

# unit 1

# In My Classroom

## Objectives

### Vocabulary

- To name classroom activities

### Reading

- To identify important ideas in a story ('What's Maria Doing?')
- To use reading strategies to comprehend and appreciate a story

### Grammar

- To use the present continuous tense
- To use the contractions *he's*, *she's* and *they're*
- To use *How many*, *There's* and *There are*

### Content Connection

- Maths:** To understand and use the math symbols +, - and =
- To count using numbers 1–100
- To calculate simple equations

### Project

- To make a 'Maths' poster

### Values

- To learn the value of taking turns

### Phonics

- To identify and say the letters and sounds *th* individually and as part of words

### Think Big

- To develop 21st century skills and 'bigger picture' thinking

## Key Vocabulary

Classroom Activities	Everyday English	Content Words
colouring counting cutting gluing listening playing a game using the computer watching a DVD writing	May I use ... ? Let's take turns. It's your turn.	equals minus plus

## Materials

### Pupil's Book, Unit 1

- Main unit, pages 4–15
- Class Audio CD, Tracks 1:02–23

### Activity Book, Unit 1

- Main unit, pages 2–11
- Extra grammar practice, page 98
- Class Audio CD, Tracks 1:04–22

### Assessment

- Unit 1 Practice test
- Unit 1 Unit test
- Unit 1 Oral assessment

### Additional Materials

- Flashcards 1–9
- Video (eText), Unit 1
- Interactive activities (eText), Unit 1
- Digital activities (MyEnglishLab), Unit 1

## Unit Opener Activities

### Family Connection

At the end of each school day, review with pupils the activities they did in the classroom. Make a list of these activities. Have pupils copy the list and put ticks next to the activities they took part in. Then have pupils take the list home to show and describe to their families what they did in school that day.

### My Classroom Bulletin Board

Make two bulletin boards, one titled *What are they doing?* and one titled *How many?* For the *What are they doing?* board, cut out pictures from magazines that show people colouring, counting, writing and listening. As the class works through the unit, add sentences below the pictures that tell what the people in the pictures are doing. Encourage pupils to save any pictures they find on their own to add and label as the unit progresses. For the *How many?* bulletin board, have pupils draw or find pictures of different numbers of classroom objects such as one desk, five pencils, eleven crayons and so on. Have pupils count the objects and say complete sentences, for example: *There's one desk. There are eleven crayons.*



unit  
**1**

# In My Classroom

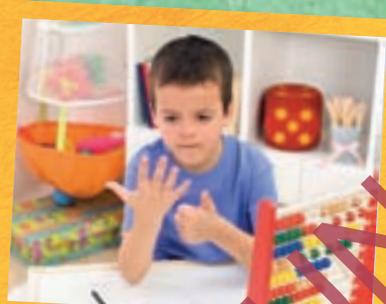
1:02



**1 Listen, look and say.**



**1 colouring**



**2 counting**



**3 cutting**



**4 gluing**



**5 listening**



**6 watching a DVD**



**7 using the computer**



**8 writing**



**9 playing a game**

1:03



**2 Listen, find and say.**



**3 Play a game.**

## Warm-Up

- **21<sup>st</sup> Social Skills** Have pairs of pupils practise introducing themselves to each other. Model: *Hello! I'm (Mrs Jones). What's your name?*
- Have pupils practise introducing their partner to the class. Model the activity. Point to a pupil. Say: *This is my friend (Elizabeth).* Have each pair stand and introduce each other to the class by completing the sentence frame.

## Using Page 4

### 1 Listen, look and say.

INVOLVE

Explain the lesson objective – pupils will learn and talk about things they do in a classroom.

- Have individual pupils share things they will do in the classroom this year. Ask: *What do you do in a classroom?* Accept one-word responses such as *Read. Colour. Cut. Sing. Play. Learn.* etc.
- Play a game. Ask pupils to mime what they could do in the classroom.
- Read the directions aloud. Play audio track 1:02. Have pupils listen, look at the photo for each corresponding activity and then say the word.

MONITOR

Replay the audio and pause after each activity while pupils repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask pupils to repeat each activity aloud after you if necessary.

ASSIST

Replay the audio as needed. For additional support, use the flashcards.

### 2 Listen, find and say.

- Point to the classroom activities in Activity 1 and say the name of each activity. Have pupils repeat after you. Randomly say a classroom activity and have pupils point to the activity you have named.
- Read the directions aloud. Play audio track 1:03. Have pupils listen and point to each item in Activity 1. Ask them to show the answer by raising the correct number of fingers. For example, for *cutting*, pupils should find the corresponding image on the page, see that it is number 3 and raise three fingers.

MONITOR

Check to make sure pupils are pointing to the correct image. Say one of the activities and have pupils raise the number of fingers corresponding to that image. Repeat this as many times as necessary until pupils are familiar with all the activities. Pupils can also repeat the activity in pairs, showing or saying the correct number for each activity to each other.

ASSIST

Replay the audio as needed.

### 3 Play a game.

- Play this miming game as a class: Use the flashcards. Show one flashcard at a time and ask pupils to do the action (or mime the action and ask pupils to choose the corresponding flashcard). Do this with the whole class first and then ask individuals to take turns acting out or choosing the flashcards. Get them to say each activity aloud.

MONITOR

Check that pupils can match each activity to the correct flashcard. Also listen for correct pronunciation and appropriate intonation. Pupils can also play the game again in small groups or pairs.

- Assign Activity Book page 2 and direct pupils to digital activities.

## Application and Practice Activity

- Place the flashcards on the board, picture side up. Write on the board *c\_ \_ \_ \_ ing*. Have pupils spell the word for you (*o-u-n-t*) and fill in the missing letters as they do so. Continue with all the vocabulary items.

MONITOR

Check for correct pronunciation and proper intonation.

ASSIST

Allow pupils to look back at the Pupil's Book for reference if necessary.

## OBJECTIVES

To identify and name classroom activities

## Key Vocabulary

**Verb phrases:** colouring, counting, cutting, gluing, listening, playing a game, using the computer, watching a DVD, writing

## 21st Century Skills

Social Skills

## Materials

Flashcards 1–9

Audio tracks 1:02–04

Interactive activities (eText)

Digital activities: MyEnglishLab

**AB**

Page 2

Audioscript on page T138

Answers on page T150

## OBJECTIVES

To identify and name classroom activities

To sing a song

### Key Vocabulary

**Verb phrases:** colouring, counting, cutting, gluing, listening, playing a game, using the computer, watching a DVD, writing

### 21st Century Skills

Critical Thinking

### Materials

Audio tracks 1:05–08  
Audioscript, page T138  
Interactive activities (eText)

Digital activities:  
MyEnglishLab



Page 3

Audioscript on page T138

Answers on page T150

## TEACHING TIP

### Auditory Learners

For pupils who enjoy music, you may wish to play the karaoke version of the song first (audio track 1:06). Recognising the tune and song structure can help prepare these pupils to sing the words when you play the complete song.

## Warm-Up

- Help pupils to remember the key vocabulary they learned in the first lesson by saying aloud each activity and asking them to mime it.

## Using Page 5

**4** **1:05** **1:06** Listen and sing. Then look at 1 and find.

**INVOLVE** | Explain the lesson objective – pupils sing a song and talk about classroom activities.

- Read the directions aloud. Play audio track 1:05 and have pupils follow along quietly.
- Replay the audio and have pupils sing along. Do this several times.
- Ask pupils to read the song silently, look at the images in Activity 1 and find those that are mentioned in the song. Ask pupils to point at each image and say its corresponding number.
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 1:06). Or, if you wish, save the karaoke version for use at another time as a fun way to review the song.

**MONITOR** | Check answers as a class. (*Answers: cutting, writing, listening, playing a game, counting, gluing*)

**5** **1:07** Listen and find in 1. Then say.

- Read the directions aloud. Play audio track 1:07 and have pupils listen, point to each item and say the words. Do this as a whole class.
- Replay the audio and have pupils point at the correct image and repeat the sentence to a partner.

**MONITOR** | Listen for proper pronunciation, appropriate intonation and correct use of language. (*Answers: listening, writing, using the computer, colouring, cutting, watching a DVD, gluing, counting, playing a game*)

**6** Look at 1. Ask and answer.

- Read the directions aloud. Read aloud the speech bubbles while pupils follow in their books. Have pupils repeat the dialogue and point to corresponding image in Activity 1.  
Choose a pair of volunteers to model the dialogue. Have pupils reverse roles and repeat.
- Have pupils work in pairs to ask and answer questions about the images in Activity 1. Suggest that they point to each image as they do so.
- Remind pupils to think about when to use the pronouns *he*, *she* and *they*. Point out that when asking about more than one, they use the pronoun *they* and the verb *are*, as in: *What are they doing?*

**MONITOR** | Listen for correct pronunciation and correct language use.

### THINK BIG 21<sup>st</sup> Critical Thinking

- Discuss the questions as a class. Encourage pupils to give simple answers in English, such as *names, books, stories, letters, postcards, emails* (for things we write) and *numbers, pupils, chairs, toys, animals* (for things we count).
- Assign Activity Book page 3 and direct pupils to digital activities.

## Application and Practice Activity

- Play *Charades*. (See *Game Bank*, page T136, for details.) Write on index cards phrases from Activity 1.
- Have the first player pick up a card and mime the phrase on the card. Have pupils guess what the player is doing, using a complete sentence that begins with *She's* or *He's*. Play until most pupils have had a chance to lead the game.

Listen and sing. Then look at 1 and find.

## Here's My Classroom!

Look! Here's my classroom.  
And here are my friends!  
Peter, Sarah and Timothy,  
Penny, Jack and Jen!



Peter is cutting paper.  
Penny is writing her name.  
Sarah is listening to a story  
And Jack is playing a game.



Timothy is counting.  
Jen is gluing.  
We have fun and learn a lot.  
What are your friends doing?



Listen and find in 1. Then say.

6 Look at 1. Ask and answer.



What's she doing?

She's colouring.



**THINK  
BIG**

What can we write?  
What can we count?

Story

7 Listen and read. How many Marias are there?



8 Look at the story. Then match.

- 1 She's cutting paper.
- 2 She's gluing pictures.
- 3 She's using the computer.
- 4 She's writing on the board.



**THINK BIG** Are there any girls called Maria in your class? How many? How many children are there with the same name? What are the names?

6 Unit 1

reading Unit 1 7

Warm-Up

- Display several different comic books and/or newspaper comic strips.
- Point out the fact that the story is told in frames and that speech bubbles show who is talking and what each character is saying.
- Let pupils browse through the comic books and comic strips. Ask them to tell you which ones interest them the most and why.
- Tell pupils they will be reading a story that is told in comic-strip style.

Using Page 6

7 1:09 Listen and read. How many Marias are there?

INVOLVE

Explain the lesson objective – pupils listen to and read a story, answer questions about it and discuss ideas related to it.

- Read the story title aloud. Have pupils repeat it. Ask: *Who is the story about?* (Maria)
- Read the directions aloud. Draw attention to the question: *How many Marias are there?* Play audio track 1:09. Have pupils listen and read along silently.

MONITOR

Point to each frame and ask comprehension questions. For example, pointing to Maria, say: *Frame 1: What's Maria doing?* (cutting paper) Point to Maria and say: *Frame 2: What's Maria doing?* (using the computer) Continue for Frames 3 and 4. Then point to Frame 6 and ask pupils to point to the girls named Maria. Ask: *How many Marias are there?* (two)

ASSIST

Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words. Point out which girl is Maria in each frame. Help pupils to understand that there are two girls in the class with the same name by asking them to look at Frames 1 and 2 and then Frames 3 and 4 together, comparing the pictures of Maria in each frame.

CHALLENGE

Assign three pupils the parts of the three characters in the story who have lines. Then have the pupils stand and role play the dialogue for the class. Continue the activity several times with different sets of pupils.



Have pupils do a roleplay in groups of four. Tell them to pattern their roleplay after the events in the story but to do it in a different setting, such as a playground or at home. Elicit ideas before pupils begin, for example: *She's kicking a ball* (if the setting is at a playground); *He's eating lunch* (if the setting is at home), etc.

## Using Page 7

### 8 Look at the story. Then match.

- Read the directions aloud. Then read each sentence aloud. Have pupils repeat and mime each action.
- Next, read Item 1 aloud: *She's cutting paper*. Tell pupils to look at the girl in Frame 1 who is cutting paper. Say: *Draw a line to this girl*. Check to make sure that pupils draw a line to the first Maria.
- Have pupils complete the activity independently, assisting as needed.

MONITOR

Review the answers as a class. Walk around to look at pupils' books and check to see that pupils have connected the lines to the correct pictures. (Answers: 1 a, 2 b, 3 b, 4 a)

ASSIST

Have pupils look at the story frames again. Ask questions such as: *Who's gluing pictures?* Help pupils find the child who is doing the activity in the story. Then have pupils match the child with the picture in Activity 8.

CHALLENGE

Ask volunteers to describe each Maria. (Answers will vary but the first girl in Activity 8 has brown hair and is wearing a yellow jumper; the second girl has black hair and is wearing a red and white jumper.)

### THINK BIG 2<sup>nd</sup> Communication

- Pair pupils and have them ask each other the questions. Allow time for pairs to discuss the children in their class. At the end of the discussion, have volunteers answer each question for the whole group.
- Assign Activity Book page 4 and direct pupils to digital activities.

## Application and Practice Activity

- Create four stations in the room. Place these items in each station: paper and scissors, a computer or an image of a computer, paper and glue, chalk or marker pen (this station can be at a chalkboard or a whiteboard).
- Bring four pupils to the front of the class. Make statements about each pupil. For example, say: *Sebastian is gluing pictures*. As you make each statement, the pupil goes over to the respective station and begins to mime the action. Continue with the remaining pupils.
- Invite four more pupils and an additional volunteer to the front. Ask the volunteer to make statements using the names of his/her four classmates, following your model.

CHALLENGE

Have more than one set of five pupils perform the activity at the same time. Pupils must listen carefully to hear what station they are being assigned to.

## OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

## Key Vocabulary

**Verb phrases:** cutting paper, gluing pictures, using the computer, writing on the board

## 21st Century Skills

Communication

## Materials

Comic books or comic strips

Chalk or marker pen, computer or an image of a computer, glue, paper, scissors

Audio track 1:09

Digital activities: MyEnglishLab

AB

Page 4

Answers on page T150

## Summary

Children in a classroom describe a pupil named Maria doing different things. Then the children discover that there are two girls named Maria in their class.

1:09



Listen and read. How many Marias are there?

**What's Maria Doing?**

What's Maria doing?



1

She's cutting paper.

No, she isn't. She's using the computer.



2

No, she isn't. Look!

Now Maria is writing on the board.



3

No! Look over here. Maria is gluing a picture.



4



**8 Look at the story. Then match.**

- 1 She's cutting paper.
- 2 She's gluing pictures.
- 3 She's using the computer.
- 4 She's writing on the board.



**THINK  
BIG**

Are there any girls called Maria in your class? How many?  
How many children are there with the same name? What are the names?



Listen. Help Jamie and Jenny make sentences.

counting      playing a game  
 colouring      watching a DVD

What's she doing ?  
 She's using the computer .  
 What are they doing ?  
 They're gluing .

10 Look and write.



1 What's he \_\_\_\_\_ ?  
 He's \_\_\_\_\_ his name.



2 What's she \_\_\_\_\_ ?  
 \_\_\_\_\_ a picture.



3 \_\_\_\_\_ they \_\_\_\_\_ ?  
 \_\_\_\_\_ to a story.



4 \_\_\_\_\_ ?  
 \_\_\_\_\_ paper.

## Warm-Up

- Walk around and ask: *What do we do here?* Elicit activities that are done in different places in the classroom, such as: *We use the computer* or *We listen to a story*. Help pupils with unknown words as needed.

## Using Page 8

### 9 Listen. Help Jamie and Jenny make sentences.

INVOLVE

Explain the lesson objective – pupils make questions and answers in the present continuous tense.

- Point to the board in the Pupil's Book and read the phrases. Ask pupils to repeat after you.
- Read the directions aloud. Play audio track 1:10. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
- Read the questions and answers aloud again. Point out that the words *What's*, *She's* and *They're* are contractions, made up of the word pairs *What is*, *She is* and *They are* respectively. Elicit from the class what two words make up the contraction *He's* (He is).
- Have pupils practise the target language in pairs, using the alternative language provided in the coloured blocks at the top of the box. For example: *What's she doing?* (She's counting.) *What are they doing?* (They're colouring.)

MONITOR

Check for understanding. Review possible questions and answers as a class. Ask pairs to say aloud a question and answer that they have made.

ASSIST

Make a question using *he*, *she* or *they*. Help pupils to make a possible answer using the correct structure. Repeat as many times as necessary so that pupils practise saying sentences with *he*, *she* and *they* and different verbs or verb phrases.

CHALLENGE

Ask pupils to make their own answers using other verbs or verb phrases they know.

### 10 Look and write.

- Read the directions aloud. Explain to pupils that they should look at each picture and then complete the questions and answers with the missing words. Complete the first item as a class.
- Have pupils complete the rest of the activity independently.

MONITOR

Review the answers as a class. (Answers: 1 *doing*, *writing*, 2 *doing*, *She's colouring*, 3 *What are (they) doing*, *They are listening*, 4 *What's he doing*, *He's cutting*)

ASSIST

Read the sentences aloud, inserting two possible alternatives for each answer. Have pupils identify which answer is correct and write that answer, e.g.: 1. *What's he doing/playing?* (doing) *He's writing/counting his name.* (writing)

- Assign Activity Book page 5 and direct pupils to digital activities.

## Application and Practice Activity

- **21<sup>st</sup> Collaboration** Divide the class into groups. Have each group prepare a presentation about activities they do at school.
- Have group members work together to decide which activities they like best or think are the most important parts of their school day. (Examples include *We read stories*. *We use the computer*. *We sing songs*.)
- Allow time for pupils to practise their presentations.
- Have pupils present their 'School Day Activities' to an audience composed of classmates, family members and other classes.

## OBJECTIVES

To use the present continuous tense

## Key Vocabulary

**Verb phrases:** colouring a picture, counting, cutting paper, gluing, listening to a story, playing a game, using the computer, watching a DVD, writing his name

## 21st Century Skills

Collaboration

## Materials

Audio tracks 1:10–11

Digital activities:  
MyEnglishLab

AB

Page 5

Audioscript on page T138

Answers on page T150

## TEACHING TIP

### Forming Questions

Remind pupils that when we form questions, we need to reverse the order of the subject and the verb and sometimes add a question word. Write an example statement on the board and write a question based on that statement. Draw arrows and other marks as necessary to show how the statement changes into a question. Then read the statement and the question aloud.

## OBJECTIVES

To use the present continuous tense

To practise unit language in context

To use *How many* in questions

To use *There's* and *There are* in answers

## Key Vocabulary

**Verb phrases:** listening to the story, reading a story, using the computers, writing numbers

## 21st Century Skills

Media Literacy

## Materials

Unit 1 stickers  
Pictures of children doing various activities  
Tape and scissors  
Index cards  
Old magazines, catalogues or newspapers  
Audio track 1:12  
Audioscript, page T138  
Interactive activities (eText)  
Digital activities: MyEnglishLab

AB

Page 6

Answers on page T150

## TEACHING TIP

### 21<sup>st</sup> Media Literacy

Have pupils look at the rubrics on this page. Ask: *Why are some words in red?* Help pupils to understand that the red text is used to make some words stand out. In this case, the red text calls our attention to the question words *How many?* and the structures *There's* and *There are*, which is the target language of the lesson.

## Warm-Up

- Display magazine photos of children doing different things. Point to each picture and ask: *What's he/she doing?* Prompt pupils to answer using the sentence frame: *He's/She's...* Repeat with pictures that show more than one person. Model: *What are they doing? They're ...*

## Using Page 9

### 11 Listen and stick. Then say.

**INVOLVE** Explain the lesson objective – pupils will stick stickers and ask and answer questions about classroom activities.

- Help pupils find the Unit 1 stickers at the back of the Pupil's Book. Tell them they will listen to the audio and place stickers in the correct places on the picture based on what they hear.
- Read the directions aloud. Play audio track 1:12. Model Item 1, showing pupils how to place the correct sticker on the picture (*girl writing numbers on the board*). Continue playing the audio repeating it as necessary and have pupils complete the sticking part of the activity independently.

**MONITOR** Review the answers as a class. Ask what the sticker characters are doing. Have volunteers say the answer aloud. (*Answers: 1 She's writing numbers., 2 They're using the computers., 3 She's reading a story, 4 There's one teacher.*)

- In pairs, pupils can tell each other what the sticker characters are doing using the present continuous tense.

**ASSIST** If necessary, pause audio and help pupils complete each item.

### 12 Look at 11. Ask and answer. Use *How many*.

- Read the directions aloud. Read aloud the dialogue while pupils follow in their books. Ask two volunteers to read aloud the dialogue too.
- Explain to pupils that they should look at their completed picture (with stickers) in Activity 11 and then make their own questions and answers, using the example as a guide. Model one or two more possible questions and answers. For example: *How many blackboards are there? (There are two blackboards.) How many teachers are there? (There's one teacher.)*
- Have pupils do the activity in pairs, assisting as needed.

**MONITOR** As pupils complete the exercise, check for proper pronunciation and intonation. Review answers as a class.

### 13 Draw and write. Use *There's* or *There are*.

- Read the directions aloud. Explain to pupils that they should draw their own pictures of children and/or objects in the classroom. Elicit a few examples, e.g.: *There's one computer. There are four desks.*

**MONITOR** Check pupils' complete work. Ask volunteers to show their pictures to the class and read aloud their sentences.

**ASSIST** Ask pupils to show you something they have drawn and help them to make a sentence using the correct structure.

- Assign Activity Book page 6 and direct pupils to digital activities.

## Application and Practice Activity

- Create two columns on the board labelled *There's* and *There are*.
- Have each pupil cut out a picture from a magazine of things they like, such as a dog, cars, hats, etc. Tell pupils to count the objects in their picture and write the number of objects on an index card. On the board, model: *There's one dog., There are three cars., etc.*
- Ask pupils to come up to the board, stick their picture and label in the correct column and then read their sentence aloud.



**Listen and stick. Then say.**



**12 Look at 11. Ask and answer. Use How many.**

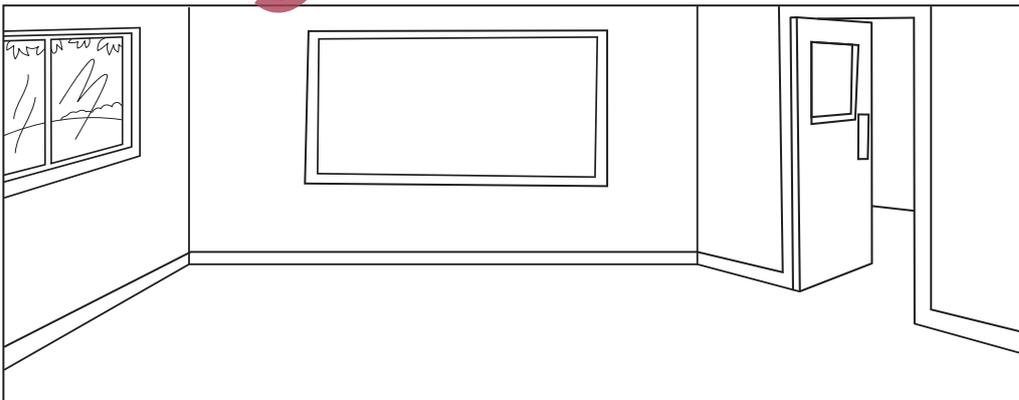


How many computers are there?



There are two computers.

**13 Draw and write. Use There's or There are.**



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14 Look, listen and repeat.

<b>11</b> eleven	<b>12</b> twelve	<b>13</b> thirteen	<b>14</b> fourteen	<b>15</b> fifteen	<b>16</b> sixteen
<b>17</b> seventeen	<b>18</b> eighteen	<b>19</b> nineteen	<b>20</b> twenty	<b>30</b> thirty	<b>40</b> forty
<b>50</b> fifty	<b>60</b> sixty	<b>70</b> seventy	<b>80</b> eighty	<b>90</b> ninety	<b>100</b> one hundred

15 Look, listen and circle + or -. Then answer.

+	-	=
plus	minus	equals

1  + / -  = \_\_\_\_ footballs

2  + / -  = \_\_\_\_ pencils

3  + / -  = \_\_\_\_ fingers

**THINK BIG** How many children are there in your class?  
How old is your grandma or grandad?

16 Listen and circle.

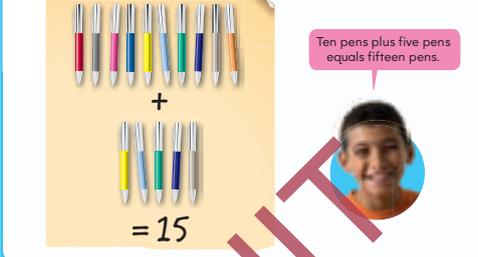
- |                  |                  |
|------------------|------------------|
| 1 <b>17</b> / 70 | 2 <b>50</b> / 95 |
| 3 <b>80</b> / 69 | 4 <b>31</b> / 33 |
| 5 <b>47</b> / 27 | 6 <b>23</b> / 22 |

17 Count and write. Then listen and check.

- |                                  |                                 |
|----------------------------------|---------------------------------|
| 1 3 + 7 = <input type="text"/>   | 2 14 + 6 = <input type="text"/> |
| 3 30 + 30 = <input type="text"/> | 4 70 + 5 = <input type="text"/> |
| 5 8 - 2 = <input type="text"/>   | 6 18 - 4 = <input type="text"/> |
| 7 60 - 10 = <input type="text"/> | 8 40 - 5 = <input type="text"/> |

PROJECT

18 Make a Maths poster. Then present it to the class.



Warm-Up

- Have two pairs of pupils stand in front of the board. Use the pupils to create 'living equations'. Write a plus (+) sign on the board between the two pairs. Write an equals (=) sign to the right of the two pairs. As you point to the two pairs of pupils, say: *Two plus two equals four*. Have pupils repeat after you.
- Arrange pupils to make other simple equations and elicit new sentences from the class.

Using Page 10

14 1:13 Look, listen and repeat.

**INVOLVE** Explain the lesson objective – pupils will identify numbers 11–100, use the words *plus*, *minus* and *equals* in simple equations and make a 'Maths' poster. Point out that *plus*, *minus* and *equals* are terms they are using in their Maths lessons.

- Read the directions aloud. Play audio track 1:13 and have pupils follow the numbers in their books. Play the audio again while pupils listen and repeat.

**MONITOR** Write numbers on the board and randomly point to them. Have pupils listen and repeat. (Pupils can also do this in pairs, pointing randomly at numbers in their books and practising to say them.)

**ASSIST** Replay the audio as needed. Write and point to numbers on the board to help pupils identify them.

15 1:14 Look, listen and circle + or -. Then answer.

- Read the directions aloud. Tell pupils they will hear sentences about adding and subtracting things such as apples and pencils.
- Play audio track 1:14 and have pupils trace each symbol in the box as they hear it. Do the first item together as a class. Explain that pupils should circle the correct symbol and then calculate the answers and write the missing numbers in the gap. Continue playing the audio and have pupils complete the activity independently.

**MONITOR** Review the answers as a class. (Answers: 1 -, five, 2 -, thirteen, 3 +, forty)

**ASSIST** Replay the audio as needed. Use classroom objects to help pupils visualise addition and subtraction.

**THINK BIG**

- Read aloud the questions as pupils follow in their books. Answer the first question as a class. Ask pupils to find out the answer to the second question for homework. Have pupils share answers at the start of the next lesson.

**Using Page 11****16**  **1:15 Listen and circle.**

- Read the directions aloud. Read aloud each pair of numbers while pupils follow in their books.
- Play audio track 1:15 and have pupils circle each number they hear. Do the first item together as a class. Continue playing the audio and have pupils complete the activity independently.

**MONITOR** | Review the answers as a class. (*Answers: 1 17, 2 95, 3 89, 4 31, 5 47, 6 22*)

**ASSIST** | Replay the audio as needed. Provide further practice by writing other pairs of numbers on the board and saying one in each pair aloud. Ask a volunteer to come up and circle the correct one.

**17**  **1:16 Count and write. Then listen and check.**

- Read the directions aloud. Then read each sum aloud (without giving the answer) while pupils follow in their books. For example, say: *Number one. Three plus seven equals ... Number five. Eight minus two equals ...*
- Do the first item together as a class. Pupils then complete the activity independently or in pairs.
- Play audio track 1:16 and have pupils check their answers.

**MONITOR** | Review the answers as a class. (*Answers: 1 10, 2 20, 3 60, 4 75, 5 6, 6 14, 7 50, 8 35*)

**ASSIST** | Use maths beans or other small objects to help pupils visualise the sums and calculate the answers.

**18** **Make a Maths poster. Then present it to the class.**

- Read the directions aloud. Have pupils look at the example of a 'Maths' poster in their book and read the boy's speech bubble aloud while they follow in their books.
- Have pupils make their own posters independently, in pairs or in small groups. They may draw pictures or cut out pictures from old magazines, catalogues or newspapers. They should label their posters as well, following the example.

**MONITOR** | Have pupils present their posters to the rest of the class.

**ASSIST** | While pupils are making their posters, ask them to read aloud their sums to you (or a partner) as practice before doing the class presentation.

- Assign Activity Book page 7 and direct pupils to digital activities.

**Application and Practice Activity**

- **21<sup>st</sup> Collaboration** Have pupils work together in teams to choose addition and subtraction problems from their Maths books and decide which problems to read aloud to the class. One person from each team reads a sentence in English using the words *plus*, *minus* and *equals*.
- If the pupil reads the sentence correctly, he or she remains in the game. If he or she reads it incorrectly, he or she is out of the game.
- Pupils on each team take turns reading sentences until only one team remains. They win the game.
- Have pupils view the Unit 1 video segment. Use the Video Guide.

**OBJECTIVES**

- To identify and name numbers 11–100
- To use the maths vocabulary *plus*, *minus* and *equals*
- To calculate simple equations
- To make a poster

**Content Words**

plus, minus, equals

**21st Century Skills**

Collaboration

**Materials**

- Classroom objects
- Beans or other small objects
- Old magazines, catalogues or newspapers
- A3 paper, glue, scissors and marker pens
- Maths books
- Audio tracks 1:13–16
- Audioscript, page T138
- Interactive activities (eText)
- Video (eText)
- Digital activities: MyEnglishLab

**AB**

Page 7

Answers on page T150

**TEACHING TIP****Asking for English Words**

Encourage pupils to ask you how to say words in English. Be sure they know the following expression: *How do you say ... in English?*

1:13

14 Look, listen and repeat.

**11**

eleven

**12**

twelve

**13**

thirteen

**14**

fourteen

**15**

fifteen

**16**

sixteen

**17**

seventeen

**18**

eighteen

**19**

nineteen

**20**

twenty

**30**

thirty

**40**

forty

**50**

fifty

**60**

sixty

**70**

seventy

**80**

eighty

**90**

ninety

**100**

one hundred

1:14

15 Look, listen and circle + or -. Then answer.

+	-	=
plus	minus	equals

1



10

+ / -



5

= \_\_\_\_\_ footballs

2



16

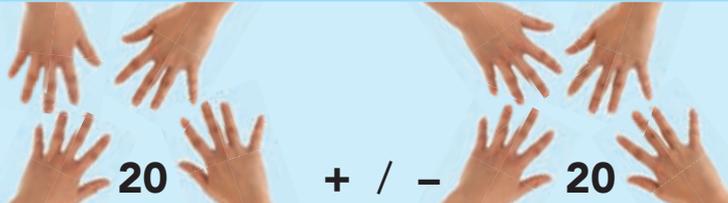
+ / -



3

= \_\_\_\_\_ pencils

3



20

+ / -

20

= \_\_\_\_\_ fingers

**THINK BIG**

How many children are there in your class?  
How old is your grandma or grandad?

1:15

16 Listen and circle.

1 **17** / **70**

2 **59** / **95**

3 **89** / **69**

4 **31** / **33**

5 **47** / **27**

6 **23** / **22**

1:16

17 Count and write. Then listen and check.

1  $3 + 7 =$

2  $14 + 6 =$

3  $30 + 30 =$

4  $70 + 5 =$

5  $8 - 2 =$

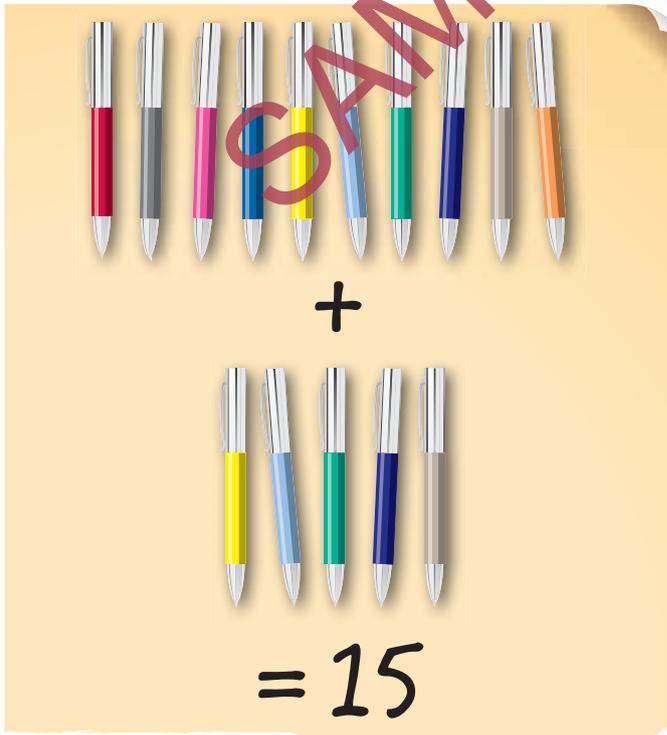
6  $18 - 4 =$

7  $60 - 10 =$

8  $40 - 5 =$

## PROJECT

18 Make a Maths poster. Then present it to the class.



Ten pens plus five pens equals fifteen pens.

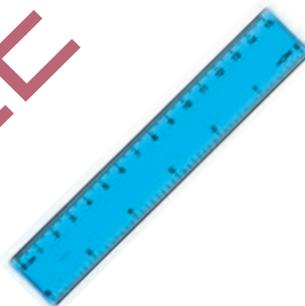




Listen and look. Number in order.



Take turns. Ask and answer. Do the actions.



May I use the computer now?

Yes! Let's take turns.



Is it good to take turns? Why?

## Warm-Up

- Invite two volunteers to mime being thirsty and wanting to drink from a drinking fountain at the same time.
- First, have the volunteers try to use the fountain at the same time. Then ask the class what the two pupils could do. Lead the class to conclude that the volunteers can each take a turn.

## Using Page 12

### 19 1:17 Listen and look. Number in order.

**INVOLVE** | Explain the lesson objective – pupils will learn the value of taking turns. Pupils will also role play taking turns.

- Read the directions aloud. Play audio track 1:17 and have pupils point to each picture as it is mentioned in the story.
- Play the audio again and have pupils number the pictures in order.

**MONITOR** | Review the answers as a class. (Answers: 1st picture: 3, 2nd picture: 1, 3rd picture: 2)

**ASSIST** | Have pupils play the roles of Jane and Mark and role play the scene.

### 20 Take turns. Ask and answer. Do the actions.

- Read the directions aloud. Have pairs of pupils take turns saying the text in the speech bubbles.
- After pupils have practised the dialogue, have them role play what happens when the boy and the girl take turns using the computer.
- Have pupils continue the activity in pairs, role playing different scenes using the pictures as prompts. Ask pairs to volunteer to role play a scene for the rest of the class.

**MONITOR** | As pupils role play their dialogues, listen for proper pronunciation, appropriate intonation and correct use of language.

**ASSIST** | Pair up pupils with mixed abilities so that a stronger language pupil can help a weaker one.

### **THINK BIG** 21<sup>st</sup> Social Skills

- Read aloud the questions as pupils follow in their books. Discuss the questions as a class. The pupils may simply say *Yes. It's nice. It's good. Happy. Sad.* Discuss the importance of turn-taking as a class and how it makes one feel. Get pupils to think of other situations involving turn-taking at school and at home.
- Assign Activity Book page 8 and direct pupils to digital activities.

## Application and Practice Activity

- Have each pupil draw a simple picture showing a time when they took turns with someone at school or outside of school. Instruct them to make speech bubbles for the characters.
- Provide a list of possible sentences pupils can use to write their dialogue: *May I ... ? Yes. Let's take turns. Thanks. You're welcome.*
- Let each pupil share his or her drawing with the class.

## OBJECTIVES

To learn the value of taking turns

## 21st Century Skills

Social Skills

## Materials

Audio track 1:17

Audioscript, page T138

Digital activities:  
MyEnglishLab



Page 8

Answers on page T150

## OBJECTIVES

To identify and say the letters and sound *th* individually and as part of words

### Materials

Index cards  
Audio tracks 1:18–22  
Game (eText)  
Digital activities:  
MyEnglishLab

AB

Page 9

Answers on page T150

## Warm-Up

- Write a few simple English words starting with *t*, *h* and *th* on the board, e.g.: *ten*, *tin*, *hat*, *hot*, *thin*, *that*. Read each word aloud and ask the class to repeat.
- Write the headings *t*, *h* and *th* on the board and ask a volunteer to come up and point to a word that starts with *t*. Rewrite the word under the correct heading. Repeat with different volunteers until all the words have been written under their correct starting sound.
- Say aloud each sound /t/, /h/ and /th/. Draw pupils' attention to how the sound /th/ is made up of two different letters and how it forms its own sound.

## Using Page 13

### 21 1:18 Listen, look and repeat.

**INVOLVE** Explain the lesson objective – pupils will identify and name the letters and sound *th* individually and as part of words.

- Read the directions aloud. Play audio track 1:18 and have pupils listen and point to each sound as it is said. Have pupils repeat.

**MONITOR** As pupils repeat, check they are pointing to the correct sound and listen for correct pronunciation.

### 22 1:19 Listen and find. Then say.

- Read the directions aloud. Play audio track 1:19 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

**ASSIST** Replay the audio as needed. Use gestures and simple language to help with understanding.

### 23 1:20 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:20 and have pupils listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have pupils repeat the activity.

**MONITOR** As pupils repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

### 24 1:21 Underline *th* and *th*. Then listen and chant.

- Read the directions aloud. Read aloud the chant while pupils follow in their books. Find the first word with *th* together (*There*) and have pupils underline it. Do the same for the first word with *th* (*three*). Then have pupils continue finding and underlining the other words with *th* and *th* independently.

- Play audio track 1:21 and have pupils listen. Replay several times and encourage them to join in.

**MONITOR** As pupils repeat the chant, listen for correct pronunciation, appropriate intonation and correct use of language. Check the answers as a class. (Answers: *there, three, bath, they, thin, mouths, teeth*)

- Assign Activity Book page 9 and direct pupils to digital activities.

## Application and Practice Activity

- Play *Snap!* Divide the class into pairs and have each pair make enough word cards to create a set of ten cards. Have pupils create pairs of cards by writing a word starting with *th* on one index card and the same word on another.
- Have each pair play the game by shuffling the cards and then dealing out five each. Pupils should take turns to place down one of their cards and say the word aloud. If the word matches the previous one, the first pupil to say *Snap!* keeps the pair. The pupil who has the most matches wins.
- Have pupils play Unit 1, Game 1 on the eText.



**Listen, look and repeat.**

1 **th**

2 **th**



**Listen and find. Then say.**



**bath**



**thin**



**this**



**that**



**Listen and blend the sounds.**

1 th-e the

2 th-e-n then

3 b-o-th both

4 w-i-th with

5 p-a-th path

6 M-a-th-s Maths



**Underline th and th. Then listen and chant.**

There are three crocodiles  
In the bath.  
They've got thin mouths  
But big teeth!  
Look out! Look out!



# Review

1:23  
25

Listen and find. Say **Picture 1** or **Picture 2**. Then ask and answer.

Picture 1



Picture 2



In Picture 1, what are they doing?

In Picture 1, they're playing a game.



## Warm-Up

- Use the flashcards to review the unit vocabulary. Play a game with pupils. Begin by writing these target phrases on the board: *counting, cutting, colouring, gluing, listening, playing a game, using the computer, watching a DVD, writing.*
- Provide A3 paper or use a whiteboard and marker pens. The first player picks a flashcard and draws a picture of someone doing the activity that's on the card. Pupils guess what the picture shows, using the phrases on the board. The pupil who guesses correctly gets to choose a card and draw the next picture. Continue playing until everyone has had a chance to draw a picture.

## Using Page 14

25  1:23 Listen and find. Say *Picture 1* or *Picture 2*. Then ask and answer.

INVOLVE

Explain the lesson objective – pupils will compare, contrast and talk about pictures that show people doing different classroom activities.

- Read the directions aloud. Have two volunteers read the text in the speech bubbles aloud. Explain that pupils will listen to the audio and say whether the statement refers to *Picture 1* or *Picture 2*. They will then ask and answer questions about the classroom activities people are doing in the two pictures. Play audio track 1:23 and have pupils say *Picture 1* or *Picture 2*. Do the first item together as a class and then have pupils continue the activity independently in pairs.

MONITOR

While pupils are talking in pairs, listen for correct pronunciation, appropriate intonation and correct language use. Check the answers as a class. (*Answers: 2, 1, 2, 1, 1, 2, 2, 2, 1*)

ASSIST

If pupils have difficulty talking about any of the activities, use the index cards from the lesson warm-up or the unit flashcards as a prompt.

CHALLENGE

Divide the class into half or into small groups. Have groups make a list of all the differences they see between *Picture 1* and *Picture 2*. Give a time limit and see which group identifies the most differences correctly in the least amount of time.



Show pupils how to manage the task systematically. Ask a pupil to describe what is happening in *Picture 1* at the table on the left side of the picture. Then have him or her describe what the same children are doing in *Picture 2*. Encourage pupils to follow this pattern, going back and forth between the pictures.

- Assign Activity Book page 10 and direct pupils to digital activities.

## Application and Practice Activity

- Have each pupil draw a picture of an activity he or she did in the classroom today. Have pupils exchange pictures with a partner.
- Then have each pupil display the partner's picture. Have the class ask in unison: *What's he or she doing?* Have the pupils describe the picture by completing the sentence frame *He's/She's ...*

## OUTCOMES

Pupils can talk about classroom activities

Pupils can compare and contrast pictures

## 21st Century Skills

Social Skills

## Materials

Flashcards 1–9

A3 paper or whiteboard and marker pens

Drawing paper and pencils, crayons or marker pens

Audio track 1:23

Audioscript, page T139

Digital activities:  
MyEnglishLab

AB

Page 10

Answers on page T150

## TEACHING TIP

21<sup>st</sup> Social Skills

Remind pupils that when talking with a partner, only one person should speak at a time. Partners should take turns listening and speaking.

## OUTCOMES

Pupils can talk about classroom activities

Pupils can use the structures *There's* and *There are*

## 21st Century Skills

Self-Direction

## Materials

Game (eText)

Digital activities:  
MyEnglishLab



Page 11

Answers on page T150

## Warm-Up

- Play a game of *Simon Says* by telling pupils to pretend to do an action only when they hear you say, *Simon says*. (See *Game Bank*, page T137, for details.)
- Lead the pupils by using the following statements with and without the words *Simon says*: *colouring, counting, cutting, gluing, using the computer*, etc.

## Using Page 15

### 26 Look and write.

**INVOLVE** Explain the lesson objective – pupils will review the language they learnt in this unit and assess their progress so far.

- Read the directions aloud. Explain that pupils have to complete the sentences using *He's*, *She's* or *They're* with the correct verb in the present continuous. Complete Item 1 together with pupils.
- Have pupils complete the rest of the activity independently.

**MONITOR** Review the answers as a class and ask volunteers to write their answers on the board so that everyone can check spelling. Walk around to see that pupils have written the verbs correctly. (*Answers: 1 He's gluing, 2 She's writing, 3 She's listening, 4 They're watching, 5 She's colouring, 6 He's counting*)

**ASSIST** Write three answer choices for each sentence on the board and allow pupils to choose one answer to copy.

### 27 Count and write. Use *There's* or *There are*.

- Read the directions aloud. Explain that pupils have to count the objects in each picture and then complete the sentence using *There's* or *There are*. Do Item 1 together and then have pupils complete the activity independently.

**MONITOR** Have pupils read aloud their answers with a partner. Check for correct pronunciation, intonation and language. (*Answers: 1 There are fourteen, 2 There's one, 3 There are twenty*)

## I Can

- **21<sup>st</sup> Self-Direction** This section asks pupils to assess their own learning and reflect on their progress. Read the statements aloud. Explain that pupils should tick the boxes if they can do the activities. Help pupils appreciate their progress. Say: *The I Can statements point out what you have learnt in this unit.*
- Assign Activity Book page 11 and direct pupils to digital activities.

## Application and Practice Activity

- Write questions about your classroom that can be answered with sentences that include *There's* or *There are*; for example: *How many boys are in our class? How many books are on the shelf? or How many pencils are on my desk?*
- Have pupils work in pairs to write *There's/There are* responses to each question. Then have pairs exchange papers with another pair. Have them read the answers aloud. Check to make sure they are correct.
- Have pupils play Unit 1, Game 2 on the eText.

26 Look and write.



1 \_\_\_\_\_  
shapes.



2 \_\_\_\_\_  
her name.



3 \_\_\_\_\_  
to a story.



4 \_\_\_\_\_  
a DVD.

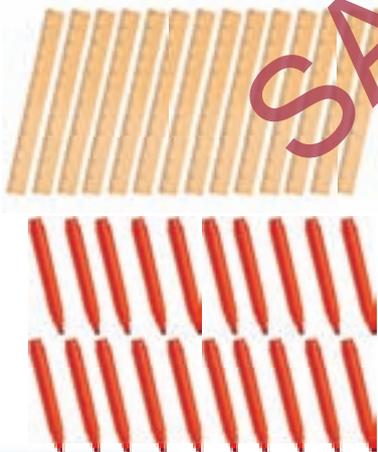


5 \_\_\_\_\_  
a picture.



6 \_\_\_\_\_  
his fingers.

27 Count and write. Use **There's** or **There are**.



1 \_\_\_\_\_  
\_\_\_\_\_ rulers.

2 \_\_\_\_\_  
\_\_\_\_\_ rubber.

3 \_\_\_\_\_  
\_\_\_\_\_ marker pens.

I Can

- talk about what people are doing in the classroom.
- count to 100.
- talk about taking turns.

# unit 3

# In My House

## Objectives

### Vocabulary

- To name household rooms and objects
- To name family members
- To use prepositions to show position

### Reading

- To identify important ideas in a story ('A Family Visit')
- To use reading strategies to comprehend and appreciate a story

### Grammar

- To use the contractions *it's* and *they're*
- To use *Where's* and *Where are*
- To use the possessive *s*

### Content Connection

- **Social Science:** To classify inventions as old and new

### Project

- To make a 'New and Old' poster

### Values

- To learn the value of being tidy

### Phonics

- To identify and say the letters and sound *oo* individually and as part of word

### Think Big

- To develop 21st century skills and 'bigger picture' thinking

## Key Vocabulary

Household Rooms and Objects	Prepositions	Everyday English	Content Words
bath	between	Great!	cars
bathroom	next to	I put my toys in the toy box.	glasses
bed	behind	I put my dirty dishes in the sink.	jacket
bedroom	in front of	I put my dirty clothes in the washing machine.	keys
chair	<b>Family Members</b>	They're my aunt and uncle.	new
cooker	cousin	Who are they?	phone
cupboard	aunt		old
dining room	uncle		skates
dressng table			

## Materials

### Pupil's Book, Unit 3

- Main unit, pages 28–39
- Checkpoint Units 1–3, pages 40–43
- Cutouts for Checkpoint, page 139
- Class Audio CD, Tracks 1:44–63

### Activity Book, Unit 3

- Main unit, pages 22–31
- Checkpoint Units 1–3, pages 32–33
- Extra grammar practice, page 100
- Class Audio CD, Tracks 1:49–61

### Assessment

- Unit 3 Practice test
- Unit 3 Unit test
- Unit 3 Oral assessment
- Units 1–3 Review test

### Additional Materials

- Flashcards 18–28
- Video (eText), Unit 3
- Interactive activities (eText), Unit 3
- Digital activities (MyEnglishLab), Unit 3

## Unit Opener Activities

### Family Connection

Have pupils work with their families to make a map of their home. Tell them to include these items on their maps: furniture, household objects and appliances. Have pupils bring the maps to school and help them label the different features. Finally, have pupils take the maps back home and read the labels aloud to their families.

### In My House Bulletin Board

Divide a bulletin board into four sections. Label the sections *living room*, *kitchen*, *bedroom* and *bathroom*. Have pupils look through magazines and cut out objects found in a house. Have pupils attach the items to the bulletin board under the label of the room where it is found. Help pupils name and label each object. Use the bulletin board to ask and answer questions such as: *Where's the bed?* (It's in the bedroom, next to the cupboard.)

## Checkpoint Activities | Units 1–3

Pupil's Book, pages 40–43, 139

Guide pupils in discussions (spontaneous class, group or pair conversations) that ask them to apply vocabulary and grammar skills they have learnt. Encourage pupils to assess themselves on how well they have learnt the material. As they do, pay attention to their performance and target areas that need more practice before having them move onto the next part of the lesson.

Activity Book, pages 32–33

**THINK BIG** Working independently, pupils explore a scene in which children do activities on a playground and inside classrooms. Pupils use critical thinking and creativity to identify and organise the information in the scene. Exercises guide them in synthesizing the material and assessing their mastery of the language acquired in the preceding units. Pupils develop communication and collaboration skills as they share their work in groups or pairs.

# unit 3

# In My House



1 Listen, look and say.

living room



bathroom



kitchen



bedroom



2 Listen, find and say.



3 Play a game.

## Warm-Up

- Take pupils for a walk around the classroom. Point out pieces of furniture, name them and have pupils repeat. For example, say: *chair, table, cupboard, TV, DVD player, sink, lamp.*

## Using Page 28

### 1 Listen, look and say.

INVOLVE

Explain the lesson objective – pupils will name and identify furniture and rooms in a house.

- Read the directions aloud. Play audio track 1:44. Have pupils listen, point to the photo for each corresponding item and then repeat it.

MONITOR

Replay the audio and pause after each word while pupils repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask pupils to repeat each word aloud after you, if necessary.

ASSIST

Replay the audio as needed.



Ask pupils if they can identify and name other objects in the pictures in Activity 1. For example, have them identify and name the *cupboards* in the kitchen and the *computer* in the bedroom.

### 2 Listen, find and say.

- Point to the furniture and rooms in Activity 1 and say the name of each item. Have pupils repeat after you. Randomly say the name of an item and have pupils point to the item you have named.
- Read the directions aloud. Play audio track 1:45. Have pupils listen, point to each room and piece of furniture in the photographs in Activity 1 and say the words.

MONITOR

Check to make sure pupils are pointing to the correct image. Listen for correct pronunciation and appropriate intonation.

ASSIST

Replay the audio as needed. Use the flashcards to help pupils associate the names with the items.



Display the flashcards. Ask: *Where's the bed? Where's the bath?* Continue asking about different pictures and having pupils point in response.

### 3 Play a game.

- When pupils are familiar with the vocabulary, play *I Spy* with the class. Say, for example: *I spy with my little eye something beginning with b... (bedroom)* Use the flashcards to help pupils guess and to practise naming key vocabulary words. Once pupils are familiar with the game, let them take turns to think of something and have the rest of the class guess.

MONITOR

Check that pupils can read and pronounce words correctly. Also listen for correct pronunciation and appropriate intonation.

- Assign Activity Book page 22 and direct pupils to digital activities.

## Application and Practice Activity

- Draw a simple house on the board with a bedroom, bathroom, kitchen, living room and dining room. Invite pupils to come up and draw a piece of furniture into one of the rooms, to label it using a line to the side and to ask: *Where is the (bed)?* The class responds: *It's in the (bedroom).*

## OBJECTIVES

To name furniture and rooms in a house

## Key Vocabulary

**Nouns:** bath, bathroom, bed, bedroom, chair, cooker, cupboard, dining room, dressing table, DVD player, fridge, kitchen, lamp, living room, sink, sofa, TV

## Materials

Flashcards 18–28  
Audio tracks 1:44–45  
Interactive activities (eText)  
Digital activities:  
MyEnglishLab



Page 22

Answers on page T151

## TEACHING TIP

### Synonyms

Explain to pupils that there can be more than one name for things. People use other names for some of the vocabulary words in this unit – for example: *sofa: couch; dressing table: chest of drawers, cooker: stove/oven, lamp: light, living room: sitting room.* Have pupils share any other synonyms they know for the vocabulary words in Activity 1.

## OBJECTIVES

To ask and answer about where things are in the house

To sing a song

### Key Vocabulary

**Nouns:** bath, bathroom, bed, bedroom, chair, cooker, cupboard, dining room, dressing table, DVD player, fridge, kitchen, lamp, living room, sink, sofa, TV behind, in, on, under

### 21st Century Skills

Critical Thinking

### Materials

Old magazines, catalogues or newspapers

A3 paper, crayons and/or marker pens, glue and scissors

Interactive activities (eText)

Audio tracks 1:46–49

Audioscript, page T140

Digital activities: MyEnglishLab



Page 23

Audioscript on page T140

Answers on page T151

## Warm-Up

- Have each pupil draw and label a picture of their favourite room in their home.
- Invite volunteers to share their pictures. As they do, ask them to name the room and to point to and read aloud the labels on their pictures.

## Using Page 29

**4** 1:46 **Listen and sing. Then look at 1 and find.**

**INVOLVE** | Explain the lesson objective – pupils will sing a song and talk about where things are in a house.

- Read the directions aloud. Play audio track 1:46 and have pupils follow along quietly. Help pupils to understand the meaning of *keys* by pointing them out in the picture.
- Replay the audio and have pupils sing along. Do this several times.
- Ask pupils to read the song silently, look at the images in Activity 1 and find which rooms and furniture are mentioned in the song. (Answers: *chair, living room, bedroom, dining room*)
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 1:47). Or, if you wish, save the karaoke version for use at another time as a fun way to review the song.

**MONITOR** | Check pupils' comprehension. Ask: *What's the girl looking for?* (her keys) *Where are the keys?* (on the chair behind her) *Where are the chairs?* (in the living room, bedroom, dining room)

**5** 1:48 **Listen and look at 1. Say yes or no.**

- Read the directions aloud. Play audio track 1:48 and have pupils look at the pictures in Activity 1 and say *yes* or *no*.
- Do the first item together as a class and then have pupils continue the activity with a partner.

**MONITOR** | Review the answers as a class. (Answers: 1 Yes, 2 Yes, 3 No, 4 No, 5 No, 6 No, 7 No, 8 Yes)

**6** **Look at 1. Ask and answer.**

- Read the directions aloud. Read aloud the speech bubbles while pupils follow in their books. Have pupils repeat the dialogue and point to corresponding image in Activity 1.
- Ask volunteers to model the dialogue using more examples. For example: *Where's the sink?* (*It's in the kitchen.*) *Where's the table?* (*It's behind the sofa.*) Then have pupils work in pairs to ask and answer about the images in Activity 1.

**MONITOR** | Listen for proper pronunciation, intonation and correct language use.

## **THINK BIG 21<sup>st</sup>** Critical Thinking

- Discuss the questions as a class. Encourage pupils to give simple answers in English. For example, we may use a bathroom and a kitchen for washing and a dining room and a kitchen for eating.
- Assign Activity Book page 23 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils divide a piece of A3 paper into four sections and label each section with a room that has at least one table, chair or sofa. Have pupils count the number of pieces of furniture in each room and write or draw the number and item – for example, living room: *3 chairs, 1 sofa, 1 table*.
- Then call out the name of a room and one of the household items (for example: *living room* and *chair*) and have volunteers tell how many of that item they have in that room.

Listen and sing. Then look at 1 and find.

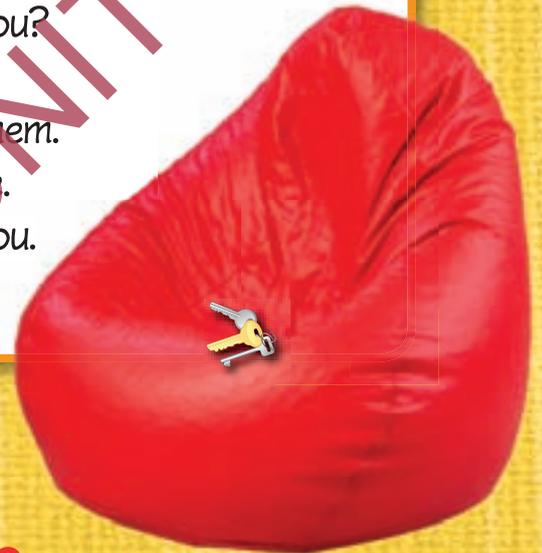


### Where Are My Keys?

Where are my keys, Mum?  
Your keys are on the chair.  
The chair? Which chair?  
There are chairs everywhere!

There's a chair in the living room  
And one in the bedroom, too.  
There are chairs in the dining room.  
I don't know which chair. Do you?

Your keys are where you left them.  
Put on your glasses and see.  
They're on the chair behind you.  
My keys are there! Silly me!



Listen and look at 1. Say yes or no.

Look at 1. Ask and answer.



Where's the bath?



It's in the bathroom.

**THINK BIG**

What rooms in a house do we use for washing?  
What rooms in a house do we use for eating?

## Story

7 Listen and read. How many cousins has Jamie got?

**A Family Visit**

1 Who are they, Jamie?  
They're my aunt and uncle. My aunt is my mum's sister.

2 These are my cousins. They're my aunt and uncle's children.

3 Where are your cousins now?  
They're in the kitchen. Look!

4 Where are they now?  
They're in my bedroom. They're jumping on my bed!

5 Jamie, where's the TV?  
It's in the living room.

6 Great! They're watching TV. They're quiet!

8 Look and write.

bedroom living room kitchen

- 1 Jamie's cousins are in the \_\_\_\_\_.
- 2 Now they're in Jamie's \_\_\_\_\_.
- 3 The TV is in the \_\_\_\_\_.

**THINK BIG** My father's brother is my...  
My father's sister is my...  
My uncle's son is my...

30 Unit 3

reading Unit 3 31

## Warm-Up

- Draw a simple family tree on the board that begins with *mum, dad, brother (Tony), brother (Jamie) and sister (Jenny)*. Add the mum's parents (*grandma and grandad*). Then add a sister for mum and write: *aunt*. Continue adding the twins' *uncle and cousins* to the family tree.
- Point to each person on the family tree. Demonstrate how pupils can ask you questions: *Who's he/she? Who are they?* Say the name of each person and have pupils repeat. Use this activity to introduce new family terms, namely *aunt, uncle and cousins*. For example, say: *This is Jenny and Jamie's aunt. He's Jenny and Jamie's uncle. They are Jenny and Jamie's cousins.*

## Using Page 30

7 1:50 Listen and read. How many cousins has Jamie got?

INVOLVE

Explain the lesson objective – pupils will listen to and read a story, answer questions about it and discuss ideas related to it.

- Have pupils look at each story frame and describe what they see. Help them name the rooms the characters are in and name any furniture they recognise.
- Read the story title aloud. Have pupils repeat it. Point to each character. Explain that this is about the boy, Jamie, telling his friend, Dan, that his aunt, uncle and cousins are visiting his home.
- Read the directions aloud. Draw attention to the question: *How many cousins has Jamie got?* Play audio track 1:50. Have pupils listen and read along silently.

MONITOR

Ask comprehension questions about the story. For example, ask: *Who's at Jamie's house?* (his aunt, uncle and cousins) *Who is Jamie's aunt?* (his mum's sister) *Who are the cousins?* (his aunt and uncle's children) *How many cousins has Jamie got?* (two) *Where are they?* (in the kitchen, in the bedroom, in the living room) *What are they doing?* (jumping on the bed, watching TV)

ASSIST

Replay the audio as necessary. Pause after each frame and point out what is going on in each picture. Use simple language and gestures to explain unfamiliar words.

- Assign half the class the role of Jamie and half the role of Dan. Have pupils read the dialogue aloud. You may wish to have pupils repeat the activity in pairs.



Have pupils write a short dialogue in which Jamie introduces his cousins to his friend. Ask for volunteers to read their dialogue aloud to the class.

### Using Page 31

#### 8 Look and write.

- Read the directions aloud. Help pupils identify the story characters pictured in each item.
- Read the words in the box aloud.
- Have pupils complete the activity independently, assisting them as needed.

MONITOR

Review the answers as a class. Walk around to check that pupils have circled the correct answer. (Answers: 1 kitchen, 2 bedroom, 3 living room)

ASSIST

Tell pupils you will read frames 3, 4 and 5 of the story aloud and they must raise their hand when they hear the words *kitchen*, *bedroom* and *living room*.

#### THINK BIG 21<sup>st</sup> Critical Thinking

- Have pupils work out the answers in pairs or small groups and then ask volunteers to share their answers with the whole class. (Answers: *uncle*, *aunt*, *cousin*)
- Listen for correct pronunciation, appropriate intonation and correct language use.
- Assign Activity Book page 24 and direct pupils to digital activities.

### Application and Practice Activity

- Have pupils draw and label their own simple family trees modelled on the one you created for the Warm-Up activity. Where possible, have them include the following relatives: *mum*, *dad*, *brother*, *sister*, *grandma*, *grandad*, *aunt*, *uncle*, *cousin(s)*.
- Call on a volunteer and ask questions about his or her family tree. Ask: *Who's he/she? Who are they?* Then have pupils work in pairs to talk about their family trees.



Have pupils write extra information about each person. Provide a model: *This is my aunt Rosa. She's my mum's sister.*

### OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

### Key Vocabulary

**Nouns:** aunt, bed, bedroom, cousins, kitchen, living room, TV, uncle

### 21st Century Skills

Critical Thinking

### Materials

Drawing paper

Pencils, crayons or marker pens

Audio track 1:50

Digital activities:  
MyEnglishLab

AB

Page 24

Answers on page T151

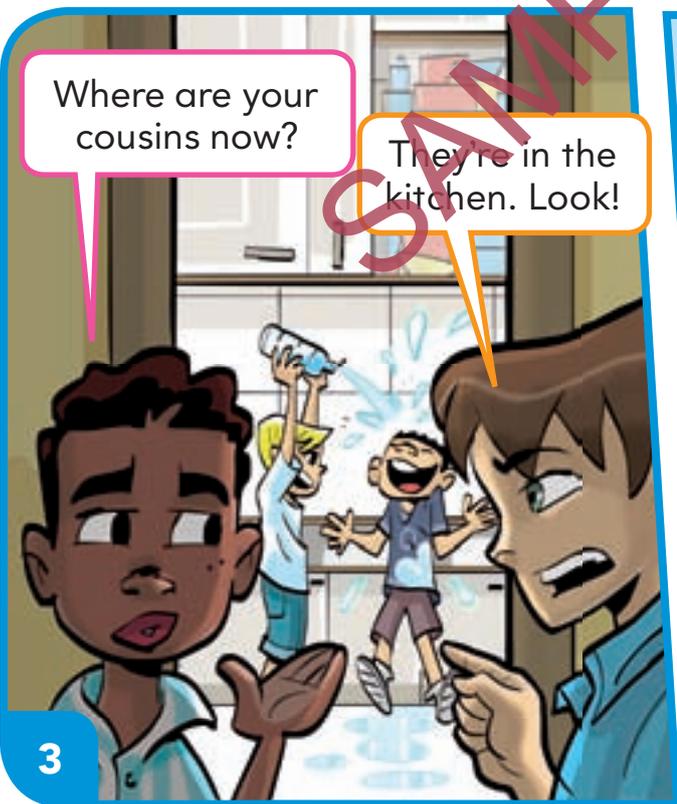
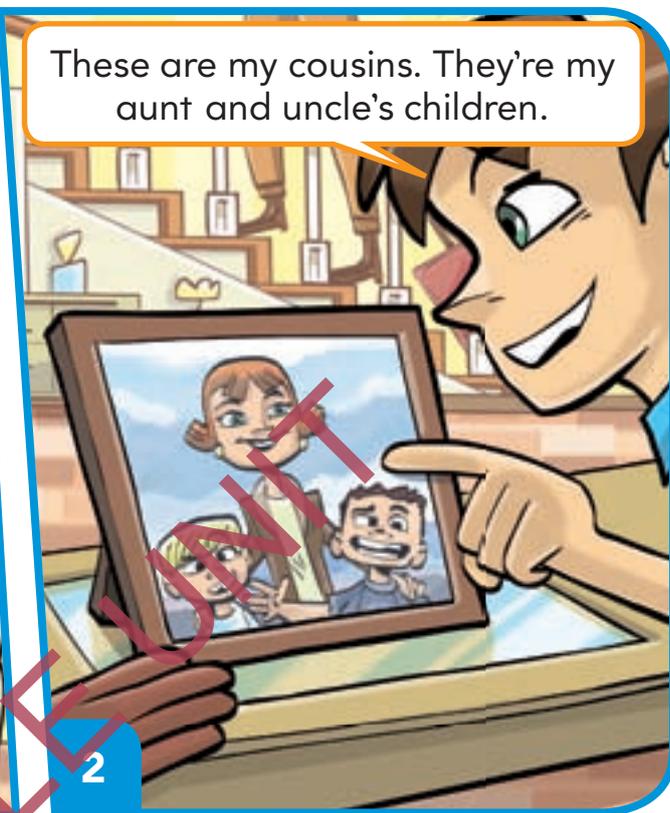
### Summary

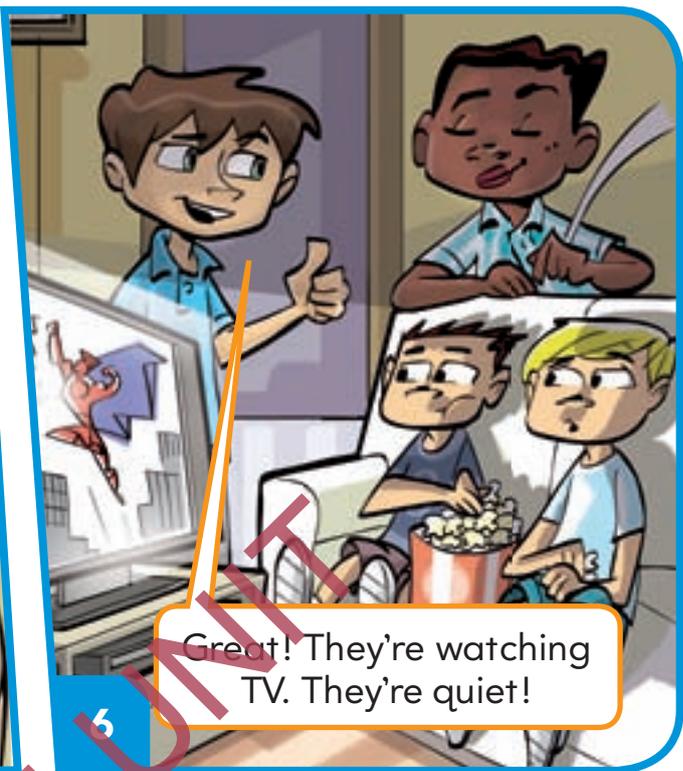
Jamie tells his friend, Dan, about his relatives who are visiting. They describe where the cousins are and what they are doing.



Listen and read. How many cousins has Jamie got?

## A Family Visit





8 Look and write.

bedroom living room kitchen

1  Jamie's cousins are in the \_\_\_\_\_.

2  Now they're in Jamie's \_\_\_\_\_.

3  The TV is in the \_\_\_\_\_.

**THINK BIG**

My father's brother is my...  
 My father's sister is my...  
 My uncle's son is my...



Listen. Help Jamie and Jenny make sentences.

Word Bank:

- the TV
- the cooker
- the bath
- the keys
- in the kitchen
- under the bed
- on the table
- in the bathroom

Sentence Starters:

- Where's the lamp ?
- It's on the table .
- Where are the chairs ?
- They're in the living room .

10 Look and write. Use **Where's** or **Where are**.

between      behind      in front of      next to



- \_\_\_\_\_ the table?  
It's \_\_\_\_\_ the TV and the sofa.
- \_\_\_\_\_ the lamps?  
They're \_\_\_\_\_ the sofa.
- \_\_\_\_\_ the chair?  
\_\_\_\_\_ the table.
- \_\_\_\_\_ the TV?  
\_\_\_\_\_ the table.

## Warm-Up

- Have pupils review the prepositions *in*, *on*, *under* and *behind* by having them place a pencil in different places. For example, say: *Put the pencil in your book. Put the pencil on your desk. Put the pencil under your chair. Put the pencil behind you.* Introduce the meaning of *between*, *in front of* and *next to* in the same way.

## Using Page 32

### 9 Listen. Help Jamie and Jenny make sentences.

- INVOLVE** | Explain the lesson objective – pupils will make questions using *Where's* and *Where are* and answer them using *It's* and *They're*. They will also use prepositions to describe the position of something.
- Point to the board in the Pupil's Book and read the phrases. Ask pupils to repeat after you.
  - Read the directions aloud. Play audio track 1:51. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
  - Read the questions and answers aloud again. Have pupils choral-read the questions and answers in the language blocks. Point out that *Where's* and *It's* are contractions for *Where is* and *It is* and are used when asking and answering about one thing. Point out that *Where are* and *There are* are used for asking and answering about more than one. *They're* is a contraction for *They are*.
  - Have pupils practise the target language in pairs, using the alternative language provided in the coloured blocks at the top of the box. For example: *Where's the cooker? (It's in the kitchen.) Where are the keys? (They're under the bed.)*
- MONITOR** | Check for understanding. Review possible questions and answers as a class. Ask pairs to say aloud a question and answer that they have made.
- ASSIST** | Make a question using *Where's* or *Where are*. Help pupils to make up a possible answer using the correct structure.
- ### 10 Look and write. Use *Where's* or *Where are*.
- Help pupils to understand the meaning of each preposition by using the pictures in the box. Have pupils point to each picture and repeat each preposition after you.
  - Demonstrate these further by pointing to different objects around the classroom. Say, for example: *Where's the chair? (It's next to the table.) Where's the DVD player? (It's between the TV and the cupboard.)*
  - Read the directions aloud. Explain to pupils that they should look at the picture and then complete the questions and answers with the missing words.
  - Have pupils complete the rest of the activity independently.
- MONITOR** | Review the answers as a class. (Answers: 1. *Where's*, *between*, 2. *Where are*, *next to*, 3. *Where's*, *behind*, 4. *Where's*, *in front of*)
- Assign Activity Book page 25 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils play a game. Have Pupil 1 leave the room. Have Pupil 2 hide a flashcard of a key word in the classroom. Make sure all the other pupils know where it is.
- Have Pupil 1 return to the room look around and ask: *Where's the (sink)?* Led by Pupil 2, the other pupils answer by using temperature. If Pupil 1 is far from the hidden flashcard, the pupils say: *You're cold.* As Pupil 1 walks closer, pupils say: *You're getting warmer.* When Pupil 1 is near the card, pupils say: *You're hot!*
- When Pupil 1 is 'hot', he/she asks: *Where's the (sink)?* Pupil 2 gives clues to direct Pupil 1 find it, e.g.: *It's under the book on Tom's desk.*
- Once the card is found, Pupil 1 hides it and another pupil hunts.

## OBJECTIVES

To ask questions using *Where's* and *Where are?*

To use the contractions *it's* and *they're*

## Key Vocabulary

**Nouns:** bath, bathroom, bed, chairs, cooker, keys, kitchen, lamp, living room, sofa, table, TV

**Prepositions:** between, behind, in front of, next to

## Materials

Flashcards 18–28

Audio track 1:51

Digital activities:  
MyEnglishLab

**AB**

Page 25

Answers on page T151

## TEACHING TIP

### Punctuation Marks

Use the sentences in Activity 9 to explain ending punctuation. Point out that question marks show asking and full stops show statements. Refer pupils back to some of the sentences in the story frames in Activity 7 on page 30 of their books that end in exclamation marks. Point out that these show strong feelings like dismay or relief.

## OBJECTIVES

To practise unit language in context

To use the possessive s

## Key Vocabulary

**Nouns:** bath, bathroom, bed, books, cat, chair, glasses, kitchen, living room, phone, shoes, sofa, table, TV

**Prepositions:** in, next to, on, under

## Materials

Index cards

Unit 3 stickers

Old magazines, catalogues or newspapers

Pencils, crayons or marker pens

Audio track 1:52

Audioscript, page T140

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 26

Answers on page T151

## TEACHING TIP

### Punctuation

Explain that the apostrophe in a contraction takes the place of a letter (in *Where's* and *It's*, the apostrophe stands for the *i* in *is*). Contractions allow you to combine two words into one. However, an apostrophe s ('s) at the end of someone's name indicates ownership. *Ben's shoes* mean that the shoes belong to Ben.

## Warm-Up

- Have pupils stand in groups of four. Write the words *keys*, *glasses*, *phone* and *shoes* on index cards. Make a set of cards for each group. Distribute one card to each pupil. Tell pupils to listen and to move as the sentence describes. Say: *The keys are between the glasses and the phone.* The pupil holding 'keys' should move between the pupil holding 'glasses' and the pupil holding 'phone'. Once pupils have moved to the correct position, ask: *Where are the keys?* Prompt pupils to answer: *They're between the glasses and the phone.* Continue using different words and prepositions. Repeat until everyone has had a chance to move at least once.

## Using Page 33

### 11 1:52 Listen and stick. Then ask and answer.

**INVOLVE** Explain the lesson objective – pupils will stick stickers and ask and answer questions using the possessive s and prepositions.

- Help pupils find the Unit 3 stickers at the back of the Pupil's Book. Tell them they will listen to the audio and place stickers in the correct places on the picture based on what they hear.
- Have pupils identify and name the rooms and furniture they see in each picture. Ask questions that reinforce key vocabulary and position words such as: *Where's the sofa?* (It's in the living room between the lamp and the table.)
- Read the directions aloud. Play audio track 1:52. Continue playing the audio repeating it as necessary and have pupils complete the sticking part of the activity independently.

**MONITOR** Review the answers as a class. Ask where the sticker objects are. Have volunteers say the answers aloud. For example: *Where are Ben's shoes?* (They're in the kitchen next to the chair, under the table.) (Answers: 1 *Ben's shoes are in the kitchen. They're next to the chair, under the table.*, 2 *The cat is in the bath.*, 3 *Aunt Mary is in the living room on the sofa.*, 4 *Lucy's books are on the bed.*)

- Read each speech bubble aloud while pupils follow in their books. Then ask pupils to look at their completed picture (with stickers) and make their own questions and answers.

**ASSIST** If necessary, pause audio and help pupils complete each item.

### 12 Write and draw. Where's your uncle's phone?

- Read the directions aloud. Explain to pupils that they should draw a picture of a phone somewhere in the dining room. Elicit a few examples of where one could draw the phone and possible sentences. For example: *It's on the table* or *It's under the chair.*

**MONITOR** Check pupils' complete work. Ask volunteers to show their pictures to the class and read aloud their sentences.

**ASSIST** Ask pupils to show you something they have drawn and help them to make a sentence using the correct structure.

- Assign Activity Book page 26 and direct pupils to digital activities.

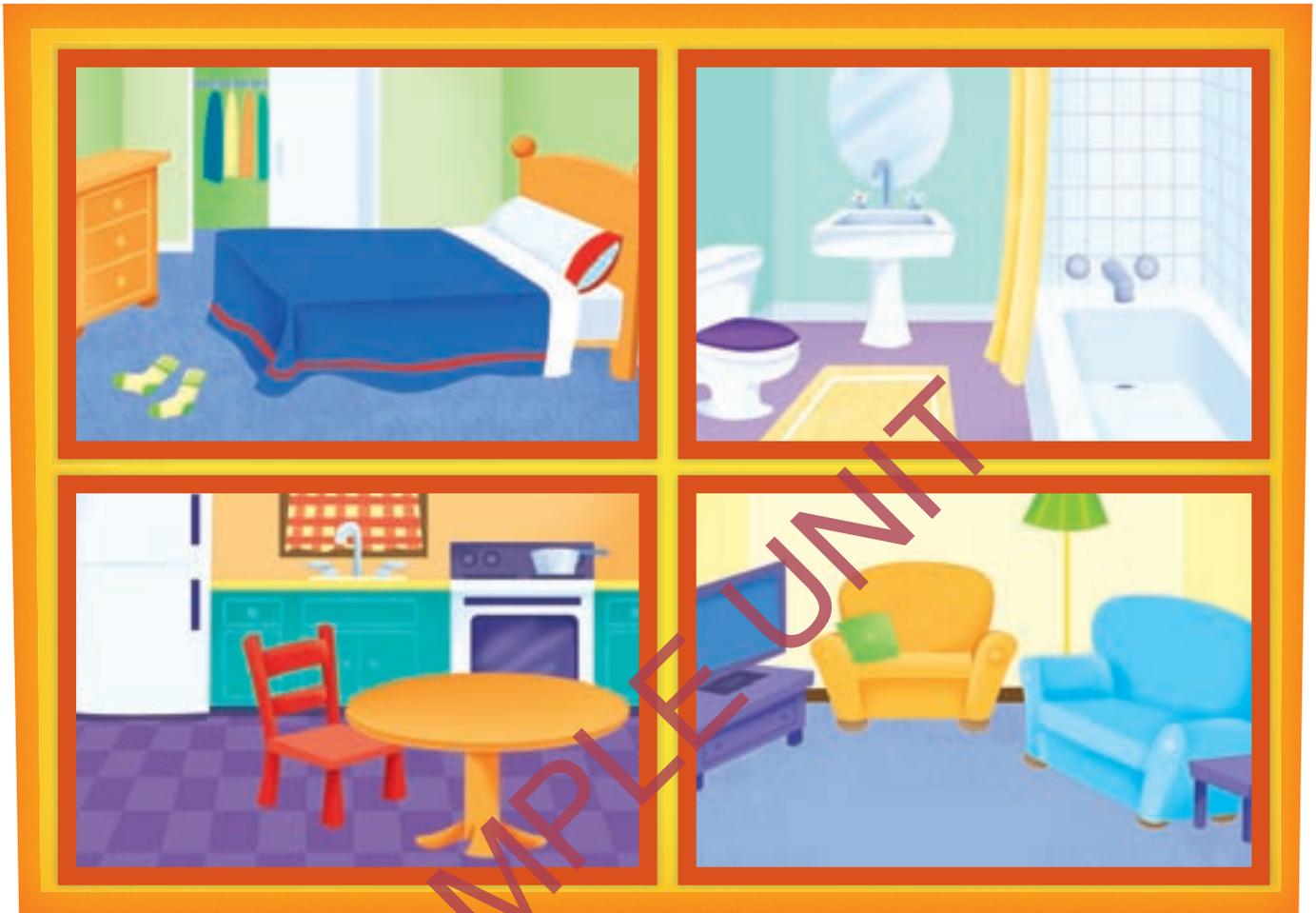
## Application and Practice Activity

- Have pupils cut out a picture of something they like from an old magazine, catalogue or newspaper. Instruct them to glue it on an index card. Under the object, have them write their name with punctuation to show possession and the name of the item. For example: *Mike's car.*
- Have pupils sit together in groups of three. Have each group member display his/her card in the classroom. Then have pupils take turns asking about the location of another pupil's card. For example, Pupil 1 asks: *Where's Mike's car?* Pupil 2 says: *It's under the chair.*

1:52



**Listen and stick. Then ask and answer.**



Where are Ben's shoes?

Ben's shoes are in the kitchen.

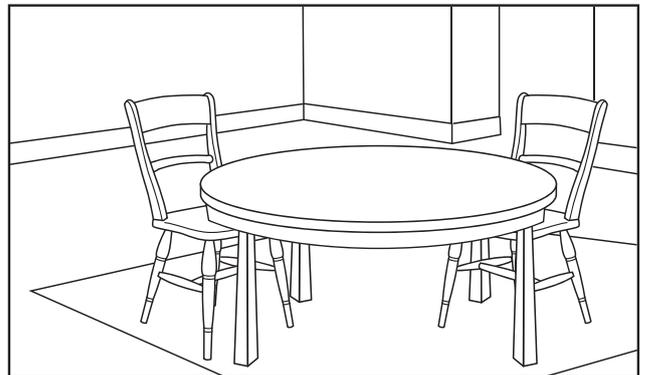


**12 Write and draw. Where's your uncle's phone?**

My uncle's phone is

\_\_\_\_\_

\_\_\_\_\_



13 **Look, listen and repeat.**



14 **Look, listen and read. What things are new?**

<p>1 These things are old.</p> <p>This is an old bike.</p> <p>This jacket is old.</p> <p>These skates are old.</p>	<p>2 These things are new.</p> <p>This bike is new.</p> <p>This is a new jacket.</p> <p>These are new skates.</p>
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**THINK BIG** Find one old thing and one new thing in your classroom. Name one old thing and one new thing in your home.

15 **Write old or new. Match.**



16 **Look at 15. Play the game.**



**PROJECT**

17 **Make a New and Old poster. Then present it to the class.**



**Warm-Up**

- Display photos of old and new cars from the internet. Explain that *old* describes something that was used a long time ago and *new* describes something that is used today.
- Give each pupil two sheets of paper. Have them crumple one sheet and then smooth it back out so it looks wrinkled and used. Have them write *old* in large letters on the wrinkled sheet. Have them carefully write *new* in large letters on the other sheet, keeping it from becoming torn.
- Point to a photo of a car and ask: *Is this old or new?* Have pupils respond by holding up the appropriate sheet of paper. Continue with each photo.

**Using Page 34**

13 **Look, listen and repeat.**

**INVOLVE** Explain the lesson objective – pupils will classify and talk about old and new objects. They will also make an 'Old and New' poster.

- Read the directions aloud. Play audio track 1:53 and have pupils point to each picture in their books. Play the audio again while pupils listen and repeat.

14 **Look, listen and read. What things are new?**

- Point to each object and say its name: *bike, jacket, skates*. Have pupils look at the pictures and repeat after you.
- Read the directions aloud. Play audio track 1:54 and have pupils point to each object and read along silently.

**MONITOR** Check for comprehension. Repeat the sentences in random order and have pupils point to the correct object. Review answers with the class. (*Answers: The bike, the jacket and the skates are new.*)

**ASSIST** Replay the audio as needed. Pause after each sentence to enable pupils to point to each object in their books.



Have pupils describe how the old and new items are both alike and different.

## THINK BIG 21<sup>st</sup> Critical Thinking

- Help pupils to identify and name an old object and a new object in the classroom. For example: *This book is old. These are new computers.*
- Have pupils answer the second question for homework and to be prepared to tell everyone in the next lesson.

### Using Page 35

#### 15 Write *old* or *new*. Match.

- Read the directions aloud. Explain that pupils must label each image *old* or *new* and then match each image with its opposite.
- Do the first item together as a class and then have pupils complete the activity independently.

**MONITOR** | Review the answers as a class. (Answers: 1. *old, d, new, 2 new, c, old, 3 new, a, old, 4 old, b, new*)

#### 16 Look at 15. Play the game.

- Read the directions aloud. Then read the dialogue aloud while pupils follow in their books.
- Model one or two more dialogues. For example: *This bath is old. (Number 4) These are old boots. (c)*
- Have pupils complete the activity in pairs.

**MONITOR** | Walk around while pupils are playing the game. Ask pairs to model their dialogues for the rest of the class.

**ASSIST** | Pair up weaker language learners with stronger language learners to facilitate participation.

#### 17 Make a *New and Old* poster. Then present it to the class.

- Read the directions aloud. Have pupils look at the example of a 'New' and 'Old' poster in their book. Read the boy's speech bubble aloud while they follow in their books. Model or elicit one or two other sentences which the boy could say about his poster. For example: *This is an old phone. This is a new car.*
- Have pupils make their own posters independently, in pairs or in small groups. They may draw pictures or cut out pictures from old magazines, catalogues or newspapers. They should label their posters as well, following the example.

**MONITOR** | Have pupils present their posters to the rest of the class. Listen for correct pronunciation, appropriate intonation and correct use of language.

**ASSIST** | While pupils are making their posters, ask them to read one or two sentences aloud to you (or a partner) as practice before doing the class presentation.

- Assign Activity Book page 27 and direct pupils to digital activities.

### Application and Practice Activity

- Divide a bulletin board into two sections. Title one section *Old Things* and the other *New Things*.
- Have pupils look through magazines, catalogues or newspapers and cut out pictures. Have them attach their pictures to the appropriate side of the bulletin board.
- Once the bulletin board is complete, point to each item and ask: *What's this?*
- Move any pictures that were incorrectly sorted.
- Have pupils view the Unit 3 video segment. Use the Video Guide.

## OBJECTIVES

To classify and talk about objects as *new* and *old*

To make a 'new' and 'old' poster

## Content Words

cars, glasses, jacket, keys, new, phone, old, skates

## 21st Century Skills

Critical Thinking

## Materials

Photos of old and new cars from the internet  
Old magazines, catalogues or newspapers

A3 paper, glue, scissors  
crayons or marker pens

Audio tracks 1:53–54

Interactive activities (eText)

Video (eText)

Digital activities:  
MyEnglishLab



Page 27

Answers on page T151

## TEACHING TIP

### Antonyms

Explain to pupils that some words have opposite meanings. That means they are as different as possible. Provide common examples such as *hot* and *cold*, *up* and *down*, *over* and *under*, *short* and *tall*, *fast* and *slow*. Provide concrete examples to illustrate pairs of opposites. Have pupils look for the two opposites on the page (*old* and *new*).

1:53 **13** Look, listen and repeat.



1 old



2 new

1:54 **14** Look, listen and read. What things are new?

1 These things are old.

This is an old bike.



This jacket is old.



These skates are old.

2 These things are new.

This bike is new.



This is a new jacket.



These are new skates.

**THINK BIG**

Find one old thing and one new thing in your classroom.  
Name one old thing and one new thing in your home.

**15** Write **old** or **new**. Match.

1



\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

a



\_\_\_\_\_

b



\_\_\_\_\_

c



\_\_\_\_\_

d



\_\_\_\_\_

**16** Look at **15**. Play the game.



This phone is old.

These cars are new.

Number 1.

Number 3.



**PROJECT**

**17** Make a **New and Old** poster. Then present it to the class.



This bike is new.  
This car is old.



1:55  
18

Listen and write. Then say.

sink    toy box  
washing machine



1 I put my toys in the \_\_\_\_\_.



2 I put my dirty dishes in the \_\_\_\_\_.



3 I put my dirty clothes in the \_\_\_\_\_.

19

How do you keep your home tidy?  
Act it out. Then guess.



You put your clothes  
in the cupboard.



THINK  
BIG

Is it good to be tidy at home? Why?  
Is it good to be tidy in class? Why?

## Warm-Up

- Review with pupils your classroom rules for keeping the room tidy. List the rules on the board.
- Explain that these rules help keep the classroom orderly so that teachers and pupils can find what they need.

## Using Page 36

**18**  **1:55** Listen and write. Then say.

INVOLVE

Explain the lesson objective – pupils will discuss different ways to keep their homes (and classroom) tidy.

- Have pupils echo-read the words in the box at the top of the page. Have pupils point to the picture that shows each item as you read each word.
- Read the directions aloud. Play audio track 1:55 and have pupils follow along silently.
- Have pupils complete the sentences independently.
- Replay the audio and have pupils repeat each item.

MONITOR

Review answers as a class. (*Answers: 1 toy box, 2 sink, 3 washing machine*)

ASSIST

Replay the audio as needed. Help pupils connect the picture and answer choices by asking questions about the details in the pictures.

**19** How do you keep your home tidy? Act it out. Then guess.

- Review with pupils the three ways the people in Activity 18 work to keep their homes tidy. Discuss with pupils ways in which they keep their homes tidy. Prompt them to finish the sentence frames: *I put my ... in the ...*
- Have pairs of pupils take turns acting out ways they keep their home tidy while their partner guesses what they are doing.

MONITOR

Listen to pupils' guesses for proper pronunciation, appropriate intonation and correct use of vocabulary.

CHALLENGE

Ask pupils who does what in their homes. Who does the cooking, the washing and the cleaning? Do they have assigned chores? What do they do?

## THINK BIG 21<sup>st</sup> Critical Thinking

- Discuss these questions as a class and encourage pupils to respond based on what they have learnt on this page and their own prior experiences. They may use their own language to give reasons; help them to repeat their ideas in simple sentences in English. For example: *Yes. It's good to be tidy at home because you can find everything easy. It's good to be tidy in the classroom because it makes learning easier.*
- Assign Activity Book page 28 and direct pupils to digital activities.

## Application and Practice Activity

- Lead pupils in a game of *Follow the Leader* around the classroom, cleaning in designated areas. (See *Game Bank*, page T136, for details.) For example, lead them to the classroom library and shelve one book. Say: *I put a book on the shelf.* Each follower puts a book away and repeats the sentence.
- Continue around the classroom, doing other classroom chores.

## OBJECTIVES

To learn the value of being tidy

To relate content to pupils' own lives

## Key vocabulary

sink, toy box, washing machine

## 21st Century Skills

Critical Thinking

## Materials

Cleaning supplies needed for the game  
Audio tracks 1:55–56  
Audioscript, page T141  
Digital activities:  
MyEnglishLab

AB

Page 28

Audioscript on page T141

Answers on page T151

## TEACHING TIP

### Tidy-Up Chart

Make a chart with a pocket beside each pupil's name. On index cards, write the daily tidying up tasks that need to be done in your classroom. Put a card in each pupil's pocket. Allow about three minutes at the end of each day for pupils to perform their assigned tasks. As needed, help them read the task and demonstrate for them what needs to be done. Once a week, move the cards so that pupils' tasks change.

## OBJECTIVES

To identify and say the letters and sound oo individually and as part of words

## Materials

Index cards

A4 paper, coloured pencils or marker pens

Audio tracks 1:57–60

Game, (eText)

Digital activities:  
MyEnglishLab

AB

Page 29

Answers on page T151

## TEACHING TIP

### Pronunciation

Explain to pupils that the letters oo make two different sounds in English. Demonstrate how to make the first oo (*moon*) sound by rounding your lips and pushing them forward (almost as if you are whistling). Demonstrate how to make the second oo (*book*) sound by rounding your lips less and relaxing them a bit.

## Warm-Up

- Draw a simple picture of a *moon* on one side of the board and a *book* on the other. Point to and say aloud each word, drawing pupils' attention to the different oo sound in the middle of each word. Underline the oo sound in both words.
- Write some oo words on index cards (write a separate word on each card). For example, write: *zoo, room, boot, food, cool, foot, look, cook, good*. Mix them up and put them in a hat or something similar. Ask a volunteer to come up, close their eyes and pick out a card. Read aloud the card to the class and have pupils say whether the word has an oo sound like *moon* or *book*. Stick the card on the correct side of the board. Continue until all the cards are stuck on the board.

## Using Page 37

### 20 1:57 Listen, look and repeat.

**INVOLVE** Explain the lesson objective – pupils will identify and name the letters and sounds for oo individually and as part of words.

- Read the directions aloud. Play audio track 1:57 and have pupils listen and point to each sound as it is said. Have pupils repeat.

**MONITOR** As pupils repeat, check they are pointing to the correct sound and listen for correct pronunciation.

### 21 1:58 Listen and find. Then say.

- Read the directions aloud. Play audio track 1:58 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

**ASSIST** Replay the audio as needed. Pupils can also check that they are pointing to the correct word and saying it properly with a partner.

### 22 1:59 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:59 and have pupils listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have pupils repeat the activity.

**MONITOR** As pupils repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

### 23 1:60 Underline oo and oo. Then listen and chant.

- Read the directions aloud. Read the chant aloud while pupils follow in their books. Find the first word with oo together (*look*) and have pupils underline it. Do the same for the first word with oo (*good*). Then have pupils continue finding and underlining the other words with oo and oo independently.
- Play audio track 1:60 and have pupils listen. Replay several times and encourage them to join in.

**MONITOR** As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and the correct use of language. Check the answers as a class. (*Answers: look, cook, book, food, good, cool*)

- Assign Activity Book page 29 and direct pupils to digital activities.

## Application and Practice Activity

- Write a list of oo words on the board. Then have pupils fold a piece of A4 paper in half (landscape). Have them to draw a large circle in each half and to write the heading oo (*moon*) at the top of one circle and oo (*book*) at the top of the other.
- Have pupils copy the oo words from the board into the correct circle. They can also illustrate the words with simple drawings.
- Have pupils play Unit 3, Game 1 on the eText.

1:57

**Listen, look and repeat.**

1 oo

2 oo

1:58

**Listen and find. Then say.**

moon



book



zoo



foot

1:59

**Listen and blend the sounds.**

1 r-oo-m room

2 l-oo-k look

3 f-oo-d food

4 c-oo-k cook

5 c-oo-l cool

6 g-oo-d good

1:60

**Underline oo and oo. Then listen and chant.**

Look in my cook book.  
The food is good!  
The food is cool!



# Review

24 Look and choose a room. Draw a line.



keys



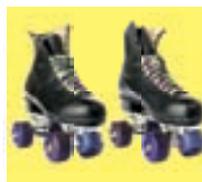
phone



football



glasses



skates



hat

25 Look at 24. Ask and answer.



Where are the keys?

They're on the table in front of the bed.



## Warm-Up

- Play *I Spy* using objects in the classroom. (See *Game Bank*, page T136, for details.) Have Player 1 choose a known classroom object and describe the object by telling where it is located. Model: *I spy something that's on my desk. It's between the scissors and the books.* A pupil answers: *It's the computer!*
- The pupil who correctly guesses the object is the next player to give clues.

## Using Page 38

### 24 Look and choose a room. Draw a line.

**INVOLVE** | Explain the lesson objective – pupils will review key vocabulary.

- Have pupils choral-read the names of the six objects pictured on the page.
- Review the directions and have pupils draw a line from an object to a different room. Instruct them to draw the line to a particular place in the room; for example, on a piece of furniture, next to something, or between two things.

**MONITOR**

| Ask questions to check for understanding. For example, ask: *Where's the hat? Where are the skates?*

- Review the names of the different rooms with pupils. Ask them which items in Activity 24 can usually be found in their house.

### 25 Look at 24. Ask and answer.

- Read the dialogue in the speech bubbles aloud. Then have volunteers take turns reading it.
- Read the directions aloud. Instruct pairs to ask questions about each other's rooms in Activity 24.

**MONITOR**

| Listen for correct vocabulary and question intonation. Pay special attention to the correct use of prepositions of location.

**ASSIST**

| Provide sentence stems for pupils to follow: *Where are the ... ? They're ... . Where's the ... ?* Remind pupils that *It's* is for one object and *They're* for more than one object.

- Assign Activity Book page 30 and direct pupils to digital activities.

## Application and Practice Activity

- Make a set of word cards and a matching set of flashcards for the words *keys, phone, football, glasses, skates, hat, bedroom, bathroom, living room* and *kitchen*.
- Set pupils in pairs. Demonstrate how to shuffle and lay out all the cards face down in rows. Explain that the object of the game is to find as many pairs as possible by matching each picture to its word.
- Model by turning over two cards. Read the word aloud and name the picture. If the cards match, keep the pair. If they do not match, turn the cards back over. Explain that when pupils find a match, they can take another turn. If the cards do not match, their turn ends. Play continues until all cards are matched. The winner is the player with the most pairs at the end of the game.

## OUTCOMES

Pupils can tell the location of objects

## Materials

Index cards

Digital activities:  
MyEnglishLab

**AB**

Page 30

Answers on page T151

## TEACHING TIP

### Word Wall

Designate a bulletin board or section of a wall as a 'Word Wall'. As pupils learn new words, write them on cards large enough to be read from across the room. Post the cards on the wall at pupils' eye level. You may post them by categories such as *Rooms* or *Household Objects* or you may post them alphabetically. You may wish to include a section for high-frequency words as well. Allow pupils to use the wall as necessary. Review words from time to time and add to or change them throughout the year.

## OUTCOMES

Pupils can name household objects

Pupils can classify things as old or new

Pupils can say where things are

## 21st Century Skills

Self-Direction

## Materials

Flashcards 18–28

Timer

Props for skits such as Maths book and glasses

Game (eText)

Digital activities:  
MyEnglishLab



Page 31

Answers on page T151

## Warm-Up

- Using the flashcards, have pupils play *Beat the Clock*. To play, set a timer for one minute. Have each pupil take a turn naming the pictured room or furniture before the timer goes off. As pupils can name the objects more quickly, set the timer for less and less time.

## Using Page 39

### 26 Look and write. Use *old* or *new*.

**INVOLVE** Explain the lesson objective – pupils will review the language they learnt in this unit and assess their progress so far.

- Read the directions aloud and have pupils complete the sentences.

**MONITOR** Review answers as a class. (Answers: 1 *cooker, new*, 2 *dressing table, old*, 3 *new lamp*, 4 *new fridge*, 5 *baths, old*, 6 *new chairs*)

**ASSIST** Provide two answer choices for each picture on the board and allow pupils to choose one answer to copy.

### 27 Write.

- Review the words in the box by reading them aloud.
- Have pupils work independently to complete the activity.

**MONITOR** Write the answers on the board and have pupils check their work. (Answers: 1 *where's*, 2 *in*, 3 *on*, 4 *are*, 5 *glasses*, 6 *Tim's*) Walk around checking that pupils use apostrophes correctly.

## I Can

- **21<sup>st</sup> Self-Direction** This section asks pupils to assess their own learning and reflect on their progress. Read the statements aloud. Explain that pupils should tick the boxes if they can do the activities. Help pupils appreciate their progress. Say: *The I Can statements point out what you have learnt in this unit.*
- Assign Activity Book page 31 and direct pupils to digital activities.

## Application and Practice Activity

- Working in pairs, assign pupils the roles of James and Kate. Instruct pupils to practise the dialogue and present it to the class. Allow pupils to make or use any necessary props.
- After pupils have practised the original dialogue a couple of times, have them brainstorm more things each character might say. Encourage pupils to extend the dialogue and practise it with their partner.
- Have each pair present their dialogues to the class.
- Have pupils play Unit 3, Game 2 on the eText.

## TEACHING TIP

### Completing Cloze Sentences

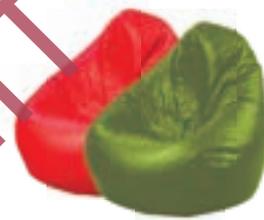
Instruct pupils to first read the whole sentence through. Then have them reread the sentence inserting answer choices in the gap or gaps. Tell them to see which word makes sense. Explain to pupils that they may have to try more than one answer to find the one that makes the most sense.

26 Look and write. Use **old** or **new**.



baths  
chairs  
cooker  
dressing table  
fridge  
lamp

1 This \_\_\_\_\_ is \_\_\_\_\_.  
2 This \_\_\_\_\_ is \_\_\_\_\_.  
3 This is a \_\_\_\_\_.



4 This is a \_\_\_\_\_.  
5 These \_\_\_\_\_ are \_\_\_\_\_.  
6 These are \_\_\_\_\_.

27 Write.

are glasses in on Tina's where's

**James:** Kate <sup>1</sup> \_\_\_\_\_ my Maths book?

**Kate:** It's <sup>2</sup> \_\_\_\_\_ the dining room <sup>3</sup> \_\_\_\_\_ the table.

**James:** Thanks. Hey, <sup>4</sup> \_\_\_\_\_ those your <sup>5</sup> \_\_\_\_\_?

**Kate:** No, they're <sup>6</sup> \_\_\_\_\_ glasses.



I Can

- say where things are.
- talk about possessions.
- talk about new and old objects.

Do I Know It?

1 Think about it. Look and circle. Practise.

😊 I know this. ☹️ I don't know this.

<p><b>1</b> p. 4</p>  <p>😊 ☹️</p>	<p><b>2</b> p. 17</p>  <p>😊 ☹️</p>
<p><b>3</b> p. 28</p>  <p>😊 ☹️</p>	<p><b>4</b> p. 28</p>  <p>😊 ☹️</p>
<p><b>5</b> What's he doing? He's reading a book. 😊 ☹️ p. 8</p>	
<p><b>6</b> How many computers are there? There's one computer./There are three computers. 😊 ☹️ p. 9</p>	
<p><b>7</b> What do they like doing? They like flying kites. 😊 ☹️ p. 20</p>	
<p><b>8</b> Where's the table? It's in the kitchen. 😊 ☹️ p. 32</p>	

## Warm-Up

- Have pupils play *I Spy* to review key vocabulary from Units 1–3. (See *Game Bank*, page T136, for details.) Model: *I spy something white. Is it the computer? No. Is it the poster? No. Is it the cupboard? Yes!*

## Using Page 40

### 1 Think about it. Look and circle. Practise.

INVOLVE

Explain the *Do I Know It?* objective – pupils will say how well they can use what they have learnt in Units 1–3.

- Read the directions aloud. Have pupils point to the face icons at the top of the page as you read the descriptions aloud. Then have pupils repeat after you, using intonation and facial expressions to mime the meanings.
- Have pupils use a coloured pencil or marker pen to complete the exercise. (They will then choose a different colour when they review this exercise at the end of the Checkpoint.)

MONITOR

Follow the suggestions below to review the key language in the unit. Check to see how well pupils are able to use the language. Remind pupils that they will be asked to assess their own abilities. You may wish to review all the language in the checklist first and then have pupils complete it or have pupils mark the checklist as each page is reviewed.

ASSIST

Encourage pupils to turn to the page references when they need additional support to refresh their memories.

#### Classroom activities (page 4)

Have pupils play *Charades*. (See *Game Bank*, page T136, for details.) Invite them to take turns acting out the classroom activities on page 4. Then say: *Circle the face that tells if you know classroom activities.*

#### Outdoor activities (page 16)

Have pupils mime the outdoor activities on page 16. Then say: *Circle the face that tells if you can name outdoor activities.*

#### Things at home (page 28)

Give each pupil six index cards. Have half of the class write the names of the items on page 28 and have the other half draw the items. Then have partners work together to match the words with the pictures. After pupils complete the activity, say: *Circle the face that tells if you can name these things.*

#### What's he/she doing? (page 8)

Write these words on the board: *listening, cutting, gluing, writing*. Have a volunteer pretend to do one of these activities. Ask: *What's he doing? What's she doing?*

#### How many? There's/There are ... (page 9)

Play audio track 1:12. Then have pupils set up groups of classroom objects and ask how many there are. Model: *How many books are there? There's one book. How many marker pens are there? There are three marker pens.*

#### What do they like doing? (page 20)

Play audio track 1:31. Have partners repeat the dialogues. Then have them ask and answer questions about classmates. Model: *What does he love doing? He loves riding his bike. What do they like doing? They like ice skating.*

#### Where's/Where are ... ? It's/They're ... (page 32)

Hide one or two classroom objects and then give pupils clues by answering questions. Model: *Where are the pencils? They're under a book. Where's the book? It's on the table.*

## OBJECTIVES

To self-assess comfort with target skills and key language for Units 1–3

## 21st Century Skills

Self-Direction

## Materials

Coloured pencils  
Classroom objects (book, crayon, pencil etc.)

Index cards

Audio tracks 1:12–31

For more information about using Checkpoints see Introduction, page x

## TEACHING TIP

### 21<sup>st</sup> Self-Direction

Remind pupils that there are no right or wrong answers on this page. Emphasise the fact that they should circle the face that shows how they feel about each skill. Say: *This page will help us find out what you know well and what you should study more.*

## OBJECTIVES

To complete a dialogue

To ask and answer questions using the target language

To describe how many things there are in a picture

## 21st Century Skills

Critical Thinking

## Materials

Paper, paper clips and crayons

Audio track 1:62

Audioscript, page T141

## Warm-Up

- Write the words *between*, *on* and *under* on the board. Play *Simon Says* with pupils. (See *Game Bank*, page TXX, for details.) Give each pupil one sheet of paper, two paper clips and three crayons. Use the words on the board in the directions. Model: *Simon says put the paper clips between the crayons. Simon says put the crayons under the paper. Put the paper clips on the paper.*
- Allow pupils to take turns leading the game. Remind leaders to use the words on the board in their directions.

## Using Page 41

### 2 1:62 Get ready.

**INVOLVE** Explain the *I Can Do It!* objective – pupils will put together what they learnt in Units 1–3. They will complete a dialogue and then ask and answer questions about a picture.

- **Part A:** Read the directions aloud. Have pupils preview the picture. Ask: *What do you see in this picture?* (Answers include *pupils, teacher, chairs, marker pens, football, skates, desks*)
- Invite volunteers to read the words in the box aloud. Ask them to tell or show what each word means. Then read the names in the dialogue aloud. Invite volunteers to read the dialogue aloud, saying 'blank' for each missing word.
- Play audio track 1:62 and have pupils listen and write the words they hear in the gaps.

**MONITOR** Have pupils read the sentences they completed aloud to make sure that they completed them correctly. (Answers: 1 *on*, 2 *under*, 3 *between*)

- **21<sup>st</sup> Critical Thinking** Have pupils identify the names of the pupils in the illustration. Point out that there are three girls pictured but only two of the girls are named.
- **Part B:** Read the directions aloud. Ask volunteers to read the text in the speech bubbles aloud. Then have partners ask and answer questions about the picture in Part A. Model asking and answering questions: *What's he doing? He's writing.*

**MONITOR** As pupils ask and answer questions, listen for proper pronunciation, appropriate intonation and correct use of language.



Have pupils write down four questions about what the children in the picture are doing. Then have them write answers. Suggest that pupils assign each child in the picture a name.

- **Part C:** Read the directions aloud. Have pupils complete the activity together as a class.

**MONITOR** Check to make sure pupils use the correct language and number for their answers. (Answers: 1 *There's one football.*, 2 *There are six chairs.*, 3 *There's one teacher.*)

## TEACHING TIP

### Punctuation

Remind pupils that end punctuation marks affect how we say sentences. Have pupils underline each full stop in the dialogue. Then have them circle each question mark and draw a box around each exclamation mark. Then replay audio track 1:62. Discuss how these punctuation marks affect the way people talk.

## I Can Do It!



### Get ready.

**A** Look, listen and write.

between    on    under



**Miss Davis:** What do you like doing in the playground?

**Adam:** I like playing <sup>1</sup> \_\_\_\_\_ the swings.

**Beth:** Katy and I like playing football.

**Katy:** And I like skating!

**Miss Davis:** OK. Where's the football?

**Beth:** It's <sup>2</sup> \_\_\_\_\_ the chair.

**Miss Davis:** And where are Katy's skates?

**Adam:** They're <sup>3</sup> \_\_\_\_\_ the two chairs.

**Miss Davis:** OK. Let's go outside!

**B** Look at **A** and point. Ask and answer with a partner.

What's she doing?

She's colouring a picture.

**C** Look at **A**. Point and say how many. Use **There's** or **There are**.

chairs    football    teacher

1

2

3

4

5

6

7

8

9

**3 Get set.**

 Cut out the cards on page 139.  
Now you're ready to **Go!**



**Go!**

**A** Look at the cards and write. Listen and check.

are colouring on reading they're under

- 1 In pictures 1 and 2, they're \_\_\_\_\_ a picture.
- 2 In pictures 3 and 4, \_\_\_\_\_ playing football.
- 3 In pictures 1 and 3, they're \_\_\_\_\_ a book.
- 4 In pictures 2 and 4, there's a basketball \_\_\_\_\_ the table.
- 5 In pictures 1, 2, 3 and 4, there \_\_\_\_\_ keys \_\_\_\_\_ the table.

**B** Point to a card. Ask and answer with a partner.

What do they like doing?

They like playing football.

Where are the keys?

They're on the table.



## Warm-Up

- Have pupils preview the cutouts on page 139. Say: *You will hear about these pictures.* Have volunteers name things and activities shown on the cards. Write the words on the board.
- Ask: *What things do you see in more than one card?* (Answers include *basketball, keys, pupils, football, colouring, books*)
- Suggest that pupils give the people on the cards names. They can use the names when they talk about the pictures.

## Using Page 42

### 3 Get set.

INVOLVE

Explain the *I Can Do It!* objective – pupils will complete descriptions of pictures. Then they will ask and answer questions about the pictures.

- Read the directions aloud and have them cut out the cards on page 139.

### 4 1:63 Go!

- **Part A:** Read the directions aloud. Ask volunteers to read the words in the box and then the dialogue aloud saying 'blank' for each missing word.
- Complete the first item as a class. Have pupils look at Pictures 1 and 2. Ask: *What do you see in both of these pictures?* (a pupil colouring)
- Play audio track 1:63 and have pupils listen and write the words they hear in the gaps.

MONITOR

Have pupils read the completed sentences aloud to make sure that they completed them correctly. (Answers: 1. colouring, 2. they're, 3. reading, 4. under, 5. are, on)

ASSIST

Replay audio track 1:63, pausing after each sentence. Point to the people or objects named and then have pupils repeat the sentence.

CHALLENGE

Ask pupils to name the clues they used to fill in each gap. Model: *In Sentence 2, the missing word names a person or people because that information isn't in the sentence.*



Invite pupils to tell stories about the people shown in the cards. Suggest that they choose one picture and tell what happens next. Pupils can draw additional cards to illustrate their stories and then share their cards with the class.

- **Part B:** Read the directions aloud. Invite volunteers to read the text in the speech bubbles aloud.

MONITOR

As pupils ask and answer questions, listen for proper pronunciation, appropriate intonation and correct use of language.

CHALLENGE

Have pairs of pupils write down questions and answers about the pictures on separate index cards. Then have them mix up their cards and exchange the card sets with another pair. Challenge pupils to find the matching questions and answers.

## OBJECTIVES

To match descriptions and pictures

## Materials

Cutouts on page 139  
Scissors  
Index cards  
Audio track 1:63  
Audiocscript, page T141

## TEACHING TIP

### Compare and Contrast

Tell pupils that they will compare and contrast the four cutout pictures. Say: *When you compare two things, you tell how they are alike. When you contrast two things, you tell how they are different.* Have pupils choose two cards and tell how they are alike and different.

## OBJECTIVES

To write and draw a journal entry

To reassess comfort with target skills and key language for Units 1–3

## 21st Century Skills

Self-Direction

## Materials

Coloured pencils, marker pens or crayons

Game (eText)

Digital activities:  
MyEnglishLab

AB

Pages 32–33

Answers on page TXX

## TEACHING TIP

### Using Checkpoint Evaluations

Pupil evaluations of the Checkpoint (*easy/hard, fun/not fun*) can give you insight into pupils' reactions to classroom activities. Review their answers to help you engage and motivate them as they continue to review Units 1–3 and move on to the next units. Consider whether pupils require additional assistance, deeper challenges or more inspiring activities.

## Warm-Up

- Point out that people take photos to help them remember events. Say: *When you look at photos, you remember what that day was like.* Explain that writing a journal can do the same thing. Say: *You can write about yourself in a journal. Then you can look back at a journal entry to remember what was happening in your life at the time you wrote the entry.*

## Using Page 43

### 5 Write or draw.

INVOLVE

Explain the lesson objectives – pupils will write and draw about themselves. Then they will look back at Units 1–3 again and think about how well they can use what they have learnt.

- Read the directions and journal title aloud. Invite volunteers to read the questions aloud.
- Then have pupils write and/or draw to complete *All About Me*. Provide additional paper as needed.
- Invite pupils to share their journal entries.

MONITOR

Check pupils' writing for correct use of language.

CHALLENGE

Encourage pupils to write complete sentences when they answer each journal question.

### 6 Think about it.

- **Part A:** Read the directions aloud.
- **21<sup>st</sup> Self-Direction** Have pupils turn to the 'Look and circle' exercise on page 40 and think about each of the categories again. Remind pupils to take their time to think about each category carefully. Suggest that they look at the reference pages listed as they review their skills.
- Suggest that pupils use a different coloured marker pen or pencil when they revisit the checklist on page 40. This will help them see both sets of circles.
- Pupils may want to circle the same face icon when they revisit the exercise. Model drawing the second circle outside the first so that both colours are visible, rather than covering up the first circle with the second colour.
- **Part B:** Read the directions aloud. Say: *You will tick one box.* Pupils can use the 'Look and circle' exercise on page 40 to help them choose a response. If they circled seven or eight smiling faces, they can start the next unit with confidence. If they circled fewer than seven smiling faces, they should probably tick one of the other choices.

### 7 Rate this Checkpoint. Colour the stars.

- Write *easy* and *hard* on the board. Say: *Something is easy if you can do it without any problems. It's hard if you have trouble doing it.* Give pupils examples of easy and hard activities: *It's easy to raise your hand. It's hard to touch the top of a door.*
- Write *fun* and *not fun* on the board. Say: *Something is fun if you really enjoy doing it.* Ask pupils to mime things that are fun to do.
- Read the directions aloud. Point out that they will colour two stars. Say: *First, you will say if the Checkpoint was easy or hard. Then you will say if it was fun or not fun.*
- Have pupils play the Checkpoint Game on the eText.
- Assign Activity Book pages 32–33 and direct pupils to digital activities.

5 Write or draw.

All About Me	
What do you like doing in your classroom?	Where do you like reading?
What do you like doing in the playground?	Where are your toys?

Do I Know It Now?

6 Think about it.

A Go to page 40. Look and circle again.

B Tick (✓).

- I can start the next unit.
- I can ask my teacher for help and then start the next unit.
- I can practise and then start the next unit.

7 Rate this Checkpoint. Colour the stars.

			
easy	hard	fun	not fun

1

2

3

4

5

6

7

8

9

# unit 5

# My Dream Job

## Objectives

### Vocabulary

- To name jobs
- To name a dream job

### Reading

- To identify important ideas in a story ('Dream Jobs')
- To use reading strategies to comprehend and appreciate a story

### Grammar

- To use the verbs *do/does*
- To use the phrases *want to be* and *wants to be*

### Content Connection

- **Social Science:** To learn about jobs around the world

### Project

- To make an 'I Want to Be' flipbook

### Values

- To set goals for the future

### Phonics

- To identify and say the letters and sounds *ar*, *er* and *or* individually and as part of words

### Think Big

- To develop 21st century skills and 'bigger picture' thinking

## Key Vocabulary

Jobs	Everyday English	Content Words
actor artist athlete chef dancer doctor pilot singer teacher vet writer	I like ... . I want to be ... . What about you? What do you want to be? What's your dream job?	Art farmer grows helps ill lifeguard Maths Music nurse park ranger protects Science tractor

## Materials

### Pupil's Book, Unit 5

- Main unit, pages 56–67
- Class Audio CD, Tracks 2:20–36

### Activity Book, Unit 5

- Main unit, pages 44–53
- Extra grammar practice, page 102
- Class Audio CD, Tracks 2:25–37

### Assessment

- Unit 5 Practice test
- Unit 5 Unit test
- Unit 5 Oral assessment

### Additional Materials

- Flashcards 40–50
- Video (eText), Unit 5
- Interactive activities (eText), Unit 5
- Digital activities (MyEnglishLab), Unit 5

## Unit Opener Activities

### Family Connection

Encourage pupils to talk to family members about the jobs they do now or jobs they have done in the past. Encourage pupils to share what they are learning with their families and report back to the class their family's responses. Compile pupils' individual lists of present and past jobs into one list. Have pupils use the list as a resource as they work through Unit 5.

### *I Want to Be...* Bulletin Board

Take a photo of each pupil's face. Either using software or paper cutouts, add accessories to show what the child wants to be. For example, add a chef's hat and a cooking implement in the background. Display the decorated photos on a bulletin board. Have each pupil write a sentence to accompany his or her photo. Instruct pupils to begin their sentences *I want to be*.



unit  
**5**

# My Dream Job

2:20  
**1**

Listen, look and say.



**1 actor**



**2 artist**



**3 dancer**



**4 doctor**



**5 writer**



**6 pilot**



**7 singer**



**8 athlete**



**9 teacher**



**10 chef**



**11 vet**

2:21  
**2**

Listen, find and say.

**3**

Play a game.

## Warm-Up

- Fill a box with hats and other props that indicate different jobs – for example, an actor’s mask, a chef’s hat or apron, a toy plane, a paintbrush, a pen or toy computer, a nurse’s hat, a stethoscope, ballet shoes, trainers, a toy microphone.
- Allow volunteers to take turns pulling a prop from the box. The pupil then acts out the job that goes with the prop.

## Using Page 56

### 1 2:20 Listen, look and say.

**INVOLVE** | Explain the lesson objective – pupils will name and identify different jobs.

- Read the directions aloud. Play audio track 2:20. Have pupils listen, point to the photo for each corresponding job and then repeat it.

**MONITOR**

Replay the audio and pause after each word while pupils repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask pupils to repeat each word aloud after you, if necessary.

**ASSIST**

Replay the audio as needed. Mime each job as you say its name and have pupils repeat after you.

### 2 2:21 Listen, find and say.

- Point to the jobs in Activity 1 and say the name of each job. Have pupils repeat after you. Randomly say a job and have pupils point to the activity you have named.
- Read the directions aloud. Play audio track 2:21. Have pupils listen, point to each job in the photographs in Activity 1 and say the words.

**MONITOR**

Check to make sure pupils are pointing to the correct image. Listen for correct pronunciation and appropriate intonation as they repeat each word too.

**ASSIST**

Replay the audio as needed. Ask pupils to point to the correct image and repeat the word to a partner.

### 3 Play a game.

- When pupils are familiar with the vocabulary, play a game with the whole class by miming a different job and having pupils point to and read aloud the correct flashcard. Once pupils have understood the game, ask volunteers to mime a job for the whole class while the others guess.

**MONITOR**

Check that pupils can read and pronounce words correctly.

- Assign Activity Book page 44 and direct pupils to digital activities.

## Application and Practice Activity

- Cut the fingers off old gloves so that each pupil has one. Assign each pupil one of the jobs from Activity 1.
- Using marker pens, beads, felt and fabric, have each pupil decorate the finger to be a puppet for that job.
- Once pupils have completed their puppets, have pupils work in small groups and introduce their puppets. For example, have them say: *Hi, I’m Ron. I’m a singer.*

**MONITOR**

Walk around the room and listen for proper pronunciation, appropriate intonation and correct use of language.

## OBJECTIVES

To name jobs

## Key Vocabulary

**Nouns:** actor, artist, athlete, chef, dancer, doctor, pilot, singer, teacher, vet, writer

## Materials

Teacher-made word Flashcards 40–50  
Box of job props  
Old gloves to be cut up  
Marker pens, beads, felt, glue  
Audio tracks 2:20–21  
Interactive activities (eText)  
Digital activities: MyEnglishLab

**AB**

Page 44

Answers on page T152

## OBJECTIVES

To say a chant

To name a dream job

## Key Vocabulary

**Nouns:** actor, artist, athlete, chef, dancer, doctor, pilot, singer, teacher, vet, writer

## 21st Century Skills

Communication  
Critical Thinking

## Materials

Old newspapers, scissors, tape, marker pens, paints or crayons  
Audio tracks 2:22–25  
Audioscript, page T142–143  
Interactive activities (eText)  
Digital activities: MyEnglishLab

AB

Page 45

Audioscript on page T143

Answers on page T152

## TEACHING TIP

### Comprehending Lyrics

To help pupils remember and comprehend words in a chant or song lyrics, have pupils use motions while they chant or sing. Make up motions or have groups of pupils make up their own motions and teach them to the class.

## Warm-Up

- Have each pupil draw and label a picture of their favourite job.
- Have pupils share their pictures with the whole class. As they do, ask them to name the job by reading aloud the label on their pictures.

## Using Page 57

**4** **2:22** Listen and chant. Then look at 1 and find.

**INVOLVE** | Explain the lesson objective – pupils will say a chant and talk about jobs.

- Read the directions aloud. Display the flashcards and play audio track 2:22. Have pupils follow along quietly.
- Replay the audio and have pupils join in the chant. Do this several times.
- Ask pupils to read the chant silently, look at the images in Activity 1 and find which jobs are mentioned in the song. (*Answers: dancer, athlete, teacher, actor, vet, pilot.*)
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 2:23). Or, if you wish, save the karaoke version for use at another time as a fun way to review the chant.

**MONITOR** | Check pupils' comprehension.

**5** **2:24** Listen and write.

- Read the directions aloud. Play audio track 2:24. Pause after each question and answer and have pupils repeat.
- Replay the audio and complete Item 1 as a class.
- Have pupils complete the rest of the items independently.

**MONITOR** | Review the answers as a class. (*Answers: 1 doctor, 2 teacher, 3 pilot*)

**ASSIST** | Replay the audio as needed.

**6** Look at 1. Ask and answer.

- Read the directions aloud. Read aloud the speech bubbles while pupils follow in their books. Have pupils repeat the dialogue and point to corresponding image in Activity 1.
- **21st Century Skills** **Communication** Choose a pair of volunteers to model the dialogue. Repeat the activity having pairs of pupils share what they want to be when they grow up. Encourage pupils to share more than one dream and encourage them to say which dream is their favourite.

**MONITOR** | As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

## THINK BIG 21<sup>st</sup> Critical Thinking

- Discuss the questions as a class. Encourage pupils to give simple answers in English. (*Possible answers: Jobs at school – teacher, chef, artist, dancer, athlete; Jobs in town – doctor, vet, chef, singer*)
- Assign Activity Book page 45 and direct pupils to digital activities.

## Application and Practice Activity

- Give pupils old newspaper, scissors, tape and marker pens, paints or crayons. Each pupil makes a simple hat, piece of clothing or prop to indicate their dream job, such as a dancer's skirt, a chef's hat, an actor's mask, an artist's painting, an athlete's vest, a vet's animal, a writer's book, a singer's song sheet, a pilot's hat.
- Have a fashion show in your classroom where each pupil has a turn to walk in front of everyone wearing his/her job attire. Ask each pupil: *What do you want to be?* Have them respond: *I want to be a/an ...*



4 Listen and chant. Then look at 1 and find.

### Hey, What Do You Want to Be?



Hey, what do you want to be?  
You have to choose just one.  
There are so many different jobs.  
I want one that is fun!

I want to be an actor  
And I want to be a vet.  
I want to be a pilot, too.  
Then I can fly a jet!

I want to be a dancer  
And an athlete, too.  
Or maybe a teacher.  
What about you?



Chorus



5 Listen and write.

1 I want to be a \_\_\_\_\_.

2 I want to be a \_\_\_\_\_.

3 I want to be a \_\_\_\_\_.



6 Look at 1. Ask and answer.



What do you want to be?

I want to be a chef.



**THINK BIG**

What jobs do people do at school?  
What jobs do people do in town?

7 Listen and read. What does Jamie like doing?



8 Look at the story. Write.

- 1 Jenny wants to be a \_\_\_\_\_.
- 2 Dan wants to be a \_\_\_\_\_.
- 3 Maria wants to be a \_\_\_\_\_.
- 4 Jamie wants to be a \_\_\_\_\_.

**THINK BIG** What's your favourite job in the story? Why? What do you want to be? Why?

**Warm-Up**

- Play *Pictionary* to review occupations, using the flashcards. (See *Game Bank*, page T136, for details.)
- Divide the class into groups. Provide each group with large sheets of drawing paper and marker pens.
- Have a representative from each group come to the front. Show the representatives a flashcard. Make sure everyone understands what the card says. The representatives then go back to their groups and, without speaking, draw the word. Their teammates try to guess what they are drawing. The teammate who guesses the word comes to the front and whispers his/her guess: *Is it a chef?* If correct, he/she becomes the new team representative. Show the new representative the next flashcard and continue the game.
- Play continues until most pupils have had a chance to draw.

**Using Page 58**

7 (2:26) Listen and read. What does Jamie like doing?

INVOLVE

Explain the lesson objective – pupils will listen to and read a story, answer questions about it and discuss ideas related to it.

- Read the story title aloud. Have pupils repeat it. Remind pupils what *Dream Job* means. For example, say: *My dream football team has ([name 3 or 4 top players]) on it. That team would be the best!* Ask pupils what a dream job is (an ideal job for someone).
- Have pupils look at the story pictures and identify where the children are (*at school*). Have them identify what kinds of jobs the children and their teacher are talking about (*a singer, a writer, a dancer and a chef*). Explain that that this story is about pupils at school talking about their dream jobs with their teacher.
- Read the directions aloud. Draw attention to the question: *What does Jamie like doing?* Play audio track 2:26. Have pupils listen and read along silently.

MONITOR

Ask comprehension questions about the story. For example: *What does Jenny want to be?* (She wants to be a singer.) *Why does Dan want to be a writer?* (He likes writing stories.) *What's Maria's dream job?* (She wants to be a dancer.) *What does a chef do?* (cooking) *Why does Jamie want to be a chef?* (He likes eating.) Review the answer to the question in the directions too. (Answer: *He likes eating.*)

ASSIST

Replay the audio as necessary. Pause after each frame and point out what is going on in each picture. Use simple language and gestures to explain unfamiliar words.

- Assign the roles of the teacher, Jenny, Dan, Maria and Jamie. Have pupils read their character's dialogue aloud. Repeat in groups of five so that every pupil has a turn to read aloud a character's words.



Have pupils explain how Jamie's answer is different from those of the other children in the story.

### Using Page 59

#### 8 Look at the story. Write.

- Read the directions aloud. Then read the statements with the blanks and have pupils repeat. Model completing the first item. Ask: *Where's Jenny?* (Pupils point to Jenny in Frame 1.) Say: *Look at Jenny's answer. What does she want to be?* (a singer) Pupils write the answer and continue independently.

MONITOR

Review the answers as a class. Have pupils read their completed sentences aloud. (Answers: 1 singer, 2 writer, 3 dancer, 4 chef)

ASSIST

To offer further support, ask four confident volunteers to come to the board. Have the class call out the answers in Activity 8, one at a time. Each volunteer writes one of the answers on the board. If any of the volunteers has trouble with spelling, encourage him/her to ask the class: *Can you spell that, please?*

#### THINK BIG 21<sup>st</sup> Communication

- Have pairs read the story. Then have each pick their favourite job in the story and have them share with their partner. Remind pupils to tell why it's their favourite job. Also have them share their dream job and give a reason for it.

MONITOR

As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST

Ask pupils to tell you about the four jobs in the story (a singer, a writer, a dancer and a chef). Write these words on the board. Have pupils say what is good about each job. Encourage them to use simple phrases or gestures to express themselves. Provide hints and suggestions as needed. For example, ask: *Which job do people do in the kitchen? Do you like cooking in the kitchen?*

- Assign Activity Book page 46 and direct pupils to digital activities.

### Application and Practice Activity

- Together with pupils, brainstorm a list of jobs in your school – for example: *teacher, headmaster/headmistress, secretary, caretaker, nurse and cook/chef.*
- Have pupils work together on a mural of your school that shows people working at each of these jobs. Have pupils label each pictured person.
- Display the mural in your classroom and let pupils use it as a vocabulary resource.

MONITOR

Check the mural as pupils work for correct vocabulary and spelling.

CHALLENGE

Have a volunteer mime a job on the mural and have the class guess what it is.

### OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To identify story details

### Key Vocabulary

**Nouns:** singer, writer, dancer, chef

### 21st Century Skills

Communication

### Materials

Flashcards 40–50

Mural paper, marker pens, crayons or coloured pencils

Audio track 2:26

Digital activities: MyEnglishLab

AB

Page 46

Answers on page T152

### Summary

The teacher asks each pupil about what they want to be. Pupils respond by saying what they like doing and what job fits their interest.

2:26

7 Listen and read. What does Jamie like doing?

**Dream Jobs!**

What do you want to be, Jenny?

I want to be a singer. I like singing.

1

What do you want to be, Dan?

I want to be a writer. I like writing stories.

2

What's your dream job, Maria?

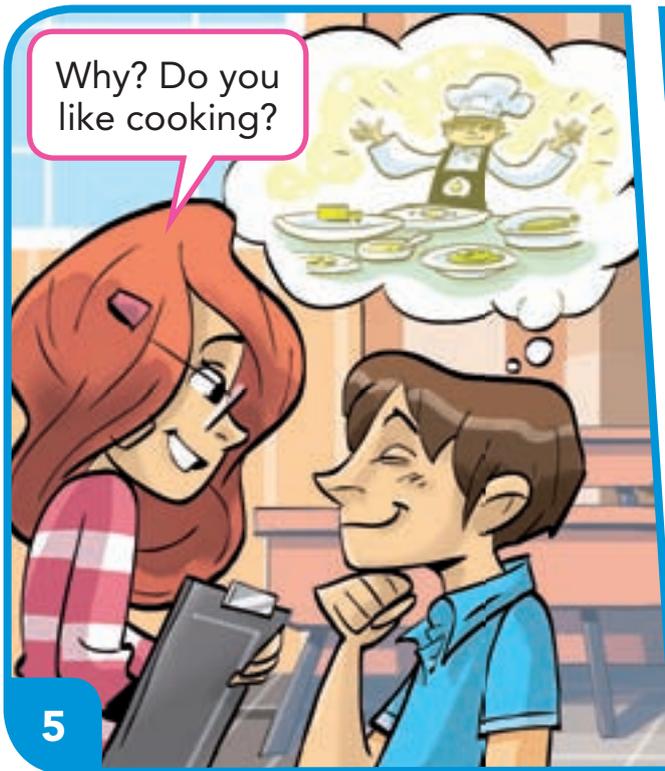
I want to be a dancer. I like dancing.

3

Jamie, your sister wants to be a singer. What do you want to be?

I want to be a chef.

4



**8** Look at the story. Write.

- 1 Jenny wants to be a \_\_\_\_\_.
- 2 Dan wants to be a \_\_\_\_\_.
- 3 Maria wants to be a \_\_\_\_\_.
- 4 Jamie wants to be a \_\_\_\_\_.

**THINK  
BIG**

What's your favourite job in the story?

Why?

What do you want to be? Why?

2:27



Listen. Help Jamie and Jenny make sentences.

an artist      a pilot  
an athlete      a chef

What do you want to be ?  
I want to be an actor .  
What does he want to be ?  
He wants to be a doctor .

10 Look and write. Then draw and write.



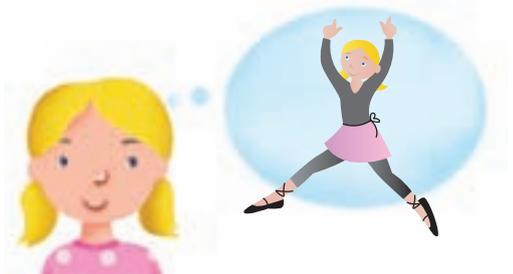
1 What does she want to be?

\_\_\_\_\_



2 What does he want to be?

\_\_\_\_\_



3 What does Sally want to be?

\_\_\_\_\_



4 What do you want to be?

\_\_\_\_\_

## Warm-Up

- Ask pupils to think about what they would like to eat for their next meal. Have pupils draw themselves with a thought bubble over their heads. Then have them draw a picture of what they would like to eat.
- Ask each pupil: *What do you want to eat?* Have pupils respond: *I want to eat ...* . Explain that they are thinking about what might happen in the future. It is something that might or might not happen.

## Using Page 60

### 9 2:27 Listen. Help Jamie and Jenny make sentences.

INVOLVE

Explain the lesson objective – pupils will use the verbs *do/does* and the phrases *want to be/wants to be* to ask and answer questions about what people want to be.

- Point to the board in the Pupil's Book and read the phrases. Ask pupils to repeat after you.
- Read the directions aloud. Play audio track 2:27. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
- Read the sentences aloud again. Have pupils choral-read the sentences in the language blocks. Point out that the verb *do* is used with *you* and *does* is used with *he/she* in the questions. Point out that *want to be* is used with *I* and *wants to be* is used with *he/she*.
- Have pupils practise the target language in pairs, using the alternative language provided in the coloured blocks at the top of the box. For example: *What do you want to be? I want to be a pilot. What does he want to be? He wants to be a chef.*

MONITOR

Check for understanding. Review possible questions and answers as a class. Ask pairs to say aloud a question and answer that they have made.

ASSIST

Have pupils look at Jamie and Jenny's sentences in the activity to locate the model questions and answers.

CHALLENGE

Ask pupils to make up their own questions and answers using other nouns they know.

### 10 Look and write. Then draw and write.

- Read the directions aloud. Explain to pupils that they should look at the pictures in the thought bubbles and then write the answers. For the last item, they should draw their own picture and write the answer.
- Have pupils complete the activity independently, assisting as needed.

MONITOR

Review the answers as a class. Have volunteers read aloud their answer for question 4. (Answers: 1 *She wants to be a doctor.*, 2 *He wants to be a teacher.*, 3 *Sally wants to be a dancer.*, 4 *Pupil's own answer.*)

ASSIST

Have pupils look at the questions in Activity 10 and locate the subject; explain that the subject shows us which phrase (*want to be/wants to be*) to choose. Explain that Sally is the same as she.

- Assign Activity Book page 47 and direct pupils to digital activities.

## Application and Practice Activity

- Have each pupil divide a sheet of drawing paper in half. Have pupils label one side *I want to be* and the other side *I don't want to be*. Instruct them to draw a job they think would be fun to do on the *I want to be* side and job they do not think would be fun on the *I don't want to be* side. Have pupils label each job and share their responses with the class.

## OBJECTIVES

To use the verbs *do/does* and the verb phrases *want to be/wants to be*

## Key Vocabulary

**Nouns:** artist, athlete, chef, dancer, doctor, pilot, teacher

## Materials

Drawing paper, crayons or marker pens

Audio track 2:27

Digital activities:  
MyEnglishLab

AB

Page 47

Answers on page T153

## TEACHING TIP

### Jobs of Community Members

Invite parents or members of the community to come to the class to tell pupils about their jobs. This will help pupils understand more about the jobs mentioned in the text as well as give them ideas for their own future careers.

## OBJECTIVES

To use unit language in context

To ask and answer questions about what people want to be

## Key Vocabulary

**Nouns:** chef, dancer, pilot, singer

## Materials

Flashcards 40–50

Drawing paper

Unit 5 stickers

Audio track 2:28

Audioscript, page T143

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 48

Answers on page T153

## Warm-Up

- Divide pupils into two teams. Have the first pupil from each team stand at the board. Say a sentence about what someone likes to do: *I like singing*. At the same time, both pupils write the name of the job on the board (singer). The pupil who completes the word first, gets a point for his/her team.
- Use the following sentences to play the game: *I like... writing* (writer), *dancing* (dancer), *teaching* (teacher), *running* (athlete), *painting* (artist), *acting* (actor), *looking after people* (doctor), *looking after animals* (vet) and *flying a plane* (pilot).

## Using Page 61

### 11 Listen and stick. Then say.

**INVOLVE** Explain the lesson objective – pupils will stick stickers and ask and answer questions about what people want to be.

- Help pupils find the Unit 5 stickers at the back of the Pupil's Book. Tell them they will listen to the audio and place stickers in the correct places on the picture based on what they hear.
- Read the directions aloud. Play audio track 2:28 and pause it at the end of each dialogue. Have pupils find and point to the child who is talking and the sticker that matches the words. Continue playing the audio repeating it as necessary and have pupils complete the sticking part of the activity independently.
- Have pupils turn to a partner and say what each child wants to be, using the sentence frame *I want to be a/an ...*

**MONITOR** Review the answers as a class. Have volunteers say the answers aloud. For example: *What does Adam want to be?* (He wants to be a singer.) (Answers: 1 singer, 2 dancer, 3 pilot, 4 chef)

**ASSIST** If necessary, pause audio and help pupils complete each item.

### 12 Look at 11. Ask and answer.

- Read the directions aloud. Read aloud the dialogue while pupils follow in their books. Ask two volunteers to read aloud the dialogue too. Elicit one or two more questions and answers from Activity 11.
- Explain to pupils that they should look at their completed picture (with stickers) in Activity 11 and then make up their own questions and answers. Model one or two more possible questions and answers.
- Have pupils do the activity in pairs, assisting as needed.

**MONITOR** As pupils complete the exercise, check for proper pronunciation and intonation. Check the answers as a class. Ask pairs to volunteer to say their questions and answers aloud.

### 13 Write. Use *do* or *does*.

- Read the directions aloud. Do the first item as a class and then have pupils complete the activity independently.

**MONITOR** Review the answers as a class. (Answers: 1 *does*, 2 *do*, 3 *do*, 4 *does*)

**ASSIST** Have pupils look at the questions in Activity 13 and locate the subject; explain that the subject shows us which word (*do/does*) to choose. Also point out that *they* and *your cousins* are the same as *you* (they take *do*) and *your brother/sister* are the same as *he/she* (they take *does*).

- Assign Activity Book page 48 and direct pupils to digital activities.

## Application and Practice Activity

- Distribute two flashcards to each pair of pupils. Instruct pupils not to show them to each other.
- Pupil 1 reads a card and describes the occupation to Pupil 2. Pupil 2 draws the picture. E.g., Pupil 1 says: *Draw a man cooking*. Pupil 2 draws a chef. Pupil 1 says: *Yes, it is a chef!* Have pupils take turns describing and drawing.

2:28



**Listen and stick. Then say.**

1



2



3



4



12

**Look at 11. Ask and answer.**



What does he want to be?

He wants to be a singer.



13

**Write. Use do or does.**

- 1 What \_\_\_\_\_ he want to be?
- 2 What \_\_\_\_\_ they want to be?
- 3 What \_\_\_\_\_ your cousins want to be?
- 4 What \_\_\_\_\_ your brother/sister want to be?

14 Look, listen and repeat.



1 park ranger 2 lifeguard 3 farmer 4 nurse

15 Look, listen and read. What does David want to be?

1 I'm Karen. I live in Australia. I love swimming. I want to be a lifeguard. A lifeguard helps people in the water.

2 I'm Juma. I live in Botswana, in Africa. I like animals. I want to be a park ranger like my dad. A park ranger protects animals.

3 I'm David. I'm from England. I like riding on my dad's tractor. My dad's a farmer. I want to be a farmer, too. A farmer grows food.

4 I'm Maria. I'm from Spain. I like helping people. I want to be a nurse. A nurse helps ill people.

**THINK BIG** Think of five more jobs that help people or animals.

16 Circle T for true or F for false.

- 1 David wants to be a farmer. T F
- 2 Juma lives in Botswana, Africa. T F
- 3 Karen wants to be a park ranger. T F
- 4 A farmer grows food. T F
- 5 A park ranger protects children. T F
- 6 A nurse helps ill people. T F

17 Look at 15 and play a game.

Do you like swimming? No.

Do you like riding a tractor? Yes.

Do you want to be a farmer? Yes.

PROJECT

18 Make an I Want to Be flipbook. Then present it to the class.

I want to be a doctor. A doctor helps people.



Warm-Up

- Tell pupils that they are going to learn about four jobs: a farmer, a lifeguard, a nurse and a park ranger. Explain that a farmer grows food, a lifeguard helps people in the water, a nurse helps ill people and a park ranger protects animals.
- Show pupils objects or pictures relating to each job and have them match each object or picture to one of the jobs discussed in the lesson. For example, show a fruit or vegetable (for the farmer), a swimming cap or goggles (for the lifeguard), a toy syringe or surgical gloves (for the nurse), a toy wild animal or wildlife T-shirt or hat (for the park ranger).

Using Page 62

14 Look, listen and repeat.

INVOLVE

Explain the lesson objective – pupils will read and talk about four different jobs. They will also play a game and make a flipbook.

- Read the directions aloud. Play audio track 2:29. Have pupils point to each picture and repeat its corresponding word. Play the audio again while pupils listen and repeat.

MONITOR

Read the words aloud in a random order and have pupils listen, point to and repeat. Listen for proper pronunciation and appropriate intonation.

15 Look, listen and read. What does David want to be?

- Help pupils identify and name the job in each picture.
- Read the directions aloud. Play audio track 2:30. Have pupils point to each picture and read along silently.

MONITOR

Check for comprehension. Ask: *What does Karen want to be?* (a lifeguard) *What does a lifeguard do?* (helps people in the water) *What does Juma want to be?* (a park ranger) *What does a park ranger do?* (protects animals) *What does David want to be?* (a farmer) *What does a farmer do?* (grows food) *What does Maria want to be?* (a nurse) *What does a nurse do?* (helps ill people)

ASSIST

Replay the audio as needed. Pause after each paragraph to enable pupils to point to each picture in their books and name the job.

## THINK BIG 21<sup>st</sup> Critical Thinking

- Brainstorm and make a list of ideas on the board with the class. Help pupils to say the English names of jobs they think of. (Possible answers: Jobs that help people – teacher, doctor, nurse, dentist, mum(!). Jobs that help animals – vet, zoo keeper, dog walker)

### Using Page 63

#### 16 Circle T for true or F for false.

- Read the directions aloud. Read each sentence aloud and have pupils repeat. For each sentence, return to the text in Activity 15 and have pupils decide whether the statement is true or not by circling T or F.

**MONITOR** | Review the answers as a class. (Answers: 1 T, 2 T, 3 F, 4 T, 5 F, 6 T)

**ASSIST** | If pupils have difficulty identifying details, have them search for the child's name in each paragraph and then search for a picture or word clue about what that child wants to be or what that particular job involves.

#### 17 Look at 15 and play a game.

- Read the directions aloud. Then read aloud the dialogue, while pupils follow in their books.
- Model one or two more dialogues. For example: *Do you like animals? (Yes) Do you like protecting animals? (Yes) Do you want to be a park ranger? (Yes)*
- Have pupils complete the activity in pairs.

**MONITOR** | Walk around while pupils are playing the game. Check to make sure pupils are asking appropriate questions. Ask pairs to model their dialogues for the rest of the class.

**ASSIST** | Pair up weaker language learners with stronger language learners to facilitate participation.

#### 18 Make an I Want to Be flipbook. Then present it to the class.

- Read the directions aloud. Have pupils look at the example of the 'I Want to Be' flipbook in their book. Read the boy's speech bubble aloud while they follow in their books.
- Have pupils make their own flipbooks independently, in pairs or in small groups. They may draw pictures or cut out pictures from old magazines, catalogues or newspapers.

**MONITOR** | Have pupils show and describe their books to the class. Encourage pupils to speak clearly and audibly and to hold their books so that all can see or move around the room to help everyone get a look.

**ASSIST** | Walk around the room and identify pupils that are having difficulty coming up with ideas for their flipbook. Help as necessary.



Have pupils include written captions to go with each picture. For example: *I want to be a lifeguard. A lifeguard helps people in the water.*

- Assign Activity Book page 49 and direct pupils to digital activities.

### Application and Practice Activity

- Have each pupil decorate a paper plate as a mask. Have them draw a face on the plate and then cut out eye holes. Have pupils decorate the mask to show a job they would like to do. Have pupils take turns wearing their masks and telling the class what they want to be and why.
- Have pupils view the Unit 5 video segment. Use the Video Guide.

## OBJECTIVES

To learn about four different jobs

To make a flipbook

## Content Words

farmer, lifeguard, nurse, park ranger

## 21st Century Skills

Critical Thinking

## Materials

Objects or pictures relating to different jobs

Old magazines, catalogues or newspapers

A3 paper, glue, scissors, paper plates, crayons and/or marker pens

Audio tracks 2:29–31

Interactive activities (eText)

Video (eText)

Digital activities: MyEnglishLab

**AB**

Page 49

Audioscript on page T143

Answers on page T153

## TEACHING TIP

### Learning about Jobs

There may be jobs in this unit that pupils are unfamiliar with. If this is the case, provide examples from the internet or nonfiction books that show people working in the job. If possible, bring in a guest speaker to tell pupils about the work he or she does.

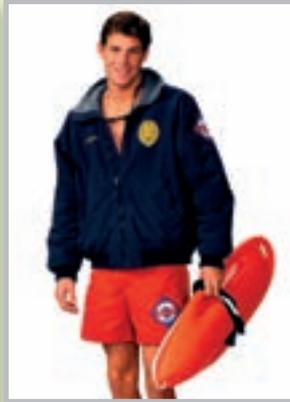
2:29



**Look, listen and repeat.**



**1 park ranger**



**2 lifeguard**



**3 farmer**



**4 nurse**

2:30



**Look, listen and read. What does David want to be?**



**1** I'm Karen. I live in Australia. I love swimming. I want to be a lifeguard. A lifeguard helps people in the water.



**2** I'm Juma. I live in Botswana, in Africa. I like animals. I want to be a park ranger like my dad. A park ranger protects animals.

**3** I'm David. I'm from England. I like riding on my dad's tractor. My dad's a farmer. I want to be a farmer, too. A farmer grows food.



**4** I'm Maria. I'm from Spain. I like helping people. I want to be a nurse. A nurse helps ill people.

**THINK BIG**

**Think of five more jobs that help people or animals.**

**16** Circle **T** for true or **F** for false.

- |                                    |   |   |
|------------------------------------|---|---|
| 1 David wants to be a farmer.      | T | F |
| 2 Juma lives in Botswana, Africa.  | T | F |
| 3 Karen wants to be a park ranger. | T | F |
| 4 A farmer grows food.             | T | F |
| 5 A park ranger protects children. | T | F |
| 6 A nurse helps ill people.        | T | F |

**17** Look at **15** and play a game.



Do you like swimming?

No.

Do you like riding a tractor?

Yes.

Do you want to be a farmer?

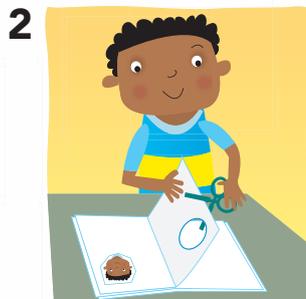
Yes.



**PROJECT**

**18** Make an **I Want to Be** flipbook. Then present it to the class.

I want to be a doctor. A doctor helps people.





Listen and write. Then say.

Art Maths Music Science



1 I like \_\_\_\_\_.  
I want to be a teacher.



2 I like \_\_\_\_\_.  
I want to be a doctor.

3 I like \_\_\_\_\_.  
I want to be a pilot.



4 I like \_\_\_\_\_.  
I want to be an artist.

20 Tell a partner what you want to be. Then act it out.



I like Music. I want to be a singer.

I like Music, too. I want to be a dancer.



You like \_\_\_\_\_. What other jobs can you do?

- a Art b Music c Maths d Science

## Warm-Up

- Display a book from each subject that pupils study – for example: *Maths*, *Science* and *English*. Identify each subject area.
- Hold up two books at a time and have pupils vote for their favourite subject by raising their hand. (Pupils may vote for more than one.) Have volunteers state their choice by saying: *I like ...*
- Continue until all subject areas have been paired and voted on.

## Using Page 64

### 19 Listen and write. Then say.

**INVOLVE** | Explain the lesson objective – pupils will select the subject area that relates to each job.

- Read the directions aloud. Play audio track 2:32. Have pupils look at the pictures and complete the sentences with a word from the box.

**MONITOR** | Review the answers as a class. (*Answers: 1 Music, 2 Science, 3 Maths, 4 Art*)

**ASSIST** | If pupils have trouble selecting the correct word, discuss the connection between the subject areas and the jobs (use the pictures in the activity to help you).

### 20 Tell a partner what you want to be. Then act it out.

- Read the directions and the speech bubbles aloud. Elicit one or two more examples of how you could tell and mime what you want to be. For example, say: *I like writing. I want to be a writer.* (Mime someone writing or typing on a computer.)
- Have pupils complete the activity in pairs. Then ask a few volunteers to tell what they want to be and act it out for the whole class.

**MONITOR** | Monitor for proper pronunciation, appropriate intonation and vocabulary.

### **THINK BIG 21<sup>st</sup>** Critical Thinking

- Pupils can discuss these questions as a class or in groups. They may use their home language to identify jobs; help them by providing the English words. (*Possible answers: If you like Art, you can be a painter or a designer. If you like Maths, you can be an accountant or a bank clerk. If you like Music, you can be a composer or a lyrics writer. If you like Science, you can be a vet or a chemist.*)
- Assign Activity Book page 50 and direct pupils to digital activities.

## Application and Practice Activity

- Make a list of jobs on the board (use the key vocabulary from this unit and/or use the jobs that pupils mentioned in Activity 20).
- Once the list is complete, choose a word (*teacher*), write it horizontally on the board and give a clue about it: (*I like Music.*). Then choose one letter in the word (*a*) and give pupils a clue to another job - for example: *I like Art.* This word starts with A. Write artist vertically, connecting it to teacher, crossword-style. Write pupils' answers in the appropriate spaces. Continue to use other words about jobs to make a crossword puzzle.

## OBJECTIVES

To learn the value of studying hard and setting goals

To relate content to pupils' own lives

## Content Words

Art, Maths, Music, Science

## 21st Century Skills

Critical Thinking

## Materials

Examples of pupils' textbooks

Audio track 2:32

Audioscript, page T143

Digital activities:  
MyEnglishLab

**AB**

Page 50

Answers on page T153

## TEACHING TIP

### Classroom Management

When pupils are working in pairs or groups, it can be harder to manage the class (particularly the noise level). Establish a signal (for example, for *Stop talking*, raise your hand) that will notify pupils that they are making too much noise. Teach pupils to respond to this signal by having them mimic it.

## OBJECTIVES

To identify and say the letters and sounds *ar*, *or* and *er* individually and as part of words

### Materials

Mirrors  
Index cards  
Audio tracks 2:33–37  
Game (eText)  
Digital activities:  
MyEnglishLab



Page 51  
Audiocscript on page  
T143  
Answers on page T153

## TEACHING TIP

### Pronunciation

Show pupils the position of your tongue and lips when you make the /ar/ sound (tongue relaxed and lowered, lips relaxed and slightly open). Then show pupils how the position of your tongue and lips change when you make the /er/ sound (tongue slightly raised, lips slightly rounded and pushed forward). Then show them how the position of your tongue and lips change again when you make the /or/ sound (tongue slightly raised and curled, lips rounded and pushed forward). Provide pupils with small mirrors and have them watch themselves as they practise making each sound.

## Warm-Up

- Have pupils stand up and ask them to listen carefully as you say a word. Have them hop on one leg if they hear a word with an /ar/ sound (for example, *car*, *art*, *arm*). Have them turn around if they hear a word with an /er/ sound (for example, *teacher*, *letter*, *singer*). Have them sit down if they hear a word with an /or/ sound (for example, *corn*, *for*, *born*).
- Say the words in a random order so that pupils have to listen carefully to the sound in each word and change their action accordingly.

## Using Page 65

### 21 (2:33) Listen, look and repeat.

**INVOLVE** Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *ar*, *or* and *er* individually and as part of words.

- Read the directions aloud. Play audio track 2:33 and have pupils listen and point to each sound as it is said. Have pupils repeat.

**MONITOR** As pupils repeat, check they are pointing to the correct sound and listen for correct pronunciation.

### 22 (2:34) Listen and find. Then say.

- Read the directions aloud. Play audio track 2:34 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

**ASSIST** Replay the audio as needed. Pupils can also check that they are pointing to the correct word and saying it properly with a partner.

### 23 (2:35) Listen and blend the sounds.

- Read the directions aloud. Play audio track 2:35 and have pupils listen and point to each word as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have pupils repeat the activity.

**MONITOR** As pupils repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

### 24 (2:36) Underline *ar*, *er* and *or*. Then listen and chant.

- Read the directions aloud. Read the chant aloud while pupils follow in their books. Find the first word with *ar* together (*artist*) and have pupils underline it. Have pupils continue finding and underlining the other words with *ar*, *er* and *or* independently.

- Play audio track 2:36 and have pupils listen. Replay several times and encourage them to join in.

**MONITOR** As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and the correct use of language. Check the answers as a class. (Answers: *artist*, *art*, *cart*, *farmer*, *singer*, *teacher*, *Or*).

- Assign Activity Book page 51 and direct pupils to digital activities.

## Application and Practice Activity

- In pairs, have pupils write each of the following words on a separate index card: *artist*, *farmer*, *car*, *Art*, *singer*, *teacher*, *writer*, *letter*, *doctor*, *actor*, *corn*, *for*.
- With the set of cards they have made, have pairs of pupils play *Go Fish*. (See *Game Bank*, page T136, for details.) Review the names of index cards that contain /ar/, /er/ and /or/.
- Model how to play by asking: *Do you have any words with ar? Do you have any words with er? Do you have any words with or?*
- Have pupils play Unit 5, Game 1 on the eText.

2:33

**Listen, look and repeat.**

1 ar

2 er

3 or

2:34

**Listen and find. Then say.**

arm



teacher



car



corn

2:35

**Listen and blend the sounds.**

1 c-ar-t

cart

2 s-i-ng-er

singer

3 f-or

for

4 ar-t

art

5 b-or-n

born

6 l-e-tt-er

letter

2:36

**Underline ar, er and or. Then listen and chant.**

I want to be a singer  
 Or an artist painting art.  
 I want to be a teacher  
 Or a farmer with a cart!



# Review

25 Work in small groups. Ask "What do you want to be?". Write names and jobs.

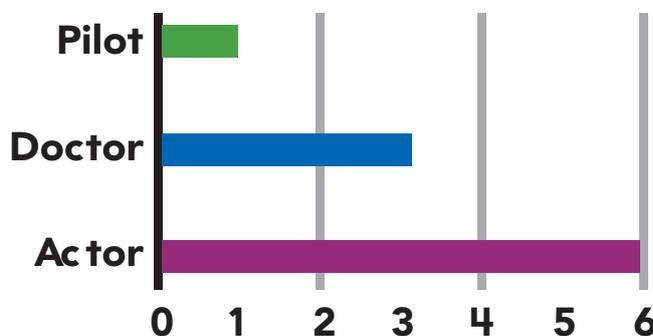
Name	Wants to Be
Michael	a pilot

26 Count how many pupils in 25 want each job. Write a list.

Job	How Many
Doctor	3



27 Look at this bar chart. Make a bar chart for your group and talk about it.



One pupil wants to be a pilot. Three pupils want to be doctors.



## Warm-Up

- Play *Hot Seat* with pupils.
- Place the jobs flashcards so pupils can't see them. Have one pupil sit in a chair (the Hot Seat) facing away from you. Display one flashcard so all pupils except the pupil in the Hot Seat can see it. Have pupils describe what is on the card for the pupil in the Hot Seat to guess. Play continues until every pupil has had a turn in the Hot Seat.



Tell pupils giving clues that they cannot say any part of the word as a clue. For example, they cannot say *sing* when describing a singer but they can say, *You like music*.

## Using Page 66

- 25** Work in small groups. Ask "What do you want to be?". Write names and jobs.

**INVOLVE** Explain the lesson objective – pupils will review jobs by doing activities that involve completing a tally sheet and making a bar chart.

- Divide pupils into groups of five pupils. Read the directions aloud.
- Suggest that each group make one chart and pass it around to each member of the group to fill in. Have each pupil read his/her response in a complete sentence.

**MONITOR** Go round, checking pupils' spelling as they write. Listen for complete sentences.

**ASSIST** Encourage pupils to search for words in the Pupil's Book to find the correct spelling.

- 26** Count how many pupils in 25 want each job. Write a list.

- Read the directions aloud. Have each group complete the chart. Have each pupil, in turn, count to double-check the information on the tally sheet.

**MONITOR** Go round, checking that pupils are using English as they count and tally.

- 27** Look at this bar chart. Make a bar chart for your group and talk about it.

- Read the directions aloud. As needed, show pupils how to make a bar chart.

- **21<sup>st</sup> Collaboration** Have each group complete a bar chart together and discuss what it shows. Ask groups to assign roles to members, such as reporter, artist and calculator.

- Have each group present their bar chart to the class, telling what they found.

**MONITOR** Check to see that pupils understand how to make a bar chart.

**ASSIST** Model on the board how to set up a bar chart and fill in one of the jobs as a model.

- Assign Activity Book page 52 and direct pupils to digital activities.

## Application and Practice Activity

- Write the following on the board: *pilot, dancer, vet, teacher*. Divide pupils into four groups. Assign one of the listed jobs to a group. Have each group go through Unit 5 and count how many times that job is pictured.
- Together, as a class, combine data into a bar chart.

**CHALLENGE** Have pupils find and count how many times the word is written in the unit. Make graphs to compare the number of pictures and words.

## OUTCOMES

Pupils can talk about what jobs they want to do

Pupils can display information in graphs

## 21st Century Skills

Collaboration

## Materials

Flashcards 40–50

Graph paper

Digital activities:  
MyEnglishLab



Page 52

Answers on page T153

## TEACHING TIP

### Working in Groups

To keep classroom noise level down and teach pupils to talk one at a time, provide each group with a token, such as a toy, chip or decorated stick. Explain to pupils that the only person who can speak is the one holding the token. Monitor to make sure pupils are not interrupting and are waiting their turn to speak.

## OUTCOMES

Pupils can name and identify different jobs

Pupils can use the phrase want to be

## 21st Century Skills

Self-Direction

## Materials

Flashcards 40–50

Magazines

Non-fiction books

Game (eText)

Digital activities:  
MyEnglishLab



Page 53

Answers on page T153

## Warm-Up

- Distribute one of the flashcards to each pair or small group of pupils. Have pupils look through magazines, non-fiction books or use the internet to find additional pictures of people doing that job. Have pupils present the pictures and explain what each person is doing. Have each pair or group mime the job they were assigned and see if other pairs or groups can guess what it is.

## Using Page 67

### 28 Look and write.

**INVOLVE** Explain the lesson objective – pupils will review jobs by doing activities that involve identifying and writing.

- Read the directions aloud and explain that pupils need to label each picture using the words from the box. Have pupils complete the activity independently.

**MONITOR** Review the answers as a class. (*Answers: 1 teacher, 2 writer, 3 singer, 4 dancer*)

### 29 Read and match.

- Read the directions aloud. Have pupils work independently.

**MONITOR** Have pupils discuss their answers with a partner. Walk around, checking to see that pupils are using correct pronunciation, intonation and language. (*Answers: 1 d, 2 a, 3 b, 4 c*)

**ASSIST** If pupils have difficulty matching, ask questions such as: *Who protects animals?* Provide choices if needed.

### 30 Write.

- Tell pupils to complete Items 1 and 2 and then write a sentence of their own for Item 3. Then have pupils complete the activity independently.

**MONITOR** Review the answers as a class. (*Answers: 1 She wants to be a painter., 2 He wants to be a doctor., 3 I want to be ...*)

**ASSIST** Help pupils identify the correct pronoun. Provide choices if needed.

## I Can

- **21 Self-Direction** This section asks pupils to assess their own learning and reflect on their progress. Read the statements aloud. Explain that pupils should tick the boxes if they can do the activities. Help pupils appreciate their progress. Say: *The I Can statements point out what you have learnt in this unit.*
- Assign Activity Book page 53 and direct pupils to digital activities.

## Application and Practice Activity

- Make a three-column chart on the board. Label the columns *Job*, *Do they wear a hat?* *Do they work with people?* (You may wish to use other questions that you or the pupils think of, such as: *Do they work outside? Do they wear a uniform? Do they work in town?*)

Job	Do they wear a hat?	Do they work with people?
teacher	No.	Yes, they teach children.
chef	Yes.	Yes or No.

- Have pupils name a job they learnt about in this unit. Record it on the chart and have pupils answer the two questions about the job.
- Have pupils play Unit 5, Game 2 on the eText.

28 Look and write.

dancer singer teacher writer



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

29 Read and match.

- |                                       |                               |
|---------------------------------------|-------------------------------|
| 1 I want to protect animals.          | a I want to be a nurse.       |
| 2 I want to help ill people.          | b I want to be a lifeguard.   |
| 3 I want to grow food.                | c I want to be a farmer.      |
| 4 I want to help people in the water. | d I want to be a park ranger. |

30 Write.

- What does she want to be?  
\_\_\_\_\_
- What does he want to be?  
\_\_\_\_\_
- What do you want to be?  
\_\_\_\_\_



I Can

- talk about jobs.
- say what I want to be.
- talk about studying hard and setting goals.