yesterday, our teacher*

5 Look and say.

- Tell students to look at the pictures and the prompts. Read out loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:
2 *Where were you last month?*
I was in America.
3 *Where were your cousins last year?*
They were in England.

6 Listen and chant. 🎧 TR: 10.7

- Ask students to look at the photo and tell you what it shows (an Ancient Egyptian tomb painting). Tell students to read the chant quickly
- Play the chant for students to listen and follow with their fingers.
- Read out the chant a line at a time. Ask students to repeat after you. Play the chant again for students to chant along. Practise until students are familiar with the words.

4 Listen and repeat. 🎧 TR: 12.6

- Play the recording. Tell students to look at the pictures and follow the sentences with fingers.
- Play the recording again. Ask students to repeat.
- Point to the picture. Explain to students we use the question *Where was/were...* to ask about the place to which people went in the past.
- 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.

7 Listen and circle.

  TR: 12.8

- Tell students they are going to listen to five sentences talking about where people were and circle the correct answer Yes or No.
- Play the recording and tell students to listen and circle the correct answers for questions 1 - 5.
- Play the recording more than once if students cannot catch all the answers.
- Play the recording again and pause after each sentence to check answers.

8 Write and say.

- Tell students that they are going to complete the travel diary. Then ask and answer about their diary with their partner.
- Tell students to look at the sample. Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

7 Listen and circle. (1)

- 1 My mother was in the village / city.
- 2 I was in Vietnam / Egypt.
- 3 My grandmother and grandfather were in the old city in Turkey / Vietnam.
- 4 My brother was in Turkey / America last year.
- 5 She was in England / America last week.

8 Write and say. (1)

Where were you last Saturday? I was in the farm.

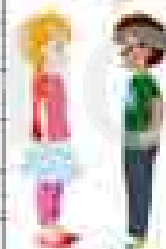
My Diary		Last month:	
Last Saturday:	in the farm		
Last Sunday:	in the farm		
Last week:	in the farm		
Last month:	in the farm		
Last year:	in the farm		

9 Let's talk

Hi, Nam. Where were you last Saturday?

I was at home.

Name	Place	
Last Saturday	at school	
Last Sunday	at home	
Last week	at the Long Bay	
Last month		
Last year		



9 Let's talk.

- Tell students they are going to ask their friends about the places they were in the past.
- 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 the places that they went to. Write the places in the column.
- Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

1 Listen and point.

Repeat after me

awesome | boring | exciting | wonderful

2 Listen and tick.



3 Look and say.

Where were you last week?

We were in England.



1 last week
/England



2 last month
/America



3 last year
/Vietnam



4 last year
/Turkey

1 Listen and point. Repeat.

🎧 TR: 12.9

- Tell students to open their book to page 63 and to look at the vocabulary box. Point to the first picture word. Say the word and ask students to repeat. Do the same with all words. Play the recording for the students to listen to, point to, and repeat the words. Then read out loud the new picture 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: 10.10

- Point to the photo. Say *in the village?* Elicit *Yes*.
- Ask students to look the sentences below the picture. Read the sentences and the options.
- Play the recording and ask students to listen and tick the correct answers.
- Play the recording more than once if students cannot catch all the answers.
- Play the recording again and pause after each sentence to check answers.
- Elicit the answer from students 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 Look and say.

- Tell students to look at the pictures and the prompts. Read out loud 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 saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:

2 *Where were you last month?*

We were in America.

3 *Where were you last year?*

We were in Vietnam.

4 *Where were you last year?*

We were in Turkey.

Lesson Aims

- Learn and use new vocabulary: *awesome, boring, exciting, wonderful*
- Learn and use new grammar: *How was...?*

Materials

- Student's Book, Class Audio CD, Flashcards
- One blank piece of paper for each student (optional), coloured pencils

To start

- Revise the words from Lesson 2 using flashcards. Show the flashcard very quickly (for one second) and elicit what the word is. Repeat with the rest of the flashcards.
- Ask students *Where were you yesterday/last week/last month/last year?* and elicit the answers.
- Sing the chant from Lesson 2 (TR: 12.7).

New vocabulary

- Teach the new words with the flashcards and flags. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

4 Listen and repeat. TR: 12.11

- Play the recording. Tell students to look at the pictures and follow the sentences with fingers.
- Play the recording again. Ask students to repeat.
- Explain to students that we use the question *How was your trip to...?* to ask what one's experience or trip to certain places was like.
- 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.

EXTENSION ACTIVITY

Practise the grammar. Write these sentences on the board and ask volunteers to make the question: *I travelled to Japan. He played football.*

5 Look and say.

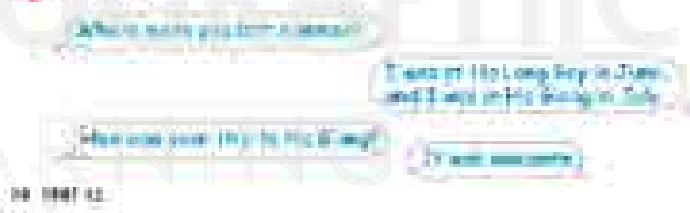
- Tell students to look at the pictures and the prompts. Read out loud the prompts and ask students to repeat.
- Tell students to look at the picture for sentence 1 and the example. Read out the example and ask students to repeat.
- Explain the rest of the task to students. Allow them enough time to practise saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Suggested answer:
 - 2 *How was his trip to Egypt last year? It was awesome.*
 - 3 *How was her trip to Vietnam last month? It was wonderful.*
 - 4 *How was their trip to England last month? It was boring.*



5 Look and say



6 Let's talk.



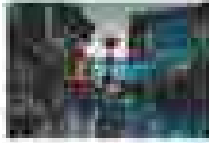
6 Let's talk.

- Tell students they are going to ask and answer about each other's trips in the past by using two questions *Where were you...?* and *How was your trip?*
- 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 about each other's trips in the past.
- Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

7 Listen and repeat. 🎧 TR: 10.12

Village
Turkey

We were in one of 2 villages in Turkey last week.



8 Listen and repeat. 🎧 TR: 10.13

Village, village, village!
We were in
two of them.

Turkey, Turkey, Turkey!
We were in
beautiful Turkey.

We were in
a beautiful village
in beautiful Turkey.



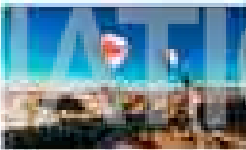
9 Say it!



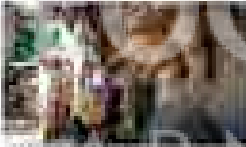
1. My wife and I visited villages in Myanmar.



3. Our trip to a village in Turkey was wonderful!



2. My wife and I visited villages in Myanmar.



4. My trip to the village was wonderful!

7 Listen and repeat. 🎧 TR: 10.12

- Write /v/ on the board. Then write travel on the board. Ask students to pronounce the word.
- Write /3:/ on the board. Then write learn on the board. Ask students to pronounce the word.
- Pronounce both sounds again and show students how the two sounds 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 the 2 sounds.

8 Listen and chant. 🎧 TR: 10.13

- Tell students they are going to learn a chant. Explain the students that the chant uses the sounds they have just learnt.
- Play the recording and tell students to listen and follow 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 practice the chant individually, and then in pairs or in groups. For example one group chants the first verse, and the other group chants the second verse.
- Ask some volunteers to chant.

9 Say it.

- Ask students to look at the sentences. Tell them to pay attention to the sounds /v/ and /3:/ in each word.
- Read out the words with /v/ and /3:/ and ask students to repeat.
- Ask students to work in pairs and say the sentences, paying attention to the correct pronunciation of /v/ and /3:/.
- Ask some volunteers to say the sentences in front of the class.

FUN TIME & PROJECT

1 Look and match.

- Tell students to look at 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 around the class to help students if necessary.
- Praise or award a prize to the quickest student with all correct answers.

FUN TIME & PROJECT

1 Look and match.



- 1 tower
- 2 bridge
- 3 castle
- 4 desert
- 5 temple
- 6 village



2 Project: My cool trip



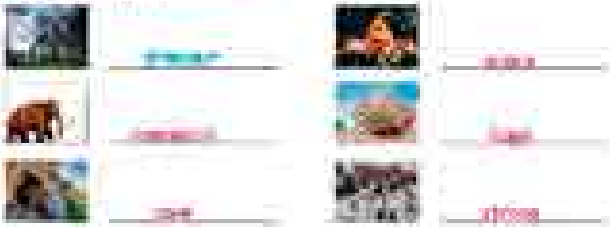
Last year I was in...
My trip to... was...

2 Project: My cool trip

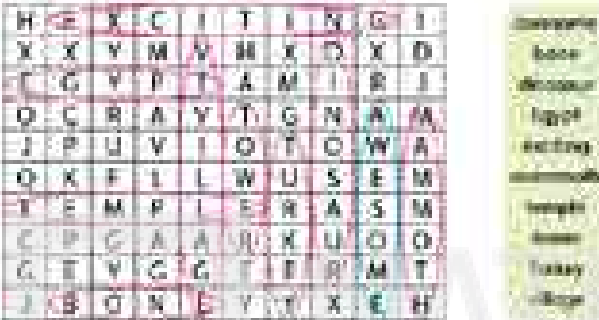
- Tell students they are going to draw a place they have visited and tell the class about it. Encourage students to draw a place they learnt about in Unit 12.
- Tell students they are going to describe their last trip. Ask students to look at the structures to describe their trip.
- Ask students to take out the photos they have prepared. Put students into pairs or groups of four. Ask them to take turn to show their photos and describe their trip.
- Ask volunteers to describe their trips to the whole class.

Review 6: Part 1

1 Look and write.



2 Find the words.



3 Match and say.



Review 6: Part 1

Units 11 and 12

Write these verbs on the board and ask volunteers to say the past simple form: *play, see, go, dance, catch, study, like*.

- Revise the past simple negative. Write these sentences on the board and ask volunteers to say the opposite: *She closed the door. I went to school*. Then ask volunteers to make them into questions. Ask the questions and elicit short answers.

1 Write.

- Tell students to look at the pictures and write the words.
- Allow enough time to complete the task. Check answers as a class. Ask students to spell the words.

2 Find the word.

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

3 Match and say.

- Tell students to read the first half of the sentence and match with the other half to make a full sentence.
- Ask students to look at the sample and read out the sentence.
- Allow enough time to complete the task. Check answers as a class.
- Then allow them enough time to practise saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

To start

- Revise the words from Unit 9 and 10 with the flashcards and/or magazine pictures. Stick the flashcards/pictures on the board. Ask a volunteer to point to a flashcard/picture on the board and to say what it is. Ask volunteers to write the words under the cards/pictures. Then revise the nationalities (American, Brazilian, Egyptian, Greek, Japanese, Spanish). Write the countries on the board and ask volunteers to write the nationalities.
- Revise the present simple. Copy the following table onto the board:

I	was	scared.
She	were	
We	wasn't	
They	weren't	

- Ask students to make sentences with the words across the columns. Make sure they use the correct forms. Then ask students questions and elicit short answers, e.g. *Were you happy yesterday? Was your friend at school yesterday?*
- Revise the regular and irregular affirmative past simple.

Review 6: Part 2

Units 11 and 12

1 Listen and tick T for True and F for False.

- Tell students they are going to listen to a short text about a family's trip to Hoi An, a small town in the middle of Vietnam.
- Ask students to listen to look at sentence 1 and play the first part of the recording. Ask them to tick the correct answer.
- Play the recording and tell students to listen and tick the correct answers for questions 1- 4
- Play the recording more than once if students cannot catch all the answers.
- Play the recording again and pause after each sentence to check answers.

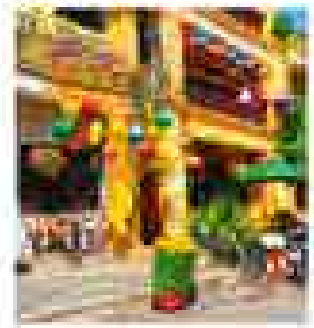
EXTRA ACTIVITY

Sing the songs from Units 11 and 12

Review 6: Part 2

1 Listen and tick T for True or F for False.

- 1 The girl and her family were in Hoi An last week.
- 2 Her family went to the street centre.
- 3 They bought her food in Hoi An and chicken rice.
- 4 They bought the activity in Hoi An and swimming.
- 5 The girl and her family were happy in Hoi An.



2 Write.

- 1 Were you in a film yesterday?
- 2 Were your friends at your house last weekend?
- 3 Was your grandma in England last year?
- 4 Was your teacher friendly to the class?

3 Let's talk.



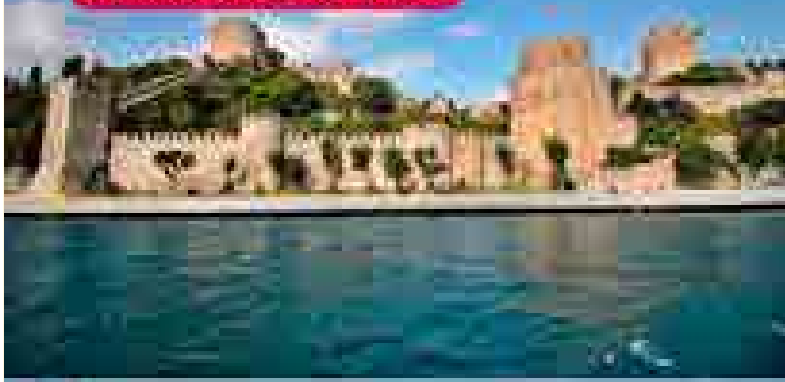
2 Write.

- Read the first question as a class. Elicit true answers. Write them on the board.
- Explain the rest of the task to students. Allow them enough time to practise saying sentences individually and then in pairs. Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

3 Let's talk. Talk about your activities yesterday.

- Tell students they are going to ask and answer about each other's activities yesterday.
- 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 talking about
- Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.
- Notes: teachers may encourage students to ask and answer about each other's activities last week, last month and last year.

Review 6: Part 3 - Video



1 Which places do you often see in a town? Circle.

2 Which can you see in the video? Tick.

3 Read. Tick T for True and F for False.

The castle was large.

The castle was really impressive.

The bridge was behind the castle.

There were many trees around the castle.

Lesson Aims

- Watch and understand a video about dinosaurs.
- Talk about museums.

Materials

- Student's Book, DVD

To start

- Tell students to look at the photo and tell you what they can see. Revise the vocabulary from Units 1 and 12. Ask students what they can see in a town / city.
- Ask students to tell you if they want visit or see and old town.
- Tell students they are going to watch a videodescribing an old town.

Review 6: Part 3

Units 11 and 12

1 Which places you often see in a town? Circle.

- Tell students to look at the pictures.
- Ask them to read out the word under each picture.
- Ask students to circle the words for places that often see in a town.
- Invite some students to read out their answers.

2 What can you see in the video? Tick.

- Before you play the video, write the words from activity 2 on the board. Review the words as a class.
- Tell students they will tick the words when they see/hear them 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.

3 Read. Tick T for True and F for False.

- Read the instruction to the students. Read through the list of words and make sure students understand the task.
- Ask students to read each sentence and tick the correct answer, T for True or F for False.
- Play the video all the way through again to check the answers.

Review 6 : Part 4

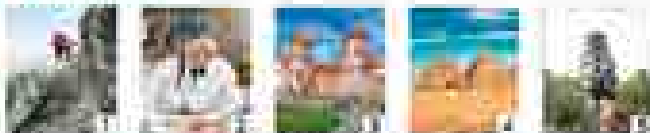
Units 11 and 12

1 Look and write.

- Tell students they are going to write the correct form of the words in brackets.
- Ask students to look at the first picture, ask them what the boy did. Then write the answer for the first sentence as an example if necessary.
- 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 read out their answers. Correct any mistakes.

Review 6: Part 4

1 Look and write.



- 1 They were in the mountains. (climb) *climbed* yesterday.
- 2 South was in class. (go) *went* on a trip last week.
- 3 We were at the bridge. (visit) *visited* last month.
- 4 They were in Malacca. (fly) *flew* last year.
- 5 We were at the temple. (visit) *visited* yesterday.

2 Write and say.



Number	Name	Place	Hotel
1	Sam	Abu Dhabi	Grand Hyatt Long Beach
2			
3			
4			
5			

2 Let's talk. Tick.

- Tell students they are going to ask and answer questions about their activities in the past.
- 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 go around the class, find 4 friends, then ask and answer about each other's past activity. Ask students to tick the activities that their friend did.
- Go round the class helping students where necessary.
- Ask volunteers to read out their answers. Correct any mistakes.

AUDIO SCRIPTS

Lesson	Track	Scripts
1	1.1	1 Listen and point. Repeat. father, mother, daughter, son, twins
1	1.2	2 Listen and read. Write. Tom: Look! This is my family. We're going on a picnic in a park. Jack: That's great! Who is he? Tom: He's my father. Jack: And who is she? Tom: She's my mother. Jack: Wow! She's young.
1	1.3	4 Listen and repeat. 1 Who is he? - He's my father. 2 Who is she? - She's my mother.
1	1.4	1 Listen and point. Repeat. clever, cute, kind, polite
1	1.5	2 Listen and read. Tick This is my new friend, Jimmy. We're both in class 4A1. Jimmy is cute and clever. And he is kind, too.
1	1.6	4 Listen and repeat. 1 My friend is cute and clever. 2. Her twins are good and pretty.
1	1.7	6 Listen and sing. My brother is tall and nice! Yes, he is! Yes, he is! He isn't naughty. He isn't funny. He's tall and nice! My sister is cute and clever! Yes, she is! Yes, she is! She isn't naughty. She isn't funny. She's cute and clever!
1	1.8	7 Listen and write the names. I've got two good friends, Amy and Fred. Amy is my best friend at school. She's got long hair and big eyes. She's nice and clever. Fred is my cousin, and he's my friend, too. He isn't tall, but he can play basketball. He's cute and kind.
1	1.9	1 Listen and point. Repeat. cheerful, friendly, hardworking, pleasant
1	1.10	2 Listen and match. Julie: Look, this is my family photo. Jack: Is this your twin brother? Julie: Yes, it's Tom. He's cheerful and funny. Jack: And who is that? Julie: That's my sister, Laura. She's friendly and hardworking. Jack: And are these your father and mother? What are they like? Julie: Yes, they are. They're pleasant and kind.
1	1.11	4 Listen and repeat. 1 What is your sister like? - She's hardworking and pleasant. 2 What is his twin brother like? - He's clever and friendly.
1	1.12	7 Listen and repeat. father son He's my father. I'm his son.

Lesson	Track	Scripts
1	1.13	8 Listen and chant. Father, father, father He's my father. He's my father. He's my father. Son, son, son I'm his son. I'm his son. I'm his son.
2	2.1	"1. Listen and point. Repeat. bowl, dining room, plate, spoon, table"
2	2.2	"2. Listen and read. Tick. Girl: Your dining room is big. There are many bowls and plates on the table. Look! There's a spoon. Whose spoon is it? Boy: It's my spoon."
2	2.3	"4. Listen and repeat. 1. Whose table is it? - It's their table. 2. Whose plates are they? - They're our plates."
2	2.4	"1. Listen and point. Repeat. fridge, rug, sink, sofa"
2	2.5	"2. Listen and read. Tick. Man: This is our new house. Boy: Great! Man: This is our living room. Boy: Look! There's a big rug under the table. And is that our kitchen? Man: Yes, it is. Boy: Where is the fridge? Man: Over there. It's next to the sink. Boy: Cool!"
2	2.6	"4. Listen and repeat. 1. Where is the rug? It's in front of the sofa. 2. Where is the sofa? It's between two lamps. 3. Where is the fridge? It's next to the sink. 4. Where are the books? They're behind the sofa."
2	2.7	"6. Listen and chant. This is our kitchen our lovely kitchen. There's a fridge, a big, big fridge. There's a sink, a small, small sink. There are some rugs, colourful, colourful rugs. Come and see our lovely kitchen!"
2	2.8	"7. Listen and tick T for True or F for False. 1 Where's the fridge? It's next to the sink. 2 Where's the sofa? It's in the living room. It's in front of the TV. 3 Where's your bedroom? It's between the living room and the kitchen. 4 Where are the plates? They are next to the bolws. 5 Where's the kitchen? It's behind the dining room.

Lesson	Track	Scripts
2	2.9	"1. Listen and point. Repeat. bookshelf, floor, toy box, messy, tidy"
2	2.10	2. Listen and tick "Ms. Kim: This is my son and this is his bedroom. How tidy is his bedroom? Jane: Wow! It's very tidy. There aren't any books or toys on the floor. Ms. Kim: Yes. His toys are in the toy box. His books are on the bookshelf."
2	2.11	"4. Listen and repeat. 1. How is his room? It's messy. 2. How is her bookshelf? It's tidy."
2	2.12	"7. Listen and repeat. bookshelf dining room rug We've got a big dining room, a new bookshelf and a new rug."
2	2.13	"8. Listen and chant. Bookshelf, bookshelf, bookshelf! We have got a new bookshelf. Rug, rug, rug! We have got a new rug!" Dining, dining, dining room! We have got a big dining room."
Review 1	Video	"Andy: Here is our home. In this photo, I'm in the living room with my family. Mia: It's so tidy. I like the sofa and the rug. Andy: And here is our dining room. It's next to the bathroom. Mia: Where's your bedroom? Mia: It's here. There's a big bookshelf in my bedroom. Andy: Cool! Your bedroom is tidy."
3	3.1	"1. Listen and point. Repeat. chicken, cow, goat, horse, sheep"
3	3.2	"2. Listen and read. Match. Boy: Look! My father has got some sheep on the farm. They're short and small. Girl: Cool! We've got some cows. They're big and tall. Boy: Great! I like cows, too."
3	3.3	"4. Listen and repeat. 1. We've got some chickens. 2. We've got some sheep. 3. We've got a horse."
3	3.4	"1. Listen and point. Repeat. hands, fur, legs, tail, wings"
3	3.5	"2. Listen and read. Tick. Dad: Look! We've got a horse. It's tall and pretty. Son: Wow. It's got long legs and a long tail. Dad: Look at the chickens. They've got wings and nice tails. Son: But the chickens haven't got hands."
3	3.6	"4. Listen and repeat. 1. The horses haven't got wings. 2. The cows haven't got hands."
3	3.7	"6. Listen and sing. What animal am I? Baa, baa, baa. What animal am I? I'm a sheep. I'm a small, black sheep. I've got black fur and four short legs! I make wool for your jumpers!"

Lesson	Track	Scripts
3	3.8	"7. Listen and tick. 1. My cousins has got some fish. He hasn't got a dog. 2. I have got two white cats. The cats have got long tails. 3. My parents have got some sheep. They've got white hair and short tails. 4. I have got a horse. It is black and has got long legs. 5. We've got some cows and chickens on the farm. We haven't got any horses."
3	3.9	"1. Listen and point. Repeat. animals, field, fruit, plant"
3	3.10	"2. Listen and tick. Emilia: Grandpa, are these apple trees? Roberto: Yes, they are. We've got a lot of fruit trees on the farm. Emilia: Have we got animals on the farm? Roberto: Yes, we have. We've got some cows on the field. And we've got some horses and chickens, too. Emilia: That's great!"
3	3.11	"4. Listen and repeat. 1. Have you got animals on the farm? - Yes, we have. 2. Have you got fruit trees on the field? - No, we haven't."
3	3.12	"7. Listen and repeat. hands horse A horse hasn't got hands."
3	3.13	"8. Listen and chant. H, h, h Horse, horse, horse! I've got a horse Hands, hands, hands I've got hands. I've got hands. Horses haven't got hands. "
4	4.1	"1. Listen and point. Repeat. an egg, an orange, a sandwich, spaghetti, vegetables"
4	4.2	"2. Listen and read. Tick. Woman: Hi. May I help you? Girl: Hi! I'd like an orange, some spaghetti and vegetables, please. Woman: Ok. Would you like a sandwich? Girl: Yes, please. I'd like a sandwich with an egg. Woman: Would you like some drinks? Girl: No, thanks. Woman: Ok, here you are. Girl: Thanks!"
4	4.3	"4. Listen and repeat. 1. Would you like a sandwich? Yes, please. 2. Would you like some vegetables? No, thanks."
4	4.4	"1. Listen and point. Repeat. a cookie, a cupcake, pizza, a piece of pizza"
	4.5	"2. Listen and read. Tick. Girl 1: It's lunch time. Let's open our lunch boxes! Girl 2: Yes, let's. Girl 1: I've got two cupcakes for my lunch. How about you? Girl 2: I've got some pizza and cookies. Girl 1: Yummy! How many pieces of pizza how you got? Girl 2: I've got 3."

Lesson	Track	Scripts
4	4.6	"4. Listen and repeat. - twenty one, twenty two, twenty three, twenty four, twenty five, twenty six, twenty seven, twenty eight, twenty nine - How many pieces of pizza have you got? I've got twenty-one pieces of pizza. - How many cupcakes has he got? He's got twenty-six."
4	4.7	"6. Listen and chant. pizza pizza pizza pizza for everyone How many have we got? Let's count the pieces 21 22 23 24 25 twenty five pieces of pizza. Hooray!"
4	4.8	"7. Listen and circle. 1 How many cupcakes have you got? I've got 22. 2 How many apples have you got? We've got 24. 3 How many biscuits has she got? She's got 26. 4 How many orange trees has your grandma got? She's got 25. 5 How many tomatoes have they got? They've got 27."
4	4.9	"1. Listen and point. Repeat. bubble tea, soft drink, lemonade, nuts, yoghurt"
4	4.10	"2. Listen and tick. Girl: Hi, Ben! My birthday party is this weekend! Boy: Yes, Sandy! Girl: I want to buy some food and drinks. Boy: What's your favourite food? Girl: My favourite food is yoghurt. I like nuts, too. Boy: Let's buy them for your party. What's your favourite drink? Girl: Well, my favourite drink is lemonade. Boy: Lemonade is good. Let's make some! Girl: Yes. Thanks, Ben! Boy: You're welcome!"
4	4.11	"4. Listen and repeat. 1. What's your favourite food? - My favourite food is yoghurt. 2. What's your favourite drink? - My favourite drink is lemonade.
4	4.12	"7. Listen and repeat. lemonade pizza sandwich I've got a piece of pizza, a sandwich and lemonade for my lunch.
4	4.13	"8. Listen and chant. Lemonade, lemonade Pizza, pizza Sandwich, sandwich It's my favourite It's my favourite It's my favourite Let's drink some! Let's eat some! Let's buy some!"
Review 2	Video	Yoghurt is a favourite food of many people in many countries around the world. In some places, people eat yoghurt for breakfast. Some people eat yoghurt with fruit like bananas, strawberries, and apples. Many children often eat yoghurt with nuts. Wow, look, it's yummy! Now let's take a look at pizza. Many people like pizza so much. They often eat pizza for their lunch and dinner. They also have pizza and fizzy drinks for their party. Eating pizza together is so fun!

Lesson	Track	Scripts
5	5.1	"1. Listen and point. Repeat cloudy snowy stormy windy"
5	5.2	"2. Listen and read. Tick. Jane: What's the weather like today, Tom? Tom: It's cold and snowy. Look! Mum and Dad are making a snowman in the playground. Jane: That's interesting. Let's go out!"
5	5.3	"4. Listen and repeat. 1. What's the weather like today? It's windy. 2. What's the weather like in winter? It's cold and snowy."
5	5.4	"1. Listen and point. Repeat. jump rope play hide-and-peek play on the seesaw ride a horse"
5	5.5	"2. Listen and read. Write. Jack: Hi, Joe. What is Susan doing? Joe: She's jumping rope in the garden. Jack: How about her sisters? Joe: They're playing hide-and-peek with me. Do you see them? Jack: No, I don't. Good luck with your game!"
5	5.6	"4. Listen and repeat. 1. What is she doing? - She's jumping rope. 2. What are they doing? - They're playing basketball."
5	5.7	"6. Listen and chant. What's the weather like in summer? It's sunny. What's the weather like in winter? It's snowy. Sunny or snowy, we're not staying at home. We're getting ready to go. Jump rope! Play hide-and-peek! Let's go out and play! Hooray!"
5	5.8	"7. Listen and match. Girl: What are Tom and Jack doing? Boy: They're doing homework in the bedroom. Girl: Wow! They're hardworking. Where is Lily? Boy: She's in the living room. She's playing a game. Girl: What about Mum and Dad? Where are they? Boy: Mum and Dad are in the kitchen. They're cooking. Girl: Oh, what is my brother doing? Boy: He's reading a book in his bedroom."
5	5.9	"1. Listen and point. Repeat. play board games play video games read a comic book watch a film"

Lesson	Track	Scripts
5	5.10	<p>"2. Listen and tick. Dad: What are Petra and Alex doing? Mum: They're playing video games. Dad: Where are they playing video games? Mum: In the bedroom. Dad: I think we can have some fun, too. Let's watch a film together! There's a new film on TV. Mum: Great idea!"</p>
5	5.11	<p>"4. Listen and repeat. Where are they playing video games? In the living room."</p>
5	5.12	<p>"7. Listen and repeat. jump think She's jumping rope. She's thinking about her friends."</p>
5	5.13	<p>"8. Listen and chant. Jack, Jack, Jack! Jump, jump, jump Jack's jumping rope.</p> <p>Think, think, think! Theatre, theatre, theatre! We're thinking about going to the theatre."</p>
6	6.1	<p>"1. Listen and point. Repeat. mountain go fishing ice-skate play ice hockey ski"</p>
6	6.2	<p>"2. Listen and read. Tick. This boy can ski on the mountain. He's jumping on his skis. He's a good skier. What can you do on the mountain?"</p>
6	6.3	<p>"4. Listen and repeat. 1. What can we do on the mountain? We can ski on the mountain. 2. What can we do in the park? We can ride a bike in the park."</p>
6	6.4	<p>"1. Listen and point. Repeat. go camping make a campfire pitch a tent walk the dog"</p>
6	6.5	<p>"2. Listen and read. Lan: Where can we go camping, John? John: We can go camping on the mountain or near the sea. Lan: I like the sea. On the mountain, we can go swimming, but we can't ski in summer. John: That's right. Let's go to the sea. We can watch dolphins or go swimming. At night, we can make a fire. Lan: That's so interesting."</p>
6	6.6	<p>"4. Listen and repeat. 1. We can go camping, but we can't go swimming in winter. 2. We can go swimming, but we can't ski in summer."</p>
6	6.7	<p>"6. Listen and chant. Let's go camping on the mountain. Let's go camping near the sea. We can make a tent.</p> <p>We can make a fire, but we can't make a cake. Camping is fun for everyone, my family and me!"</p>

Lesson	Track	Scripts
6	6.8	"7. Listen and match. 1. We're going camping today. We can make a campfire. 2. We're going fishing today. We can have fish for dinner. 3. We're skiing today. We can have lots of fun. 4. We're walking the dog today. We can go to the mountain."
6	6.9	"1. Listen and point. Repeat. beach forest go hiking have a picnic"
6	6.10	"2. Listen and Match. Nora: Today is Sunday. We can go hiking on the mountain or ride a bike in the forest. Mark: We can swim in the sea, too. Mark: Oh no, Mum and Dad aren't at home. We can't go out now. We can have a picnic in the garden because it's warm today. Nora: That's not bad."
6	6.11	"4. Listen and repeat. 1. We can have a picnic in the park today because it's warm. 2. We can't go hiking on the mountain today because it's snowy."
6	6.12	"7. Listen and repeat. go ski I can go camping. I can ski, too."
6	6.13	"8. Listen and chant. Go, go, go! I can go to the mountain. Ski, ski, ski! I can ski on the snow. Let's go to the mountain and ski on the snow!"
Review 3	Video	There are many sports you can play when it is cold outside. One is ice hockey. There are two teams. The teams ice-skate up and down the ice. These children are playing ice hockey. You can also ice-skate. Look! This boy is skiing on a mountain. Cold-weather sports are fun!
7	7.1	"1. Listen and point. Repeat. chef, doctor, farmer, photographer, vet"
7	7.2	"2. Listen and read. Tick. Joey: Look! This is Joel. He is taking photos of a sea lion. Minh: Wow, that's cool. Is he a photographer? Joey: Yes. My father is a photographer, too. He takes photos of animals. What does your father do? Minh: He's a farmer. He's got a big farm."
7	7.3	"4. Listen and repeat. 1. What does he do? - He's a doctor. 2. What does she do? - She's a photographer."
7	7.4	"1. Listen and point. Repeat. in a clinic in a hospital in a restaurant in a studio"

Lesson	Track	Scripts
7	7.5	"2. Listen and read. Tick. Anna: This is my cousin, Andy, on TV. He's cooking in a studio. Alex: Wow! What does he do? Anna: He's a chef. He can cook great food. Alex: Cool! Where does he work? Anna: He works in a restaurant in Hanoi. He can cook Vietnamese food, too."
7	7.6	"4. Listen and repeat. 1. Where does she work? - She works in a restaurant. 2. Where does he work? - He works in the field."
7	7.7	"6. Listen and chant. Vet, vet, vet Clinic, clinic, clinic A vet works in a clinic. Chef, chef, chef Restaurant, restaurant, restaurant A chef works in a restaurant."
7	7.8	"7. Listen and circle. Joe is my cousin. He is a vet. He likes his job because he loves animals. He doesn't work in a hospital. He works at a zoo. He takes care of elephants, monkeys, tigers, lions and other animals at the zoo. "
7	7.9	"1. Listen and point. Repeat. firefighter feed the animals put out fire take care of"
7	7.10	"2. Listen and read. Match. Milly: My mum is a vet. She takes care of animals. Jack: Wow, where does she work? Milly: She works in Petcare clinic. Jack: I want to be a vet, too. Because I love animals. Milly: That's cool! I want to be a firefighter. Jack: What does a firefighter do? Milly: A firefighter puts out fire."
7	7.11	"4. Listen and repeat. 1. What does a vet do? A vet takes care of animals."
7	7.12	"7. Listen and repeat. doctor farmer A doctor takes care of people. A farmer feeds the animals."
7	7.13	"8. Listen and chant. D, d, d Doctor, doctor, doctor A doctor takes care of people. F, f, f Farmer, farmer, farmer A farmer feeds the animals."

Lesson	Track	Scripts
8	8.1	"1. Listen and point. Repeat. smartphone, make phone calls, make videos, write emails "
8	8.2	"2. Listen and read. Write. Linh: Whose phone is it? It looks nice. Luna: It's my new smartphone. Linh: Wow, what can you do with your smartphone? Luna: I can take photos and make videos with my phone. Linh: Cool! Can we write emails with a smartphone? Luna: Yes, we can. I sometimes write emails on my phone. "
8	8.3	"4. Listen and repeat. 1. He always takes photos with his smartphone. 2. She sometimes makes videos on her smartphone"
8	8.4	"1. Listen and point. Repeat. surf the internet use the tablet work in pairs work in groups"
8	8.5	"2. Listen and read. Tick. Teacher Julie: Now, let's work in pairs and answer questions 1 - 5. Robert: Teacher, I can see some new words. Can we use the tablet? Teacher Julie: No, you can't. But you can open your book and look at the wordlist. Robert: Yes, teacher."
8	8.6	"4. Listen and repeat. 1. Teacher, can we use the tablet? - Yes, you can 2. Teacher, can we surf the internet? - No, you can't."
8	8.7	"6. Listen and chant. Tablet, tablet, tablet Can we use the tablet in class? Yes, you can. Yes, you can Phon, phone, phone Can we use the phone in class? No, you can't. No, you can't."
8	8.8	"7. Listen and circle. I'm Laura and I'm nine years old. My friends and I always learn English together. We work in groups and do our homework. There are nice photos and videos in the units. I love them a lot. We sometimes use the computer or tablet to learn English, too. It's fun. "
8	8.9	"1. Listen and point. Repeat. change the password use the computer lab use the projector use the speaker"
8	8.10	"2. Listen and read. Write. Erik: Teacher Sam, who can use the computer lab? Ms Sam: Teachers and students can. Erik: Can we use the projector there? Ms. Sam: Yes, you can. And you can use the speaker, too. Erik: That's great! Thank you."

Lesson	Track	Scripts
8	8.11	"4. Listen and repeat. 1. Who can use the computer lab? Teachers and students can. 2. Who can change the password? Teachers can."
8	8.12	"7. Listen and repeat. email use Teachers always use their school emails."
8	8.13	"8. Listen and chant. M, m, m Email, email, email I write emails. I write emails. Z, z, z Use, use, use Teachers use emails. Teachers use emails."
Review 4	Video	"A photographer takes photos with a camera. He can take photos of people, animals and many other things. This photographer is taking photos of a snake. This photographer has a very big camera. He's taking photos of an elephant. These photographers are outside in the snow. They are taking photos of penguins This photographer is swimming and taking photos under the sea."
9	9.1	"1. Listen and point. Repeat. bookshop fountain restaurant street train station"
9	9.2	"2. Listen and read. Tick. Tom: Wow! There are so many people in the street, Dan! Dan: That's right. Can we go and play in the fountain near Lotus restaurant? Tom: Is the fountain in front of or behind the restaurant? Dan: It's in front of the restaurant. Tom: OK, let's go."
9	9.3	"4. Listen and repeat. 1. Is the fountain in front of or behind the restaurant? - It's in front of the restaurant. 2. Is the train station on Cat Linh street or on Kim Ma Street? - It's on Cat Linh Street."
9	9.4	"1. Listen and point. Repeat. bus stop post office shopping center supermarket"
9	9.5	"2. Listen and read. Write. Lan: Hi Tom, where do we go shopping in this town? Tom: We go shopping at the supermarket. On Sunday we often go to the shopping centre because we can play in the game centre. Lan: That's fun. Can we go there by bus? Tom: Yes. There's a bus stop in front of the shopping centre. Lan: Great!"
9	9.6	"4. Listen and repeat. Where do we go shopping? - (We go shopping) at the supermarket."

Lesson	Track	Scripts
9	9.7	"6. Listen and chant. Where do we buy apples? At the supermarket. Where do we buy vegetables? At the supermarket. Where do we buy ice-cream? At the supermarket. Yeah, there are so many things at the supermarket."
9	9.8	"7. Listen and circle. 1. Where do we eat lunch? At the restaurant 2. Where do we play? In front of the fountain. 3. Where do we see the king? In the castle. 4. Where do we go shopping? At the supermarket."
9	9.9	"1. Listen and point. Repeat. cross the road go straight turn left turn right"
9	9.10	"2. Listen and read. Write. Hiran: How do we go to the cinema now, Anika? Anika: Let's cross the road here. We go straight on High Street and then turn right. The cinema is opposite the pool. Hiran: Great."
9	9.11	"4. Listen and repeat. How do we go to the cinema? - Go straight on High Street and then turn right. The cinema is opposite the pool."
9	9.12	"7. Listen and repeat. centre fountain We're in the shopping centre. We're playing in the new fountain."
9	9.13	"8. Listen and chant. Statue, statue, statue! Centre, centre, centre! We can see a statue in the centre. Fountain, fountain, fountain! Tower, tower, tower! We can see a fountain near the tower."
10	10.1	"1. Listen and point. Repeat. bay hill island national park"
10	10.2	"2. Listen and read. Write. I'm on a train to Italy. I'd like to visit Gargano National Park. I'm so excited because I can enjoy the trip with my family. Which place would you like to visit on holiday?"
10	10.3	"4. Listen and repeat. Which place would you like to visit on holiday? - I'd like to visit Gargano National Park."
10	10.4	"1. Listen and point. Repeat. eat seafood make a sand castle go sightseeing row a boat"

Lesson	Track	Scripts
10	10.5	"2. Listen and read. Match. Lan: Where does this plane fly, Emma? Emma: To Sweden. I'm so excited. Lan: Wow! That's great. Emma: Yeah. I like going sightseeing on holiday. There are many interesting places in Stockholm. How about you? What do you like doing on holiday? Lan: I like going to the beach and eating seafood. Emma: That's fantastic."
10	10.6	"4. Listen and repeat. What do you like doing on holiday? - I like going to the beach and eating seafood."
10	10.7	"6. Listen and sing. We can't stay. We're on holiday. So, bye bye! See you later. Off we go! Let's go to the airport! Let's fly on the aeroplane! Let's take a journey far away!"
10	10.8	"7. Listen and match. 1. I'm Linh. I like visiting the beach on holiday. I like making a sand castle. 2. I'm Mai. I like visiting the mountain on holiday. I like going hiking. 3. I'm Phong. I like visiting the river on holiday. I like rowing a boat. 4. I'm Minh. I like visiting the forest on holiday. I like going sightseeing."
10	10.9	"1. Listen and point. Repeat. buy a present make a postcard stay in a hotel write a diary"
10	10.10	"2. Listen and read. Match. Ralph, Canada: I like going to the mountain on holiday. It's a long trip. I like staying in a hotel, but I don't like going hiking. Nana, Japan: I like flying to a new place, but I don't like going to the airport. There are so many people. I like writing a diary about my holiday. Charlotte, England: In summer, Mum and I often fly to London for three days. We like going shopping. I always buy a present and make a postcard for Grandma."
10	10.11	"4. Listen and repeat. 1. I like staying in a hotel on holiday, but I don't like going hiking. 2. I like flying to a new place on holiday, but I don't like going to the airport."
10	10.12	"7. Listen and repeat. holiday airport I like going sightseeing on holiday. I can go to the airport by bus or by taxi."
10	10.13	"8. Listen and chant. O, o, o Airport, airport, airport! I like flying from a nice airport. O, o, o Holiday, holiday, holiday! I like having a long holiday. I like flying from a nice airport and having a long holiday"

Lesson	Track	Scripts
Review 5	Video	Tokyo, Japan, is a great place to visit. We can go sightseeing here. Many people travel here by plane. The Imperial Palace is a castle. The king and his family live in this palace. Many people visit the Sensoji Temple. It is an old temple in Tokyo. It's more than thirteen hundred years old! You can go to the top of the big tower, the Tokyo Skytree, and see the whole city! This is a fast train to all cities in Japan. Look! There is the famous mountain, Mount Fuji. You can see it from the train!
11	11.1	"1. Listen and point. Repeat. yesterday, last week, last month, last month"
11	11.2	"2. Listen and read. Circle. Boy: We were at the history museum yesterday. We were in our history lesson. Girl: Wow! It's cool! I was at that museum last week. Boy: Our history lesson at the museum was great!"
11	11.3	"4. Listen and repeat. 1. I was at the museum last week. 2. We were in history class yesterday. 3. My sister was in the city last month. 4. My cousins were on the trip last year."
11	11.4	"1. Listen and point. Repeat. dinosaur, scary, strong, terrible"
11	11.5	"2. Listen and read. Tick. Girl: Look at the photo. I was at the dinosaur museum last week. There were scary dinosaurs. Boy: Wow! This bone is so big! Girl: It's the bone of a T. rex. T. rex was a strong dinosaur. Meat was its favourite food. Boy: It looks scary. Girl: Yes, it was."
11	11.6	"4. Listen and repeat. 1. T. rex was a strong dinosaur. 2. Some dinosaurs were scary."
11	11.7	"6. Listen and chant. T. rex was a big dinosaur big big dinosaur. Its favourite food was meat meat, meat, meat!"
11	11.8	"7. Listen. Tick T for True and F for False. This is the photo of Apatosaurus. It was a type of dinosaur. It was a friendly and big dinosaur. Its head was small, but its tail was very long. Its favourite food was plant."
11	11.9	"1. Listen and point. Repeat. cave, dinosaur bone, early people, mammoth"
11	11.10	"2. Listen and read. Circle. Girl: This is the picture of the early people. Boy: They weren't tall. They were small and strong. Girl: Look! This is their home. They weren't in the house. They were in the dark cave. Boy: I see. Look, this is a mammoth. It wasn't a dinosaur. Girl: Right! It was a big elephant. Boy: That is a picture of a dinosaur bone. Girl: Wow! So big!"
11	11.11	"4. Listen and repeat. 1. A dinosaur bone wasn't small. 2. Early people weren't tall."

Lesson	Track	Scripts
11	11.12	"7. Listen and repeat. mammoth strong Mammoths were strong.
11	11.13	"8. Listen and chant. Mammoths, mammoths, mammoths! Mammoths were big elephants. Strong, strong, strong! Mammoths were really strong."
12	12.1	"1. Listen and point. Repeat. bridge, castle, pagoda, tower, village"
12	12.2	"2. Listen and read. Tick. Boy: These are the photos of our family trip last week. Look! We were at the Golden bridge. We were at the castle, too. Girl: Wow! Look at this, were you at the pagoda? Boy: No, we weren't. We were in the old village. Girl: And how about this photo? Were you at the tower? Boy: Yes, we were. Girl: Cool!"
12	12.3	"4. Listen and repeat. 1. Were you at the bridge yesterday? Yes, we were. 2. Was she in the village last week? No, he wasn't."
12	12.4	"1. Listen and point. Repeat. America, Egypt, England, Turkey, Vietnam"
12	12.5	"2. Listen and read. Tick. Kate: Hi, Tim. You look happy. Where were you last week? Tim: I was in Egypt with my family. We were on our holiday. Kate: That's cool! Tim: And how about you? Kate: Well, I was in America, Turkey, England, and Vietnam. My family and I were on a long trip last month. Tim: Wow! That's fantastic! "
12	12.6	"4. Listen and repeat. 1. Where was he last week? He was in Egypt. 2. Where were you last month? We were in Vietnam."
12	12.7	"6. Listen and chant. England or America Where were you last week? I was in England. Vietnam or Egypt Where were they last month? They were in Vietnam. England and America Vietnam and Egypt All are really cool!"

Workbook - Answer key

1 My Family and Friends

1 Look and write.

2 Write.

1. My father is a doctor.
2. My mother is a teacher.
3. My brother is a student.
4. My sister is a singer.
5. My grandfather is a farmer.

3 Read and write.

1. My father is a doctor.
2. My mother is a teacher.
3. My brother is a student.
4. My sister is a singer.
5. My grandfather is a farmer.

1 Look and write.

2 Write.

1. My father is a doctor.
2. My mother is a teacher.
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3 Read and write.

1. My father is a doctor.
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1 Look and write.

2 Write.

1. My father is a doctor.
2. My mother is a teacher.
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3 Read and write.

1. My father is a doctor.
2. My mother is a teacher.
3. My brother is a student.
4. My sister is a singer.
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1 Look and write.

2 Write.

1. My father is a doctor.
2. My mother is a teacher.
3. My brother is a student.
4. My sister is a singer.
5. My grandfather is a farmer.

3 Read and write.

1. My father is a doctor.
2. My mother is a teacher.
3. My brother is a student.
4. My sister is a singer.
5. My grandfather is a farmer.

1 Look and write (Reading)



1. A group of people talking.



2. A person sitting at a desk.



3. A person sitting at a desk.



4. A group of people talking.

2 Read.

1. What is your favourite? _____

2. What do you like to do? _____

3. What do you like to eat? _____

4. What do you like to drink? _____

5. What do you like to do in your free time? _____

6. What do you like to do in your free time? _____

7. What do you like to do in your free time? _____

3 Listen and write.

1. What is your favourite? _____

2. What do you like to do? _____

3. What do you like to eat? _____

4. What do you like to drink? _____

5. What do you like to do in your free time? _____

6. What do you like to do in your free time? _____

7. What do you like to do in your free time? _____



4 Listen and write (Listening)



1. A person sitting at a desk.



2. A group of people talking.



3. A person sitting at a desk.



4. A person sitting at a desk.

5 Write about your favourite hobby.

1. My favourite hobby is _____.

2. I like to do it because _____.

3. I like to do it because _____.

4. I like to do it because _____.

5. I like to do it because _____.

6. I like to do it because _____.



2 My Home

1 Look and write.

1. What is your favourite? _____

2. What do you like to do? _____

3. What do you like to eat? _____

4. What do you like to drink? _____

5. What do you like to do in your free time? _____

6. What do you like to do in your free time? _____

7. What do you like to do in your free time? _____







2 Look and write.

1. What is your favourite? _____

2. What do you like to do? _____

3. What do you like to eat? _____

4. What do you like to drink? _____

5. What do you like to do in your free time? _____

6. What do you like to do in your free time? _____

7. What do you like to do in your free time? _____







3 Read and write.

1. What is your favourite? _____

2. What do you like to do? _____

3. What do you like to eat? _____

4. What do you like to drink? _____

5. What do you like to do in your free time? _____

6. What do you like to do in your free time? _____

7. What do you like to do in your free time? _____

4 Listen and write.

1. What is your favourite? _____

2. What do you like to do? _____

3. What do you like to eat? _____

4. What do you like to drink? _____

5. What do you like to do in your free time? _____

6. What do you like to do in your free time? _____

7. What do you like to do in your free time? _____








5 Read and write (Gap)

1. What is your favourite? _____

2. What do you like to do? _____

3. What do you like to eat? _____

4. What do you like to drink? _____

5. What do you like to do in your free time? _____

6. What do you like to do in your free time? _____

7. What do you like to do in your free time? _____

1 **Match the pictures with the words.**

2 **Write the words.**

1. The _____ is a room.
 2. The _____ is a room.
 3. The _____ is a room.
 4. The _____ is a room.
 5. The _____ is a room.
 6. The _____ is a room.

3 **Look at the pictures.**

1. Modern house: _____
 2. Traditional house: _____
 3. Skyscraper: _____
 4. Bridge: _____
 5. Tunnel: _____
 6. Road: _____

4 **Write.**

1. Write the name of the building in the box.
 2. Write the name of the building in the box.
 3. Write the name of the building in the box.
 4. Write the name of the building in the box.
 5. Write the name of the building in the box.
 6. Write the name of the building in the box.

5 **Look at the map.**

1. Write the name of the building in the box.
 2. Write the name of the building in the box.
 3. Write the name of the building in the box.
 4. Write the name of the building in the box.
 5. Write the name of the building in the box.
 6. Write the name of the building in the box.

1 **Match the pictures with the words.**

2 **Write the words.**

1. The _____ is a room.
 2. The _____ is a room.
 3. The _____ is a room.
 4. The _____ is a room.
 5. The _____ is a room.
 6. The _____ is a room.

3 **Look at the pictures.**

1. Modern house: _____
 2. Traditional house: _____
 3. Skyscraper: _____
 4. Bridge: _____
 5. Tunnel: _____
 6. Road: _____

4 **Write.**

1. Write the name of the building in the box.
 2. Write the name of the building in the box.
 3. Write the name of the building in the box.
 4. Write the name of the building in the box.
 5. Write the name of the building in the box.
 6. Write the name of the building in the box.

5 **Look at the map.**

1. Write the name of the building in the box.
 2. Write the name of the building in the box.
 3. Write the name of the building in the box.
 4. Write the name of the building in the box.
 5. Write the name of the building in the box.
 6. Write the name of the building in the box.

Exercise 1

1 Match the words

- father
- mother
- son
- sister
- daughter
- brother

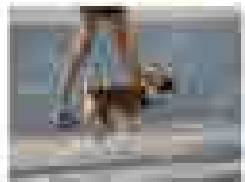
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2 Write

- 1. Mother's father
- 2. Mother's mother
- 3. Mother's brother
- 4. Mother's sister
- 5. Mother's daughter
- 6. Mother's son
- 7. Father's father
- 8. Father's mother
- 9. Father's brother
- 10. Father's sister
- 11. Father's daughter
- 12. Father's son

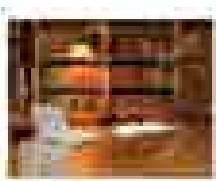
1 Write

- 1. How many people?
- 2. What is the dog doing?
- 3. What is the boy doing?
- 4. What is the girl doing?
- 5. What is the cat doing?



2 Write about your

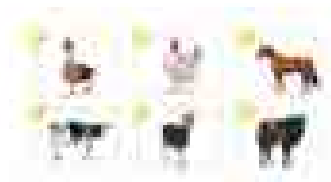
- 1. favourite animal
- 2. favourite food
- 3. favourite sport
- 4. favourite place
- 5. favourite colour



3 On the Farm

1 Match

- 1. Cow
- 2. Pig
- 3. Sheep
- 4. Horse
- 5. Chicken
- 6. Goat
- 7. Duck
- 8. Rabbit
- 9. Lamb
- 10. Turkey



2 Write

- 1. How many cows are there?
- 2. How many pigs are there?
- 3. How many sheep are there?
- 4. How many horses are there?
- 5. How many chickens are there?
- 6. How many goats are there?
- 7. How many ducks are there?
- 8. How many rabbits are there?
- 9. How many lambs are there?
- 10. How many turkeys are there?

- 1. Sheep
- 2. Pig
- 3. Cow
- 4. Horse
- 5. Chicken
- 6. Goat
- 7. Duck
- 8. Rabbit
- 9. Lamb
- 10. Turkey

3 Write about your farm

	How many horses are there?		How many cows are there?
	How many pigs are there?		How many sheep are there?
	How many chickens are there?		How many goats are there?
	How many ducks are there?		How many rabbits are there?
	How many lambs are there?		How many turkeys are there?

4 Write about your farm

	How many horses are there?		How many cows are there?
	How many pigs are there?		How many sheep are there?
	How many chickens are there?		How many goats are there?
	How many ducks are there?		How many rabbits are there?
	How many lambs are there?		How many turkeys are there?

1. Animals

1. Animals

1. Horse
2. Sheep
3. Goat
4. Pig
5. Chicken

2. Match the animal to its sound

1. Horse **Neigh**
2. Sheep **Bleat**
3. Goat **Goat**
4. Pig **Pig**
5. Chicken **Cluck**

3. Match the animal to its product

1. Horse **Wool**
2. Sheep **Wool**
3. Goat **Wool**
4. Pig **Wool**
5. Chicken **Wool**

4. Match the animal to its product

1. Horse **Wool**
2. Sheep **Wool**
3. Goat **Wool**
4. Pig **Wool**
5. Chicken **Wool**

2. Food and drink

1. Match the animal to its product

1. Horse **Wool**
2. Sheep **Wool**
3. Goat **Wool**
4. Pig **Wool**
5. Chicken **Wool**

2. Match the animal to its product

1. Horse **Wool**
2. Sheep **Wool**
3. Goat **Wool**
4. Pig **Wool**
5. Chicken **Wool**

3. Match the animal to its product

1. Horse **Wool**
2. Sheep **Wool**
3. Goat **Wool**
4. Pig **Wool**
5. Chicken **Wool**

4. Match the animal to its product

1. Horse **Wool**
2. Sheep **Wool**
3. Goat **Wool**
4. Pig **Wool**
5. Chicken **Wool**

1. Animals

1. Match the animal to its sound

1. Horse **Neigh**
2. Sheep **Bleat**
3. Goat **Goat**
4. Pig **Pig**
5. Chicken **Cluck**

2. Match the animal to its product

1. Horse **Wool**
2. Sheep **Wool**
3. Goat **Wool**
4. Pig **Wool**
5. Chicken **Wool**

3. Match the animal to its product

1. Horse **Wool**
2. Sheep **Wool**
3. Goat **Wool**
4. Pig **Wool**
5. Chicken **Wool**

4. Match the animal to its product

1. Horse **Wool**
2. Sheep **Wool**
3. Goat **Wool**
4. Pig **Wool**
5. Chicken **Wool**

2. Food and drink

1. Match the animal to its product

1. Horse **Wool**
2. Sheep **Wool**
3. Goat **Wool**
4. Pig **Wool**
5. Chicken **Wool**

2. Match the animal to its product

1. Horse **Wool**
2. Sheep **Wool**
3. Goat **Wool**
4. Pig **Wool**
5. Chicken **Wool**

3. Match the animal to its product

1. Horse **Wool**
2. Sheep **Wool**
3. Goat **Wool**
4. Pig **Wool**
5. Chicken **Wool**

4. Match the animal to its product

1. Horse **Wool**
2. Sheep **Wool**
3. Goat **Wool**
4. Pig **Wool**
5. Chicken **Wool**

4 Food And Drink

Listening

1 Listen



1. Fruit (apple)



2. Nuts (walnut)



3. Porridge (oat)



4. Vegetables (broccoli)



5. Orange (fruit)



6. Egg (chicken)

2 Listen

1. What is the name of the food? Write it in the box.

2. How many ingredients are there? Write the number in the box.

3. What is the name of the drink? Write it in the box.

4. How many ingredients are there? Write the number in the box.

5. What is the name of the drink? Write it in the box.

6. How many ingredients are there? Write the number in the box.

3 Listen and write

1. What is the name of the food? Write it in the box.
2. How many ingredients are there? Write the number in the box.
3. What is the name of the drink? Write it in the box.
4. How many ingredients are there? Write the number in the box.

1. The name of the food is the apple. The number of the ingredients is the apple. The name of the drink is the apple. The number of the ingredients is the apple.

4 Write

1. Listen and write the name of the food in the box.
2. Listen and write the number of the ingredients in the box.
3. Listen and write the name of the drink in the box.
4. Listen and write the number of the ingredients in the box.

5 Read and write

1. What is the name of the food? Write it in the box.
2. What is the name of the drink? Write it in the box.
3. What is the name of the food? Write it in the box.
4. What is the name of the drink? Write it in the box.



Listening

1 Listen and write



1. Nuts (walnut)



2. Vegetables (broccoli)



3. Orange (fruit)



4. Egg (chicken)

2 Read and write

1. What is the name of the food? Write it in the box.

2. How many ingredients are there? Write the number in the box.

3. What is the name of the drink? Write it in the box.

4. How many ingredients are there? Write the number in the box.

5. What is the name of the drink? Write it in the box.

6. How many ingredients are there? Write the number in the box.

7. What is the name of the food? Write it in the box.

8. How many ingredients are there? Write the number in the box.

9. What is the name of the drink? Write it in the box.

10. How many ingredients are there? Write the number in the box.

11. What is the name of the food? Write it in the box.

12. How many ingredients are there? Write the number in the box.

13. What is the name of the drink? Write it in the box.

14. How many ingredients are there? Write the number in the box.

15. What is the name of the food? Write it in the box.

16. How many ingredients are there? Write the number in the box.

17. What is the name of the drink? Write it in the box.

18. How many ingredients are there? Write the number in the box.

19. What is the name of the food? Write it in the box.

20. How many ingredients are there? Write the number in the box.

1 Listen

1. What is the name of the food? Write it in the box.
2. How many ingredients are there? Write the number in the box.
3. What is the name of the drink? Write it in the box.
4. How many ingredients are there? Write the number in the box.

1. The name of the food is the apple. The number of the ingredients is the apple. The name of the drink is the apple. The number of the ingredients is the apple.

2 Write

1. Listen and write the name of the food in the box.
2. Listen and write the number of the ingredients in the box.
3. Listen and write the name of the drink in the box.
4. Listen and write the number of the ingredients in the box.

3 Read and write

1. What is the name of the food? Write it in the box.
2. What is the name of the drink? Write it in the box.
3. What is the name of the food? Write it in the box.
4. What is the name of the drink? Write it in the box.

Learning 1

1. Match

2. Read, write and draw

Write the names of the people in the pictures. Draw a picture of each person.

3. Write

- Write the names of the people in the pictures.
- Write the names of the people in the pictures.
- Write the names of the people in the pictures.
- Write the names of the people in the pictures.
- Write the names of the people in the pictures.
- Write the names of the people in the pictures.
- Write the names of the people in the pictures.
- Write the names of the people in the pictures.
- Write the names of the people in the pictures.
- Write the names of the people in the pictures.

4. Read and write

Write the names of the people in the pictures.

5. Read and write

Write the names of the people in the pictures.

Review 2

1. Read and write

Write the names of the people in the pictures.

2. Read and write

Write the names of the people in the pictures.

3. Read and write

Write the names of the people in the pictures.

4. Read and write

Write the names of the people in the pictures.

5. Read and write

Write the names of the people in the pictures.

5

Leisure Time

1. Write



Blue sky



Sunset



Beach



Tropical beach

2. Write



Tropical beach



Tropical beach



Blue sky



Sunset

3. Read and write

1. Write a short story about a day at the beach. Use the words in the box.
2. Describe a beautiful beach to your friend.
3. Write a poem about the beach.
4. Write a story about a day at the beach.

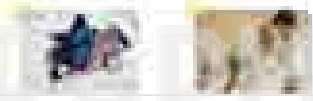
4. Write

- a. Write a short story about a day at the beach. Use the words in the box.
- b. Describe a beautiful beach to your friend.
- c. Write a poem about the beach.
- d. Write a story about a day at the beach.
- e. Write a story about a day at the beach.

5. Read and write



- relaxing
- sunbathing
- playing beach volleyball
- playing beach tennis
- playing beach basketball
- playing beach soccer



1. Write



Beach volleyball



Beach tennis



Beach basketball



Beach soccer

2. Read and write

1. Write a short story about a day at the beach. Use the words in the box.
2. Describe a beautiful beach to your friend.
3. Write a poem about the beach.
4. Write a story about a day at the beach.

3. Write

- a. Write a short story about a day at the beach. Use the words in the box.
- b. Describe a beautiful beach to your friend.
- c. Write a poem about the beach.
- d. Write a story about a day at the beach.
- e. Write a story about a day at the beach.

4. Read and write

1. Write a short story about a day at the beach. Use the words in the box.
2. Describe a beautiful beach to your friend.
3. Write a poem about the beach.
4. Write a story about a day at the beach.
5. Write a story about a day at the beach.

5. Read and write

1. Write a short story about a day at the beach. Use the words in the box.



5

1 **Match**

	
1. Using tables and chairs for board games	1. People using their own tables
	
1. Using a room with tables and chairs	1. Using a room with their own tables

2 **Match**

1. Organising an event in a room with tables and chairs

2. Organising an event in a room with tables and chairs

3. Using a room with tables and chairs

4. Using a room with tables and chairs

3 **Remember**

1. Organising an event in a room with tables and chairs
2. Organising an event in a room with tables and chairs
3. Using a room with tables and chairs
4. Using a room with tables and chairs

4 **Match and write**

	
1. Using a room with tables and chairs	1. Using a room with tables and chairs
	
1. Using a room with tables and chairs	1. Using a room with tables and chairs
	
1. Using a room with tables and chairs	1. Using a room with tables and chairs

5 **Remember**

1. Organising an event in a room with tables and chairs
2. Organising an event in a room with tables and chairs
3. Using a room with tables and chairs
4. Using a room with tables and chairs

6 Outdoor Activities

1 **Match**

2 **Write the names of the activities**

1. Climbing

2. Hiking

3. Kayaking

4. Canoeing

5. Fishing

3 **Match**

4 **Match and write**

5 **Match and write**

1. Climbing

2. Hiking

3. Kayaking

4. Canoeing

5. Fishing

1.1.1

1. What are you doing?



1. parkour / ˈpɑːkɔːr/



2. parkour / ˈpɑːkɔːr/



3. parkour / ˈpɑːkɔːr/



4. parkour / ˈpɑːkɔːr/

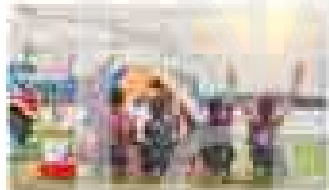
2. What are you doing?

1. I'm **going to the gym** / ɪm ˈɡoʊɪŋ tə ðə ʒɪm/

2. I'm **going to the park** / ɪm ˈɡoʊɪŋ tə ðə pɑːk/

3. I'm **going to the beach** / ɪm ˈɡoʊɪŋ tə ðə biːtʃ/

4. I'm **going to the mountains** / ɪm ˈɡoʊɪŋ tə ðə maʊn-tiːnz/



3. What are you doing?

1. I'm **going to the gym** / ɪm ˈɡoʊɪŋ tə ðə ʒɪm/

2. I'm **going to the park** / ɪm ˈɡoʊɪŋ tə ðə pɑːk/

3. I'm **going to the beach** / ɪm ˈɡoʊɪŋ tə ðə biːtʃ/

4. I'm **going to the mountains** / ɪm ˈɡoʊɪŋ tə ðə maʊn-tiːnz/

4. What are you doing?

1. I'm **going to the gym** / ɪm ˈɡoʊɪŋ tə ðə ʒɪm/

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4. I'm **going to the mountains** / ɪm ˈɡoʊɪŋ tə ðə maʊn-tiːnz/

5. What are you doing?



1.1.2

1. What are you doing?



2. What are you doing?

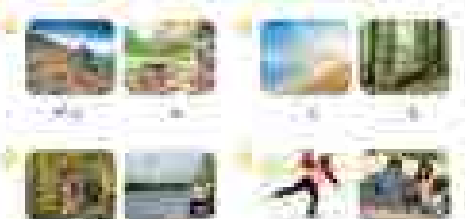
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3. What are you doing?



4. What are you doing?

1. I'm **going to the gym** / ɪm ˈɡoʊɪŋ tə ðə ʒɪm/

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4. I'm **going to the mountains** / ɪm ˈɡoʊɪŋ tə ðə maʊn-tiːnz/

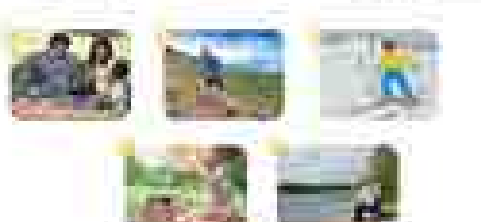
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3. I'm **going to the beach** / ɪm ˈɡoʊɪŋ tə ðə biːtʃ/

4. I'm **going to the mountains** / ɪm ˈɡoʊɪŋ tə ðə maʊn-tiːnz/



1. Read the text and answer the questions.







2. Look at the text and answer the questions.

1. How many people are there in the text?

2. How many people are there in the text?

3. How many people are there in the text?

4. How many people are there in the text?

5. How many people are there in the text?

3. Match the words with the pictures.

1. A person who works in a shop. a) A person who works in a shop.

2. A person who works in a shop. b) A person who works in a shop.

3. A person who works in a shop. c) A person who works in a shop.

4. A person who works in a shop. d) A person who works in a shop.

5. A person who works in a shop. e) A person who works in a shop.

4. Read the text and answer the questions.

1. How many people are there in the text?

2. How many people are there in the text?

3. How many people are there in the text?

4. How many people are there in the text?

5. How many people are there in the text?

5. Look at the text and answer the questions.



1. How many people are there in the text?

2. How many people are there in the text?

3. How many people are there in the text?

4. How many people are there in the text?

5. How many people are there in the text?



1. How many people are there in the text?

2. How many people are there in the text?

3. How many people are there in the text?

4. How many people are there in the text?

5. How many people are there in the text?

1. Read the text and answer the questions.








2. Look at the text and answer the questions.

1. How many people are there in the text?

2. How many people are there in the text?

3. How many people are there in the text?

4. How many people are there in the text?

5. How many people are there in the text?

3. Read the text and answer the questions.

1. How many people are there in the text?

2. How many people are there in the text?

3. How many people are there in the text?

4. How many people are there in the text?

5. How many people are there in the text?



4. Look at the text and answer the questions.

1. How many people are there in the text?

2. How many people are there in the text?

3. How many people are there in the text?

4. How many people are there in the text?

5. How many people are there in the text?



8 Technology

1. What is a computer?



A computer is a machine that can store and process information. It can be used to create documents, play games, and watch videos.



2. What are the parts of a computer?

- 1. Monitor: The screen that displays the information.
- 2. Keyboard: The device used to enter text and numbers.
- 3. Mouse: The device used to click on items on the screen.
- 4. CPU: The central processing unit that does the calculations.



3. What is a network?

- 1. A network is a group of computers that are connected together.
- 2. They can share files and information.
- 3. They can also share printers and other devices.
- 4. Networks can be used to connect computers in a home, office, or school.

4. What is a virus?

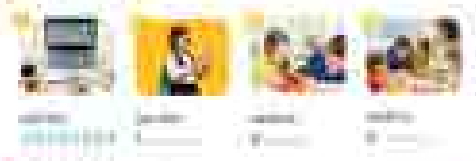


A virus is a small program that can copy itself and spread to other computers. It can damage files and delete information. You should always be careful when downloading files from the internet.

5. What is a firewall?

- 1. A firewall is a program that blocks unwanted traffic from the internet.
- 2. It can help protect your computer from viruses and other threats.
- 3. It can also help prevent hackers from accessing your computer.
- 4. You should always have a firewall installed on your computer.

1. What is a network?



2. What are the parts of a network?

- 1. Router: The device that connects the network to the internet.
- 2. Switch: The device that connects computers to the network.
- 3. Cable: The wires that carry data between devices.
- 4. Firewall: The program that blocks unwanted traffic.

3. What is a virus?

- 1. A virus is a small program that can copy itself and spread to other computers.
- 2. It can damage files and delete information.
- 3. You should always be careful when downloading files from the internet.
- 4. You should also have a virus scanner installed on your computer.



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1. Tujuan

- 1. Mengetahui definisi dan pengertian dari **teknologi**
- 2. Mengetahui manfaat dan fungsi teknologi
- 3. Mengetahui perkembangan dan sejarah teknologi
- 4. Mengetahui perkembangan dan sejarah teknologi
- 5. Mengetahui perkembangan dan sejarah teknologi



2. Manfaat

- 1. Meningkatkan efisiensi dan produktivitas
- 2. Meningkatkan kualitas layanan
- 3. Meningkatkan keamanan dan privasi
- 4. Meningkatkan aksesibilitas dan inklusi
- 5. Meningkatkan inovasi dan kreativitas

3. Kesimpulan

Teknologi adalah alat, mesin, atau sistem yang digunakan untuk memecahkan masalah atau meningkatkan efisiensi. Perkembangan teknologi telah membawa perubahan besar dalam kehidupan manusia, terutama di bidang komunikasi, transportasi, dan kesehatan.

1. Tujuan

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- 3. Mengetahui perkembangan dan sejarah teknologi
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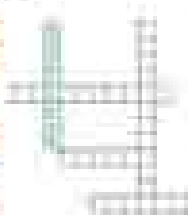


9

Places In Town

1. Complete

1. To buy a car, go to the _____.



2. Write.

- The garage is the place where you can buy a car.
- The garage is the place where you can buy a car.
- The garage is the place where you can buy a car.
- The garage is the place where you can buy a car.

3. Write.

1. The garage is the place where you can buy a car.

2. The garage is the place where you can buy a car.

3. The garage is the place where you can buy a car.

4. Write.

1. The garage is the place where you can buy a car.

2. The garage is the place where you can buy a car.

3. The garage is the place where you can buy a car.

4. The garage is the place where you can buy a car.

5. Read and write.

The garage is the place where you can buy a car. The garage is the place where you can buy a car. The garage is the place where you can buy a car.

1. The garage is the place where you can buy a car.

2. The garage is the place where you can buy a car.

3. The garage is the place where you can buy a car.

4. The garage is the place where you can buy a car.

1. Write.



2. Read and write.

1. The garage is the place where you can buy a car.
2. The garage is the place where you can buy a car.
3. The garage is the place where you can buy a car.
4. The garage is the place where you can buy a car.
5. The garage is the place where you can buy a car.
6. The garage is the place where you can buy a car.
7. The garage is the place where you can buy a car.
8. The garage is the place where you can buy a car.

3. Write.

1. The garage is the place where you can buy a car.
2. The garage is the place where you can buy a car.
3. The garage is the place where you can buy a car.
4. The garage is the place where you can buy a car.
5. The garage is the place where you can buy a car.
6. The garage is the place where you can buy a car.
7. The garage is the place where you can buy a car.
8. The garage is the place where you can buy a car.

4. Write.

1. The garage is the place where you can buy a car.
2. The garage is the place where you can buy a car.
3. The garage is the place where you can buy a car.
4. The garage is the place where you can buy a car.
5. The garage is the place where you can buy a car.

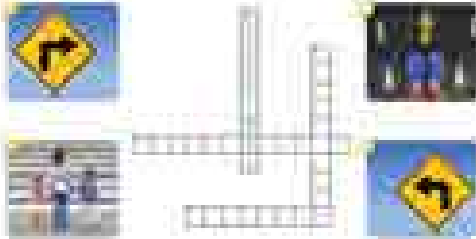
5. Write about your town.

1. The garage is the place where you can buy a car.
2. The garage is the place where you can buy a car.
3. The garage is the place where you can buy a car.
4. The garage is the place where you can buy a car.
5. The garage is the place where you can buy a car.



Learning 1

1. Do the crossword.



2. Answer the questions.

1. What is a road sign?
 2. What is a road sign for?
 3. What is a road sign for?
 4. What is a road sign for?
 5. What is a road sign for?

3. Read.

- 1. What is a road sign?
- 2. What is a road sign for?
- 3. What is a road sign for?
- 4. What is a road sign for?

4. Answer the questions.

- 1. What is a road sign?
- 2. What is a road sign for?
- 3. What is a road sign for?
- 4. What is a road sign for?

5. Read and write.

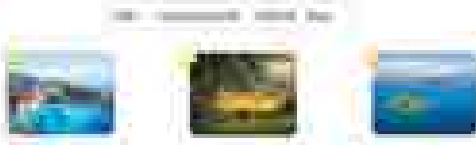
- 1. What is a road sign?
- 2. What is a road sign for?
- 3. What is a road sign for?
- 4. What is a road sign for?



10 On Holiday

Learning 1

1. Read and answer.



1. What is a road sign?
 2. What is a road sign for?
 3. What is a road sign for?
 4. What is a road sign for?

2. Read.

- 1. What is a road sign?
- 2. What is a road sign for?
- 3. What is a road sign for?
- 4. What is a road sign for?

3. Read and answer.

- 1. What is a road sign?
- 2. What is a road sign for?
- 3. What is a road sign for?
- 4. What is a road sign for?

4. Read and write.

- 1. What is a road sign?
- 2. What is a road sign for?
- 3. What is a road sign for?
- 4. What is a road sign for?

5. Read and write.

- 1. What is a road sign?
- 2. What is a road sign for?
- 3. What is a road sign for?
- 4. What is a road sign for?

6. Read and write.

- 1. What is a road sign?
- 2. What is a road sign for?
- 3. What is a road sign for?
- 4. What is a road sign for?

7. Read and write.

- 1. What is a road sign?
- 2. What is a road sign for?
- 3. What is a road sign for?
- 4. What is a road sign for?

1 **Match.**

2 **Look at the photos.**

3 **Write a short text for each picture.**

4 **Write a text for each picture.**

5 **Write a text for each picture.**

1 **Match.**

2 **Write a short text for each picture.**

3 **Write a text for each picture.**

4 **Write a text for each picture.**

5 **Write a text for each picture.**

1 **Match.**

2 **Write a short text for each picture.**

3 **Write a text for each picture.**

4 **Write a text for each picture.**

5 **Write a text for each picture.**

1 **Match.**

2 **Write a short text for each picture.**

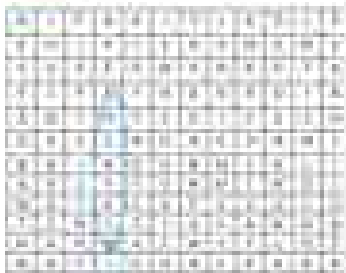
3 **Write a text for each picture.**

4 **Write a text for each picture.**

5 **Write a text for each picture.**

Section 3

1. Complete the grid.



2. Match the words.

1. A group of people who live in a particular area. **area** **community** **city** **land**
2. A group of people who live in a particular area.
3. A group of people who live in a particular area.
4. A group of people who live in a particular area.
5. A group of people who live in a particular area.

3. Match the words.

1. The study of the Earth's physical features.
2. The study of the Earth's physical features.
3. The study of the Earth's physical features.
4. The study of the Earth's physical features.

4. Match the words.

1. The study of the Earth's physical features.
2. The study of the Earth's physical features.
3. The study of the Earth's physical features.

5. Match the words.

1. The study of the Earth's physical features.
2. The study of the Earth's physical features.
3. The study of the Earth's physical features.

6. Write about what you have done and what you will do during your holiday.

11 Before Our Time

Section 1

1. Match the words.



2. Write about what you...



Write about what you...



Write about what you...

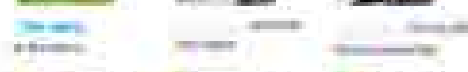


3. Match the words.

1. The study of the Earth's physical features.
2. The study of the Earth's physical features.
3. The study of the Earth's physical features.
4. The study of the Earth's physical features.

4. Match the words.

1. The study of the Earth's physical features.
2. The study of the Earth's physical features.
3. The study of the Earth's physical features.

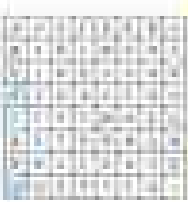


1. The study of the Earth's physical features.
2. The study of the Earth's physical features.
3. The study of the Earth's physical features.


5. Write about what...

1. The study of the Earth's physical features.
2. The study of the Earth's physical features.
3. The study of the Earth's physical features.
4. The study of the Earth's physical features.

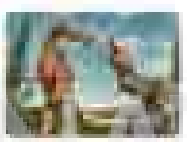


1. Read and write.



2. Match.



3. Match.

3. Write.

1. It is a large animal that lives in the desert.
2. It is a large animal that lives in the desert.
3. It is a large animal that lives in the desert.
4. It is a large animal that lives in the desert.
5. It is a large animal that lives in the desert.

4. Write.

1. It is a large animal that lives in the desert.




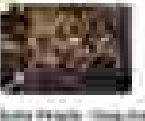
2. It is a large animal that lives in the desert.

3. It is a large animal that lives in the desert.

4. It is a large animal that lives in the desert.

5. It is a large animal that lives in the desert.

1. Write.

2. Write.

1. It is a large animal that lives in the desert.
2. It is a large animal that lives in the desert.
3. It is a large animal that lives in the desert.

3. Write.

1. It is a large animal that lives in the desert.
2. It is a large animal that lives in the desert.
3. It is a large animal that lives in the desert.

4. Write.

1. It is a large animal that lives in the desert.
2. It is a large animal that lives in the desert.
3. It is a large animal that lives in the desert.
4. It is a large animal that lives in the desert.
5. It is a large animal that lives in the desert.

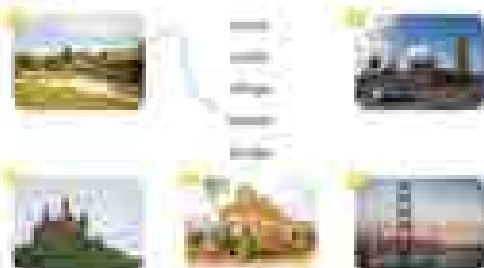
5. Write.

1. It is a large animal that lives in the desert.
2. It is a large animal that lives in the desert.
3. It is a large animal that lives in the desert.
4. It is a large animal that lives in the desert.
5. It is a large animal that lives in the desert.

12 Cool Places

Lesson 1

1 Look.



2 Look and write.

1. Which city is it? _____
2. Which country is it? _____
3. Which place is it? _____
4. Which country is it? _____

3 Listen and write.

1. Where is it? _____
2. How long is it? _____
3. How many people live there? _____
4. What is it famous for? _____
5. How long is it? _____
6. How many people live there? _____
7. What is it famous for? _____
8. How long is it? _____
9. How many people live there? _____

4 Write and draw.

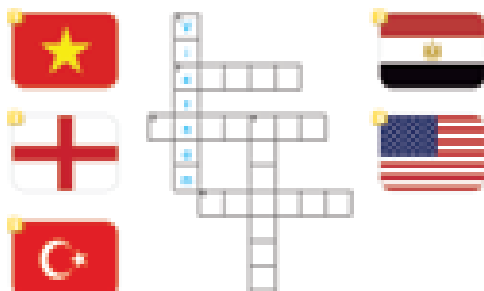
1. Choose a country.
2. Write its name.
3. Write its capital.
4. Write its language.
5. Write its main industry.
6. Write its main food.
7. Write its main religion.
8. Write its main festival.

5 Write and say.

1. Write the name of the country.
2. Write the name of the capital.
3. Write the name of the language.
4. Write the name of the main industry.
5. Write the name of the main food.
6. Write the name of the main religion.
7. Write the name of the main festival.

Lesson 2

1 Do the crossword.



2 Write.

1. My father was in _____ last week.
2. My brother was in _____ yesterday.
3. Leon and Lisa were in _____ last year.
4. My grandmother was in _____ last week.

3 Listen and write.

1. Where is it? _____
2. How long is it? _____
3. How many people live there? _____
4. What is it famous for? _____
5. How long is it? _____
6. How many people live there? _____

4 Look and write.

Country	Capital	Language	Main Industry	Main Food	Main Religion	Main Festival
China	Beijing	Mandarin	Manufacturing	Rice	Buddhism	Chinese New Year
Hungary	Budapest	Hungarian	Manufacturing	Pasta	Catholicism	St. Stephen's Day
England	London	English	Finance	Fish and chips	Christianity	Boxing Day
USA	Washington D.C.	English	Technology	Hamburger	Christianity	Independence Day

1. Write the name of the country.
2. Write the name of the capital.
3. Write the name of the language.
4. Write the name of the main industry.
5. Write the name of the main food.
6. Write the name of the main religion.
7. Write the name of the main festival.

5 Write and say.

1. Write the name of the country.
2. Write the name of the capital.
3. Write the name of the language.
4. Write the name of the main industry.

WORKBOOK AUDIO SCRIPTS

Lesson	Track	Scripts
1	WB 1.1	"3. Listen and write. 1. Who is Michael? He's my cousin. 2. That is his twin brother. He is funny. 3. Who is she? She's my mother. She's young. 4. That is my father. His name is Joe. He's cool. 5. Uncle Jim has got three daughters. They're nice. "
1	WB 1.2	"3. Listen and write. 1. Your dog is good and cute. 2. He's my father. He's tall and nice. 3. His friends are clever and cool. 4. Her daughters are cute. They aren't ugly. 5. It's their sons. They aren't naughty."
1	WB 1.3	"3. Listen and match. My name is Lucas. I'm nine years old. I'm friendly and hardworking. This is my Grandpa. He is old and pleasant. And the little boy is my brother, John. He is cheerful and cute. We're happy together. "
2	WB 2.1	"3. Listen and write. 1 Whose bedroom is this? It's her room. 2 Whose classroom is this? It's our classroom. 3 Whose mum is this? It's their mum. 4 Whose shoes are they? They're my shoes. 5 Whose books are they? They're his book.
2	WB 2.2	"3. Listen and match. 1 How is his room? It's messy. 2 How are her toys? They're colourful. 3 How is your classroom? It's big. 4 How is their house? It's beautiful. 5 How are your cats? They're cute."
3	WB 3.1	"3. Listen and match. My family's got a big farm in Ba Vi. We've got many cows on our farm. The cows are big and brown. We've got some horses and goats, too. The horses are tall and pretty. And the goats are small and black. I love my farm a lot."
3	WB 3.2	"2. Listen and circle. Do you like farms? You can have fun on a farm. Some farms have got lots of animals. You can see chickens, goats, cows, horses, or sheep on a farm. Farms have got trees, too. You can play under the trees, fly a kite or ride a bike on a farm, too."
3	WB 3.3	"2. Listen and circle. 1. They've got some chickens, cows and horses on their farm. 2. Jane and Jim have got a big dog. His name is Oscar. 3. We've got a lot of fruit trees on our farm. 4. Joe and his brother have got some rabbits on their farm. The rabbits are cute. 5. Mum and dad have got a small garden. They've got some apples and strawberries in the garden. "
4	WB 4.1	"3 Listen and circle. 1 Would you like some milk? Yes, please. 2 Would you like some chocolate? No, thanks. 3 Would you like some spaghetti? Yes, please. 4 Would you like some chicken? Yes, please. 5 Would you like a chicken sandwich? No, thanks."
4	WB 4.2	"3 Listen and circle. 1 What is your favourite food? My favourite food is yoghurt. 2 What is his favourite food? His favourite food is nuts. 3 What is her favourite drink? Her favourite drink is lemonade. 4 What is their favourite drink? Their favourite drink is bubble tea. 5 What is your favourite drink? My favourite drink is soft drink. "

Lesson	Track	Scripts
9	WB 9.1	<p>“3. Listen and circle. My mother and I are going shopping today. We see so many people on the street. There’s a new fountain opposite the supermarket. I want to play in that fountain. Then we can go to Lotus restaurant because we are very hungry. The restaurant is behind the post office. After lunch, we can go home by train.”</p>
9	WB 9.2	<p>3. Listen and write. A: How do I get to museum? B: Go straight on. Turn right at the library and cross the road. Then turn left at the school. The museum is opposite the cinema.</p>
10	WB 10.1	<p>3. Listen and circle. 1. What do you like doing on holiday? I like visiting a beach. 2. What do you like eating? I like eating seafood. 3. What do you like making? I like making a sand castle. 4. What do you like doing in Da Nang? I like going sightseeing on the island.</p>
10	WB 10.2	<p>3. Listen and circle what each person likes. 1. I like going sightseeing by train, but I don’t like going sightseeing by plane. 2. I like going to the cinema, but I don’t like watching films at home. 3. I like going shopping at the market, but I don’t like going shopping at the supermarket. 4. I like eating food on the street, but I don’t like eating food at the restaurant.</p>
11	WB 11.1	<p>“3 Listen and circle. 1 My mother was in the park yesterday. 2 My sister was at the museum last week. 3 My friends were in Hanoi last month. 4 My father and my mother were in London last year.”</p>
11	WB 11.2	<p>3 Listen and circle. 1 Minh was at the playground yesterday. 2 My sister and I weren’t at home last Sunday. 3 We were at the beach last Saturday. 4 Jimmy wasn’t at the theatre last Friday. 5 Leo and his father weren’t in the park yesterday.</p>
12	WB 12.1	<p>3 Listen and tick. 1 Were you at the pagoda last Saturday? Yes, I was. 2 Was your mum at the bridge yesterday? No, she wasn’t. 3 Were your cousins in the library last Monday? Yes, they were. 4 Was Minh at his English class last Wednesday? No, he wasn’t. 5 Were Lan and Nam at the beach last Sunday? Yes, they were.</p>
12	WB 12.2	<p>“2 Listen and match. 1 How was your trip to the beach? It was awesome. 2 How was their trip to Hanoi? It was wonderful. 3 How was his trip to the zoo? It was boring. 4 How was her trip to the farm? It was exciting. 5 How was your trip to the village? It was cool.</p>
12	WB 12.3	<p>3 Listen and match. 1 How was your trip to the beach? It was awesome. 2 How was their trip to Hanoi? It was wonderful. 3 How was his trip to the zoo? It was boring. 4 How was her trip to the farm? It was exciting. 5 How was your trip to the village? It was cool.</p>

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TIẾNG ANH

Wonderful WORLD 4

Sách Tiếng Anh 4 - Wonderful World dành cho lớp 4 là một cuốn sách thú vị lấy cảm hứng từ thiên nhiên với triết lý “*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 kỳ 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 hóa 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.

Điều tạo nên sự khác biệt của cuốn sách:

- 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
- Phần tranh mở đầu bài học cuốn hút và định hướng học sinh tới chủ điểm 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.
- *Listen and chant* - hoạt động hỗ trợ phát âm và nhận dạng âm thanh.
- *Listen and sing* - hoạt động ôn tập với bài hát có giai điệu vui nhộn và lời dễ nhớ.
- *Fun time and project* - hoạt động giúp học sinh ôn lại kiến thức bài học thông qua trò chơi, bài tập dự án nhỏ gắn với cuộc sống của các em.
- *Video* - Các bài học sử dụng nội dung các video thực của National Geographic giới thiệu cho học sinh cuộc sống, con người và thiên nhiên của các nước trên thế giới.

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