

unit 1

Wake Up!

Objectives

Vocabulary

- To name daily activities
- To use the prepositions *before* and *after*

Reading

- To identify important ideas in a story ('I Love Mondays!')
- To use reading strategies to comprehend and appreciate a story

Grammar

- To talk about different times of day
- To use *before* and *after* to talk about when things happen

Content Connection

- **Science:** To learn about the importance of staying clean

Culture Connection

- **Around the World:** To understand and talk about time zones

Project

- To make a 'Keep It Clean' poster

Writing

- To write complete sentences that include a subject and a verb

Phonics

- To identify and say the letters and sounds for a_e, i_e and o_e individually and as part of words

Think Big

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

Key Vocabulary

Daily Activities	Times of Day	Everyday English	Content Words
do my homework eat breakfast get dressed go home go to school go to the park play football play video games wake up watch TV	7:10 (seven ten)	Hooray! Hurry! It's great!	bacteria California cough decay germs healthy ill map Montana New York sneeze Texas time zones

Materials

Pupil's Book, Unit 1

- Main unit, pages 4–15
- Class Audio CD, Tracks 1:02–17

Activity Book, Unit 1

- Main unit, pages 2–11
- Extra grammar practice, page 98
- Class Audio CD, Tracks 1:06–18

Assessment

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

Additional Materials

- Flashcards 1–10
- Video (eText), Unit 1
- Interactive activities (eText), Unit 1
- Digital activities (MyEnglishLab), Unit 1

Unit Opener Activities

Family Connection

Have pupils keep a family journal that lists activities they do before and after school. Suggest that pupils begin their journals by writing the time school begins and ends. Encourage pupils to discuss what activities they do together with family members and add details about these activities. Throughout the unit, allow pupils to revisit their journals and report back to the class about any information they have added.

Before and After School Bulletin Board

Create a bulletin board display divided down the centre. Label the left side *Before School* and the right side *After School*. Each side should be a different colour. Encourage pupils to add words and drawings throughout the unit to show things they do before and after school. You may wish to have pupils begin by drawing activities from Activity 1 in the Pupil's Book unit.



unit 1

Wake Up!

1:02



1 Listen, look and say.

Monday 13th May



1 wake up



2 eat breakfast



6 go to the park



7 play football



3 get dressed



4 go to school



8 do my homework



9 play video games



5 go home



10 watch TV

1:03



2 Listen, find and say.



3 Play a game.

Warm-Up

- Display a cardboard or plastic clock and set the time for 7:00. Say: *This clock shows the time. It is 7:00.* Then have pupils look at the pictures in the Pupil's Book, page 4, Activity 1. Say: *These pictures show things we do. What does the girl do at 7:00 in the morning?* Model the answer by miming waking up in the morning. Change the clock to show 7:30 and ask pupils to mime what the boy does at 7:30. Continue through the day, having pupils mime activities done at each time.

Using Page 4

1 1:02 Listen, look and say.

INVOLVE

Explain the lesson objective – pupils will talk about daily activities children do and name the times of the day.

- Read the directions aloud. Say: *These pictures show ten activities. The clocks show times.*
- Play audio track 1:02 and have pupils listen and read.
- Replay the audio and have pupils point to the pictures and say each phrase with you.

MONITOR

Read the ten phrases in random order. For each one, have pupils point to the corresponding picture. Then read the ten times of day in random order and have pupils point to the clock that shows each time.

2 1:03 Listen, find and say.

- Point to the phrases in Activity 1 and say each one aloud. Have pupils repeat after you.
- Read the directions aloud. Play audio track 1:03. Have pupils listen, point to each phrase and repeat.

MONITOR

Check to make sure pupils are pointing to the correct phrases.

ASSIST

Hold up the relevant flashcards as they listen, to help pupils associate the phrases with the audio.

3 Play a game.

- Explain to the pupils that you are going to say a daily activity from Activity 1 and they have to say what time it corresponds to. Say: *go to the park.* Elicit *four o'clock.* Continue with two more examples. Place pupils in pairs and have them complete the activity.

MONITOR

Check that pupils are matching the times and activities correctly.

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



Point out that there are two common ways to read 4:45: *four forty-five* and *a quarter to five*. Have pupils use the cardboard clock to name and model other times that can include the phrase *a quarter to*.

Application and Practice Activity

- On the board, draw nine clocks, each showing the times represented in Activity 1. Point to the first one and say: *It's seven o'clock in the morning. I wake up.* Then say: *It's eight o'clock in the evening. I watch TV.* Continue with the rest of the clocks.
- Have pupils come to the board and tell the class what they do at different times as they point to the clocks.

OBJECTIVES

To talk about daily activities people do

To name times of the day

Key Vocabulary

Verbs: do my homework, eat breakfast, get dressed, go home, go to school, go to the park, play football, play video games, wake up, watch TV

Times: seven o'clock, seven thirty, seven forty-five, seven fifty-five, three thirty, four o'clock, four twenty-five, five twenty-five, seven fifteen, eight fifteen, in the morning, afternoon, evening

Materials

Cardboard or plastic clock

Flashcards 1–10

Audio tracks 1:01–02

Interactive activities (eText)

Digital activities: MyEnglishLab



Page 2

Answers on page T148

OBJECTIVES

To talk about daily activities

To name times of the day

To sing a song

Key Vocabulary

Verbs: do my homework, eat breakfast, get dressed, go home, go to school, go to the park, play football, play video games, wake up, watch TV

Times: seven o'clock, seven thirty, seven forty-five, seven fifty-five, four o'clock, four forty-five, eight fifteen, five twenty-five, in the morning, afternoon, evening

21st Century Skills

Critical Thinking

Materials

Flashcards 1–10

Audio tracks 1:04–06

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 3

Audioscript on page T139

Answers on page T148

TEACHING TIP

Auditory Learners

For pupils who enjoy music, you may wish to play the karaoke version of the song first (audio track 1:05). Recognising the tune and song structure can help prepare these pupils to sing the words when you play the complete song.

Warm-Up

- Explain to the pupils that they will play a miming game. Have a volunteer come to the front of the class. Say to him/her: *I eat breakfast*. Mime it together with the pupil. Say another action and have the pupil mime the action on their own.
- Place pupils in small groups and have them play the game.

Using Page 5

4 Listen and sing. Does Kate eat breakfast?

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

- Read the directions aloud. Play audio track 1:04. Have pupils listen and read along with the song quietly.
- Replay the audio. Have pupils sing along. Then ask pupils to read the song silently again and find the answer to the question: *Does Kate eat breakfast?*
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 1:05). Or, if you wish, save the karaoke version for use at another time as a fun way to review the song.

MONITOR | Observe pupils to see if they are comfortable learning the new song. Review answers as a class. (*Answer: Yes, she does.*)

5 Read, match and say. Ask and answer.

- Point to and say each different time represented in the left column of the activity. Have the pupils point and repeat after you. Then randomly say a time and have pupils point to it.
- Read the directions aloud. Have pupils match the times with the sentences.

MONITOR | Check to make sure pupils are matching the correct items. (*Answers: 1 c, 2 d, 3 a, 4 b, 5 f, 6 g, 7 h, 8 e*)

- Read the speech bubbles aloud and have pupils repeat after you. Direct them to Activity 1 and ask them which item shows *She wakes up at seven o'clock*. (Item 1.)
- Have pupils look at the second time in Activity 5 and ask: *What time does he eat breakfast?* Elicit *At seven thirty*.
- Place pupils in pairs and have them ask and answer for each of the times in Activity 5.

Big Thinking Critical Thinking

Explain the terms *inside* and *outside* by pointing to the classroom and saying: *inside* and then pointing out of the window and saying: *outside*. Then draw two columns on the board, one titled *Inside*, the other one *Outside*. Ask: *Where do you eat breakfast?* Elicit *Inside* and write *eat breakfast* under the corresponding column. Continue with all the daily activities in Activity 1, using the flashcards as prompts if necessary.

MONITOR | Make sure pupils have understood the difference between *inside* and *outside*. (*Possible answers: Inside activities: do my homework, watch TV, play video games; Outside activities: go home, go to school, play football, go to the park*)

- Assign Activity Book page 3 and direct pupils to digital activities.

Application and Practice Activity

- Explain to the pupils that they will correct your sentences. Say: *I eat breakfast at seven o'clock in the evening and I do my homework at seven o'clock in the morning*. Ask pupils why these are incorrect. (We eat breakfast in the morning and do homework in the afternoon/evening). Have a pupil come to the front of the class and ask him to make an incorrect sentence. He chooses a fellow classmate to correct him. That pupil then comes to the front and continues. Continue until all the pupils have had a turn saying an incorrect sentence.

Listen and sing. Does Kate eat breakfast?



Hurry, Kate!
It's Monday, 7:30.
Kate has to wake up.
Her mum sees the clock and says
Wake up sleepy head.

Go, go, go! Hurry, Kate!
Hurry, Kate! You can't be late!

Kate eats breakfast, she gets dressed.
It's 7:45.
It's time to go to school.
And she can't be late!

Chorus
Kate's got her backpack
And she's got her lunch.
What time is it now?
Oh, no, it's time to go!

Chorus

5 Read, match and say. Ask and answer.

- | | |
|--------|--------------------|
| 1 7:00 | a seven forty-five |
| 2 7:30 | b seven fifty-five |
| 3 7:45 | c seven o'clock |
| 4 7:55 | d seven thirty |
| 5 4:45 | e five twenty-five |
| 6 4:00 | f four forty-five |
| 7 8:15 | g four o'clock |
| 8 5:25 | h eight fifteen |

When does she wake up?

She wakes up at seven o'clock.



THINK BIG

Which activities do you do inside? Which do you do outside?

Story

6 Listen and read. What does Luke do after school?

I Love Mondays!



1 Luke wakes up and goes into the kitchen.



2 Before school, Luke always eats breakfast.



3 After breakfast, he brushes his teeth. Then he washes his face.



4 He gets dressed.



5 He puts on his shoes. He's ready for school.



6 But there's no school today!

7 Read and say before school or after school.

- 1 Luke eats breakfast.
- 2 Luke gets dressed.
- 3 Luke plays football.
- 4 Luke puts on his shoes.
- 5 Luke wakes up.
- 6 Luke plays basketball.

THINK BIG Do you like Mondays? Why/Why not? What different things do you do on different days?

6 Unit 1

reading Unit 1 7

Warm-Up

- Ask seven pupils to come up to the front of the class. Give each pupil an index card with a different day of the week written on it. Have pupils arrange themselves in the order of the days of the week.
- Have pupils ask each other riddles about their days of the week. Model: *I am the day before Tuesday. What day am I?* (Monday) *I am the day after Saturday. What day am I?* (Sunday)

Using Page 6

6 1:07 Listen and read. What does Luke do after school?

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

- Have pupils read the title aloud and preview the pictures in the story frames. Point to and read the name *Luke* aloud. Have pupils repeat. Explain that Luke and his mother are talking. It is Monday morning.
- Read the directions aloud. Have pupils look at the story. Point to the numbered sentences at the bottom of each frame and say: *These sentences tell what happens.* Then point to the speech bubbles and say: *These speech bubbles tell what Luke and his mother say.*
- Explain how the narration and speech is presented in the audio. Say: *First, you will hear what happens in each picture. Then you will hear what Luke and his mother say.*
- Play audio track 1:07 and have pupils listen and read silently.
- Ask: *What does Luke do after school?* Elicit the correct answer. (*Luke plays basketball or football after school.*)

MONITOR Ask questions to check for understanding. Say: *Look at Frame 2. What is Luke doing?* (eating breakfast) *What is Luke doing in Frame 3?* (brushing his teeth) *What does Luke's mum want to tell him?* (Today is a holiday. There is no school.)

ASSIST Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words, e.g. say: *Eleven ten is ten minutes after eleven.* and draw the time on the board.

- **21st Literacy Information** Have pupils look at Luke's words in his speech bubbles. Ask: *How can you tell that Luke is excited?* (Many of his sentences end with exclamation marks.) Point out that many of his mum's sentences end with three dots. Ask: *What do the three dots mean?* (that each time his mum tries to talk, Luke interrupts her before she can finish)

Using Page 7

7 Read and say *before school* or *after school*.

- Review the words *before* and *after*. Show pupils a clock. Have them name times *before* and *after* the current time. Model: *It is 10:30 in the morning. 10:00 comes before 10:30. 11:00 comes after 10:30.*
- Read the directions aloud. Model completing the first item for pupils. Say: *Luke eats breakfast before school.* Have pupils complete the activity independently.

MONITOR | Review answers as a class. (*Answers: 1 before school, 2 before school, 3 after school, 4 before school, 5 before school, 6 after school*)

ASSIST | Discuss and correct any errors in understanding.

CHALLENGE | Intentionally ask pupils questions that will have them correcting you, e.g.: *Does Luke eat breakfast after school?* Elicit *No, he doesn't. He eats breakfast before school.*

THINK BIG 21st Communication

- Read the story aloud to the class. Ask the pupils to talk in pairs about why Luke likes Mondays. Give them some time for discussion.
- Then ask pupils if they like Mondays and why/why not? Ask them what they usually do on Mondays? Continue the discussion by going through each day of the week.

MONITOR | As pupils are talking, listen for correct pronunciation.

ASSIST | Display the index cards with the days of the week on them.

CHALLENGE | Have pupils write a sentence for each day describing what they do on it and if they like it or not.

- Assign Activity Book page 4 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils draw pictures of something they do before or after school. Display the pictures and have the class guess whether each activity happens before or after school. Allow the artist to say whether or not pupils' guesses are correct.
- Encourage pupils to add a caption underneath their drawing. Model: *I eat breakfast before school. I play basketball after school.*
- Have pupils check to make sure that their captions are written and punctuated correctly.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: art, holiday, ready, teeth

Verbs: brush, eat, draw, wash, put on

Adverbs: before, after

Times: eleven ten, two fifteen

21st Century Skills

Communication

Literacy Information

Materials

Index cards

Audio track 1:07

Digital activities:
MyEnglishLab



Page 4

Answers on page T148

Summary

Luke wakes up and gets ready for school. He is excited because he loves Mondays. He eats breakfast, brushes his teeth and gets dressed. Finally, his mum tells him that it's a holiday so there's no school.

TEACHING TIP

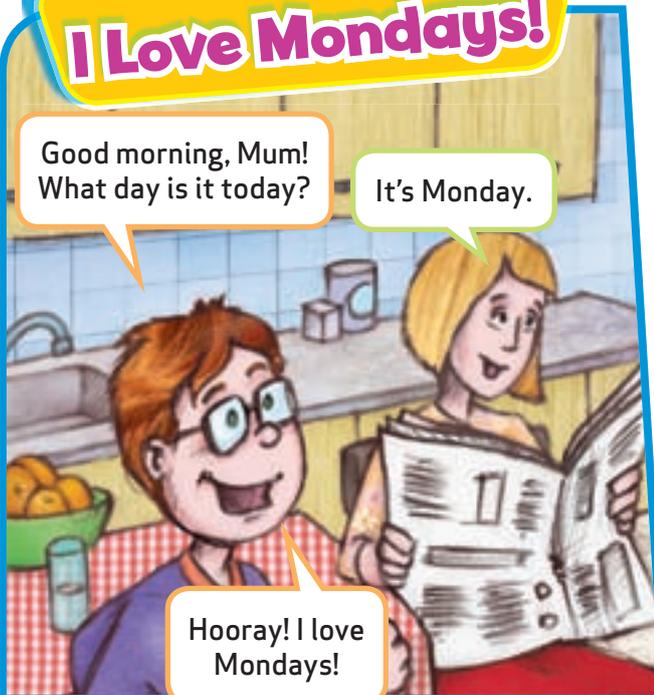
Calendars

Point out that calendars in some countries begin with Sunday on the left; in other countries they begin with Monday on the left. For some children, the school week starts on Sunday and for others on Monday. Explain that the dates do not change: All countries use the same numbers for the days. If possible, show pupils samples of each calendar layout. Ask advanced pupils which style they prefer and why.



Listen and read. What does Luke do after school?

I Love Mondays!



Good morning, Mum!
What day is it today?

It's Monday.

Hooray! I love
Mondays!

1 Luke wakes up and goes into the kitchen.



Before lunch, at eleven ten, I've got Art. Art is fun!

But...

2 Before school, Luke always eats breakfast.



We draw pictures.
We paint. It's great!

But today...

3 After breakfast, he brushes his teeth. Then he washes his face.



After lunch, at two fifteen, we've got English. I love English!

But Luke...

4 He gets dressed.



5 He puts on his shoes. He's ready for school.



6 But there's no school today!

7 Read and say **before school** or **after school**.

- 1 Luke eats breakfast.
- 2 Luke gets dressed.
- 3 Luke plays football.
- 4 Luke puts on his shoes.
- 5 Luke wakes up.
- 6 Luke plays basketball.

**THINK
BIG**

Do you like Mondays? Why/Why not?
What different things do you do on different days?

1:08



Listen and look at the sentences. Help Luke and Amy make more.




9 Read and match. Make sentences with a partner.

- | | |
|------------------------------|-----------------------------------|
| 1 Sam eats breakfast at 7:30 | a games at 5:00 in the afternoon. |
| 2 Jack wakes up at | b in the morning. |
| 3 Paula gets | c TV at 8:00 in the evening. |
| 4 Tim does his homework in | d dressed at 7:50 in the morning. |
| 5 Sandra plays video | e 6:45 in the morning. |
| 6 Alice watches | f the afternoon. |

10 Look at 9. Ask and answer.



When does Paula get dressed?



She gets dressed at seven fifty.

Warm-Up

- On the board write 7:00, 7:30, 8:00 in one column on the far left, titled *In the morning*. On the far right, make a column with 3:30, 5:30, 8:15 titled *In the afternoon/evening*. Between the two columns stick flashcards of different activities such as *eat breakfast, get dressed, go to school, go home, watch TV* and *do my homework* in random order.
- As you point to the different times and activities, say: *I wake up at seven o'clock in the morning. I go home at three thirty in the afternoon.*
- Have a volunteer come to the board and make his/her own sentences. Continue until all pupils have come to the front. Explain that they can talk about as many activities as they like.

Using Page 8

8 Listen and look at the sentences. Help Luke and Amy make more.

- INVOLVE** | Explain the lesson objective – pupils will make questions and answers about daily activities.
- 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 1:08. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
 - Have pupils practise making questions and answers using the alternative language provided on blocks at the top of the board.
- MONITOR** | Check for understanding. Ask: *What time do you go to school? What time do you watch TV?* Accept all logical times.
- CHALLENGE** | Have pupils look at Activity 1, choose a random activity and say: *Seven fifteen in the evening. What does she do?* Elicit *She plays video games.*



Remind pupils that 9:00 can be a time in the morning or at night. Revise *in the morning, in the afternoon* and *in the evening*.

9 Read and match. Make sentences with a partner.

- Have pupils look at the column on the left and read each phrase aloud, pausing after each one. Encourage pupils to complete the phrase with their own ideas, e.g.: *Sam eats breakfast at seven thirty in the morning.*
 - Have pupils look at the left column and again read each phrase aloud, pausing after each one.
 - Read directions aloud and have pupils match the sentences.
- MONITOR** | As pupils are making sentences, check that they have matched them correctly. (Answers: 1 b, 2 e, 3 d, 4 f, 5 a, 6 c)

10 Look at 9. Ask and answer.

- Tell pupils they will ask and answer questions about what the children in Activity 9 do. Read the directions and the speech bubbles aloud. Place pupils in pairs and have them do the activity independently.
- MONITOR** | Walk around the room and listen for proper pronunciation, appropriate intonation and correct use of language.
- Assign Activity Book page 5 and direct pupils to digital activities.

Application and Practice Activity

- On the board draw a boy and a girl, each in a big circle. In the circle, write five different times and activities e.g.: *7:30 get dressed, 8:00 watch TV*. Ask: *When does she ... ?* (refer to an activity in the girl's circle). Elicit the correct answer. Continue until all pupils have answered a question.

OBJECTIVES

To ask questions about daily activities in relation to time

To use unit language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Verbs: do my homework, get dressed, go home, go to school

Times: seven twenty, two fifteen, eight ten, in the morning, afternoon, evening

Materials

Flashcards 1–10

Audio tracks 1:08, 1:10

Digital activities:
MyEnglishLab



Page 5

Audioscript on page T139

Answers on page T148

OBJECTIVES

To ask and answer about what time it is

To talk about schedules

Key Vocabulary

Verbs: wake up, go home, get dressed, get up, eat breakfast, do my homework, go to school, play football, eat dinner, ride my bike

Times: six thirty, three twenty, seven, six forty five, seven fifteen, four forty-five, seven thirty, five thirty, six thirty, three thirty

Materials

Cardboard or plastic clock

Flashcards 1–10

Audio track 1:09

Audioscript, page T139

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 6

Answers on page T148

Warm-Up

- Place the plastic clock at the front of the class and ask a volunteer to come to the front. Say: *It's three thirty* and have the pupil place the hands of the clock in the correct position. Continue until all pupils have had a turn.

Using Page 9

11 Listen and find the clocks.

INVOLVE

Explain the lesson objective – pupils will talk about different times of the day and about schedules.

- Look at the clocks in Activity 11 and have volunteer pupils tell you what time it is on each one.
- Tell them they will listen to the audio and should find the correct clock based on what they hear.
- Read the directions aloud. Play audio track 1:09 pausing after each sentence.

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

ASSIST | If necessary, repeat the audio.

12 What does Claudia do before and after school? Make sentences.

- On the board make two columns titled *Before* and *After*. Ask pupils what they do before and after school. Write the activities on the board in the relevant columns.
- Read the directions aloud. Place pupils in pairs and have them complete the activity orally.

MONITOR | As pupils complete the exercise, check that the activities are placed in the correct place e.g. *before* or *after*. (Possible answers: *Claudia wakes up before school. Claudia does her homework after school.*)

13 Look at 12. What does Claudia do in the morning, afternoon and evening?

- Read the directions aloud. Ask volunteers to read the speech bubbles at the bottom of the page. Then have pairs or small groups work together to talk about what Claudia does before and after school.

MONITOR | As pupils work, listen for proper intonation and check that they are referring to the correct times and activities.

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

Application and Practice Activity

- Have pupils create their own schedules showing things they do before and after school. Remind pupils to list a time for each activity.
- Have partners use their schedules to tell each other about things they do before and after school.

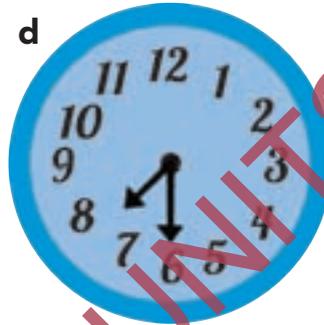
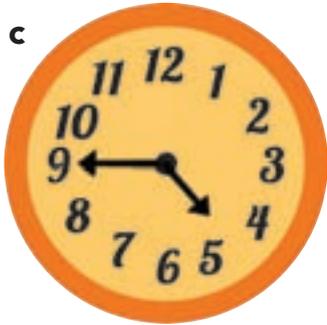
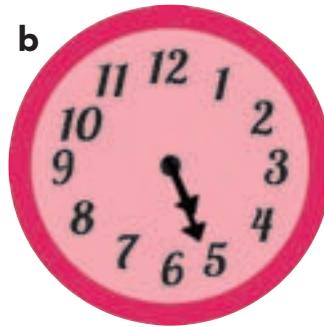
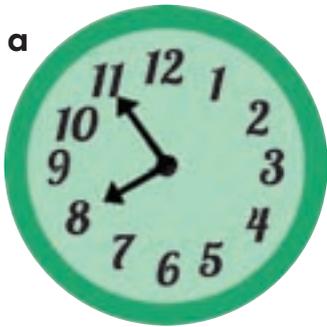
MONITOR | As pupils work, listen and identify those who are having difficulty producing the target language.

ASSIST | Provide models for pupils who need help and use the flashcards as prompts.

1:09



Listen and find the clocks.



12 What does Claudia do before and after school? Make sentences.

Claudia's Schedule

- 6:30 wake up
- 3:20 go home
- 7:00 get dressed
- 6:45 get up
- 3:30 ride my bike
- 5:30 play football
- 4:45 do my homework
- 7:15 eat breakfast
- 6:30 eat dinner
- 7:30 go to school

13 Look at 12. What does Claudia do in the morning, afternoon and evening?



Claudia wakes up at 6:30 in the morning.

She plays football in the afternoon.



14 Look, listen and repeat.

bacteria cough decay germs healthy ill sneeze

15 Listen and read. What are bacteria?

Keep It Clean!

Washing your hands, showering and brushing your teeth are three easy things you can do each day to keep yourself clean and healthy.



Have a shower

When your parents tell you to have a shower, they are giving you good advice. Wash your face, behind your ears and under your arms. Make sure you wash your whole body well. Use warm water and soap to wash away bacteria. Bacteria are tiny living things that can make you ill.

Brush your teeth

To keep your teeth strong and healthy, make sure you brush them twice a day. Brush them in the morning after breakfast. And brush them at night before you go to sleep. Brushing your teeth cleans away bacteria that can cause tooth decay. It's important to brush your teeth for two minutes.

Wash your hands

Every day, our hands pick up millions of germs that can make us ill. It's important to wash your hands with soap and water for at least 20 seconds. Wash your hands before you eat, after you go to the toilet, after you cough or sneeze and any other time your hands get dirty.

THINK BIG What other things can you do to stay healthy?
Where can we learn about staying healthy?

16 Read and say true or false.

- 1 Have a shower to wash away bacteria.
- 2 Bacteria can make you ill.
- 3 Brush your teeth only once a day.
- 4 Brushing your teeth causes tooth decay.
- 5 Our hands pick up germs that make us healthy.
- 6 Wash your hands after you cough or sneeze.

17 Ask and answer.

brush/teeth? comb/hair? have/shower? take/bath? wash/hands?



When do you brush your teeth?

I brush my teeth after breakfast and before I go to sleep.



PROJECT

18 Make a **Keep It Clean** poster. Then present it to the class.



Eat healthy food.



Brush your teeth after you eat sweets.



Eat healthy food.

Warm-Up

- Teach pupils the meanings of the words *dirty* and *clean* to connect the lesson with the ideas of *before* and *after*. Then have volunteers mime washing their hands, brushing their teeth or taking a shower and have other pupils use the words *dirty* and *clean* in sentences in response to what the volunteers are doing. Model: *Before you wash your hands, they are dirty. After you wash your hands, they are clean.*

Using Page 10

14 **1:11** Look, listen and repeat.

INVOLVE

Explain the lesson objective – pupils will read about things people do to stay clean and healthy, ask and answer about how they keep clean and make a poster.

- Read the directions aloud and play audio track 1:11 once through.
- Play the audio again, this time pausing after each word so that pupils can repeat. Explain to pupils that they will now learn the words in context.

15 **1:12** Listen and read. What are bacteria?

- Have pupils look at the photos and tell you what they see. Ask what these items do and where they are found.
- Play audio track 1:12 and have pupils listen and read. Tell pupils to make a note of any words they do not understand.
- Pause after each section and ask questions to check for understanding. Ask: *Why do people have a shower?* (to wash away bacteria that can make you ill) *When should you wash your hands?* (before you eat, after you go to the toilet, after you cough or sneeze, whenever your hands are dirty)
- Have pupils find the words from the Activity 14 word box in the text and make sure they have understood them.
- Ask the question: *What are bacteria?* Pupils look back at the text to find the answer. (*Bacteria are tiny living things that can make you ill.*)

ASSIST

Replay the audio as necessary. Use simple language and gestures to explain any words that pupils wrote down while listening.

- Point out that *bacteria* is a scientific term. Bacteria are one kind of tiny living thing. *Germs* is not a scientific term. It is a common word that people use to describe tiny living things that can make people sick. Scientists do not use the word *germs* because it is too general in meaning.

THINK BIG 21st Critical Thinking

- Ask pupils why we go to doctors, what we should eat to be healthy, why exercise is important to encourage a discussion on ways to stay healthy. Ask pupils where we can learn about staying healthy (magazines, articles, the internet). (*Possible answers: If you want to stay healthy, you can play sports and go to bed early. We can learn about staying healthy at school and from our parents.*)

Using Page 11

16 Read and say true or false.

- Read the directions aloud. Complete Item 1 with the class. Then have pupils complete the activity independently, looking back at the text in Activity 15 to confirm their answers.

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

CHALLENGE | Have pupils correct each false sentence to make it true.

17 Ask and answer.

- Read the activities from the box aloud and mime each one with the pupils. Ask them when they do each activity.
- Place pupils in small groups. Ask two volunteers to read the dialogue. Have pupils ask and answer about the activities in the box in their pairs.

MONITOR | Have pupils mime the actions as they do the activity.

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

- Direct pupils to Activity 15 and ask them to recall what they do to keep clean. Write the activities they tell you on the board.
- Read the directions aloud and have pupils work alone, in pairs or in small groups to make their posters. Tell them they can draw ways of keeping clean or use pictures from magazines.
- Invite pupils to present their posters to the class by describing how they keep clean, using the speech bubble as a guide.

MONITOR | As pupils work, go round and ask them to tell you what they are drawing. When they are presenting their project, check for intonation and pronunciation.

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

Application and Practice Activity

- Have pupils work together to create a skit using the vocabulary items from Activity 14. Pupils may write down the dialogue or make it up as they go along, according to their preferences. Have pupils perform their skits for the class. Ask listeners to raise their hands each time they hear one of the words.
- Have pupils view the Unit 1 video segment. Use the Video Guide.

OBJECTIVES

To read and talk about ways to stay clean and healthy

To understand the importance of staying clean

To read and understand a science text

Content Words

Nouns: bacteria, cough, germs, healthy, sick, sneeze

21st Century Skills

Critical Thinking
Cross-Cultural Skills

Materials

Pictures of keeping clean from magazines, newspapers, etc

A3 paper, crayons, marker pens, coloured pencils

Audio tracks 1:11–12

Interactive activities (eText)

Video (eText)

Digital activities:
MyEnglishLab

AB

Page 7

Answers on page T148

TEACHING TIP

21st Cross-Cultural Skills

Point out that people from different cultures say different things to someone after he or she sneezes. Have volunteers pretend to sneeze and model these responses: *Bless you. Gesundheit. Salud.* Explain that people in Arabic countries often say *alhamdulillah* ('praise be to God'). When a person in China sneezes, he or she is told *bai sui*, which means 'may you live 100 years'. In France, people say *à vos souhaits* ('may your wishes come true').



14 Look, listen and repeat.

bacteria cough decay germs healthy ill sneeze



15 Listen and read. What are bacteria?

Keep It Clean!

Washing your hands, showering and brushing your teeth are three easy things you can do each day to keep yourself clean and healthy.



Have a shower

When your parents tell you to have a shower, they are giving you good advice. Wash your face, behind your ears and under your arms. Make sure you wash your whole body well. Use warm water and soap to wash away bacteria. Bacteria are tiny living things that can make you ill.

Brush your teeth

To keep your teeth strong and healthy, make sure you brush them twice a day. Brush them in the morning after breakfast. And brush them at night before you go to sleep. Brushing your teeth cleans away bacteria that can cause tooth decay. It's important to brush your teeth for two minutes.

Wash your hands

Every day, our hands pick up millions of germs that can make us ill. It's important to wash your hands with soap and water for at least 20 seconds. Wash your hands before you eat, after you go to the toilet, after you cough or sneeze and any other time your hands get dirty.

THINK BIG What other things can you do to stay healthy?
Where can we learn about staying healthy?

16 Read and say **true** or **false**.

- 1 Have a shower to wash away bacteria.
- 2 Bacteria can make you ill.
- 3 Brush your teeth only once a day.
- 4 Brushing your teeth causes tooth decay.
- 5 Our hands pick up germs that make us healthy.
- 6 Wash your hands after you cough or sneeze.

17 Ask and answer.

brush/teeth? comb/hair? have/shower? take/bath? wash/hands?



When do you brush your teeth?

I brush my teeth after breakfast and before I go to sleep.



PROJECT

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



Eat healthy food.



Brush your teeth after you eat sweets.

I eat healthy food.



1:13

19

Listen and read. It's twelve fifteen in Texas, what time is it in California?



Time Zones

Do You Know What Time It Is?

Is it the same time everywhere in the world? No, it's not. That's because the world is divided into time zones. Look at the map of the United States. It's got four different time zones.

		two hours later	five more hours later
 New York	It's 1:15 in New York and Manuel and his friends are finishing their lunch.	Now it's 3:15 in New York and school is over. Manuel is playing video games.	It's 8:15 at night now in New York and Manuel is finishing his homework.
 Texas	In Texas, it's 12:15 and Maria is just finishing a Maths lesson.	In Texas, it's 2:15 and Maria is still in school.	In Texas, it's 7:15 and Maria is eating dinner.
 Montana	John, in Montana, is hungry and is thinking about lunch. He looks at the clock. It's only 11:15 in the morning!	It's 1:15 in Montana and John is finishing his lunch.	In Montana, it's 6:15 now and John is playing basketball with friends.
 California	And for Kara, in California, it's only 10:15 in the morning.	Kara, in California, looks at the clock and it's 12:15. Hooray! It's lunchtime!	In California, Kara is playing with her sister. It's 5:15.

20 Look at 19 and make false sentences, then correct.

It's three fifteen and Manuel is playing football.

No, he's playing video games.

THINK BIG It's ten o'clock in the morning where you are. Find out what time it is in Buenos Aires, Cairo and Sydney.

Warm-Up

- Have groups of pupils play a game to practise adding and subtracting hours. A volunteer from each group should create a game board by drawing a big clock face. To begin the game, each player rolls one die. That number is his or her starting time. Model: *I rolled a 5. I start at five o'clock.* The first player rolls again and finds the times that many hours before or after. Model: *I am on 5:00. I rolled a 2. I can move to two hours before 5:00 or two hours after. I will move two hours after 5:00. I land on 7:00.* The first player to land on all twelve times is the winner.

Using Page 12

19 Listen and read. It's twelve fifteen in Texas, what time is it in California?

INVOLVE Explain the lesson objective – pupils will read and talk about what time it is in different parts of the United States.

- Point out the map at the top of the page. Ask: *What do the colours show?* (different time zones)
- Write these vocabulary items on the board: *California, map, Montana, New York, Texas, time zones.* Have pupils locate these words in the article before they read.
- Read the directions aloud. Have pupils listen to audio track 1:13 and locate the times in the text.
- Ask the question: *It's twelve fifteen in Texas, what time is it in California?* Pupils look back at the text to find the answer. (*It's ten fifteen in the morning.*)

ASSIST Replay the audio as necessary. Use simple language and gestures to explain unfamiliar words.

20 Look at 19 and make false sentences, then correct.

- Read the speech bubbles aloud and have pupils read along with you.
- Have pupils look at Activity 19 and say false statements about each child in the text. Write them on one side of the board. Have pupils orally correct the sentences that are written on the board. Write the correct statements next to the false ones.

MONITOR Listen for proper pronunciation, appropriate intonation and correct use of language.

CHALLENGE Place pupils in pairs. Have one pupil say a false statement about each child in Activity 19 and the other one correct him.

THINK BIG 21st Global Awareness

- Take out a world map or globe that has different time zones on it. Tell pupils that there are 40 time zones around the globe. Have a volunteer come to the front and ask him to look for a city and to tell you what time it is there. Continue with a few more pupils. Then, have pupils find the times for the countries mentioned in the rubric. An alternative would be to set this for homework so that pupils can research the topic on the internet.
- Assign Activity Book page 8 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils write sentences for the vocabulary items they located in the text (*California, map, Montana, New York, Texas, time zones*). Tell them to write their sentences on index cards, replacing each item with a gap. Partners can then exchange cards and guess which vocabulary item completes the sentence. Model: *When it is 4:00 in California, it is 6:00 in* (Texas)

OBJECTIVES

To read and talk about time zones

To understand the concept of time zones

Content Words

California, map, Montana, New York, Texas, time zones

21st Century Skills

Global Awareness

Materials

Dice
Game pieces or markers
World map or globe with time zones
Index cards
Audio track 1:13
Digital activities:
MyEnglishLab

AB

Page 8

Answers on page T148

TEACHING TIP

Labelling the Map

Pupils may wish to label the time zone map with sample times, such as 1:00, 2:00, 3:00 and 4:00. This can help them remember that the time zones move ahead in time from west to east.

OBJECTIVES

To learn the difference between a subject and a verb

To use unit vocabulary in sentences

To write about their day

Key Vocabulary

subject, verb

Materials

Index cards

Digital activities:
MyEnglishLab

AB

Page 9

Answers on page T148

Warm-Up

- On the board, write the terms *Subject* and *Verb*. Under *Verb* write the word *eat* and under *Subject* write the word *Luke*. Explain to the pupils that a verb describes an action whereas a noun describes a person or thing.
- Have pupils write five verbs and five subjects on their index cards in pairs. Then have them mix up their cards and place them face down. They pick up one card at a time and say whether it's a verb or subject.

Using Page 13

21 Read and find.

INVOLVE Explain the lesson objective – pupils will distinguish between a verb and a subject and write about their day.

- Read the directions aloud and then read the text in the box. Explain the difference between a verb and subject again if necessary.
- Have pupils read Item 1 silently and find the subject and the verb.

MONITOR Check the answer as a class by writing the sentence on the board and showing which is the verb (*ride*) and which is the subject (*I*).

22 Find the subjects and verbs. Compare with your partner.

- Write Item 1 on the board. Read it aloud and have pupils repeat after you.
- Ask a pupil to tell you which word in the sentence is the verb. Ask another pupil to tell you which word is the subject.
- Have pupils complete the activity independently and then compare their answers with a partner.

MONITOR Review answers as a class. (Answers: 1 Andrew, eats, 2 Marcia, goes, 3 We, go, 4 My brother, does, 5 You, eat)

23 What's missing, subject or verb? Make new sentences and compare with a partner.

- Read aloud Item 1 and elicit the correct answer.
- Have pupils find what's missing in each item – the subject or the verb – and think of a suitable word to fill each gap.
- In pairs, pupils tell each other their new sentences and compare them.

MONITOR Review answers as a class. (Answers: 1 verb, 2 subject, 3 subject, 4 verb, 5 subject. Possible answers: 1 wakes up, 2 Alex, 3 sister, 4 eats (lunch), 5 I)

24 Read about Jack's day. Change all the information in blue and red. Write a new paragraph.

- Have volunteers read sentences from the paragraph individually.
- Read the directions aloud and have pupils complete the activity on their own or with a partner, writing their new paragraph in their notebooks.

MONITOR Check the answers as a class. (Possible answer: Sally has a shower at six ten in the morning. She eats breakfast and gets dressed before school. etc.)

25 Write four sentences about your day. Read them to your partner.

- Read the directions aloud and have pupils do the activity, writing four sentences about their day in their notebooks.
- When they have finished writing, invite pupils to read their sentences aloud.
- Assign Activity Book page 9 and direct pupils to digital activities.

Application and Practice Activity

- Use the index cards from the Warm-up activity and place them face down.
- Have pupils line up in two teams. Show a card to the pupils at the front and ask them to say the correct term (*verb* or *subject*). If it's correct they sit down, if not, they go to the back of the line. The team with no players on the line is the winner.

21 Read and find.

A sentence has got a **subject** and a **verb**.
She eats breakfast before school.

- 1 I ride my bike to school.

22 Find the subjects and verbs. Compare with your partner.

- 1 Andrew eats lunch at 12:30.
- 2 Marcia goes to school at 8:05.
- 3 We go home at 3:50 in the afternoon.
- 4 My brother does his homework at 4:30.
- 5 You eat dinner with your family in the evening.



23 What's missing, subject or verb? Make new sentences and compare with a partner.

- 1 Bridget ? at 6:45 in the morning.
- 2 ? eats breakfast at 7:00.
- 3 Her ? goes to the park with friends.
- 4 Beth ? after school with her family.
- 5 ? get dressed in the morning.

24 Read about Jack's day. Change all the information in **blue** and **red**. Write a new paragraph.

Jack **wakes up** at six ten in the morning. **He has a shower** and gets dressed before school. **He** rides a bike to school and gets there at eight o'clock. **His brother** gets to school at eight ten. **Jack plays football** after school in the park. **He does his homework** at five fifteen. The family eat dinner together and then they **watch TV**.

25 Write four sentences about your day. Read them to your partner.



Listen, read and repeat.

1 a_e

2 i_e

3 o_e



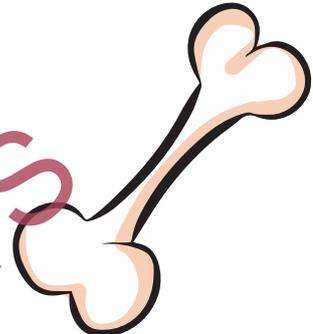
Listen and find. Then say.



face



bike



bone



Listen and blend the sounds.

1 g-a-me game

2 c-a-ke cake

3 t-i-me time

4 n-o-te note

5 h-o-me home

6 sh-a-pe shape

7 r-i-de ride

8 l-i-ke like



Read aloud. Then listen and chant.

What time is it?
It's time to play a game.
What time is it?
It's time to eat cake.
What time is it?
It's time to ride a bike.
What time is it?
It's time to go home.



Warm-Up

- Make flashcards (words only) using index cards for the words in this lesson (*face, bike, bone*) and a few other words with the same sounds that pupils know (*place, like, stone, etc.*).
- Write the letters *a, e, i* and *o* on the board. Show the cards one by one and read the words aloud. Invite volunteers to the board to point to the sounds on the board that are in the word on the card.

Using Page 14

26 1:14 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *a_e, i_e* and *o_e* individually and as part of words.

- Read the directions aloud. Play audio track 1:14 and have pupils listen and point to each sound as it is said. Have pupils repeat.
- Replay the audio and have pupils say each sound again.

MONITOR

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

27 1:15 Listen and find. Then say.

- Read the directions aloud. Play audio track 1:15 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

MONITOR

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

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.

28 1:16 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:16 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.

ASSIST

Replay the audio as needed.

29 1:17 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 1:17 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 correct use of language.

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

Application and Practice Activity

- Write a list of at least twelve *a_e, i_e* and *o_e* words on the board. Then have pupils turn a piece of A4 paper on its side (landscape) and divide it into three columns. Have them write the headings *a_e, i_e* and *o_e* at the top of each column.
- Have pupils copy the words from the board into the correct columns. They can also illustrate the words with simple drawings if they wish.
- Have pupils play Unit 1, Game 1 on the eText.

OBJECTIVES

To identify and say the letters and sounds *a_e, i_e* and *o_e* individually and as part of words

Materials

Index cards
A4 paper
Audio tracks 1:14–18
Game (eText)
Digital activities:
MyEnglishLab

AB

Page 10
Audiobook on page T139
Answers on page T148

OUTCOMES

Pupils can talk about different times of day

Pupils can talk about different activities

Pupils can understand when times make sense and when they do not

21st Century Skills

Social Skills
Self-Direction

Materials

Coloured index cards
Cardboard clock
Game (eText)
Digital activities:
MyEnglishLab



Page 11

Answers on page T148

TEACHING TIP

Sentence Structure

Help pupils recognise that they can put times at the beginning or the end of a sentence. Show two cards: *9:00 in the morning* and *wake up*. Model two sentences you can make by arranging the cards in different orders: *At 9:00 in the morning, my sister wakes up.* *My sister wakes up at 9:00 in the morning.*

Warm-Up

- Introduce the word *silly* by telling pupils you will say some silly sentences. Point to your ear and say: *This is my nose*. Hold up a book and say: *This is a chair*.
- Have pupils say their own silly sentences. Ask pupils to respond by correcting each silly sentence. Model: *That's silly! That's not your nose. It's your ear.*

Using Page 15

30 Choose the correct answer.

INVOLVE

Explain the lesson objective – pupils will review different activities and times, make sentences about their day and play a game.

- Read the directions aloud. Read the first sentence aloud and have pupils choose the correct answer. Have pupils complete the activity on their own.

MONITOR

Review answers as a class. (Answers: 1 *When*, 2 *wakes*, 3 *before*, 4 *at*, 5 *afternoon*, 6 *does*, 7 *to*, 8 *plays*)

31 Make three sentences about things you do before school and three for after school.

- Read the directions aloud and have pupils complete the activity by writing their sentences in their notebooks. When they have finished, invite pupils to read their sentences to the class.

32 Play the *Silly Sentences* game.

- Give groups of pupils index cards in two colours. Have pupils write times on ten cards of one colour. Read the sample card aloud: *6:15 in the evening*. Tell pupils that each card should have a time and one of these phrases: *in the morning*, *in the afternoon*, *in the evening* or *at night*.
- Then have pupils write ten activities on cards of the second colour. Read the sample card aloud: *eat breakfast*.
- Read the dialogue on the page aloud, then model sentences with other subjects: *He goes to school at 8:00 at night*. Point out that some card pairs will make sensible sentences. Model: *That's not silly. That makes sense!*
- Pupils work in groups to play *Silly Sentences*. Put the cards in two separate stacks. Taking turns, they take a card from each stack and make a silly sentence.

MONITOR

As pupils play the game, listen for proper pronunciation, appropriate intonation and correct use of language.

- **21st Social Skills** Ask: *When is it OK to be silly? When should you try not to be silly?* Help pupils conclude that being silly is OK when playing games or having fun with friends and family. Being silly is not helpful when people are trying to work or learn.

I Can

- **21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Read the statements aloud. Explain that the pupils should write in their notebooks the skills they feel they can do. 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

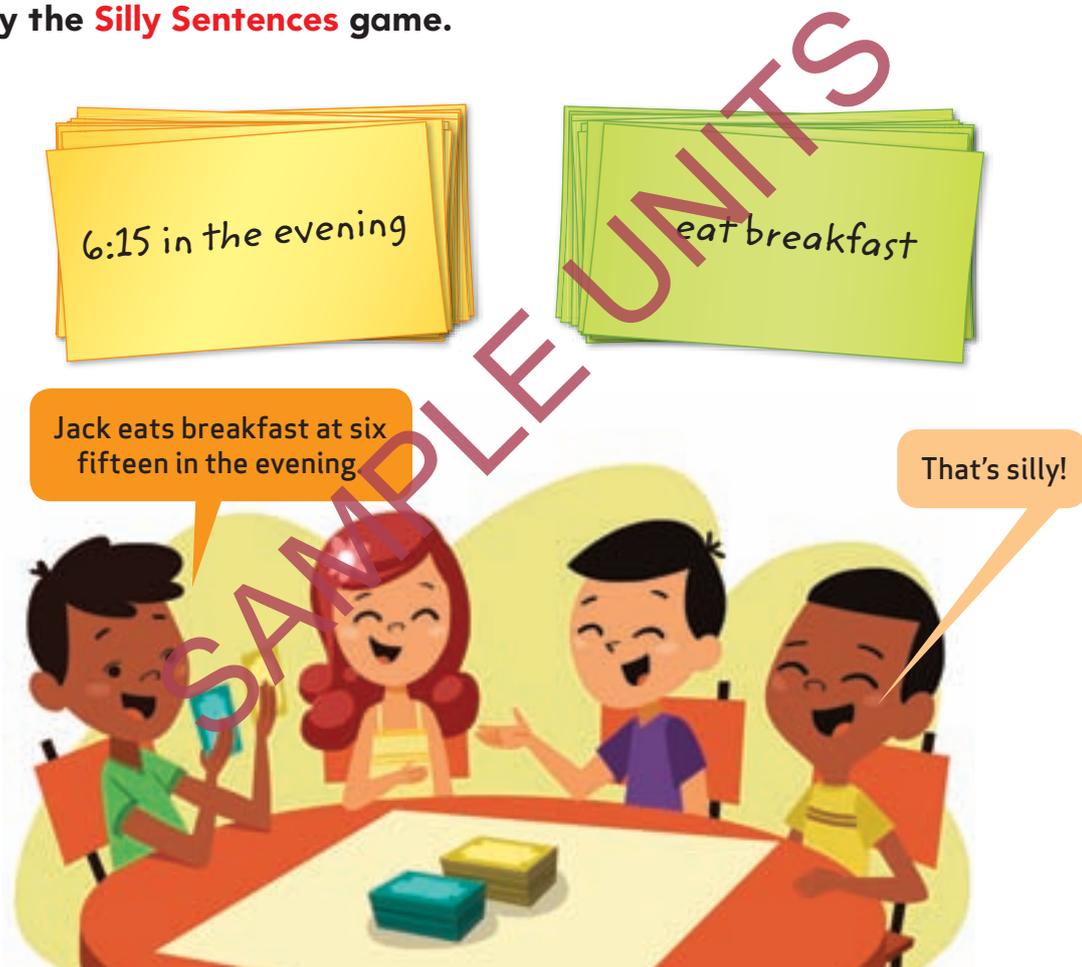
- Have teams work on a roleplay that shows what pupils do on a mixed-up day. They can use their silly sentences for ideas. Suggest that pupils mime the events in time order, from morning to night. Model: *At 6:30 in the morning, we go to bed. Then at 7:00 in the morning, we eat dinner.*
- Have pupils play Unit 1, Game 2 on the eText.

30 Choose the correct answer.

When/What does Mia wake up on Friday? She **wakes/wake** up at seven fifteen because she has a shower, gets dressed, eats breakfast and brushes her teeth **before/after** school. She goes to school **at/in** eight o'clock. School finishes at three thirty in the **morning/afternoon**. When **do/does** she do her homework? At four fifteen. Then she goes **to/at** the park and **plays/playing** baseball with her friends.

31 Make three sentences about things you do before school and three for after school.

32 Play the **Silly Sentences** game.



I Can

- talk about what people do before and after school.
- talk about different times of the day.
- talk about keeping clean.
- find and use subjects and verbs.

unit 3

Working Hard!

Objectives

Vocabulary

- To name chores and other kinds of work
- To use adverbs of frequency

Reading

- To identify important ideas in a story ('I Have a Lot to Do')
- To use reading strategies to comprehend and appreciate a story

Grammar

- To ask and answer questions about chores using *have/has to*
- To use the adverbs *always, usually, sometimes* and *never*

Content Connection

- **Maths:** To learn about pocket money

Culture Connection

- **Around the World:** To read about chores done by children in different countries

Project

- To make a 'Chores Chart'

Writing

- To capitalize titles

Phonics

- To identify and say the letters and sounds for *ay* and *oy* individually and as part of words

Think Big

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

Key Vocabulary

Chores and Other Activities	Adverbs of Frequency	Everyday English	Content Words
clean my room do the dishes feed the cat make my bed practise the piano study for a test take out the rubbish walk the dog	always never sometimes usually	Hey! I'm busy! Good luck!	Alaska amount cents chores earn euro France goat farm help out pocket money shovel snow Singapore subtotal times total

Materials

Pupil's Book, Unit 3

- Main unit, pages 28–39
- Checkpoint Units 1–3, pages 40–43
- Cutouts for Checkpoint Activity Book, page 121
- Class Audio CD, Tracks 1:38–56

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 1:40–55

Assessment

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

Additional Materials

- Flashcards 19–26
- Video (eText), Unit 3
- Interactive activities (eText), Unit 3
- Digital activities (MyEnglishLab), Unit 3

Unit Opener Activities

Family Connection

Have pupils create a checklist that lists the chores done by people in their family. Pupils can begin the checklist by listing the activities shown in the unit. Pupils can add to the checklist as they complete the unit. Encourage pupils to discuss what they are learning with family members and report back to the class about chores they and their family members do every day or every week.

How We Help Bulletin Board

Create a bulletin board display entitled *How We Help*. Pupils can post drawings showing how they help at home and at school. Suggest that pupils draw 'Before' and 'After' pictures for chores such as making the bed, doing the dishes or taking out the rubbish. Pupils can add to the display throughout the unit as they learn to talk about more chores and other activities they do on a daily or weekly basis.

Checkpoint Activities | Units 1–3

Pupil's Book, pages 40–43, AB121

Guide pupils in discussions (spontaneous class, group or pair discussions) that enable them to apply the vocabulary and language skills they have learnt in the unit. Encourage pupils to assess themselves on how well they have learnt the material. As they do, pay attention to their performance. Target areas that need more practice before moving on to the next part of the lesson.

Activity Book, pages 32–33

THINK BIG Pupils use critical thinking and collaboration skills to complete an activity called 'Sue's Busy Day'. They choose a pathway through a maze with different options and organise the information they gather along the way. Pupils use communication and synthesis skills to predict what Sue will do next. When pupils have finished, invite volunteers to share their work in groups or pairs.

unit 3

Working Hard!



1 Listen, look and say.



1 make my bed



2 walk the dog



3 practise the piano



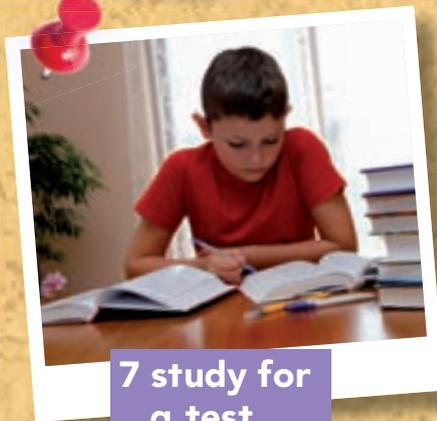
4 take out the rubbish



5 do the dishes



6 clean my room



7 study for a test



8 feed the fish



2 Listen, find and say.



3 Play a game.

Warm-Up

- Ask: *Do you help at home?* Encourage a general discussion on what chores they do to help at home. Ask general questions like when and how often they do chores, if they enjoy them and if there are any other chores they could offer to do.

ASSIST | As various chores are mentioned during the discussion, write a list of them on the board for pupils to refer to.

Using Page 28

1 1:38 Listen, look and say.

INVOLVE | Explain the lesson objective – pupils will talk about daily chores.

- Read the directions aloud. Play audio track 1:38 and have pupils listen and read.
- Replay the audio and have pupils point to the pictures and say each chore with you.

MONITOR | Read the eight chores in random order. For each one, have pupils point to the corresponding picture.

2 1:39 Listen, find and say.

- Point to the chores in Activity 1 and say each one aloud. Have pupils repeat after you.
- Read the directions aloud. Play audio track 1:39. Have pupils listen, point to each chore and repeat.

MONITOR | Check to make sure pupils are pointing to the correct chores.

ASSIST | Mime the chores to help pupils associate the action with the words.

3 Play a game.

- Explain to the pupils that you are going to show them a chore from Activity 1 and they have to mime it. Hold up the *feed the fish* flashcard and model how to mime the chore (show a glass bowl with your hands, then rub your fingers together over the bowl as if dropping fish food into the water). Encourage pupils to mime with you.
- Ask: *What do I do at home?* Elicit: *You feed the fish.* Hold up another flashcard and have pupils mime the chore. Ask: *What does he/she do at home?* and invite a volunteer to answer. Repeat for the remaining chores.

MONITOR | Check that pupils are miming the correct chores.

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

Application and Practice Activity

- On the board make a small chart that consists of two columns. In the column on the right, list four or five chores you do yourself at home. On the left, write the times you do these chores. Under the chart, write a sentence about each chore, e.g.: *I do the dishes in the evening.* Read them aloud.
- Have pupils make their own chart in their notebooks and read their sentences to the class.

OBJECTIVES

To talk about chores people do

Key Vocabulary

Verbs: clean my room, do the dishes, feed the fish, make my bed, practise the piano, study for a test, take out the rubbish, walk the dog

Materials

Flashcards 19–26
Audio tracks 1:38–40
Interactive activities (eText)
Digital activities: MyEnglishLab

AB

Page 22

Audioscript on page T140

Answers on page T149

OBJECTIVES

To sing a song

To talk about what days people do chores and other activities

To name the days of the week

Key Vocabulary

Nouns: chores

Verbs: clean my room, do the dishes, feed the fish, take out the rubbish, walk the dog

Adverbs of frequency: always, sometimes

21st Century Skills

Collaboration

Critical Thinking

Materials

A4 paper

Audio tracks 1:41–43

Interactive activities (eText)

Digital activities:
MyEnglishLab



Page 23

Audioscript on page T141

Answers on page T149

TEACHING TIP

Group Singing

Dividing the class into small groups may encourage some pupils to sing with more enthusiasm. Divide the class into three groups. Assign one verse of the song 'Different Twins' to each group. Ask all pupils to join in for the chorus.

Warm-Up

- **21st Collaboration** Place pupils in groups of three or four. Tell them they have to do all the chores from Activity 1, page 28 and that they have to discuss as a group and agree on who does what. Say: *I do the dishes and take the dog for a walk.*
- Have pupils discuss in their groups. Encourage each group to choose a 'secretary' who should write down what chores each member of the group does. When they have completed the activity, invite a 'spokesperson' from each group to present the agreed division of chores to the class, using: *(Name) (walks the dog).*

Using Page 29

4 Listen and sing. What chores does Matt do?

INVOLVE

Explain the lesson objective – pupils talk about when a set of twins do chores and sing a song.

- Read the directions aloud. Play audio track 1:41. Have pupils listen and read along with the song quietly.
- Replay the audio. Have pupils sing along. Then ask pupils to read the song silently again and make a note of the chores that Matt does.
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 1:42). Or, if you wish, save the karaoke version for use at another time as a fun way to review the song.

MONITOR

Observe pupils to see if they are comfortable learning the new song. Review answers as a class. (*Answer: Matt cleans his room and does the dishes.*)

ASSIST

Replay the audio as needed. Pause after each chore and mime them. Encourage pupils to mime with you.

5 Use the chart to ask and answer questions about Matt.

- On the board, revise the days of the week.
- Then have pupils look at the chart. Ask: *When does Matt do the dishes?* Elicit *On Thursday and Sunday.* Then ask two more questions with *when.*
- Then ask: *Does Matt take out the rubbish?* Elicit *No, he doesn't.*
- Read the speech bubbles aloud and have pupils repeat after you. Put pupils in pairs and have them ask and answer about the different chores in the chart.

MONITOR

As pupils work, go around and check for correct intonation and pronunciation.

THINK BIG 21st Critical Thinking

- Give pupils a sheet of A4 paper and have them divide it into two columns, one titled *Favourite* and the other *Day*. Tell them to choose and write their favourite chores from Activity 1 and the day(s) they do them. When they have finished, invite volunteers to present their lists to the class. Then ask pupils why we do chores. (*Possible answers: to help our parents, to keep our homes clean, to take care of our pets, to earn pocket money*)
- Assign Activity Book page 23 and direct pupils to digital activities.

Application and Practice Activity

- Extend the Think Big activity. Put pupils in pairs and have them look at their partner's list from the Think Big activity. Explain to them that they will present their partner's list to the class. Take one pupil's list and model: *Pete takes the dog for a walk on Sunday. He does the dishes on Tuesday.*

ASSIST

Allow pupils time to study their partner's lists before you invite them to speak.

Listen and sing. What chores does Matt do?



Different Twins

My name's Matt
And my name's Mike.
We want to talk to you.
I do my chores
And I do, too.
But we are not alike.

**Mike and Matt, Matt and Mike.
These two twins are not alike.**

I'm Matt, I always clean my room.
I do my chores each day.
I sometimes do the dishes
And then we go and play.

Chorus

I'm Mike, I always make my bed.
I do my chores each day.
I sometimes walk the dog
And then we go and play.

Chorus

5 Use the chart to ask and answer questions about Matt.

Matt	Mon	Tue	Wed	Thu	Fri	Sat	Sun
clean his room	✓	✓	✓	✓	✓	✓	✓
feed the fish	✓		✓		✓	✓	✓
do the dishes				✓			✓
take out the rubbish							

Does Matt clean his room?

Yes, he does.

THINK BIG Which of these are your favourite chores?
Why are chores important?

Story

Listen and read. What time does Amy have to leave for school?

I Have a Lot to Do

1 Amy is thinking. Her mum comes into her bedroom.

2 Amy likes making lists. She often makes a list of things she has to do.

3 Amy has to do lots of things before school.

4 Amy's clock still says 7:05.

5 What time does Amy have to leave? At 7:50? Oh, dear!

6 Amy's never late for school. She doesn't want to be late today!

Read and say true or false.

- Amy has to do lots of things before school.
- She has to eat breakfast.
- She has to walk the dog.
- She has to study for her English test.
- She has to leave for school at 7:00.
- She has to get a new alarm clock.

THINK BIG What kinds of lists do people make? How do lists help us to remember things? What other things help us to remember?

30 Unit 3

reading Unit 3 31

Warm-Up

- Show pupils a cardboard clock set to the time you wake up. Say: *I wake up at (seven o'clock) in the morning.* Invite pupils to come and change the clock to show the time they wake up in the morning and tell the class. Then have pupils line up in the order that they wake up.
- Say: *We all wake up before school. Let's make a list of other things we do before school.* Have pupils name other things they do before school (*get dressed, brush teeth, etc.*). List the activities on the board.

Using Page 30

6 Listen and read. What time does Amy have to leave for school?

INVOLVE

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

- Have pupils read the title aloud and preview the pictures in the story frames. Point to and read the name *Amy* aloud. Have pupils repeat. Explain that Amy and her mother are talking. It is a school day.
- Read the directions aloud. Remind pupils that they will hear the narration for each frame first, followed by what Amy and her mother say.
- Play audio track 1:44 and have pupils listen and read silently.
- Ask: *What time does Amy have to leave for school?* Elicit the correct answer. (*Amy has to leave at seven fifty.*)

MONITOR

Ask questions to check for understanding. Say: *Look at Frame 1. What is Amy doing?* (combing her hair) *What does Amy have to do in Frame 3?* (eat breakfast, brush her teeth, feed the fish, clean her room, study for her Maths test) *What time does Amy's clock say?* (7:05)

ASSIST

Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words.

- Divide the class into three groups and assign the parts of Amy, her mum and the narrator. Explain that a narrator is a person who reads the text in the boxes under each frame. Replay the audio, pausing after each frame for the groups to repeat their assigned parts.

CHALLENGE

Invite a volunteer from each group to come to the front and mime the story for the class.

Using Page 31

7 Read and say true or false.

- Read the directions aloud. Then do Item 1 as a class. After pupils agree that the sentence is true, ask: *How do you know Amy has to do lots of things before school?* (She has a big list.) Have pupils complete the activity independently.

MONITOR | Review answers as a class. (Answers: 1 true, 2 true, 3 false, 4 false, 5 false, 6 true)

ASSIST | Discuss and correct any errors in understanding.

CHALLENGE | Have pupils correct the false sentences to make them true. (Answers: 3 *She has to feed the fish.*, 4 *She has to study for her Maths test.*, 5 *She has to leave for school at 7:50.*)

THINK BIG 21st Creative Thinking

- Have pupils look at Amy's list in the story. Ask them why she has made it. (to remember what she has to do before school) Then ask the Think Big questions, giving pupils time to discuss their answers in pairs before answering. As pupils are talking, listen for correct pronunciation. (Possible answers: *shopping lists, lists of chores, what to pack for holidays; we look at the list and cross things off as we do them; calendars, sticky notes, diaries*)
- Assign Activity Book page 24 and direct pupils to digital activities.

Application and Practice Activity

- Have partners interview each other about what they have to do before school. Have them decide in advance three questions they will ask. Model: *Do you have to walk the dog before school? Do you have to eat breakfast before school? Do you have to do homework before school?* Suggest that pupils take notes about their partner's answers.
- Have pupils tell the class about what their partners have to do and don't have to do before school. Model: *She has to feed the cat. She has to get dressed. She doesn't have to practise the piano.*

MONITOR | Have pupils check to see that their partners report their answers correctly. As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: alarm clock, bedroom, busy, list

Verbs: study, leave

Adverbs: never

21st Century Skills

Social Skills

Creative Thinking

Materials

Audio track 1:44

Digital activities:
MyEnglishLab

AB

Page 24

Answers on page T150

Summary

Amy gets up and makes a long list of what she has to do. Her mum comes in and asks her why she's so busy. Amy says it's because she has a lot of things to do. Her brother comes in and shows her the time. Amy realises her alarm clock has broken and that she's late for school. She runs out the door.

TEACHING TIP

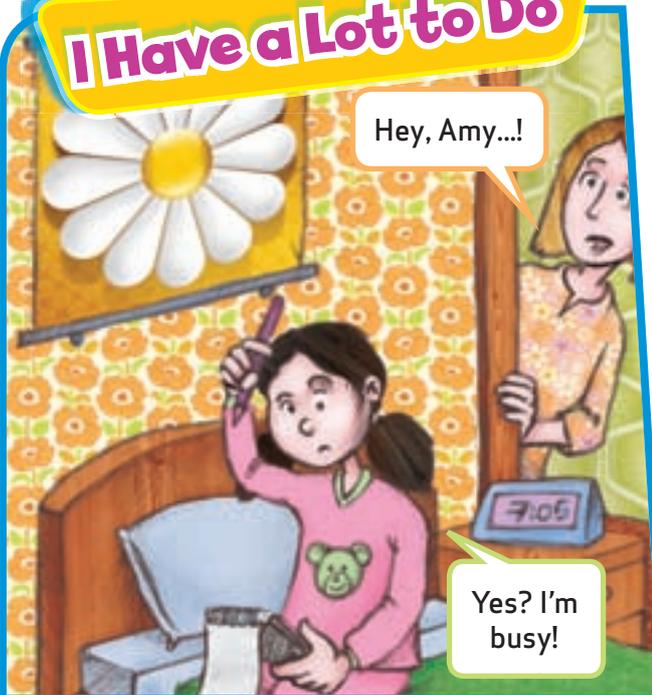
21st Social Skills

Ask: *What time does school start? What happens if you are late?* Point out that it is important to be on time. When everyone arrives on time, the school day can begin promptly and nobody has to waste time waiting. Getting to school late is inconsiderate and can cause problems for you and for other pupils.

1:44
6

Listen and read. What time does Amy have to leave for school?

I Have a Lot to Do



Hey, Amy...!

Yes? I'm busy!

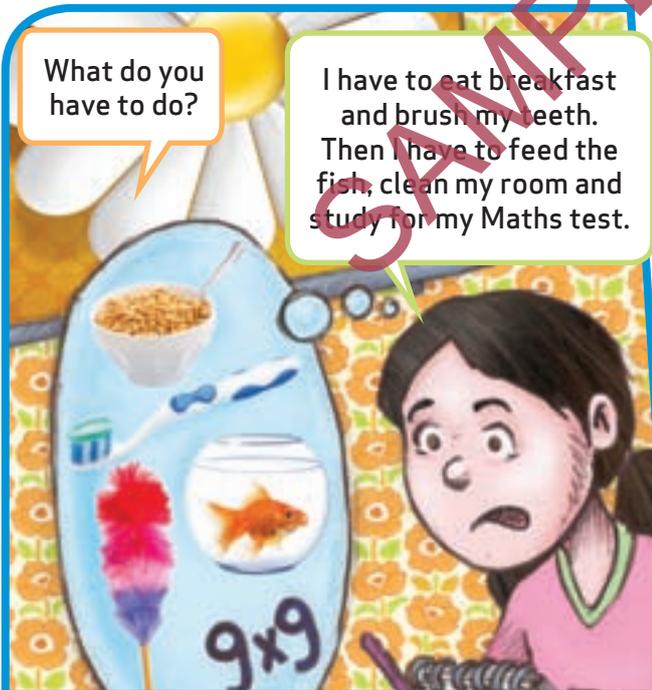
1 Amy is thinking. Her mum comes into her bedroom.



You're always busy! What are you doing?

I have to do lots of things today. I'm making a list.

2 Amy likes making lists. She often makes a list of things she has to do.



What do you have to do?

I have to eat breakfast and brush my teeth. Then I have to feed the fish, clean my room and study for my Maths test.

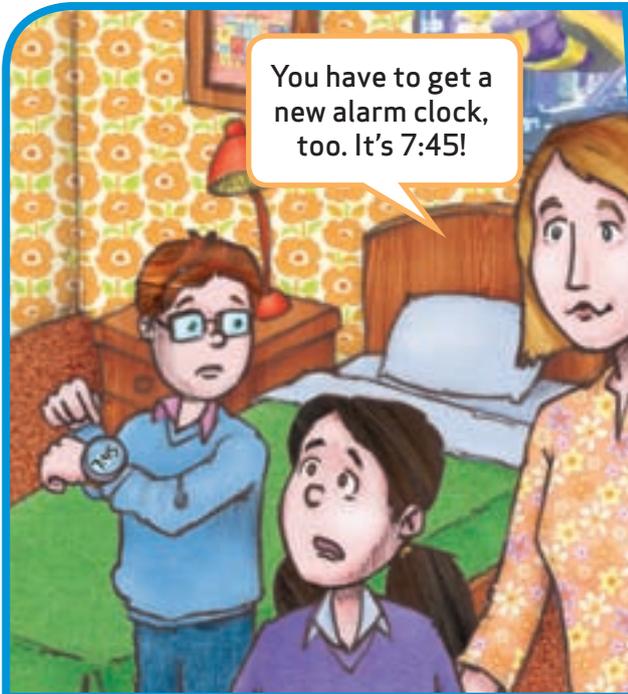
3 Amy has to do lots of things before school.



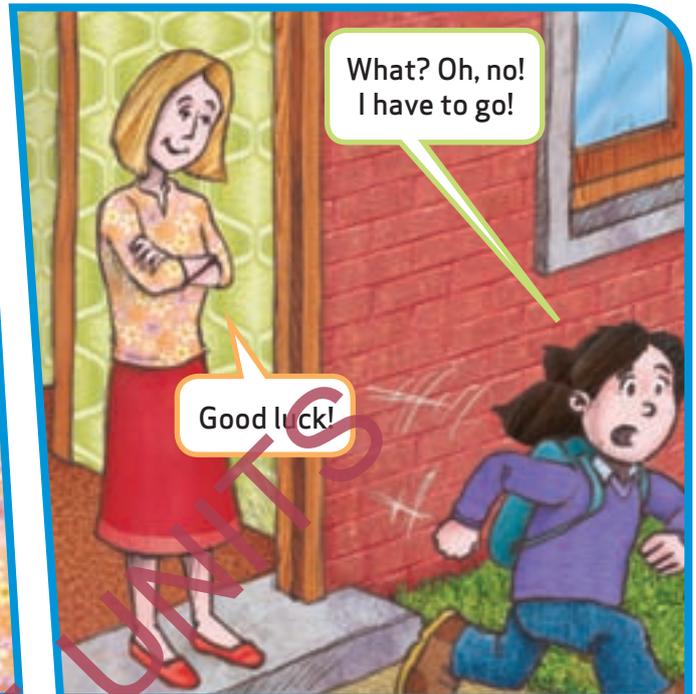
What time do you have to leave for school?

I always leave at 7:50. Why?

4 Amy's clock still says 7:05.



5 What time does Amy have to leave? At 7:50? Oh, dear!



6 Amy's never late for school. She doesn't want to be late today!

7 Read and say **true** or **false**.

- 1 Amy has to do lots of things before school.
- 2 She has to eat breakfast.
- 3 She has to walk the dog.
- 4 She has to study for her English test.
- 5 She has to leave for school at 7:00.
- 6 She has to get a new alarm clock.

**THINK
BIG**

What kinds of lists do people make?
How do lists help us to remember things?
What other things help us to remember?

1:45



Listen and look at the sentences. Help Luke and Amy make more.

9 Follow the lines. What do they have to do?

1



2



3



walk the dog

clean my room

do my homework

feed the fish

10 What about you? Ask and answer.



What do you have to do?

I have to practise the piano.



Warm-Up

- Give eight pupils a flashcard. Say: *Pretend that these are the chores you have to do today.* Have pupils take turns saying what they have to do today. Model: *I have to make my bed.* Then play a memory game. Can pupils remember which activities their classmates have to do? Ask: *Who has to walk the dog?*

Using Page 32

8 1:45 Listen and look at the sentences. Help Luke and Amy make more.

INVOLVE

Explain the lesson objective – pupils will make questions and answers using *have/has to*.

- 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 1:45. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
- Have pupils practise making questions and answers using the alternative language provided on blocks at the top of the board.

MONITOR

Check for understanding. Ask: *What do you have to do after school?* Accept all logical answers.

CHALLENGE

Display the flashcards, picture-side up. Have pairs of pupils extend the activity by asking and answering about each chore.

9 Follow the lines. What do they have to do?

- Have pupils look at the four chores on the right and ask them which ones they do.
- Read the directions aloud and have pupils follow the coloured lines to find out who has to do what. Invite volunteers to answer giving full sentences. Remind them to look at the photo to know whether to use *He, She* or *They* in their answers.

MONITOR

Review answers as a class. (Answers: 1 *She has to clean her room.*, 2 *They have to do their homework and clean their room.*, 3 *They have to walk the dog and feed the fish.*)

CHALLENGE

Have pupils write two things they have to do that day in their notebooks. Place them in pairs and have them swap notebooks. Ask them to tell you what their partners have to do.

10 What about you? Ask and answer.

- Read the directions aloud. Ask volunteers to read the speech bubbles. Then have pupils work together to talk about things they have to do. This can be done in pairs or small groups.
- Invite pupils to share what they learnt about each other.

MONITOR

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

ASSIST

- Provide words for chores or activities that pupils cannot name in English.
- Assign Activity Book page 25 and direct pupils to digital activities.

Application and Practice Activity

- Place the flashcards in a large folder or bag. Have a volunteer draw a card and look at it secretly. Have him/her mime the chore and ask: *What do I have to do?* Elicit from the class: *You have to (walk the dog).* Continue the activity by having two volunteers mime a chore together and ask the class: *What do we have to do?* Repeat with all the chores until everyone has had a go.

CHALLENGE

Extend the activity by whispering additional activities into pupil's ears, e.g. *have a bath, eat dinner, visit my grandma, etc.*

OBJECTIVES

To ask questions about chores using *have/has to*

To use unit language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Verbs: clean my room, do my homework, do the dishes, feed the fish, make my bed, practise the piano, study for a test, take out the rubbish, walk the dog

Materials

Flashcards 19–26

Large folder or bag

Audio tracks 1:45–46

Digital activities:
MyEnglishLab

AB

Page 25

Audioscript on page T141

Answers on page T150

OBJECTIVES

To make questions and answers about chores using *have/has to*

To form sentences with adverbs of frequency

Key Vocabulary

Actions: clean my room, do the dishes, feed the fish, make my bed, practise the guitar, study for a test, take out the rubbish

Adverbs of frequency: always, never, sometimes, usually

21st Century Skills

Information Literacy

Materials

Two scarves to use as blindfolds

A4 paper

Audio track 1:47

Audioscript, page T141

Interactive activities (eText)

Digital activities:
MyEnglishLab

AB

Page 26

Answers on page T150

TEACHING TIP

21st Information Literacy

Direct pupils' attention to the blue blocks in the board in Activity 8 on page 32. Ask: *Why are these words in blue?* Help pupils understand that the blue colour is used on this page to highlight the language structure being taught.

Warm-Up

- Invite two volunteers to stand in different parts of the classroom and put on blindfolds or close their eyes. Say: *We want these two friends to find each other.* Ask: *What do they have to do?* Model: *[Name] has to take two steps forward. [Name] has to turn right.* Have pupils give directions until the two pupils touch hands. Repeat the activity with other volunteers.

Using Page 33

11 Listen to Alexia's week and find the three mistakes.

INVOLVE

Explain the lesson objective – pupils will practise making sentences using *have/has to* and learn how to use adverbs of frequency.

- Have pupils look at Alexia's schedule. Ask: *What does Alexia have to do on Tuesday?* (study for a test) *When does she have to clean her room?* (on Friday) Continue for all activities and days of the week.

- Read the directions aloud. Explain to pupils that there are three mistakes in the schedule and they have to listen carefully to find them.

- Play audio track 1:47 once through. Ask pupils where the mistakes are in the schedule.

MONITOR

Review answers as a class. (Answers: Monday: practise the guitar, Tuesday: walk the dog, Thursday: study for a test)

ASSIST

Replay the audio as necessary, pausing for pupils to find the correct answers.

12 Put the words in order. Then say.

- Write the words *sometimes*, *never* and *usually* on the board. Explain that we use these words to show how often we do something. Write a few example sentences on the board, e.g.: *I always do my homework, I usually sleep early, I never take out the rubbish.*
- Read the directions aloud and have pupils complete the activity by writing the correct sentences in their notebooks.

MONITOR

Review answers as a class. (Answers: 1 Do you sometimes make your bed?, 2 What do you have to do?, 3 What does Sally have to do?, 4 Jake never does the dishes., 5 My sisters usually feed the fish.)

13 Look at the chart. Make sentences about Leo. Use *always*, *usually*, *sometimes* and *never*.

- Have pupils look at the box containing the four adverbs of frequency. Tell pupils that the green stars next to each word show how often something is done when that word is used. Say: *I walk the dog every day. I always walk the dog.* Then say: *I feed the cat on Monday, Tuesday, Wednesday and Thursday. I usually feed the cat.* Point out that four days a week is less often than every day. Then say: *I practise the piano on Saturday and Thursday. I sometimes practise the piano.* Point out that two days a week is less often than four days a week. Finally say: *I never make my bed!* Point out that *never* has a red cross next to it in the box, showing that when that word is used, something is not ever done.
- Read the directions aloud. Have pupils look at the chart and complete the activity by writing sentences in their notebooks.

MONITOR

Review answers as a class. (Answers: 1 Leo sometimes studies for a test., 2 Leo usually cleans his room., 3 Leo always makes his bed., 4 Leo never does the dishes.)

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

Application and Practice Activity

- Give pupils a sheet of A4 paper and tell them to make a chart like Leo's. Explain that they can choose their own chores and frequency.
- Put pupils in small groups and have them present their charts to each other.

1:47

11 Listen to Alexia's week and find the three mistakes.

Monday	Tuesday	Wednesday	Thursday	Friday
do the dishes, practise the guitar	study for a test	take out the rubbish	make my bed	clean my room

12 Put the words in order. Then say.

- sometimes Do make your bed? you
- do? What do have to you
- have What to do? Sally does
- never the dishes. does Jake
- fish. My usually feed the sisters

13 Look at the chart. Make sentences about Leo. Use **always**, **usually**, **sometimes** and **never**.

always *** usually ** sometimes * never X

Leo's chores	Mon	Tue	Wed	Thu	Fri
study for a test	✓		✓		
clean his room	✓	✓	✓		✓
make his bed	✓	✓	✓	✓	✓
do the dishes					

14 Look, listen and repeat.

cents earn euro pocket money subtotal times total

15 Listen and read. How much pocket money does Anne earn?

Pocket Money

Lots of children around the world do chores to earn pocket money each week. Every week, Anne has to do lots of chores to earn pocket money.

Look at the chart to see the amount she gets for each chore:

	Amount (in euros)	Number of times a week (x)	Sub-total (in euros) (=)
do the dishes	50c	2	€1
clean my room	€1	5	€5
help cook dinner	€1	2	€2
take care of the pets	50c	2	€1
		Total:	€7

THINK BIG What other chores can you do to earn pocket money? Is it better to spend or save pocket money? Why?

16 Look at the chart with a partner. Read and write the answers.

- If Anne cleans her room four times a week, how much pocket money does she earn?
- If Anne helps to cook the dinner every day of the week, how much does she earn?
- If she takes care of the pets on Monday, Tuesday, Wednesday and Thursday, how much does she earn?
- If Anne wants to earn 10 euros, which chores does she have to do?

17 Look at 15. Do the sums.

One times five equals five. $1 \times 5 = 5$

I clean my room five times a week. How much pocket money do I earn?

That's right!

1 times 5 equals 5. You earn five euros.

PROJECT

18 Make a Chores Chart. Then present it to the class.

My pocket money			
	Amount	Number of times	Subtotal
make my bed	€1	4	€4
take out the rubbish			
feed my cat			

I learn 1 euro each time I make my bed. I make my bed four times a week. 1 times 4 equals 4. I get 4 euros.

Warm-Up

- Play a game to introduce some of the new vocabulary items. Write 50c, €1, €2, €3, €5 and €10 on six index cards, shuffle them and place them face down. Divide the class into two even teams and invite the first team to come up and play.
- Each player in the team takes a turn to pick up two cards. They add up the total of their two cards. The team then adds all their totals together to get the team total and write it on the board. Repeat with the second team. The winner is the team with the highest total.

Using Page 34

14 1:48 Look, listen and repeat.

INVOLVE

Explain the lesson objective – pupils will read about earning pocket money, talk about how much pocket money chores can make and make a chart.

- Read the directions aloud and play audio track 1:48 once through.
- Play the audio track again, this time pausing after each word so that pupils can repeat. Explain to pupils that they will now learn the words in context.

15 1:49 Listen and read. How much pocket money does Anne earn?

- Have pupils look at the pictures and name the coins they see. Then have them look at the chart. Ask them what they think it represents. (how much pocket money Anne gets/makes for her chores)
- Say: *A chore is like a job. An amount is how much money you earn for doing the job. Model: If you do the dishes four times, you will earn €2 because $4 \times 50c$ is €2. That is the sub-total.*
- Play audio track 1:49 and have pupils listen and read. Tell pupils to make a note of any words they do not understand.
- Ask questions to check for understanding: *How often does she clean her room?* (three times a week) *How much money does she earn to take care of her pets?* (50c) Then ask the question: *How much money does Anne earn?* Pupils look back at the text to find the answer. (*She earns seven euros.*)

ASSIST

Replay the audio as necessary. Use simple language and gestures to explain any words that pupils wrote down while listening.

THINK BIG 21st Critical Thinking

- Ask pupils the first question and have them brainstorm answers. Write them on the board. Then ask pupils what they like to spend their pocket money on. Again, write the answers on the board. Finally, ask if it's better to spend or save pocket money and why. (Possible answers: Other chores: tidy away toys, feed cat/dog/fish/pet, clear the table, set the table, look after younger siblings; It is better to save money because you can spend money on a bigger thing later on.)

Using Page 35

16 Look at the chart with a partner. Read and write the answers.

- Have pupils look at Anne's chore chart in Activity 15. Ask: *If Anne does the dishes four times a week, how much will she earn?* Demonstrate how to work it out by writing on the board: $do\ the\ dishes\ 50c \times 4 = \text{€}2$. Continue by asking a few more questions.
- Read the directions aloud. Have pupils look at Item 1. Invite a volunteer to read it aloud and help him/her find the answer and write it on the board.
- Place pupils in pairs and have them complete the activity.

MONITOR Review answers as a class. (Answers: 1 She earns 4 euros., 2 She earns 7 euros., 3 She earns 2 euros., 4 Possible answer: She has to clean her room every day, do the dishes twice a week and help cook dinner twice a week.)

- **21st Technology Literacy** Show pupils how they can use the memory function on a calculator to add subtotals. Model: *I plan to help cook dinner four times a week. I press these buttons: $4 \times 1.00 =$ Four is how many times and 1.00 is the euro I will earn for the chore. The total 4 appears. Then I press the M+ key to add this subtotal to the memory. Repeat for another chore and then explain: I can now press MRC to see the total amount in memory. MRC stands for 'memory recall'.*

17 Look at 15. Do the sums.

- Have pupils look at the sum in the box and have volunteers read the speech bubbles. Tell them to look at Activity 15 on page 34 to see where the figures come from.
- Put pupils in pairs and have them ask and answer questions about how much money they can earn doing certain chores around the house.

18 Make a Chores Chart. Then present it to the class.

- Ask pupils to recall what chores Anne does to earn money.
- Have a volunteer read the speech bubble and have the class study the chart.
- Read the directions aloud and have pupils work alone, in pairs or in small groups to make their posters. Tell pupils that they don't necessarily have to talk about their real chores but can make them up or use chores they would like to do.
- Invite pupils to present their posters to the class by describing each chore and how much money they earn by doing it certain times a week.

MONITOR Listen to pupils' presentations for proper pronunciation, appropriate intonation and correct use of language.

- Assign Activity Book page 28 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils copy the chart from Activity 15 but assign their own amounts. They can decide which chores they think should earn the most money. Tell them to give each chore one of these amounts: €0.25, €0.50, €1.00, €2.00. Then have pupils repeat the activity to understand how changing the values in the chart affects their plan for earning €10. Have pupils share their charts and plans with the class.

OBJECTIVES

To read and talk about earning money for chores

To solve a problem by adding and multiplying

Content Words

Nouns: amount, cents, earn, euro, pocket money, subtotal, times, total

21st Century Skills

Critical Thinking
Technology Literacy

Materials

Play paper money and coins

Audio tracks 1:48–49

Interactive activities (eText)

Digital activities:
MyEnglishLab

AB

Page 27

Answers on page T150

TEACHING TIP

Using Concrete Models

Allow pupils to use play money to help them find the sums needed for Activity 15. For many pupils, adding concrete models is easier than adding numbers. Help pupils make connections between each coin and its value. Say: *This is 50c. I can write the amount as 50c or €0.50.*



Look, listen and repeat.

cents earn euro pocket money subtotal times total



Listen and read. How much pocket money does Anne earn?

Pocket Money

Lots of children around the world do chores to earn pocket money each week. Every week, Anne has to do lots of chores to earn pocket money.

Look at the chart to see the amount she gets for each chore:



	Amount (in euros)	Number of times a week (x)	Sub-total (in euros) (=)
do the dishes	50c	2	€1
clean my room	€1	3	€3
help cook dinner	€1	2	€2
take care of the pets	50c	2	€1
		Total:	€7

THINK BIG What other chores can you do to earn pocket money?
Is it better to spend or save pocket money? Why?



16 Look at the chart with a partner. Read and write the answers.

- 1 If Anne cleans her room four times a week, how much pocket money does she earn?
- 2 If Anne helps to cook the dinner every day of the week, how much does she earn?
- 3 If she takes care of the pets on Monday, Tuesday, Wednesday and Thursday, how much does she earn?
- 4 If Anne wants to earn 10 euros, which chores does she have to do?

17 Look at 15. Do the sums.

One times five equals five.

$$1 \times 5 = 5$$

I clean my room five times a week.
How much pocket money do I earn?

1 times 5 equals 5.
You earn five euros.

That's right!



PROJECT

18 Make a Chores Chart. Then present it to the class.

My pocket money			
	Amount	Number of times	Subtotal
make my bed	€1	4	€4
take out the rubbish			
feed my cat			

I earn 1 euro each time I make my bed. I make my bed four times a week. 1 times 4 equals 4. I get 4 euros.



1:50

19

Listen and read. Who does Chen Wei help?

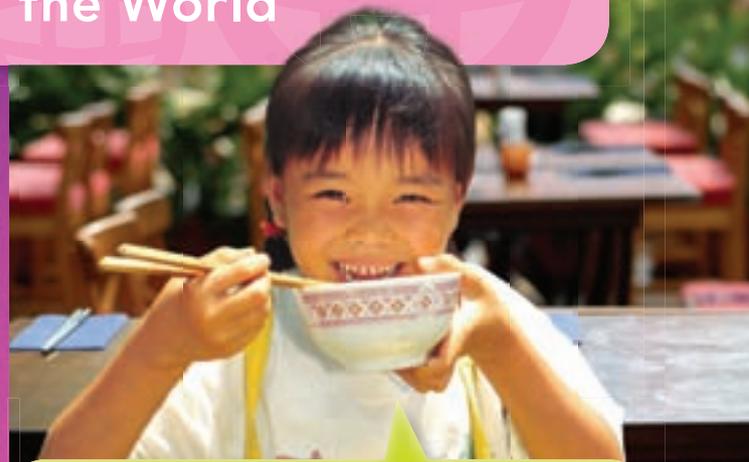
Helping Out at Home

All around the world, kids help out at home. Listen to some of these kids' stories. Would you like to have to do their chores?



Ivan

I live on a goat farm in France. We get milk from the goats to make cheese. My family sell the cheese and I help take care of the goats. Every morning, I have to get up at 5 o'clock. I help my father feed the goats and get the milk. I go to school after I do my chores. It is hard work but I like helping my dad.



Chen Wei

My mother makes the best noodles and people come to her shop from all over Singapore to eat them. In the evening, her shop is very busy. After I do my homework, I help my mother cook noodles. We have fun cooking together. I love eating the noodles, too!

Leah

I live in Alaska. It always snows in winter. There's usually a lot of snow on the roads and the pavements. Everyone has to shovel snow. I shovel snow before I go to school every day. I don't mind – it's good exercise!

20

Read and say **Ivan**, **Chen Wei** or **Leah**.

- 1 I have to get up at five o'clock.
- 2 It snows a lot here.
- 3 My mother makes noodles.
- 4 Our family sell cheese.
- 5 I have to do my homework every day.

THINK BIG

Which chores seem difficult and which seem easy? Why?



Warm-Up

- **21st Global Awareness** Explain that climate is a pattern of weather in one place. Show pupils a world map or globe and then ask them what they know about the weather in Alaska, France and Singapore. Have volunteers come up and locate these three countries. Talk about snow, rain, heat and so forth and ask pupils to tell you how weather can affect people. Talk about clothes they wear, if they can work in extreme heat or when it is very cold, how snow can stop flights and so forth.

Using Page 36

19 1:50 Listen and read. Who does Chen Wei help?

- INVOLVE** | Explain the lesson objective – pupils will read and talk about children from different countries and the chores that they have to do.
- Write these vocabulary items on the board: *Alaska, goat farm, help out, noodles, shovel snow, France, Singapore*. Have pupils locate these words in the article before they read.
 - Read the directions aloud. Play audio track 1:50 and have pupils listen and read.
 - Replay the audio, pausing after each section to check for understanding. Ask: *What is Ivan's chore?* (He helps take care of the goats.) *What is Leah's chore?* (She shovels snow.)
 - Ask: *Who does Chen Wei help?* Pupils look back at the text to find the answer. (*She helps her mother.*)

- ASSIST** | Replay the audio as needed. Use simple language and gestures to explain unfamiliar words.

20 Read and say *Ivan, Chen Wei or Leah*

- Read the directions aloud. Have pupils complete the activity independently then check their answers with a partner.
- MONITOR** | Review the answers as a class. (Answers: 1 *Ivan*, 2 *Leah*, 3 *Chen Wei*, 4 *Ivan*, 5 *Chen Wei*)
- ASSIST** | Discuss and correct any errors in understanding.

THINK BIG 21st Cross-Cultural Skills

- Explain that children in different cultures around the world have to do very different chores from the ones they are used to doing. Encourage them to be open-minded and respectful of cross-cultural differences when thinking about and answering these questions. Ask pupils what they think of the chores mentioned in the article and which one they find particularly difficult and why. Then ask if they had a choice, which chore from the article would they choose to do? (*Possible answers: Feeding the goats and getting the milk seem difficult because Ivan has to get up very early and then has to go to school. Helping with the noodles seems easier because Chen Wei helps her mother in the evening. Shovelling the snow seems difficult because Leah has to do it in the morning before she goes to school when it is very cold.*)
- Assign Activity Book page 28 and direct pupils to digital activities.

Application and Practice Activity

- Have partners role play interviews with Ivan, Chen Wei or Leah. One pupil plays the role of a pupil shown on the page. The other pupil asks questions. Model: *Do you do chores before or after school? Do you like your chores? Why or why not?*
- Invite pairs to mime their interviews for the class.
- Have pupils view the Unit 3 video segments. Use the Video Guide.

OBJECTIVES

To read and talk about children around the world that do chores

Content Words

Alaska, goat farm, help out, shovel snow, France, Singapore

21st Century Skills

Global Awareness
Cross-Cultural Skills

Materials

World map or globe
Audio track 1:50
Video (eText)
Digital activities:
MyEnglishLab



Page 28
Answers on page T150

OBJECTIVES

To capitalize titles
To find titles in our environment

Key Vocabulary

capitals

Materials

Flashcards 19–26

A4 paper

Digital activities:
MyEnglishLab



Page 29

Answers on page T150

Warm-Up

- Have pupils look through the flashcards, choose one and make up a song title inspired by the picture. Model: *This flashcard shows a girl making her bed. I might write a song about making your bed. My song will be called 'Always Make Your Bed on Monday'.* Write your model title and pupils' titles on the board, using correct punctuation.
- Point out that most words in English titles begin with capital letters.

Using Page 37

21 Find the words we don't capitalize in the titles.

INVOLVE | Explain the lesson objective – pupils will learn how to capitalize titles.

- Read the directions aloud and then read the text in the box. Then direct pupils to the first title. Ask them to make a note of the words that aren't capitalized.
- On the board write *a, an, the, at, for, in, on, to, with, and, but* and *or*. Explain to the pupils that we don't capitalize these words in titles unless they are the first word in a title. Give the examples *A Long Day at School* and *The Big Red London Bus*.
- Have pupils look at all the titles in the activity and find the words that are not capitalized. When they have finished with Activity 21, they can move on to working through pages 28–36 to find examples of the other words we don't capitalize.

MONITOR | Review answers as a class. (Answers: Activity 21 – *to, and, at, the, with, the, and;* Others – *a, an, for, in, on, to, but*)

22 Rewrite the titles. Use capital letters where necessary.

- Read the directions aloud. Model the first item. Ask: *Why should the word Helping begin with a capital letter in this title?* (Most words in titles begin with capital letters. *Helping* is not *a, an, the* or a short preposition or conjunction.)
- Have pupils complete the activity independently or in pairs.
- As pupils work on Item 3, point out that the word *around* is a long preposition of five or more letters so it should begin with a capital letter. To complete Item 6, point out that the word *is* is a verb. Say: *Verbs always begin with a capital letter in titles.*

MONITOR | Review answers as a class. (Answers: 1 *Helping My Dad*, 2 *Lots of Chores for My Brother*, 3 *Helping Out Around the House*, 4 *A Strange Day Out*, 5 *The Jobs I Like*, 6 *Helping My Family Is Fun*, 7 *My Sister's New Job*)

23 How many English titles do you know? Write them with a partner.

- Place pupils in pairs. Read the directions aloud and allow pupils to complete the activity by writing down titles they spot in their notebooks. Encourage them to look at bookshelves, posters, notices, signs, etc. (It would be ideal if you could purposefully leave a few things with titles lying around the classroom before the lesson.)
- Assign Activity Book page 29 and direct pupils to digital activities.

Application and Practice Activity

- Divide the class into groups of four or five pupils and give each group a sheet of A4 paper. Have them work together to create a list with the heading *Our Favourite Titles*. Explain that they should identify and list their group's favourite book, film, TV programme, song and video game titles. Remind them that all titles in English follow the same capitalization rules.
- Invite a volunteer from each group to present their list to the class and have pupils vote to see what the class' favourite title for each of the five categories is.

21 Find the words we **don't** capitalize in the titles.

Use **capital** letters for most words in titles.
Taking **C**are of a **B**ig **D**og



Good Things to Eat

My Brother and I

The Big Blue Car

**A Day at the Park
with Grandma**

To the Moon and Back

22 Rewrite the titles. Use capital letters where necessary.

- 1 helping my dad
- 2 lots of chores for my brother
- 3 helping out around the house
- 4 a strange day out
- 5 the jobs I like
- 6 helping my family is fun
- 7 my sister's new job



23 How many English titles do you know?
Write them with a partner.



24

Listen, read and repeat.

1 ay

2 oy

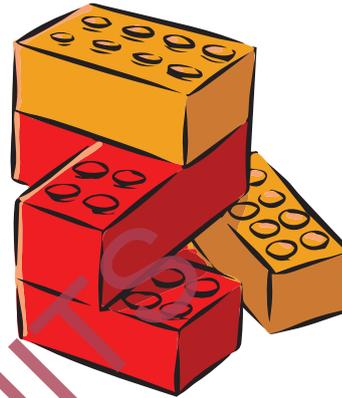


25

Listen and find. Then say.



May



toy



26

Listen and blend the sounds.

1 d-ay day

3 s-ay say

5 b-oy boy

7 w-ay way

2 j-oy joy

4 p-ay pay

6 s-oy soy

8 r-ay ray



27

Read aloud. Then listen and chant.

What do we say?
 It's May, it's May,
 It's a nice day.
 Come on, girls!
 Come on, boys!
 Bring your toys.



Warm-Up

- Make flashcards (words only) using index cards for the words in this lesson (*day, say, boy, way, joy, pay, soy, ray*) and a few other words with the same sounds that pupils know (*play, stay, May, toy, etc.*).
- Write the letters *ay* and *oy* on the board. Show the cards one by one and read the words aloud. Invite volunteers to the board to point to the sounds on the board that are in the word on the card.

Using Page 38

24 1:51 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *ay* and *oy* individually and as part of words.

- Read the directions aloud. Play audio track 1:51 and have pupils listen and point to each sound as it is said. Have pupils repeat.
- Replay the audio and have pupils say each sound again.

MONITOR

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

25 1:52 Listen and find. Then say.

- Read the directions aloud. Play audio track 1:52 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

MONITOR

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

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.

26 1:53 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:53 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.

ASSIST

Replay the audio as needed.

27 1:54 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 1:54 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 correct use of language.

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

Application and Practice Activity

- Put pupils in groups of three or four and have them take out a notebook. Tell them that you are going to say a word and that they have to write down five words that rhyme with it. The group that finishes first is the winner.
- Say *day*. Give the pupils ample time to write down their answers. (*Possible answers: play, stay, May, way, hay*). Continue with sounds learnt from this and previous lessons.
- Have pupils play Unit 3, Game 1 on the eText.

OUTCOMES

To identify and say the letters and sounds *ay* and *oy* individually and as part of words

Materials

Index cards
Audio tracks 1:51–55
Game (eText)
Digital activities:
MyEnglishLab

AB

Page 30
Audiocscript on page T141
Answers on page T150

OUTCOMES

Pupils can talk about chores and other activities

Pupils can describe how often people do things

21st Century Skills

Self-Direction

Communication

Materials

Flashcards 19–26

Game (eText)

Digital activities:
MyEnglishLab

AB

Page 31

Answers on page T150

TEACHING TIP

Pronouns and Proper Nouns

Help pupils recognise that they can change the sentences in the second part of the activity by replacing the subject pronoun *he* or *she* with their partner's name. Say: *She always cleans her room. Lena always cleans her room. He sometimes washes the dishes. Koji sometimes washes the dishes.*

Warm-Up

- Have teams play *I Spy* using the flashcards (see *Game Bank*, page T138, for details). Have players take turns selecting one of the pictures of children doing chores. Other players ask questions to find out which picture was selected. Model: *I spy a child who is outside*. Model questions pupils might ask: *Does the child have a dog?* Show how to respond to a correct guess: *Yes. The child is walking a dog.*
- The pupil who guesses the correct picture gets to be the next player to select one and give clues.

Using Page 39

28 Match. Then make statements for you. Use the words in the box.

INVOLVE

Explain the lesson objective – pupils will review chores, complete a chart and ask and answer questions.

- Have pupils look at words in the box. Go through each one, giving an example of each adverb of frequency in order to recall their frequency level. Say: *I practise the piano every day. Is this sometimes or always?* (always)
- Read through the items on the left and right. Then have pupils complete the first part of the activity where they match the phrases.
- Model: *I always study for a test, I usually do the dishes, I have to make my bed in the morning*. Then have pupils write five sentences about themselves in their notebooks, using the words in the box. When they have completed the activity, invite pupils to read their sentences to the class.

MONITOR

Review answers as a class. When pupils are reading to the class, gently correct any mistakes. (Answers: 1 a, 2 e, 3 c, 4 a, 5 b, 6 g, 7 f, 8 c, 9 h)

29 Copy the chart and complete for you. Then ask and answer.

- Read the directions aloud. Explain that pupils should begin by copying the chart into their notebooks. Once that has been done, they should tick the box for each day they do each chore. Have pupils complete the chart independently.

MONITOR

Ask questions to check for understanding. Say: *Do you clean your room on Monday?* If your answer is 'yes', tick that box.

ASSIST

Some pupils may find it easier to remember the previous week one day at a time. Suggest that they fill in the boxes for Monday first, then Tuesday and so on.

- Ask volunteers to read the speech bubbles and have the class repeat. In pairs, pupils ask and answer about each other's charts, using the speech bubbles as a guide.

I Can

- **21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Read the statements aloud. Explain that the pupils should write in their notebooks the skills they feel they can do. 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

- **21st Communication** As a class, have pupils compare the chores and other activities they do at home. Encourage them to make generalisations. Model: *We all sometimes do the dishes. Most of us usually help our parents.*
- Have pupils play Unit 3, Game 2 on the eText.

28 Match. Then make statements for you. Use the words in the box.

always have to never sometimes usually

- 1 study for
- 2 do
- 3 make
- 4 walk the
- 5 practise
- 6 take out
- 7 feed
- 8 clean
- 9 earn

- a dog
- b the piano
- c my room
- d a test
- e the dishes
- f the fish
- g the rubbish
- h pocket money
- i my bed

29 Copy the chart and complete for you. Then ask and answer.

My Chores	Mon	Tue	Wed	Thu	Fri	Sat	Sun
clean my room							
do my homework							
do the dishes							
study for a test							



Do you always clean your room?

No, I don't. I always do my homework.



I Can

- talk about how often people do things.
- talk about what people have to do.
- talk about chores and pocket money.
- use capital letters in titles.

How Well Do I Know It? Can I Use It?

1 Think about it. Read and draw. Practise.



I know this.



I need more practice.



I don't know this.

		PAGES			
1	Daily activities: eat breakfast, go to school, practise the piano...	4, 28			
2	Telling time: one o'clock, two thirty, 5:15...	5			
3	Jobs: cashier, firefighter, nurse...	16			
4	Workplaces: police station, restaurant, shop...	17			
5	When does she get dressed? She gets dressed at 7:00 in the morning.	8			
6	What does he do before school? He eats breakfast before school. What do you do after school? I watch TV after school.	9			
7	What does he do ? He is a cashier. Where does he work ? He works at a shop.	20–21			
8	What do they have to do? They have to feed the fish.	32			
9	They always do their homework after school. She usually does the dishes. He sometimes takes out the rubbish. I never eat breakfast at 9:00.	33			



Warm-Up

- Have pupils create word jumbles to review key vocabulary from Units 1–3. Ask each pupil to select one word from these units and write the word on index cards, printing one letter on each card. Shuffle the cards and clip them together. Next, give a group one jumble. Have each pupil hold one letter. Ask pupils to arrange themselves to spell a word.

Using Page 40

1 Think about it. Read and draw. Practise.

INVOLVE

Explain the lesson 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 marker pen or coloured pencil to complete the checklist. (They will then choose a different colour when they review this list 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 the checklist or have pupils mark the checklist as each language point is reviewed.

ASSIST

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

Daily Activities (pages 4, 28)

Have pupils mime the activities as you say them.

Telling Time (page 5)

Use a cardboard clock to display the times listed in the checklist and have volunteers read the times. Model: 1:00, 2:30, 5:15. Invite volunteers to change the time on the clock and ask classmates to read the new time aloud.

Jobs (page 16)

Whisper a job in a pupil's ear. The pupil can then mime, draw or describe the job to classmates, who try to guess the job.

Workplaces (page 17)

Read aloud the workplaces on page 17 and have pupils call out jobs associated with those places.

When/at 7:00 in the morning (page 8)

Have partners use cardboard clocks to ask and answer questions about their daily activities. Then have pupils report on one another's answers.

before school/after school (page 9)

Set the model clock to the time school begins each day. Model: *It is 8:00 in the morning. What do you do before school?* Repeat for *after school*.

What/Where/does/do/work (pages 20-21)

Have pupils play *Twenty Questions* (see *Game Bank*, page T138 for details).

Ask a volunteer to come to the front and whisper a job to you. The rest of the class asks questions to find out the job e.g. *What do you wear at work?*, *Where do you work?* etc.

have to do (page 32)

Ask: *What are some things you have to do at home on weekdays/weekends?* Pupils can look at pages 28, 32 or 33 to answer.

always/usually/sometimes/never (page 33)

Ask a volunteer to name the days of the week that he or she makes his or her bed. If the pupil says all seven days, model: *She (always) makes her bed.*

OBJECTIVES

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

21st Century Skills

Self-Direction

Materials

Index cards, paper clips, cardboard clocks, marker pens or coloured pencils

Flashcards, Units 1–3

For more information about using Checkpoints, see Introduction, page x.

TEACHING TIP

21st Self-Direction

Remind pupils that there are no right or wrong answers on this page. Emphasise the fact that they should choose 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 about work
and daily activities

21st Century Skills

Critical Thinking

Materials

Index cards
Audio track 1:56
Audioscript, page T141

TEACHING TIP

Idioms

Explain the meaning of the phrases *Get ready*, *Get set*, *Go!* Say: *These words can start any activity, like a race or a game. When you get ready, you prepare to start. When you get set, it is almost time to begin. 'Go' means begin!* Practise using the phrases to begin a classroom activity, such as throwing paper airplanes or rolling marbles toward a cup.

Warm-Up

- Review question words by having pupils take turns thinking of a secret object. Invite classmates to ask questions to help them guess the secret. Model: *What colour is it? Where is it? Is it big or small?*
- Extend the activity by having pupils think of secret activities. Suggest that they review the activities on pages 3 and 27. Model questions: *When do you do it? Where do you do it? Is it hard or easy? Is it fun?*

Using Page 41

2 1:56 Get ready.

INVOLVE

Explain the lesson objective – pupils will put together what they learnt in Units 1–3. First, they will practise by completing a dialogue.

- **Part A:** Read the directions aloud. Say: *An interview is a talk between two people. One person asks questions and the other person answers.*
- Have volunteers read the questions in the box aloud. Explain that they will use clues in the dialogue to write the questions. Point out that Katy begins by asking Max a question. He answers: *I'm a chef*. Ask: *What question does Katy ask Max? (What do you do?)*
- Have pupils complete the dialogue independently. Remind them that reading aloud as they work can help them find the correct order.
- Play audio track 1:56 twice. First, have pupils focus on listening comprehension. Then have them check to see if they put the questions in the correct order.

MONITOR

Check answers as a class. (Answers: *What do you do? Where do you work? When do you go to work? What do you do before work? Do you eat dinner at home?*)

ASSIST

Suggest that pupils write the questions in the box on separate index cards. They can then test each question in the dialogue to find where it makes sense.

- **21st Critical Thinking** Have pupils name the clues in each answer that helped them fill in the missing questions. Model: *When Max says 'I work at a restaurant, the Pizza Palace', he tells Katy where he works. So I look for a question that begins with 'Where'.*
- **Part B:** Read the directions aloud and invite pupils to complete the additional questions. Say: *You can ask many different questions.*

MONITOR

Have pupils read their questions aloud. Check for correct grammar and vocabulary. (Possible answers: *What time do you go to bed? When do you wake up? Do you eat lunch before work? What do you do in the afternoon?*)

- **Part C:** Read the directions aloud. Have pupils practise their dialogues. Say: *The person playing Max can make up answers to the new questions.*
- Encourage pupils to switch roles so they both get a chance to ask and answer questions. Invite partners to share their dialogues with the class.
- Write new questions and answers on the board after each pair presents their version of the interview.

I Can Do It!

1:56



2 Get ready.

- A** Complete the interview. Use the questions from the box. Then listen and check.

What do you do before work?
Where do you work?
Do you eat dinner at home?
When do you go to work?
What do you do?



Katy: ¹ ?

Max: I'm a chef.

Katy: Oh, really? ² ?

Max: I work at a restaurant,
the Pizza Palace.

Katy: I see. ³ ?

Max: I usually go to work at 2:00. I come home at 11:00 at night.

Katy: OK. ⁴ ?

Max: I have a shower, eat breakfast and get dressed. Then I
feed my fish.

Katy: ⁵ ?

Max: No, I always eat dinner at the restaurant.

- B** Make more questions.

1 When ? ?

2 ? before work?

3 ? in the afternoon?

- C** Practise the dialogue in **A** with a partner. Include your new questions.

1

2

3

4

5

6

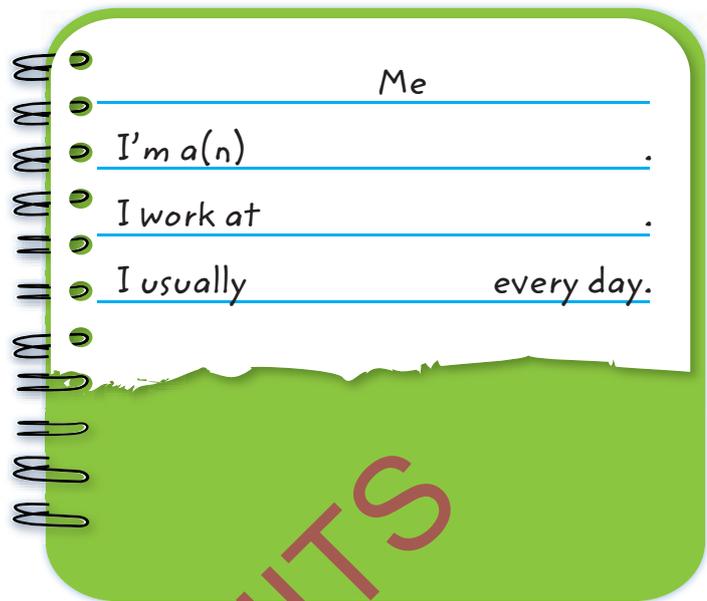
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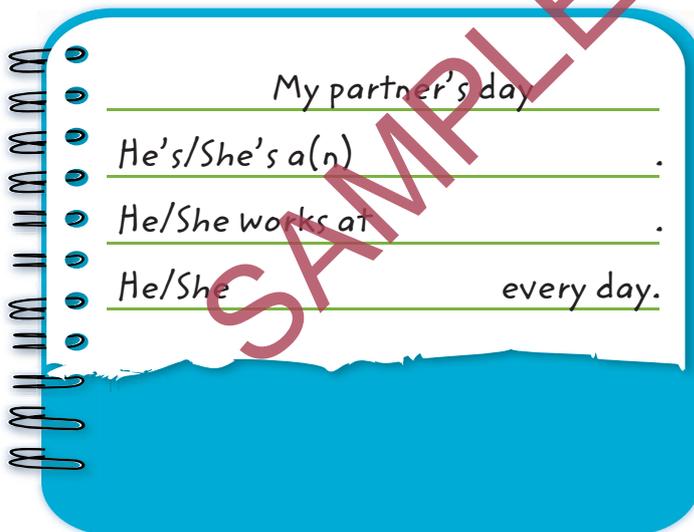
3 Get set.

-  **STEP 1** Choose a job.
-  **STEP 2** Write notes about your daily routine.
-  **STEP 3** Cut out the cards on page 121 of your Activity Book. Now you're ready to **GO!**



4 Go!

- A** Use the cards to make questions. Interview your partner. Write about your partner's daily routine. Then switch roles.



- B** Work in groups. Tell your classmates about your partner's daily routine.

Luisa always eats breakfast before school.



Warm-Up

- Have pupils preview the question and answer cards on Activity Book page 121. Say: *You will use these cards to mime an interview.* Have pupils read the cards aloud and point to the directions on each card. Say: *These words tell you how to use the words below.* Then point to the bold words on each card. Say: *These are the words you will use in questions and answers.*

Using Page 42

3 Get set.

INVOLVE

- Explain the lesson objective – pupils will mime interviews with people who do different jobs. Tell them they will role play workers with different jobs.
- Say: *A routine is something you do again and again. Your daily routine is what you do most days.*



Invite pupils to choose any job they can name, including jobs of family members, neighbours or other adults they know.

- Have pupils complete notes about their jobs individually. Encourage them to write complete sentences that tell about their jobs and the things they do every day.

MONITOR | Check pupils' use of language as they write their notes.

ASSIST

- Allow pupils to review the flashcards from Units 1–3 as they complete their notes. Provide them with additional vocabulary as needed.
- Have pupils cut out the cards on Activity Book page 121. Remind them to keep the question (blue) and answer (green) cards separate.

4 Go!

- Give pupils half a sheet of A4 paper and have them draw themselves doing their chosen job.
- **Part A:** Read the directions aloud. Remind pupils that in an interview, one person asks questions and another answers.
- Tell pupils they can use the cards as needed, in any order.

MONITOR

Check to make sure that pupils are using the bold words correctly in their questions and answers.

ASSIST

Have pupils read their notes aloud to check their understanding of their partner's answers.

- **Part B:** Put pupils in groups and read the directions and sample statement aloud. Remind pupils to use their notes to tell the group about their partner's job and daily activities.

- **21st Collaboration** Invite pupils to create a class book that names and describes the workers interviewed, using the drawings they made before starting Activity 4. Model giving each page a title that names the person and his or her job: *John the Chef. Monica the Doctor. Luke the Police Officer.* On each page, pupils can write statements based on their interview notes. Remind pupils to check their answers with partners.

OBJECTIVES

To ask and answer questions about work and daily activities

To role play interviews with workers

21st Century Skills

Collaboration

Materials

Cutouts on Activity Book page 121

Scissors, A4 paper, marker pens or coloured pencils

Flashcards, Units 1–3

TEACHING TIP

Follow-Up Questions

Tell pupils that interviews often include follow-up questions. Say: *A follow-up question gets more information about an answer.* Model: *Where do you work? I teach at a school. What school? Pine Road Junior School.* Encourage pupils to use follow-up questions in their interviews when they want to know more about an answer.

OBJECTIVES

To write a journal entry

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

21st Century Skills

Self-Direction

Materials

Marker pens or coloured pencils

Game (eText)

Digital activities:
MyEnglishLab

AB

Pages 32–33

Answers on page T150

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

- Have pupils play *Telephone* to prepare for the journal activity. Have pupils sit in a circle. Whisper a question in one pupil's ear. Use the questions from Activity 5 or others of your choice. Have pupils whisper the answer in the ear of the classmate on his/her right. Pupils then pass the sentence around the circle by whispering it once without repeating.
- When the sentence comes back to the original pupil, compare the original and final sentences. Talk about how the sentence changed.
- Repeat the activity. Point out that longer sentences are likely to change more.

Using Page 43

5 Write about yourself in your notebook.

INVOLVE Explain the lesson objective – pupils will write about their own daily routine. 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, questions and journal title aloud.
- Have pupils begin by writing today's date in their notebooks. Then have them write answers to the questions. Encourage pupils to write about what they do on a typical school day, from morning to night.

MONITOR Check pupils' writing for correct use of language.

CHALLENGE Invite pupils to read their *All About Me* entries aloud and compare them with their classmates' daily routines.

6 Think about it. Look at page 40 and your notebook. Draw again.

- **Part A:** Read the directions aloud.

- **21st Self-Direction** Have pupils turn to the 'Read and draw' 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.

- Make sure that pupils use a different coloured marker pen or pencil as they reassess their understanding and use of each checklist item.

- **Part B:** Read the directions aloud. Say: *Choose the statement that tells how you feel about Units 1–3.*

7 Rate this Checkpoint.

Read the directions aloud. Tell pupils that they will choose two stars. Say: *First, you will say if the Checkpoint was very easy, easy, hard or very hard. Then you will say if it was fun, OK or not fun.*

- Have pupils complete the rating individually.
- Have pupils play the Checkpoint Game on the eText.
- Assign Activity Book pages 32–33 and direct pupils to digital activities.

5 Write about yourself in your notebook.

- When do you wake up?
- What do you do after school?
- What do you do before school?
- What time do you go to bed?
- What chores do you have to do?
- What chores do you never do?



How Well Do I Know It Now?

6 Think about it. Look at page 40 and your notebook. Draw again.

- A Use a different colour.**
- B Read and think**

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.

 very easy

 easy

 hard

 very hard

 fun

 OK

 not fun

Materials

Pupil's Book, Unit 5

- Main unit, pages 56–67
- Class Audio CD, Tracks 2:19–34

Activity Book, Unit 5

- Main unit, pages 44–53
- Extra grammar practice, page 102
- Class Audio CD, Tracks 2:24–35

Assessment

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

Additional Materials

- Flashcards 36–41
- Video (eText), Unit 5
- Interactive activities (eText), Unit 5
- Digital activities (MyEnglishLab), Unit 5

Unit Opener Activities

Family Connection

Have pupils tell their families that they are learning about different types of weather and what people do and wear in each type of weather. Suggest that pupils and their families keep a weather diary, recording the weather for each day and listing any special clothes they wear. Throughout the unit, allow pupils to share details from their weather diaries with the class.

What's the Weather Like? Bulletin Board

Create a bulletin board entitled *What's the Weather Like?* Have pupils draw or cut out pictures showing different types of weather. Mount the pictures on the bulletin board and add labels using unit vocabulary words. Encourage pupils to bring in related items, such as newspaper articles about the weather around the world or weather reports for your area and add them to the display. Suggest that pupils group the items according to the type of weather.



unit 5

Wonderful Weather!



Listen, look and say.

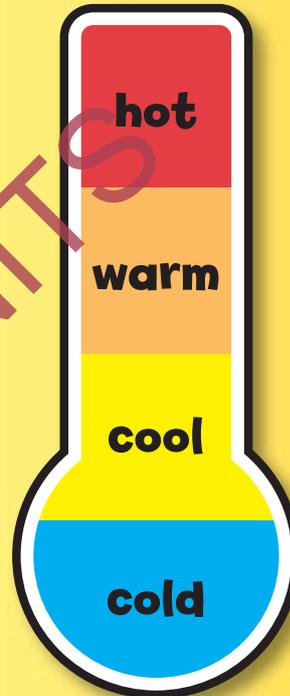


1 It's windy.



2 It's cold and snowy.

The Weather today



3 It's cool and cloudy.



4 It's hot and sunny.



5 It's warm and rainy.



Listen, find and say.



Play a game.

Warm-Up

- Review the different animal habitats learnt in the previous unit (*desert, forest, ice and snow, jungle, lake, mountain, ocean*) using the pictures you used in the Unit 4 song lesson. Elicit the name of each habitat. Hold up the ice and snow picture and ask: *Is it hot?* Pretend to shiver and say: *No, it isn't. It's cold.* Hold up the jungle picture and ask: *Is it cold?* Pretend to wipe your brow and say: *No, it isn't. It's hot.* Explain that they are going to learn how to talk about different types of weather in this lesson.

Using Page 56

1 2:19 Listen, look and say.

INVOLVE | Explain the lesson objective – pupils will talk about different types of weather.

- Read the directions aloud. Play audio track 2:19 and have pupils listen and read.
- Replay the audio and have pupils point to the pictures and say each type of weather with you.

MONITOR | Read the types of weather in random order. For each one, have pupils point to the corresponding picture.

2 2:20 Listen, find and say.

- Point to the types of weather in Activity 1 and say each one aloud. Have pupils repeat after you.
- Read the directions aloud. Play audio track 2:20. Have pupils listen, point to each type of weather and repeat.

MONITOR | Check to make sure pupils are pointing to the correct types of weather.

CHALLENGE | Say: *It's ... in picture four.* Have pupils complete the sentence for you. (hot and sunny)

3 Play a game.

- Tell pupils they are going to play a game where you will say a word and they have to say as many other words associated with it as they can. Model: *Hot* and elicit: *beach, sunglasses, summer, swimming, shorts*, etc. Continue with warm, cool and cold. Encourage them to try to think of clothes, places, activities, seasons and foods that are associated with each weather word.

CHALLENGE | On the board write *hot, warm, cool* and *cold*. Have pupils choose one of the words and make a list in their notebooks of as many words as possible that associate with it. The pupil that writes the most correct words wins.

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

Application and Practice Activity

- Put pupils in pairs. Give each pair a sheet of A4 paper with one of the following titles written on it: *Hot, Warm, Cool* or *Cold*. Tell pupils that they have to draw a picture that shows the type of weather in the title. It could be a landscape, a person wearing suitable clothes or anything else that is relevant. Have them write a few sentences about their picture. When they have completed the activity, have them present their drawings to the class.

OBJECTIVES

To talk about weather

Key Vocabulary

Adjectives: cold and snowy, cool and cloudy, hot and sunny, warm and rainy, windy

Materials

Pictures of different habitats: the Antarctic, desert, forest, jungle, lake, mountain, ocean, rainforest

A4 paper

Audio tracks 2:19–20

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 44

Answers on page T151

OBJECTIVES

To sing a song

To talk about what clothes people wear in different types of weather

Key Vocabulary

Nouns: coat, jumper, raincoat, sandals, scarf, shorts, sunglasses

Adjectives: cold, cool, hot, rainy, sunny

21st Century Skills

Environmental Literacy

Materials

World map or globe

Flashcards 36–41

Audio tracks 2:21–24

Audioscript, page T143

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 45

Audioscript on page T143

Answers on page T151

TEACHING TIP

Vocabulary Review

As pupils talk about what people wear in different types of weather, review vocabulary for parts of the body. Model: *Boots and sandals go on your feet. Gloves go on your hands.* Ask: *Where does a hat go? Where does a scarf go?*

Warm-Up

- **21st Environmental Literacy** Show pupils a world map or globe and explain that they're going to make up a weather forecast for five different places in the world. Divide the class into five groups and hand each group a flashcard. Invite a volunteer from each group to come and find a place on the map or globe where the weather could match the weather on their flashcard, e.g. for windy – Cape Horn in South Africa, for cold and snowy – Canada, for cool and cloudy – Ireland, for hot and sunny – Greece and for warm and rainy – Brazil. Write the names of the places on the board and have a volunteer from each group stand up and give the weather report: *Here's the weather report! In Cape Horn, the weather is windy.*

Using Page 57

4 Listen and sing. What's the weather like today?

INVOLVE

Explain the lesson objective – pupils will sing a song about the weather and talk about suitable clothes to wear in different types of weather.

- Read the directions aloud. Play audio track 2:21. Have pupils listen and read along with the song quietly. Ask them what they think *cool* means in the song. Explain that *cool* can describe the weather but also something that is good e.g. *a cool day* can also mean *a good day*.
- Replay the audio. Have pupils sing along. Then ask pupils to read the song silently again and find the answer to the question: *What's the weather like today?*
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 2:22). Or, if you wish, save the karaoke version for use at another time as a fun way to review the song.

MONITOR | Review answer as a class. (*Answer: It's sunny.*)

5 Listen and find. Then ask and answer for you.

- Have pupils look at the labels in the pictures. Read them aloud and have volunteers tell you what season it is in each picture.
- Read the directions aloud. Play audio track 2:23 and have pupils point to the pictures as they hear them mentioned.
- Have two volunteer pupils read the speech bubbles. Put pupils in pairs and have them ask and answer for themselves about what they wear in different types of weather.

MONITOR | Listen to pupils' dialogues for proper pronunciation, appropriate intonation and correct use of language. Review answers as a class. (*Answers: 1 b, 2 a, 3 d, 4 c*)

THINK BIG 21st Communication

- Ask pupils why we can't go to the beach if it's raining? Again, accept all logical answers. Then ask pupils what weather is good for football practice, a walk in the park, going to the beach and going skiing. Give pupils time to discuss in pairs before answering. (*Possible answers: a cool, b warm and windy, c hot and sunny, d snowy and sunny*)
- Assign Activity Book page 45 and direct pupils to digital activities.

Application and Practice Activity

- Ask pupils what the weather was like last weekend. Replay audio track 2:21 and have pupils sing the song again. In pairs, pupils write their own version of the song about the weather last weekend, changing the words to fit in with the music. Replay audio track 2:22 (the karaoke version) so pupils can practise singing their own songs.

Listen and sing. What's the weather like today?

Cool Weekend!

What's the weather like today?

Rainy, sunny, hot or cold?



On Sunday, it was rainy,
It was very cold, too.



I was nice and warm in my winter coat,
Outside the sky wasn't blue!



Now it's Monday. It's sunny.
Great! I can go out and play.
Oh, no! I have to go to school.

Never mind! The weekend was cool!

Chorus (x2)



Listen and find. Then ask and answer for you.



What do you wear on sunny days?

On sunny days, I wear shorts, a T-shirt and sunglasses.

THINK BIG

What weather is good for...

a football practice?

b a walk in the park?

c going to the beach?

d going skiing?

Story

2:25 Listen and read. Where is Amy going today?

Amy is Ready!

1 I'm ready for my hike. I've got my hiking boots, water and snacks.

2 Wait a minute! You need your raincoat and umbrella.

Why? What's the weather like? Is it rainy?

3 Mum doesn't think Amy is ready.

4 No, not right now but what was the weather like yesterday?

It was rainy.

5 And last night, it was cold and windy. Take your jumper. And your hat and gloves, too.

OK...

6 Mum doesn't want Amy to get wet.

7 She doesn't want Amy to get cold.

8 But Mum it's warm and sunny today!

Sunny? Oh, then take your sunglasses and sunscreen, too!

9 Now you're ready!

10 Amy isn't worried about the weather.

11 Amy is ready for all kinds of weather!

7 Look at the story. Answer the questions with a partner.

- 1 What's Amy's class doing today?
- 2 What was the weather like yesterday?
- 3 What was the weather like last night?
- 4 What's the weather like today?
- 5 What's Amy wearing at the end of the story?

THINK BIG Do you think it's a good idea for Amy to take so many clothes? What clothes would you take?

58 Unit 5

reading Unit 5 59

Warm-Up

- Have pupils use index cards to make two class sets of vocabulary cards – one for the words *cloudy, cold, cool, hot, rainy, snowy, sunny, warm* and *windy* and another for the words *boots, coat, hat, gloves, jumper, raincoat, sandals, scarf, shorts* and *sunglasses*. Divide the class into two. Give each group a set of cards. The first player in each group shuffles the cards and picks a word. The two pupils work together to make up one or more sentences using both words, e.g. if Pupil 1 chooses *hot* and Pupil 2 chooses *coat*, the sentences could be: *It's hot today. I don't need a coat.*

Using Page 58

6 2:25 Listen and read. Where is Amy going today?

INVOLVE

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

- Have pupils read the title aloud and preview the pictures in the story frames. Point to and read the names *Amy* and *Mum* aloud. Ask: *Where does this story take place?* (in Amy's home)
- Read the directions aloud. Have pupils look at the story. Remind them that they will hear the narration for each frame first, followed by what the characters say.
- Play audio track 2:25 and have pupils listen and read silently.
- Ask: *Where is Amy going today?* Elicit the correct answer. (*She's going on a hike with her class.*)

MONITOR

Ask questions to check understanding. Ask: *Why doesn't Amy's mother think Amy is ready?* (She wants Amy to be prepared for any type of weather.) *Why does Amy's mum give her an umbrella?* (It was rainy yesterday.) *Why is Amy taking her gloves and coat?* (Because her mum says it was cold.)

ASSIST

Replay the audio as necessary. Pause after each frame and use simple language and gestures to explain unfamiliar words.

- Divide the class into two groups and assign the parts of Amy and her mum. Replay the audio, pausing after each frame for pupils repeat after their assigned characters.
- **21st Environmental Literacy** Ask: *What type of person is Amy's mum? How do you know?* (She worries a lot. She wants to make sure Amy is ready for any type of weather.) *Do you think Amy's mum is right to be concerned? Or is she too careful?* (Answers will vary.)

Using Page 59

7 Look at the story. Answer the questions with a partner.

- Read the directions aloud. Then complete Item 1 as a class.
- Have pupils complete the activity independently or in pairs.

MONITOR

Review answers as a class. (Answers: 1 It was rainy., 2 It was cold and windy., 3 It's warm and sunny., 4 Amy is wearing boots, a T-shirt, shorts, sunglasses, gloves, a jumper and a hat.)

ASSIST

Discuss and correct any errors in understanding.

CHALLENGE

Ask: *How do you think Amy feels at the end of the story?* (She is probably uncomfortable; she is wearing too many items of clothing and carrying too many things.)



Have pupils locate the words *yesterday*, *last night* and *today* in the speech bubbles. Tell them that these words help them understand the different time periods within the story: the past (*yesterday*, *last night*) and the present (*today*).

THINK BIG 21st Communication

- Discuss with the pupils why Amy's mum is protective and how Amy feels. Ask if their mums are like Amy's. Then ask the Think Big questions, giving pupils time to discuss their answers in pairs before answering. (Possible answers: *No, it's not a good idea as she'll be tired from carrying everything. She could take a jumper - that's a good idea.*)
- Assign Activity Book page 46 and direct pupils to digital activities.

Application and Practice Activity

- Use the word cards pupils created for the Warm-Up activity. Give each pupil a card. Then arrange pupils in groups of three. Pupils work together to try to create sentences with their words. Have groups trade cards until they have three words that make sense together. When they do, invite volunteers from each group to read their sentence(s) aloud. Model: *In sunny weather, I wear sunglasses and a hat.*
- Once pupils have written their sentences, invite them to work with their teammates to create and mime a dialogue based on their words. Model: *A: It's sunny out. B: Oh, I need my hat. A: You need your sunglasses, too. B: OK. Thanks.*

MONITOR

Listen as pupils create their dialogues. Encourage them to challenge themselves with more difficult words and expressions.

ASSIST

If pupils need help, write dialogue ideas on the board for them. For example: *I can't find my sunscreen. / You don't need sunscreen today. It's cloudy.*

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: gloves, hat, hiking boots, jumper, last night, raincoat, snacks, sunglasses, sunscreen, umbrella, yesterday

21st Century Skills

Critical Thinking
Communication

Materials

Index cards
Audio track 2:25
Digital activities:
MyEnglishLab

AB

Page 46

Answers on page T152

Summary

Amy is getting ready to go on a hike. Her mum tells her to take a raincoat and an umbrella because it was rainy yesterday. It was cold last night so her mum tells her to take a hat and gloves, too. Because it's sunny today, her mum gives her sunglasses and sunscreen. Amy is finally ready but she's loaded down with all the things her mum has given her.

TEACHING TIP

Idioms

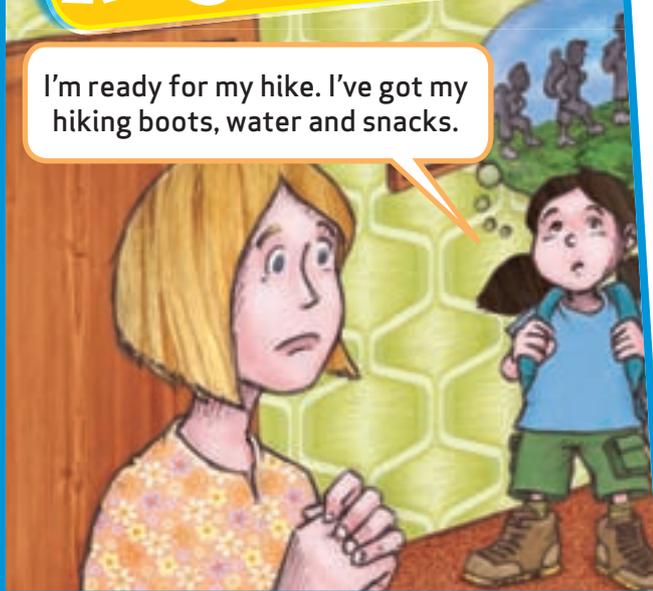
Remind pupils that some phrases do not mean exactly what they say. Say: *When people say 'Wait a minute', they do not mean to wait exactly 60 seconds. They just mean 'wait' or 'stop'.*



Listen and read. Where is Amy going today?

Amy is Ready!

I'm ready for my hike. I've got my hiking boots, water and snacks.



1 Amy is happy. Today her class is going on a hike.

Wait a minute! You need your raincoat and umbrella.

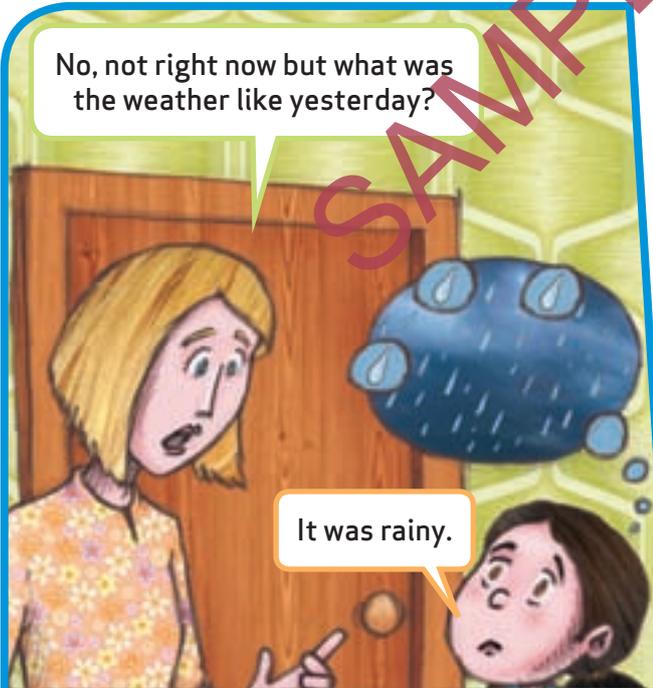
Why? What's the weather like? Is it rainy?



2 Mum doesn't think Amy is ready.

No, not right now but what was the weather like yesterday?

It was rainy.



3 Mum doesn't want Amy to get wet.

And last night, it was cold and windy. Take your jumper. And your hat and gloves, too.

OK...



4 She doesn't want Amy to get cold.



5

Amy isn't worried about the weather.



6

Amy is ready for all kinds of weather!

7 Look at the story. Answer the questions with a partner.

- 1 What's Amy's class doing today?
- 2 What was the weather like yesterday?
- 3 What was the weather like last night?
- 4 What's the weather like today?
- 5 What's Amy wearing at the end of the story?

**THINK
BIG**

Do you think it's a good idea for Amy to take so many clothes?
What clothes would you take?

2:26



8 Listen and look at the sentences. Help Luke and Amy make more.



cold windy cloudy
 What is the weather like today ?
 It 's warm and sunny now .
 What was the weather like yesterday ?
 It was rainy and cold .
 I wasn't hot .
 We weren't warm last Sunday .



9 Look at the weather chart. Answer the questions.

M	T	W	Th	F

- 1 Today is Monday. What's the weather like today?
- 2 Today is Tuesday. What's the weather like today?
- 3 It's sunny. What day is it today?
- 4 It's windy. What day is it today?
- 5 Today is Thursday. What was the weather like yesterday?



10 Ask and answer.



I'm wearing a T-shirt, shorts and sandals. What's the weather like?

It's sunny and warm.



Warm-Up

- Have pupils take turns miming getting dressed for different types of weather. Model: *I'm wearing a raincoat and boots. I am taking an umbrella. What is the weather like today?* (rainy) Remind pupils that there may be more than one possible answer. Model: *I'm wearing a coat and hat. What's the weather like today?* (cold, cool, snowy, cloudy, rainy and/or windy)

Using Page 60

8 Listen and look at the sentences. Help Luke and Amy make more.

INVOLVE

Explain the lesson objective – pupils will make questions and answers about today's and yesterday's weather.

- 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 2:26. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
- Have pupils practise making questions and answers using the alternative language provided on blocks at the top of the board.

MONITOR

Check for understanding. Ask: *What's the weather like today?* Then ask: *What was the weather like yesterday?* Accept all logical answers.

9 Look at the weather chart. Answer the questions.

- Explain that we use the term *like* to describe how something is. Say: *What's the weather like today? It's ...*
- Have pupils look at the weather chart and tell you what the weather was like for each day.
- Read the directions aloud. Do Item 1 as a class and write the answer on the board. Then have the pupils complete the activity independently, writing full sentences in their notebooks.

MONITOR

Review answers as a class. (Answers: 1 *It's snowy*, 2 *It's rainy*, 3 *It's Friday*, 4 *It's Thursday*, 5 *It was cloudy*.)

CHALLENGE

On the board write *Was it hot on Monday? No, it wasn't.* and underline *wasn't*. Then ask another question about the chart that will elicit a negative answer. Place pupils in pairs and have them ask each other about the weather chart.

10 Ask and answer

- Read the directions aloud and have two volunteers read the speech bubbles.
- Put pupils in pairs and have them ask and answer about clothes and the weather, using the speech bubbles as a guide.

MONITOR

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

CHALLENGE

Change the activity around. Ask: *It's cold. What am I wearing?* Accept all logical answers, e.g. a hat, coat, gloves. Have pupils continue the activity in this way with their partners for a few more minutes.

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

Application and Practice Activity

- **21st Media Literacy** Give pairs weather reports from a local newspaper or the internet. Have them notice how the report uses pictures and words to tell about the weather yesterday, today and tomorrow. Have pupils ask and answer questions based on the report.

OBJECTIVES

To ask and answer about the weather today and in the past

To use unit language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Nouns: today, last Sunday, now, yesterday
Adjectives: cloudy, cold, hot, rainy, sunny, warm, windy

Materials

Audio tracks 2:26–27

Digital activities:
MyEnglishLab

Weather reports from a local newspaper or the internet

AB

Page 47

Audioscript on page T143

Answers on page T152

OBJECTIVES

To talk about the weather today and in the past

To role play about the weather

Key Vocabulary

Adjectives: cold, cool, hot, rainy, snowy, sunny, warm, windy

Adverbs of time: all day, last night, last Sunday, now, today, yesterday

Materials

A4 paper
Game markers
Flashcard 36
Interactive activities (eText)
Digital activities:
MyEnglishLab

AB

Page 48

Answers on page T152

TEACHING TIP

Weather Report

Have pupils discuss how they can use weather reports to help them prepare for the weather. Ask: *Where can you find weather reports?* (TV, radio, newspapers, the internet) Point out that weather reports are not always correct. Say: *Sometimes, reports say it will rain or snow but it doesn't.* Discuss why it is better to be prepared for the weather even if it doesn't happen.

Warm-Up

- Have pupils practise *is* and *was* by playing a game in small groups. Give each group a sheet of A4 paper and small objects to use as game markers. Players begin by writing the days of the week on the paper to create a calendar. Then they take turns tossing a marker on the calendar. They can call the day it lands on *today* and the day before it *yesterday*. Model: *Today is Wednesday. Yesterday was Tuesday.* The first player to land on all seven days of the week wins.

Using Page 61

11 Read and find the correct sentence and say. Correct for you.

INVOLVE Explain the lesson objective – pupils will talk about the weather using *is* and *was* and role play about the weather today and yesterday.

- On the board write the words *today*, *yesterday*, *last* and *now*. Ask them which ones we use to talk about the present and which about the past. Have pupils make sentences with the words and write them on the board.
- Read the directions aloud. Do Item 1 as a class, then have pupils complete the activity independently.

MONITOR Review answers as a class. (Answers: 1 *It was sunny yesterday.*, 2 *Today it's snowy.*, 3 *It's cool and windy now.*, 4 *It was rainy last night.*, 5 *We weren't warm last Sunday.*, 6 *She isn't cold today.*)

CHALLENGE Have pupils write their own sentences using the adverbs of time and the correct form of *to be*. When they have finished, have them read their sentences to the class.

12 Complete the role-play with *is* or *was*. Then say with your partner.

- Write the words *is* and *was* on the board. Ask the pupils which adverbs of time we use with *is* and which with *was*.
- As they read, have pupils raise their hand when they locate the adverbs of time. (*yesterday, today*)
- Read the dialogue aloud, pausing at each gap for pupils to provide *is* or *was*. Then put pupils in pairs to role play the dialogue.

MONITOR Review answers as a class. (Answers: 1 *was*, 2 *was*, 3 *was*, 4 *was*, 5 *is*, 6 *is*) As pupils role play, listen for proper pronunciation and appropriate intonation.

13 Put the temperatures in order. Start with cold. Make sentences about what you are wearing.

Write the four vocabulary items on the board. Ask volunteers to make sentences using them.

- Read the directions aloud and have pupils order the words according to temperature.

MONITOR Show Flashcard 36 and review answers as a class, explaining that blue is the coldest. (Answers: *cold – cool – warm – hot*)

- Have a volunteer read the speech bubble. Ask pupils to write sentences in their notebooks about the weather today and what they are wearing. Have them read their sentences to the class, gently correcting any mistakes.
- Assign Activity Book page 48 and direct pupils to digital activities.

Application and Practice Activity

- Extend Activity 13 by having pupils make sentences about the weather yesterday and what they were wearing. If the weather yesterday was the same as today, ask them to write about last week or last Saturday, for example, when the weather was different. Model: *It was hot last Saturday. I was wearing shorts and a T-shirt.* Emphasise *was* and point out that we use *was* because we're using the adverb of time *last Saturday*. Have them write their sentences in their notebooks, then read them to the class.

11 Read and find the correct sentence and say. Correct for you.

- 1 It is sunny yesterday.
It was sunny yesterday.
- 2 Today it's snowy.
Yesterday it's snowy.
- 3 It's cool and windy now.
It was cool and windy now.
- 4 It was rainy last night.
It is rainy last night.
- 5 We aren't warm last Sunday.
We weren't warm last Sunday.
- 6 She isn't cold today.
She wasn't cold today.

It wasn't sunny yesterday.



12 Complete the role-play with **is** or **was**. Then say with your partner.

Becky: My holiday is great fun.
Yesterday, ¹ ? great! I ² ? at
the beach all day!

George: Wow! What ³ ? the weather
like yesterday?

Becky: It ⁴ ? hot and sunny. What
⁵ ? the weather like at home
today?

George: It ⁶ ? cool and rainy.



13 Put the temperatures in order. Start with cold. Make sentences about what you are wearing.

cold cool hot warm



It's cold today. I'm wearing boots, trousers,
a jumper, coat and gloves.

14 Look, listen and repeat.

average climate extreme opposite temperature tourists

15 Listen and read. What does climate mean?

What's the Weather Like?

The year-round weather in a place is called its climate. In some places, the climate is the same all year long – and it can be extreme.

Wow! That's Hot!

There are many hot places on the planet but the Lut Desert in Iran is super hot. The temperatures there can be 70 degrees Celsius! It is so hot that not many people go there. As a result, the Lut Desert is also a very quiet place.

It's Freezing!

Oymyakon, Russia, is the opposite of the Lut Desert. It is very cold. There is lots of snow and temperatures can be minus 70 degrees Celsius. Not many people live in Oymyakon because of the cold.

I'm Thirsty!

The Atacama Desert in Chile is dry. In some parts of this desert, it never rains at all. As a result, not many people live there. But tourists go to see this very beautiful place. People say the Atacama Desert looks like the moon.

Where's My Umbrella?

It rains almost every day in Lloró, Colombia. Lloró gets an average of 13 metres of rain every year. That's a lot of rain! The trees grow very quickly because of the rainy climate.

THINK BIG What would it be like to live in one of these places? What's the climate like where you live?

16 Read again and answer.

- 1 Why do not many people go to the Lut Desert?
- 2 What is the result of so few people going there?
- 3 How cold can it get in Oymyakon?
- 4 Why is the Atacama Desert so dry?
- 5 Why do the trees grow quickly in Lloró?

17 Use the chart. Ask and answer.

Place	Climate	Weather	Effect
desert	hot and dry	never rains	not many plants grow there not many animals live there
rainforest	hot and wet	always rains	plants and trees grow quickly
mountains	cold and snowy	usually snows	lots of tourists visit



What's the weather like in the desert?

It's hot and dry because it never rains. As a result, not many plants grow there.



PROJECT

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



Warm-Up

- **21st Information Literacy** Show pupils a world map on which the different habitats are colour-coded. Ask: *Which places are green on this map?* (rainforests) *Why do you think rain forests are shown in green?* (Rainforests are green in real life. Rainforests get a lot of rain. This allows plants to grow.) *Which places are brown on this map?* (deserts) *Why do you think deserts are shown in brown?* (Deserts are generally brown in real life. They get very little rain so fewer plants grow in them.)

Using Page 62

14 2:28 Look, listen and repeat.

INVOLVE

Explain the lesson objective – pupils will read about extreme climates around the world, discuss what it would be like to live there and make a poster.

- Read the directions aloud and play audio track 2:28 once through.
- Play the audio track again, this time pausing after each word so that pupils can repeat. Explain to pupils that they will now learn the words in context.

15 2:29 Listen and read. What does climate mean?

- Have pupils look at the pictures and tell you what they see. Help them name the different landscapes. Ask in which countries they would expect to see these landscapes.
- Play audio track 2:29 and have pupils listen and read. Tell pupils to make a note of any words they do not understand.
- Ask questions to check for understanding. Ask: *What is the weather like in the Lut Desert?* (very hot) *Why is Oymyakon, Russia the opposite of the Lut Desert?* (It is very cold there.) *What is the climate like in the Atacama Desert?* (very dry) *in Lloró, Colombia?* (very wet and rainy) Then ask the question: *What does climate mean?* Pupils look back at the text to find the answer. (*Climate is the year-round weather in a place.*)

ASSIST

Replay the audio as necessary. Use simple language and gestures to explain words pupils wrote down while listening.

THINK BIG 21st Environmental Literacy

- Have pupils look at the pictures and describe how they would feel if they were there. Ask what types of clothes they would wear. Then ask what the climate is like where they live. Ask what they usually wear and if they like their climate.

Using Page 63

16 Read again and answer.

- Read the directions aloud. Give pupils some time to reread the text silently then have them close their books. Ask them the questions from Activity 16 and see if they can answer any of them from memory.
- Have pupils open their books and answer the questions in their notebooks, looking back at the text if necessary.

MONITOR Review answers with the class. (Answers: 1 Because it's super hot., 2 It's a very quiet place., 3 It can be minus 70 degrees Celsius., 4 Because it never rains., 5 Because of the rainy climate.)

CHALLENGE With their books closed, have pupils make and ask each other questions about the text.

17 Use the chart. Ask and answer.

- Explain the term *as a result* by writing the following example on the board: *I went to bed late because I was watching TV. As a result, I was tired this morning.* If possible, have pupils make some sentences of their own using *as a result* and write them on the board.
- Have pupils study the chart and read the speech bubbles. Put them in pairs and have them ask and answer about the information in the chart, using the speech bubbles as a guide.

MONITOR Check for proper pronunciation and that pupils are reporting the correct information. Make sure pupils take turns asking questions.

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

- Have a volunteer read the text on the poster about the Canadian Arctic.
- Read the directions aloud and have pupils work alone, in pairs or in small groups to make their posters. Have them use the internet or reference books to research a place in the world which has extreme weather. Tell them to include information about the climate, the people and animals that live there. They can draw or find pictures to illustrate their posters. This activity can be done for home work.
- Invite pupils to present their posters to the class by describing their chosen place, what the climate and weather is like and one resulting effect.

MONITOR Listen to pupils' presentations for proper pronunciation, appropriate intonation and correct use of language.

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

Application and Practice Activity

- Write these vocabulary words on the board: *average, climate, extreme, opposite, temperature, tourists*. Invite pupils to write sentences using each word in their notebooks. Then have them copy their sentences onto half a sheet of A4 paper, replacing the vocabulary items with a blank. In pairs, pupils swap and complete the sentences. Invite pupils to read their partner's complete sentences aloud.
- Have pupils view the Unit 5 video segment. Use the Video Guide.

OBJECTIVES

To read and talk about places which have extreme climates

To read and understand a geography text

Content Words

Nouns: average, climate, extreme, opposite, temperature, tourists

21st Century Skills

Information Literacy
Environmental Literacy

Materials

World map with colour-coded habitats

A4 paper, A3 paper, crayons, marker pens, coloured pencils

Audio tracks 2:28–29

Interactive activities (eText)

Video (eText)

Digital activities:
MyEnglishLab

AB

Page 49

Answers on page T152

TEACHING TIP

Place Name Origins

Tell pupils that the origins of place names can be surprising. Say: *In Spanish, lloró means 'He cried'. You might think the name of Lloró, Colombia, came about because tears are like rain. But that's not how the place got its name. It was named for a leader called Gioró. He lived in the area long before Columbus came to South America.*

2:28

14

Look, listen and repeat.

average climate extreme opposite temperature tourists

2:29

15

Listen and read. What does climate mean?

What's the Weather Like?

The year-round weather in a place is called its climate. In some places, the climate is the same all year long – and it can be extreme.

Wow! That's Hot!

There are many hot places on the planet but the Lut Desert in Iran is super hot. The temperatures there can be 70 degrees Celsius! It is so hot that not many people go there. As a result, the Lut Desert is also a very quiet place.

It's Freezing!

Oymyakon, Russia, is the opposite of the Lut Desert. It is very cold. There is lots of snow and temperatures can be minus 70 degrees Celsius. Not many people live in Oymyakon because of the cold.

I'm Thirsty!

The Atacama Desert in Chile is dry. In some parts of this desert, it never rains at all. As a result, not many people live there. But tourists go to see this very beautiful place. People say the Atacama Desert looks like the moon.

Where's My Umbrella?

It rains almost every day in Lloró, Colombia. Lloró gets an average of 13 metres of rain every year. That's a lot of rain! The trees grow very quickly because of the rainy climate.

**THINK
BIG**

What would it be like to live in one of these places? What's the climate like where you live?

16 Read again and answer.

- 1 Why do not many people go to the Lut Desert?
- 2 What is the result of so few people going there?
- 3 How cold can it get in Oymyakon?
- 4 Why is the Atacama Desert so dry?
- 5 Why do the trees grow quickly in Lloró?

17 Use the chart. Ask and answer.

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desert	hot and dry	never rains	not many plants grow there not many animals live there
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mountains	cold and snowy	usually snows	lots of tourists visit



What's the weather like in the desert?

It's hot and dry because it never rains. As a result, not many plants grow there.



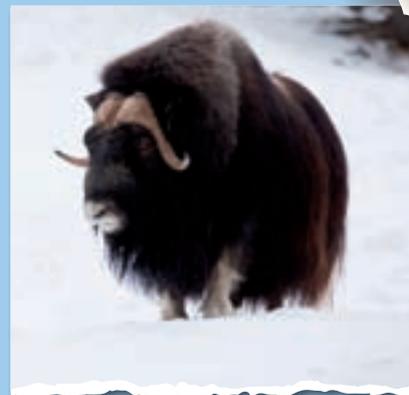
PROJECT

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



The Canadian Arctic

The Canadian Arctic is very cold and snowy. In winter, temperatures can be minus 50 degrees Celsius. As a result, many animals sleep all winter.



2:30

19

Listen and read. What is popular in Japan?

All-Weather Sports



Children around the world enjoy outdoor sports. In the United States, many children play baseball. In India and England, cricket is a popular game. And football is loved by children all over the world. But when the weather is bad, it's not much fun to play any of these sports. So what can you do? Kids in other parts of the world just might have the answer.

Flying High

If it's too windy, it can be difficult to play football and some other outdoor sports. But one thing many kids know is that a windy day is great for flying a kite. Children all over the world enjoy being outdoors and flying kites but it is very popular in Japan and other Asian countries.

Fun in the Water

In parts of Africa, it is dry for many months of the year. But when the rain comes, the dry rivers and lakes fill up quickly. Kids love it. They go swimming and play games in the water. It's a fun time for everyone when it rains.

Sledging

In Alaska and parts of Canada, it snows a lot. But that doesn't stop kids from having fun outdoors. When it snows, they wear warm clothes and go outside. They often go sledging. Some kids also do an interesting sport called dog sledging. Dogs pull the sledge and the kids ride on it. So turn off the TV. Even if it is windy, wet or cold, there are lots of fun things to do outside.

20

Look at 19. Say the sports.

- 1 This is a popular sport in England.
- 2 On a windy day, this is great fun.
- 3 When it rains a lot, you can do this in the lake.
- 4 You can do this when it snows a lot.

**THINK
BIG**

Think about sports you play or sports you know. Which ones are good for...

- a hot, sunny days? b wet, rainy days? c snowy days?

Warm-Up

- Review the word *opposite*. Have pupils identify opposites on the flashcards. (*hot/cold, warm/cool, sunny/rainy*) Then introduce these opposites: *indoor/outdoor, inside/outside, wet/dry* and *calm/windy*.
- Have pupils play *Concentration* (see *Game Bank*, page T137, for details). Have pairs begin by making word cards for pairs of opposite words, writing each word on an index card.

Using Page 64

19 2:30 Listen and read. What is popular in Japan?

INVOLVE

Explain the lesson objective – pupils will read about sports people around the world enjoy in different types of weather.

- Write these vocabulary items on the board: *cricket, Japan, outdoor, popular, sledging, sports*. Have pupils locate these words in the article before they read.
- Read the directions aloud. Play audio track 2:30. Have pupils listen and read.
- Pause after each section and ask questions for understanding: *Where is it dry for many months of the year?* (parts of Africa) *What sport is loved by children all over the world?* (football) *Which animals pull sledges in Alaska?* (dogs)
- Ask: *What is popular in Japan?* Pupils look back at the text to find the answer. (Flying a kite is popular in Japan.)

ASSIST

Have pupils name each of the sports pictured on the page and the name of the country they are popular in.

20 Look at 19. Say the sports.

- Have pupils read the text again silently. When they have finished, ask them to close their books and tell you anything they remember about the text. Write their answers on the board.
- Read the directions aloud. Have pupils discuss their answers with a partner.
- Read the questions again, pausing after each one for pupils to tell you the name of the sport.

MONITOR

Review answers as a class. (Answers: 1 cricket, 2 flying a kite, 3 swimming, 4 sledging)

- **21st Information Literacy** Point out that many articles have subheads. Show pupils the title and three subheads on this page. Have pupils use these subheads to describe the main idea of each section of the article. Ask: *Why is this part of the article called 'Flying High'?* (It is about kites that fly high in the sky.) *What do the other subheads tell you?* ('Fun in the Water' is about children playing in the water when it rains in dry parts of Africa. 'Sledging' is about children in Alaska going sledging in the snow.) Tell pupils they can also use subheads to review articles they have already read.

THINK BIG 21st Critical Thinking

- Ask pupils what type of sports they like to play in the summer and winter. List the sports they mention on the board. Ask them if they have tried any of the sports mentioned in the text. Then ask the Think Big questions, giving pupils time to discuss their answers in pairs before answering. (Possible answers: *a swimming and beach volleyball, b ping pong and squash, c skiing and snowboarding*)
- Assign Activity Book page 50 and direct pupils to digital activities.

Application and Practice Activity

- Create a class graph to show pupils' favourite type of weather. Begin by creating a life-size pictograph. Write words describing different types of weather on the board and have pupils stand in lines in front of their favourite. Have pupils suggest how the data from the survey can be made into a graph.

OBJECTIVES

To read and talk about sports people around the world enjoy when it's windy, wet or cold

Content Words

Nouns: cricket, kite, outdoor, popular, sledging, sports

21st Century Skills

Information Literacy
Critical Thinking

Materials

Flashcards 36–41
Index cards
Audio track 2:30
Digital activities:
MyEnglishLab

AB

Page 50

Answers on page T152

TEACHING TIP

Using Flashcards

Have pupils make flashcards for additional practice with the key vocabulary items. Tell them to write the word on one side and the definition on the other. Pupils can then take turns quizzing each other with their cards.

OBJECTIVES

To learn about and identify detail sentences

To write a title, a topic sentence and detail sentences

Key Vocabulary

Detail sentences

Materials

A4 paper
Newspapers and magazines
Digital activities:
MyEnglishLab

AB

Page 51

Answers on page T152

TEACHING TIP

Making and Using Diagrams

Have pupils name the seasons of the year and ask: *What time of year comes after winter?* (spring) Have pupils create diagrams that show that the four seasons are part of a cycle that repeats over and over. Allow pupils to share their diagrams with their classmates.

Warm-Up

- Point out to pupils that some items of clothing go together. Model: *A scarf and coat go together. I wear them both when it is cold.* Then add an item that does not belong. Model: *Sandals do not go together with a scarf and hat.*
- Have pupils use the word cards they made for page T59 to create *What's Wrong?* puzzles. For example, Pupil A presents these cards to Pupil B: *sandals, shorts, gloves, sunglasses.* Pupil B works out that gloves don't belong with the other items. Invite pupils to challenge each other in small groups.

Using Page 65

21 Read. Then choose.

- INVOLVE** | Explain the lesson objective – pupils will learn about, identify and write sentences that give details.
- Read the directions aloud and then read the text in the box. Remind pupils that a topic sentence tells us what a paragraph is about. Ask: *What is the purpose of detail sentences?* (They give more information about the topic. They give interesting details.)
 - Read Items 1 and 2, pausing at each gap for pupils to provide the correct answer from the box.

MONITOR | Review answers as a class. (Answers: 1 topic sentence, 2 detail sentence)

22 Read the topic sentence below. Which sentences give details about this topic?

- Read the directions aloud and then read the topic sentence. Ask: *What is the topic of this paragraph?* (winter) Tell pupils they will choose the detail sentences that tell more about winter. Read Item 1 aloud. Ask: *Does this sentence say why the writer likes winter?* (yes)
- Have pupils complete the activity independently then check their answers with a partner.

MONITOR | Review answers as a class. (Answers: 1, 3, 4, 6)

ASSIST | Discuss Items 2 and 5. Make sure that pupils understand why they aren't topic sentences.

CHALLENGE | Have pupils write a paragraph in their notebooks by combining the topic sentence and the correct detail sentences. Encourage pupils to add one more detail sentence to their paragraph.

23 Write about your favourite season.

- Read the directions aloud. Have pupils follow steps 1–4 to write a paragraph about their favourite season in their notebooks. Remind them that they must stay on topic.



Have pupils complete this sentence frame to use as a topic sentence: *My favourite season is ...*

- Give pupils sheets of A4 paper and have them copy their paragraph on it. Ask them to decorate the edges of the paper according to their chosen season. Invite pupils to present their paragraphs to the class.

MONITOR | As pupils read their sentences aloud, listen for proper pronunciation, appropriate intonation and correct use of language.

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

Application and Practice Activity

- Invite pupils to look through newspaper and magazine articles to find detail sentences. Allow pupils to share the examples they find with the class.

21 Read. Then choose.

Here is a topic sentence.

My favourite season is summer.

After the topic sentence, we give more information with detail sentences.

In the summer where I live, the weather is usually sunny and hot. I like going to the beach with my friends. We swim or play volleyball.



detail sentence topic sentence

- 1 A ? tells us what the paragraph is about.
- 2 A ? gives us more information.

22 Read the topic sentence below. Which sentences give details about this topic?

Topic sentence: *Winter is my favourite time of year.*

- 1 We like building snowmen in winter, too.
- 2 It's not cold in summer.
- 3 My friends and I like to go sledging.
- 4 We usually wear hats and gloves in winter.
- 5 My sister's favourite season is spring.
- 6 It's cold and snowy in winter but I like it.



Writing Steps

23 Write about your favourite season.

- 1 Choose your favourite season.
- 2 Write a title.
- 3 Write a topic sentence.
- 4 Write three detail sentences.





24 Listen, read and repeat.

1 **SC**

2 **SW**

3 **SN**

4 **SL**



25 Listen and find. Then say.



scarf



sweet



snail



sleep



26 Listen and blend the sounds.

1 s-c-ou-t scout

2 s-n-a-ck snack

3 s-w-i-m swim

4 s-l-i-m slim

5 s-n-ow snow

6 s-w-a-n swan

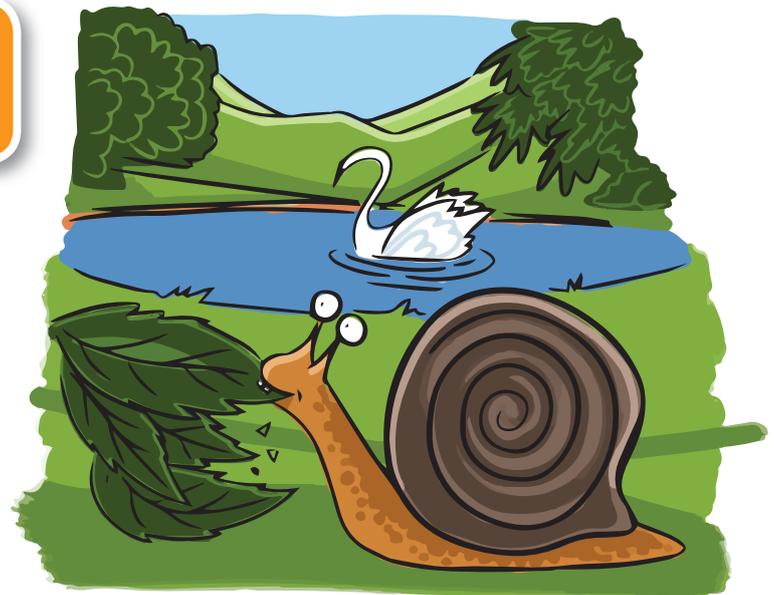
7 s-l-ow slow

8 s-c-ar scar



27 Read aloud. Then listen and chant.

A slow snail is eating a snack
And a slim swan is swimming.



Warm-Up

- Write the sounds *sc*, *sw*, *sn* and *sl* on the board. Say the sounds aloud and have pupils repeat after you.
- Have pupils go through Units 1–5 to find words beginning with or containing these sounds. Write their answers on the board in four columns. (Possible answers: *scarf*, *school*, *scientist*; *swim*; *snack*, *sneeze*, *snow*; *sledge*, *sleep*)

Using Page 66

24 2:31 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *sc*, *sw*, *sn* and *sl* individually and as part of words.

- Read the directions aloud. Play audio track 2:31 and have pupils listen and point to each sound as it is said. Have pupils repeat.
- Replay the audio and have pupils say each sound again.

MONITOR

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

25 2:32 Listen and find. Then say.

- Read the directions aloud. Play audio track 2:32 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

MONITOR

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

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.

26 2:33 Listen and blend the sounds.

- Read the directions aloud. Play audio track 2:33 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.

ASSIST

Replay the audio as needed.

27 2:34 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 2:34 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 correct use of language.

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

Application and Practice Activity

- On the board, write *A scout with a scarf can swim with a swan*. Explain to the pupils that this is a tongue twister. Say it slowly, aloud and have pupils repeat after you. Then repeat it again and again with the pupils, gaining speed each time.
- Have pupils make their own tongue twisters using the words from this lesson or from previous phonics lessons. Have volunteers present their tongue twisters to the class and have pupils repeat as fast as they can.
- Have pupils play Unit 5, Game 1 on the eText.

OBJECTIVES

To identify and say the letters and sounds *sc*, *sw*, *sn* and *sl* individually and as part of words

Materials

Audio tracks 2:31–35

Game (eText)

Digital activities:
MyEnglishLab

AB

Page 52

Audioscript on page
T143

Answers on page T152

OUTCOMES

Pupils can talk about different types of weather today and in the past

Pupils can talk about what people wear in different types of weather

21st Century Skills

Critical Thinking
Self Direction

Materials

Index cards
Scissors, paper, crayons,
marker pens, coloured
pencils
Game (eText)
Digital activities:
MyEnglishLab

AB

Page 53
Answers on page T152

TEACHING TIP

Pairing Pupils

Pair pupils with different abilities to encourage them to share information and develop their communication skills. Invite pupils with stronger skills to partner with those who are less proficient.

Warm-Up

- Have pupils create word scrambles using vocabulary items from pages 56 and 62. Tell them to choose a word, write the word on an index card and cut up the word so that each letter is on a separate piece of paper. Then pupils muddle up the letters and exchange scrambles with another pupil.

Using Page 67

28 Look at the weather reports. Complete the questions and answers.

INVOLVE

Explain the lesson objective – pupils will complete sentences about the weather yesterday and today, talk about the differences between two pictures and write about a picture.

- Read the directions aloud. Then have volunteers read the weather reports, helping with the city and country names if necessary. Say: *We measure temperature in degrees.* Show pupils the symbol (°) used to represent the word *degrees*. Ask: *When a sentence has the word yesterday, do we use is or was?* (was)
- Do Item 1 as a class. Then do Item 2 by asking a volunteer to find the information in the chart.
- Have pupils write the questions and answers in their notebooks.

MONITOR

Review answers as a class. (Answers: 1 *What was the weather like in Barcelona yesterday?*, 2 *Yesterday, in Barcelona it was sunny, windy and hot.*, 3 *What is the weather like in Barcelona today?*, 4 *Today, it's rainy and warm.*, 5 *What was the weather like in Glasgow yesterday?*, 6 *Yesterday, in Glasgow it was snowy and cold.*, 7 *What is the weather like in Glasgow today?*, 8 *Today, it's cloudy and cool.*)

29 21st Critical Thinking Find the differences. Talk with a partner.

- Read the directions and speech bubbles aloud. Ask: *What season do you think it is in Picture A?* (late summer or early autumn) *What season do you think it is in Picture B?* (winter)
- Have pupils work in pairs to find the differences between the pictures. Encourage pupils to list the differences they notice in their notebooks.

MONITOR

Listen as pupils work to ensure that they are using the target language correctly. (Answers: *temperature – warm/cold; weather – sunny/snowy; clothing – shorts and sandals, sunglasses/hats, coats, gloves, scarves, glasses; activities – playing soccer/building a snowman; woman on bench; bushes in background*)

30 Choose one picture from 29. Write a topic sentence and three detail sentences.

- Remind pupils of the differences between a topic sentence and detail sentences. Have them choose one of the pictures and write their sentences in their notebooks. Invite pupils to read their sentences to the class.

I Can

- **21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Read the statements aloud. Explain that the pupils should write in their notebooks the skills they feel they can do. 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

- Have pupils draw a picture that shows the same scene during another season or weather. For example, pupils might draw the scene when it is a windy, spring day. Have pupils describe the differences between their new picture and Pictures A and B.
- Have pupils play Unit 5, Game 2 on the eText.

28 Look at the weather reports. Complete the questions and answers.

Barcelona, Spain	
Yesterday	Today
	
Temperature: 33 °C	Temperature: 28 °C

Glasgow, Scotland	
Yesterday	Today
	
Temperature: 4 °C	Temperature: 12 °C

- 1 What/weather/Barcelona/yesterday?
- 2 Yesterday, in Barcelona it was ? .
- 3 What/weather/Barcelona/today?
- 4 Today, it's ?
- 5 What/weather/Glasgow/yesterday?
- 6 ?
- 7 What/weather/Glasgow/today?
- 8 ?

29 Find the differences. Talk with a partner.

Picture 1



Picture 2



In Picture 1,
it's hot and sunny.

In Picture 2,
it's cold and snowy.



30 Choose one picture from 29. Write a topic sentence and three detail sentences.

I Can

- talk about the weather today and in the past.
- talk about clothes.
- talk about climates around the world.
- find and use detail sentences.