

# Unit 1

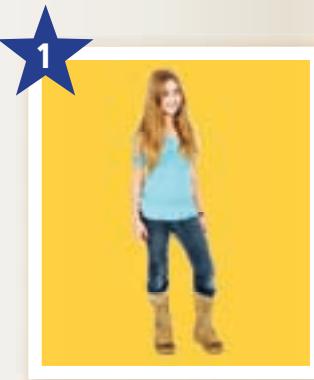
# Kids in My Class

1:02



1 Listen, look and say.

## Class Yearbook



Trish is **tall** and has got **long light** brown hair. She plays the flute.



Darren is **short**. He has got **straight** black hair and glasses. He's **shy**.



Sylvia has got brown hair. She carries a **bright** pink backpack.



Natalie has got **wavy blonde** hair. She's **clever** and likes to read.



Brian has got **dark** brown hair and **glasses**. He's **serious**.



Larry has got **light** brown hair. He's **friendly** and very **funny**.

1:03



2 Listen, find and say.



3 Play a game.

## Warm-Up

- Write descriptive words and phrases on cards or pieces of paper, such as *boy, girl, tall, short, straight hair, long hair, red shirt, blue trousers*. Explain that when you hold up a word or phrase that describes them, they should stand up.
- Hold up a simple description, such as *boy*. Encourage all the pupils to say the word aloud and have all the boys in the class stand up. Do the same with *girl*. Continue with the other cards.

## Using Page 4

### 1 Listen, look and say.

INVOLVE

Explain the lesson objective – pupils will learn and use adjectives to describe people.

- Point to one of the children on page 4 and ask questions about him/her. Ask: *What colour is her hair? What's he wearing?*
  - Read the directions aloud. Play audio track 1:02. Have pupils listen, look at the photo for each corresponding description and then repeat the sentences.
- MONITOR | Replay the audio and pause after each description while pupils repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask pupils to repeat each description aloud after you, if necessary.
- ASSIST | Replay the audio as needed.

### 2 Listen, find and say.

MONITOR

- Point to the children in the pictures in Activity 1 and describe each child. Have pupils repeat after you. Randomly describe a child and have pupils point to the child you have described.
  - Read the directions aloud. Play audio track 1:03. Have pupils listen, point to each child in the photographs in Activity 1. Ask them to show the answer by raising the correct number of fingers. For example, for *She's got brown hair*, pupils should find the corresponding image on the page, see that it is number 3 and raise three fingers.
- MONITOR | Check to make sure pupils are pointing to the correct image. Pupils can also repeat the activity in pairs, showing or saying the correct number for each adjective to each other.

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

### 3 Play a game.

MONITOR

- Play *I Spy* (see *Game Bank*, page T136, for details) with the class. Say: *I spy with my little eye someone with dark wavy hair*. Have pupils look at one another and guess who you are describing. The pupil who guesses correctly then has a turn to describe someone else using adjectives learnt in this lesson. (Note: you may use the flashcards for this game if it's easier; describe children on the cards rather than pupils in your class.)
- Check that pupils can match each description to the correct person. Listen for proper pronunciation, appropriate intonation and correct language use. Pupils can also play the game again in small groups or pairs.

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

## Application and Practice Activity

- **21<sup>st</sup> Collaboration** Have pupils work in small groups to create a series of statements that describe one person in the group. *I'm tall. I've got straight hair. I like pizza.*
- Have each group present their *Who Am I?* riddles to the class. Without giving the names, the group members should take turns making statements about the person they have chosen to describe. Then the class should try to guess who that person is.

## OBJECTIVES

To identify and describe features and attributes of people

## Key Vocabulary

Adjectives: blonde, bright, clever, dark, friendly, funny, glasses, light, long, serious, short, shy, straight, tall, wavy

## 21st Century Skills

Collaboration

## Materials

Flashcards 1–10

Teacher-made cards with descriptive words and phrases

Audio tracks 1:02–03

Interactive activities (eText)

Digital activities: MyEnglishLab



Page 2

Answers on page T147

## OBJECTIVES

To identify and describe features and attributes of people

To sing a song

## Key Vocabulary

**Adjectives:** blond, bright, clever, dark, friendly, funny, glasses, light, long, serious, short, shy, straight, tall, wavy

## 21st Century Skills

Critical Thinking

## Materials

Flashcards 1–10

Index cards

Photos of celebrities such as popular actors, models, musicians or athletes

Audio tracks 1:04–06

Interactive activities (eText)

Digital activities:  
MyEnglishLab



Page 3

Audioscript on page T137

Answers on page T147

## TEACHING TIP

### Extending the Lesson

Pupils are often motivated by reading about celebrities. Have pupils look through magazines for pictures of their favourite actors, models, musicians and athletes. Have pupils identify traits such as hair colour, hair length, size etc. Invite them to share a picture with the class and describe the person using some of the key vocabulary words.

## Warm-Up

- Help pupils remember the key vocabulary they learnt in the first lesson by saying each adjective aloud and asking them to point to someone in the class with that attribute or feature.

## Using Page 5

4

1:04  
1:05

### Listen look and sing. Which girl is Marie?

INVOLVE

Explain the lesson objective – pupils will sing a song and use adjectives to describe people.

- Read the directions aloud. Play audio track 1:04. Have pupils read along silently.
- Replay the audio and have pupils sing along. Do this several times. Then ask pupils to read the song silently, look at the images in Activity 4 and identify which girl is Marie.
- 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

Check pupils' comprehension. Ask pupils to point to the girl who is Marie. Point to the girl on the left and ask: *How did she change?* (She's got new glasses and straight hair.) Point to the girl on the right and ask: *How did she change?* (She's taller and she's got curly dark hair.) (*Answer: The girl on the right.*)

ASSIST

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

5

### Look at the people in 1 and say True or False.

- Read the directions aloud. Then read the first statement aloud. Have pupils look at the matching images and descriptions in Activity 1 and determine if the statement is true or not.
- Have pupils complete the activity independently by reading each statement and deciding whether it is true or false.

MONITOR

Review answers as a class. (*Answers: 1 True, 2 False, 3 False, 4 True, 5 False, 6 False*)

6

### Ask and answer about people in your class.

- Read the directions aloud. Read the speech bubbles aloud while pupils follow in their books. Have pupils repeat the dialogue aloud after you.
- Choose volunteers to model the dialogue. Have pupils reverse roles and repeat.
- Have pupils work in pairs to ask and answer questions about people in the class, following the model given.

MONITOR

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

THINK BIG

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

- Read the questions aloud as pupils follow in their books. Discuss the questions as a class. Help pupils express their answers in English. (*Possible answers: People in the same family don't always look the same. Sometimes they look similar and sometimes they look different.*)
- Assign Activity Book page 3 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils write their name on an index card. Shuffle the cards to give one to each pupil, making sure they don't get their own names. Have each pupil write words that describe the person they selected on the back of the card. Provide a place for pupils to keep the cards.

MONITOR

As pupils work, check to make sure they are using a wide range of vocabulary.

1:04 1:05  
4

Listen, look and sing. Which girl is Marie?



## Who's That Girl?

It's the first day of school.  
We're back in our classes.  
Everybody looks different  
And I've got new glasses!



Who's that girl  
Standing over there?  
She's taller than me.  
She's got curly dark hair.

In my class are the same friends I know  
But we all change. We all grow (x2)

It's the first day of school  
And I'm back in my chair.  
Everybody looks different.  
Now I've got straight hair.

Who's that girl?  
Oh, wait, that's Marie!  
Last time I saw her,  
She was shorter than me!

Chorus



### 5 Look at the people in 1 and say True or False.

- 1 Sylvia has got brown hair. 2 Natalie wears glasses. 3 Larry is shy.  
4 Brian is serious. 5 Trish plays the saxophone. 6 Darren is tall.

### 6 Ask and answer about people in your class.

She's tall and has got long black hair. Who is she?

It's Sarah.

THINK  
**BIG**

Do people in the same family always look the same?  
Do they sometimes look different?

**Story**

7 Listen and read. Who's taller? Amanda or Christina?

**She's Just Like You!**

1 Christina tells her dad about the new girl at school.

2 Christina and the new girl have got some things in common.

3 But Christina and Amanda are different in some ways, too.

4 Amanda is shorter than Christina.

5 Christina likes her new classmate.

6 Christina is definitely not shy!

8 Copy the chart. Then read and ✓ or ✗.

	Christina...	Amanda...
1 has got curly dark hair.		
2 has got long hair.		
3 is tall.		
4 is nice and clever.		
5 is shy.		

**THINK BIG** Think of a friend. Explain how you are the same and how you are different.

## Warm-Up

- Invite pupils to play a game called *Just Like Me*. Model how to play. One person will give clues that talk about someone in the class who is similar to them in different ways. The other pupils will try to guess who that person is. Say: *I know someone who is just like me. We are both (wearing red shirts)*. Encourage the class to guess who you are describing.
- Have the pupil you described come to the front and give clues about another pupil in the class. That person will be the next one to have a turn giving clues. Continue until everyone has had a turn.

## Using Page 6

- 7 1:07 Listen and read. Who's taller? Amanda or Christina?

**INVOLVE** Explain the lesson objective – pupils will listen and answer questions about a story.

- Read the story title aloud. Have pupils repeat it. Ask: *Who is the story about?* (Amanda and Christina)
- Read the directions aloud. Draw attention to the question: *Who's taller? Amanda or Christina?* Play audio track 1:07. Have pupils listen and read along silently.

**MONITOR** Ask comprehension questions about the story. Ask: *Who's Amanda?* (She's a new girl in Christina's class.) *Who's got dark curly hair?* (both Christina and Amanda) *Is Amanda tall?* (No, she isn't. Christina is taller than Amanda.)

**ASSIST** Replay the audio as necessary. Pause after each frame and explain the meaning of comparative adjectives such as *taller*, *longer*, *curlier* and *shorter*, as well as phrases such as *have in common*.

- Have pupils work in pairs to read the speech bubbles aloud to each other and role play the dialogue in the story.

**CHALLENGE** Have pupils work in pairs to look at the story and describe Christina's dad. Ask: *Is Christina's dad just like your dad?*



Have pupils write a paragraph saying how Christina's dad is similar to and different from their dad or another male in their family, such as an uncle or grandfather.

## Using Page 7

### 8 Copy the chart. Then ✓ or ✗.

- Read the directions aloud. Have pupils copy the chart into their notebooks.
- Do Item 1 with the whole class and then have pupils complete the activity independently.

**MONITOR** | Review answers as a class. (Answers: 1 ✓, ✓, 2 ✗, ✓, 3 ✓, ✗, 4 ✓, ✓, 5 ✗, ✓)

**ASSIST** | Have pupils look at the story frames again. Ask questions such as: *Who has got curly dark hair?* Help pupils find the correct girl (or girls) in the story and make a ✓ or ✗ in the correct column on their chart.

**CHALLENGE** | Talk about Christina's dad's statement in Frame 6. Ask: *How do we know he is joking with her?* Make sure pupils understand the meaning of 'Just like you!' Explain that sometimes we say the opposite of what we really think and this is meant to be funny.

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

- Read the questions aloud as pupils follow in their books. Discuss the questions as a class. Pair pupils and have them explain how they are the same and different from a friend. Allow time for each pupil to have a turn to explain their differences and similarities to a partner. Help pupils express their responses in English.
- Assign Activity Book page 4 and direct pupils to digital activities.

### Application and Practice Activity

- Write *Same* and *Different* in two columns on the board. Call to the front the pupil that you said was 'Just like me!' in the Warm-Up activity. Ask if anyone remembers the ways you and the pupil are the same. Then ask if anyone can tell the ways that you are different. Write their suggestions underneath each heading.
- Have pupils fold a sheet of paper into four parts to make a booklet. Ask pupils to write sentences in the booklet saying how a friend, classmate or relative is similar to and different from themselves.
- Allow pupils to share their booklets with the class.

**ASSIST** | Offer suggestions to pupils who need help. You can refer to the examples you have written on the board.



For pupils who are struggling with this task, suggest that they write their booklet about you and the pupil you compared yourself with in the Warm-Up activity, using the language written on the board.

## OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

## Key Vocabulary

**Adjectives:** clever, curly, dark, long, shy, tall

## 21st Century Skills

Communication

## Materials

Paper, folded into quarters

Audio track 1:07

Interactive activities (eText)

Digital activities: MyEnglishLab



Page 4

Answers on page T147

## Summary

Christina tells her dad about Amanda, a new girl in her class and describes the ways in which they are similar and different.

## TEACHING TIP

### Using Pictures to Predict

Have pupils look at the pictures and discuss who they think the girl and the man might be. Then have them look at the thought bubbles and discuss what they think the girl in the story might be thinking. Ask: *Who do you think the other girl in the thought bubble is?*

# Story



1:07 Listen and read. Who's taller? Amanda or Christina?

## She's Just Like You!

There's a new girl in our class.

Oh, really? What's she like?

Her name's Amanda.  
She's got curly dark hair.

Just like yours!

1 Christina tells her dad about the new girl at school.

2 Christina and the new girl have got some things in common.

Yes... but my hair is curlier than hers.  
And her hair is longer than mine.

Is she tall?

No, she isn't. I'm taller than her.

3 But Christina and Amanda are different in some ways, too.

4 Amanda is shorter than Christina.



Is she nice?

Yes, she's nice. And  
she's clever, too. But  
she's also a bit shy.

- 5 Christina likes her new classmate.

Just like you!

I'm clever and nice  
but I'm not shy!

- 6 Christina is definitely not shy!

8 Copy the chart. Then read and ✓ or ✗.

	Christina...	Amanda...
1 has got curly dark hair.		
2 has got long hair.		
3 is tall.		
4 is nice and clever.		
5 is shy.		



Think of a friend. Explain how you are the same  
and how you are different.

# Language in Action

1:08



Listen and look at the sentences. Help Sam and Christina make more.

shorter    darker    longer    smaller    brighter

Chris is taller than Tom.

Kevin's hair is shorter than John's.

Mary's backpack is heavier than Kim's.

**SAMPLE UNIT 1**

10 Copy the chart. Then complete.

+er		y +ier		double consonant + er	
1 ?	straighter	curly	3 ?	5 ?	bigger
light	2 ?	4 ?	wavier	red	6 ?

11 Look at the picture. Make sentences using **than**.

heavy    light    long    short    tall

- 1 Juan is ? Mia.
- 2 Mia is ? Juan.
- 3 Mia's hair is ? Juan's.
- 4 Juan's hair is ? Mia's.
- 5 Juan's backpack is ? Mia's.



## Warm-Up

- Ask a tall (but not the tallest) pupil to stand next to you. Hold your hand over the pupil's head and say: *[Maria] is tall*. Then invite a taller pupil to stand next to the first one. Say: *[Henry] is taller than [Maria]*. Ask: *Who is taller than [Henry]*?
- Play a game. The first volunteer asks: *Who is taller than [name]*? Another volunteer answers *[Name] is taller than [name]*. The next volunteer then asks who is taller than the last pupil named. Continue in this way, lining up the rest of the class in order.

## Using Page 8

9

1:08 Listen and look at the sentences. Help Sam and Christina make more.

INVOLVE

Explain the lesson objective – pupils will use comparative adjectives to compare two people or things.

- 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.
- Read the sentences aloud again. Point out how comparative adjectives are formed by adding *-er*, deleting the final 'y' and adding *-ier* or by doubling the final consonant and adding *-er* at the end.
- Have pupils practise the target language in pairs, using the alternative language on blocks at the top of the board. For example: *Maria is shorter than Mike. Mike's hair is darker than Maria's*.

MONITOR

Check for understanding. Review possible sentences as a class. Ask pairs to say a sentence that they have made aloud.

ASSIST

Make up a phrase using a comparative adjective + *than*. Help pupils complete the sentence by inserting two names or things.

### 10 Copy the chart. Then complete.

- Read the directions aloud. Explain to pupils that they should copy and complete the chart with either the missing adjective or the comparative.
- Go through the rules for forming comparative adjectives by adding *-er*, *-ier* or doubling the final consonant and then adding *-er* at the end. Elicit or give other examples of comparative adjectives that follow these rules.
- Do the first item as a class. Then have pupils complete the activity independently.

MONITOR

Review answers as a class. (Answers: 1 straight, 2 lighter, 3 curlier, 4 wavy, 5 big, 6 redder)

ASSIST

Write two possible answers for each item on the board (one correct and one incorrect) and have pupils choose and copy the correct one.

### 11 Look at the picture. Make sentences using *than*.

- Read the directions aloud. Have pupils complete the activity independently.
- MONITOR
- Review answers as a class. (Answers: 1 taller than, 2 shorter than, 3 longer than, 4 lighter than, 5 heavier than)
- Assign Activity Book page 5 and direct pupils to digital activities.

## Application and Practice Activity

- Have volunteers write these words on index cards: *blonde, bright, curly, dark, friendly, funny, light, long, serious, short, shy, straight, tall, wavy*. Then shuffle the cards and have each pupil choose one and make up a sentence using the adjective in its comparative form to compare two people or things.

## OBJECTIVES

To use comparative adjectives to compare people and things

## Key Vocabulary

Adjectives: bigger, brighter, darker, heavier, lighter, longer, smaller, shorter, straighter, taller, wavier

## 21st Century Skills

Social Skills

## Materials

Index cards

Audio tracks 1:08–09

Digital activities:  
MyEnglishLab



Page 5

Audioscript on page T137

Answers on page T147

## TEACHING TIP

### 21<sup>st</sup> Social Skills

Remind pupils that when you're talking about or describing someone, it is important to always say things that would make them feel good. It is also important not to say things that would hurt their feelings. Explain that if someone said you were clever, you would feel happy. But if someone said you weren't clever, it would hurt your feelings. Talk about the adjectives they are learning in this unit and how they would feel if the words were used to describe them.

## OBJECTIVES

To use comparative adjectives to compare things

To use possessive adjectives and possessive pronouns

To practise unit language in context

## Key Vocabulary

**Adjectives:** bigger, brighter, curlier, darker, heavier, longer, shorter, smaller, straighter, taller, younger

## 21st Century Skills

Communication

## Materials

Classroom realia

Index cards

Interactive activities (eText)

Digital activities:  
MyEnglishLab



Page 6

Answers on page T147

## TEACHING TIP

### Formal and Informal Language

Point out to pupils that the grammatically correct way to say *Peter is taller than me.* is *Peter is taller than I am.* While this is true, in informal conversation we generally say *Peter is taller than me.*

## Warm-Up

- Use objects in the classroom to demonstrate the meaning of the words *bigger*, *smaller* and *heavier*. Then hold up a pencil and say: *Put up your hand if you can name something that is bigger than this pencil.* To convey the meaning of the word *younger*, ask volunteers to tell you their birthdays and make up sentences about them. For example: *Liam is younger than Eva because his birthday comes after hers.*

## Using Page 9

### 12 Read. Then complete the sentences.

INVOLVE

Explain the lesson objective – pupils will use comparative adjectives, possessive adjectives and possessive pronouns to compare people and things.

- Write the possessive pronouns *mine*, *yours*, *his*, *hers*, *ours*, *theirs* on index cards. Place each card on an object in the room, making a statement using the adjective. For example, place the *mine* card on your chair and say: *This chair is mine.* Invite pupils to place the cards and make statements, too.
- Read the directions aloud. Have volunteers read the grammar box aloud. Tell them they will be using possessive pronouns to complete the sentences.
- Have pupils complete the activity independently.

MONITOR

Review answers as a class. (*Answers: 1 yours, 2 his, 3 theirs*)

### 13 Make new sentences.

MONITOR

- Read the directions and the words in the text box aloud. Do the first item as a class. Then have pupils complete the activity independently.

Review answers as a class. (*Answers: 1 My sister is younger than yours., 2 His book is heavier than hers., 3 Annette's hair is shorter than mine., 4 Their car is bigger than ours.*)

### 14 Make sentences.

MONITOR

- Read the directions aloud. Explain to pupils that they should make complete sentences using the words given. Do the first item as a class and then have pupils complete the activity in pairs.

Review answers as a class by asking volunteers to read their sentences aloud. (*Answers: 1 My sister is taller than yours., 2 His backpack is heavier than mine., 3 Annette's legs are longer than his., 4 My eyes are darker than hers., 5 Their house is smaller than ours.*)

### 15 Describe things in your class with a partner.

MONITOR

- Read the directions aloud and have two volunteers read the speech bubbles aloud. Elicit or give other possible sentences that make comparisons between pairs of things in the classroom.

- Have pupils continue the activity in pairs. Ask volunteers to read their sentences aloud.

While pupils are working, listen for proper pronunciation, appropriate intonation, correct use of target language and vocabulary.

ASSIST

Refer pupils to their answers from Activity 13 and Activity 14 for sentence frames and ideas for topics to talk about.

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

## Application and Practice Activity

- Play a short *Mad Lib* game. Ask pupils to name some comparative adjectives and write them on the board. Then write this sentence on the board: *A mouse is ... than an elephant.* Have volunteers read the sentence, substituting a different comparative adjective in the blank space.
- Once pupils understand the game, play a more challenging version using possessive adjectives and possessive pronouns, e.g.: *My mouse is ... than yours.*

12

**Read. Then complete the sentences.**

I	my	mine	she	her	hers
you	your	yours	we	our	ours
he	his	his	they	their	theirs

My sister's hair is longer than **my hair**.

My brother's hair is curlier than **your hair**.

My hair is straighter than **his hair**.

Our class is bigger than **their class**.

My sister's hair is longer than **mine**.

My brother's hair is curlier than **1?**.

My hair is straighter than **2?**.

Our class is bigger than **3?**.

13

**Make new sentences.**

hers      mine      ours      yours

- 1 My sister is younger than **your sister**.
- 2 His book is heavier than **her book**.
- 3 Annette's hair is shorter than **my hair**.
- 4 Their car is bigger than **our car**.



14

**Make sentences.**

- 1 my sister/tall/yours
- 2 his backpack/heavy/mine
- 3 Annette's legs/long/his
- 4 my eyes/dark/hers
- 5 their house/small/ours

15

**Describe things in your class with a partner.**



Lisa's glasses are  
darker than Kim's.



Shaun's backpack is  
brighter than John's.

## 16 Look, listen and repeat.

birth common fraternal identical quadruplets rare triplets twins

## 17 Listen and read. What's more common? Twins or triplets?

**Twins, Triplets and Quadruplets**

identical twins



triplets



fraternal twins

## What are twins, triplets and quadruplets?

Sometimes, a mother has more than one baby at a time. We've got special names for these kinds of babies. When a mother has two babies, we call them 'twins'. 'Triplets' means three babies and 'quadruplets' means four babies!

## How common are they?

Twins are the most common. 1 out of every 32 births is a pair of twins. Triplets are more common than quadruplets – about 1 out of every 625 births are triplets but only 1 out of every 9,000 births are quadruplets.

Sometimes, a mother can have five or even six babies at a time but this is even less common.

## Identical or fraternal?

Some twins are 'identical' – they look the same. Other twins are 'fraternal' – they look different.

70% of twins are fraternal twins and 30% are identical twins. So, fraternal twins are more common than identical twins. Identical triplets and quadruplets are very rare. For example, only 8% of triplets are identical and 92% are fraternal. More than 99% of quadruplets are fraternal and less than 1% are identical.

**THINK BIG** Do you know any identical or fraternal twins? How would life be different if you were one of a set of quadruplets?

quadruplets

10 Unit 1

## 18 Copy the chart. Read 17 again and complete.

Number of babies	Name	Number of births	% identical	% fraternal
2	1 ?	1 out of 32	2 ?	70%
3	3 ?	4 ?	8%	5 ?
4	quadruplets	1 out of 9,000	Less than 1%	7 ?

## 19 Look at 18. Talk with a partner.

less common more common quadruplets triplets twins



Twins are more common than triplets.

Identical twins are less common than fraternal twins.



## PROJECT

## 20 Make a Famous Twins poster. Then present it to the class.

## Famous twins!



John and Edward are brothers. They are singers and TV presenters. They are called Jedward – John + Edward. They are identical twins from Ireland.

content connection (twins, triplets and quadruplets) Unit 1 11

**Warm-Up**

- Write the words *brother* and *sister* on the board. Ask if any pupils in the class have got a brother or a sister and let them talk about whether their siblings are older or younger to review target language. Ask if anyone has got a *twin* (if not a *triplet* or *quadruplet*!)
- If there are any twins in the class, invite them to share some of their experiences as a twin with their classmates.

**Using Page 10**

## 16 Listen and repeat.

**INVOLVE** Explain the lesson objective – pupils will read and talk about twins, triplets and quadruplets. They will also make a 'Famous Twins' poster and present it to the class.

- Read the directions aloud. Play audio track 1:10 and have pupils follow in their books. Play the audio again while pupils listen and repeat.
- Tell pupils that they will learn the meaning of these words in the context of the article. Or, if you wish, have pairs of pupils look up the words in a dictionary before reading the text.

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

**ASSIST** Replay the audio as needed.

## 17 Listen and read. What's more common? Twins or triplets?

- Read the directions aloud and have pupils look at the photographs and read the headings in the text. Elicit possible answers to the questions before pupils listen and read the text.
- Play audio track 1:11 and have pupils listen and read along silently.

**MONITOR** Ask questions to check for understanding. Have volunteers answer each question and point out where in the text they found the answer. Ask: *What are twins, triplets and quadruplets?* (When a mother has two babies at a time they are called 'twins'; when she has three babies, they are called 'triplets'; four babies at a time are called 'quadruplets') *What's the difference between identical and fraternal twins?* (Identical twins look the same; fraternal twins don't.) *What's more common? Twins or triplets? (twins)*

**ASSIST** | Replay the audio as needed. Have pupils note down any words they don't understand and help them to work out their meanings from context.

### THINK BIG 21<sup>st</sup> Think Creatively

- Read the questions aloud as pupils follow in their books. Discuss the questions as a class. Ask pupils to note down the names of any identical or fraternal twins they know and how they are same or different. Then ask them to imagine they were one of a set of quadruplets and note what things would be the same and what would be different. Help pupils express their responses in English.

### Using Page 11

#### 18 Copy the chart. Read 17 again and complete.

- MONITOR** | Review answers as a class. (*Answers: 1 twins, 2 30%, 3 triplets, 4 1 out of 625, 5 92%, 6 4, 7 more than 99 %*)
- ASSIST** | Model how to find the answers in the text by pointing to and reading aloud the relevant words, numbers or percentages.
- Read the directions aloud and have pupils copy the chart into their notebooks. Explain that pupils should read the text in Activity 17 to complete the chart. Do the first item as a class and then have pupils complete the activity independently or in pairs.
  - Check that pupils understand the expressions '1 out of (32)' and (70) % by giving examples from around the class or by using the teaching tip provided on this page. For example: *1 out of 10 children (10%) has got (green eyes)*.

#### 19 Look at 18. Talk with a partner.

- MONITOR** | While pupils are working, listen for proper pronunciation, appropriate intonation and correct use of language and vocabulary.
- Read the directions aloud. Have pupils read the words in the box aloud and ask two volunteers to read the speech bubbles aloud.
  - Elicit or give one or two other possible sentences that you could make by looking at the chart. For example: *Quadruplets are less common than triplets*. Have pupils complete the activity in pairs.

#### 20 Make a Famous Twins poster. Then present it to the class.

- MONITOR** | Have pupils present their posters to the rest of the class. Listen for correct pronunciation, appropriate intonation and correct use of language.
- ASSIST** | While pupils are making their posters, help them make sentences about their twins and to practise talking about their poster.
- Assign Activity Book 7 and direct pupils to digital activities.

### Application and Practice Activity

- Stick pictures of identical twins, identical triplets, identical quadruplets, fraternal twins, fraternal triplets and fraternal quadruplets onto index cards.
- On other index cards, write *identical twins, identical triplets, identical quadruplets, fraternal twins, fraternal triplets* and *fraternal quadruplets*.
- Have pupils play *Concentration* (see *Game Bank*, page T135, for details). Place the cards facedown. Invite teams to play. The first player turns over two cards. If the cards match (flashcard and phrase card), the player keeps the cards and reads the phrase aloud. If the cards don't match, the player turns the cards back over. The team with the most cards wins.

### OBJECTIVES

To learn about twins, triplets and quadruplets

To make a poster

### Content Words

birth, common, fraternal, identical, quadruplets, rare, triplets, twins

### 21st Century Skills

Think Creatively

### Materials

A pile of coins or buttons

Old magazines or newspapers

A3 paper, glue, scissors, marker pens

Pictures of (identical and fraternal) twins, triplets and quadruplets (from magazines, newspapers or the internet)

Index cards

Audio tracks 1:10–11

Interactive activities (eText)

Digital activities: MyEnglishLab



Page 7

Answers on page T147

### TEACHING TIP

#### Maths

To help pupils understand the concept of odds, bring in a large amount of coins or buttons. Place ten coins or buttons on the table and point to one to demonstrate *1 out of 10*. Do the same for *1 out of 50* and *1 out of 100*.



1:10

16

Look, listen and repeat.

birth common fraternal identical quadruplets rare triplets twins

1:11

17

Listen and read. What's more common? Twins or triplets?

# Twins, Triplets and Quadruplets



identical twins



triplets



fraternal twins

## What are twins, triplets and quadruplets?

Sometimes, a mother has more than one baby at a time. We've got special names for these kinds of babies. When a mother has two babies, we call them 'twins'. 'Triplets' means three babies and 'quadruplets' means four babies!

## How common are they?

Twins are the most common. 1 out of every 32 births is a pair of twins. Triplets are more common than quadruplets – about 1 out of every 625 births are triplets but only 1 out of every 9,000 births are quadruplets.

Sometimes, a mother can have five or even six babies at a time but this is even less common.

## Identical or fraternal?

Some twins are 'identical' – they look the same. Other twins are 'fraternal' – they look different.

70% of twins are fraternal twins and 30% are identical twins. So, fraternal twins are more common than identical twins. Identical triplets and quadruplets are very rare. For example, only 8% of triplets are identical and 92% are fraternal. More than 99% of quadruplets are fraternal and less than 1% are identical.

**THINK BIG**

**Do you know any identical or fraternal twins?  
How would life be different if you were one  
of a set of quadruplets?**



quadruplets

**18** Copy the chart. Read 17 again and complete.

Number of babies	Name	Number of births	% identical	% fraternal
2	1 ?	1 out of 32	2 ?	70%
3	3 ?	4 ?	8%	5 ?
6 ?	quadruplets	1 out of 9,000	Less than 1%	7 ?

**19** Look at 18. Talk with a partner.

less common more common quadruplets triplets twins



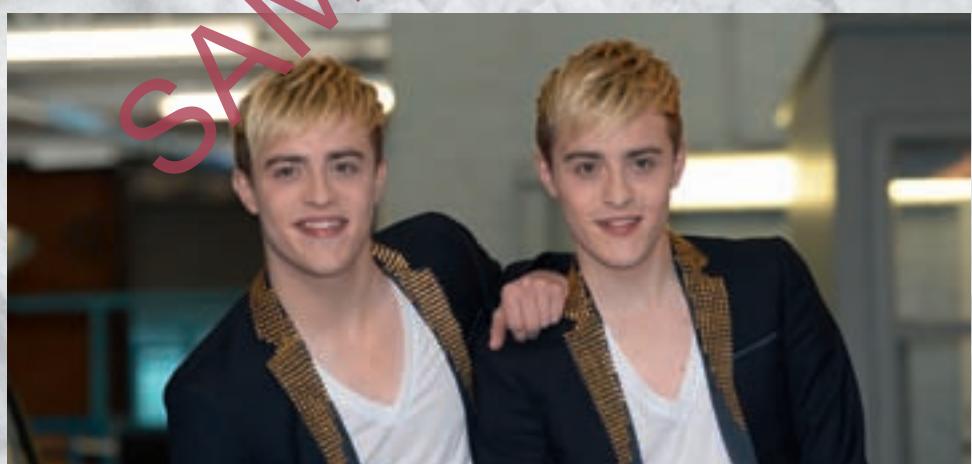
Twins are more common than triplets.



Identical twins are less common than fraternal twins.

## PROJECT

**20** Make a **Famous Twins** poster. Then present it to the class.



Famous twins!

John and Edward are brothers. They are singers and TV presenters. They are called Jedward – John + Edward. They are identical twins from Ireland.

1:12

21

Listen and read. How many different categories are there in the competition?

# The World Beard and Moustache Championship

1



2



3



4



In the 1990s, a group of men in Germany started a competition. They compared their beards and moustaches. Soon competitors came from other countries such as Switzerland, Norway and the United States. They held the World Beard and Moustache Championship every two years. The contest has got eighteen different categories, or types, of beards and moustaches.

The English Moustache is long and goes out to the sides. The Dalí Moustache, named after Spanish painter Salvador Dalí, is long and points up.

The Verdi category gets its name from Italian composer Giuseppe Verdi. This style has got a straight beard and a curly moustache. The Freestyle Beard is really fun. Competitors in this category have got beards of all different shapes and styles.

22 Look, read and match.

The English Moustache

The Dalí Moustache

The Verdi

The Freestyle Beard

THINK  
BIG

Do you know any famous people with strange hair, moustaches or beards? Why do you think people like doing strange things?

## Warm-Up

- If you've got a fake moustache and beard (or a real one), use them to introduce the key vocabulary *moustache* and *beard*. Let pupils take turns wearing the fake facial hair as they say the words aloud.
- Show pupils the countries Germany, Switzerland, Norway and the United States on a world map or globe and tell them that they will read about a competition that people from these countries participated in.

## Using Page 12

### 21 Listen and read. How many different categories are there in the competition?

INVOLVE

Explain the lesson objective – pupils will read and talk about an unusual worldwide competition.

MONITOR

- Write these vocabulary items on the board: *beard*, *category*, *championship*, *competition*, *moustache*, *style*. Have pupils listen for and locate these words in the article.
- Read the directions aloud. Play audio track 1:12 and have pupils listen, read and follow in their books.

Check for comprehension. Ask: *What countries compete in the World Beard and Moustache Championship?* (Germany, Switzerland, Norway and the United States) *What is a Freestyle Beard?* (one with different shapes and styles) *How many different categories are there in the competition?* (eighteen)

ASSIST

Replay the audio as needed.

### 22 Look, read and match.

MONITOR

- Read the directions aloud. Have pupils read the labels in the boxes aloud.
- Model how to match the first item to the relevant picture in Activity 21. Then have pupils complete the activity independently.

ASSIST

Review answers as a class. (*Answers: The English Moustache – 2, The Dalí Moustache – 4, The Verdi – 1, The Freestyle Beard – 3*)

THINK BIG

### 21<sup>st</sup> Think Creatively

- Read the questions aloud as pupils follow in their books. Discuss the questions as a class. Help pupils express their responses in English. For example: *Einstein had strange hair and a moustache. People like doing strange things to get other people's attention.*
- Assign Activity Book page 8 and direct pupils to digital activities.

## Application and Practice Activity

- **21<sup>st</sup> Global Awareness** Have pupils return to the map or globe from the Warm-Up and revisit the countries mentioned in the article.
- Ask pupils to think about what the weather might be like in each of those countries. Explain that while the climate is different in different parts of a large country like the United States, each of the countries has got a cold winter in some parts. Ask: *If you live in a cold place, is it good to have a beard? Why or why not?*
- Have pupils view the Unit 1 video segment. Use the Video Guide.

## OBJECTIVES

To read about a world competition

To identify and classify items based on descriptions

## Content Words

beard, category, championship, competition, moustache, style

## 21st Century Skills

Critical Thinking  
Think Creatively  
Global Awareness

## Materials

Fake moustache and/or beard  
World map or globe  
Audio track 1:12  
Video (eText)  
Digital activities:  
MyEnglishLab



Page 8  
Answers on page T147

## TEACHING TIP

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

Before pupils read about categories in the competition, introduce the idea of categories with some examples from pupils' daily lives. Possible categories are types of drinks, types of clothing or types of hair. Write the category name on the board.

Ask pupils to give examples to complete the categories and write their answers on the board under the category name. Ask: *Why would it be important to put things into categories?*

## OBJECTIVES

To identify, understand and write parts of a paragraph

## Materials

Paper, magazines

Red, green and blue marker pens, pencils

Digital activities:  
MyEnglishLab



Page 9

Answers on page T147

## Warm-Up

- Ask pupils to bring in a photo of someone they like.
- Have volunteers introduce the person in the picture to the class and use adjectives to describe him/her. Ask pupils to name traits that they've got in common with this person, e.g. *We have both got long curly hair.*

## Using Page 13

**INVOLVE** Explain the lesson objective – pupils will learn about the different parts of a paragraph: title, topic sentence, detail sentences and final sentence. They will use the Writing Steps to write a paragraph about a person they like.

**MONITOR** To check pupils' understanding of the different parts of a paragraph, show pupils a paragraph from a magazine article and have pairs identify the title, topic sentence, detail sentences and final sentence.

### 23 Read. Then find the title, topic sentence, detail sentences and final sentence.

- Read aloud the descriptions of each part of a paragraph with pupils. Help them to identify each part of the paragraph as a class.

**MONITOR** Review answers as a class. (*Answers: title – My Best Friend, topic sentence – My best friend's name is Karen., detail sentences – She's taller than me and her hair is longer than mine. Karen is clever and she is funny, too. We like playing computer games at the weekend., final sentence – I'm happy to have a friend like Karen.*)  
• Point out the similarities between the topic sentence and the final sentence.

### 24 Read the sentences and say title, topic sentence, detail sentences and final sentence.

- Read the directions aloud. Review the parts of a paragraph and then have pupils complete the activity independently or in pairs.

**MONITOR** Review answers as a class. (*Answers: 1 detail sentence, 2 final sentence, 3 detail sentence, 4 topic sentence, 5 title, 6 detail sentence*)

### 25 Look at 24. Order the sentences to make a paragraph.

- Have pupils write the sentences in order in their notebooks and then check their answers with a partner.

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

### Write about a friend or relative.

Read the Writing Steps aloud.

- To help clarify the Writing Steps, explain to pupils that they don't have to follow the order of the steps rigidly. For example, they may wish to give their paragraph a title after they have written it.
- Remind pupils that the topic sentence should be a general statement about the person. Their detail sentences will give a bit of information about that person. The final sentence will end the paragraph by conveying the same idea as the topic sentence but express it in a different way.
- Have pupils write a paragraph about a friend or favourite relative.

**MONITOR** Check to see that pupils are applying the Writing Steps correctly.

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

## Application and Practice Activity

- Have pupils choose a paragraph in a magazine and circle the title with a red marker pen, the topic sentence with a blue marker pen, the final sentence with a green marker pen and use a pencil to underline detail sentences.
- Have pupils notice whether the topic sentence is the first sentence and whether the final sentence seems to be a conclusion to the paragraph.

23

**Read. Then find the title, topic sentence, detail sentences and final sentence.**

A **title** says what you are going to read about.

A **topic sentence** gives the main idea of a paragraph.

**Detail sentences** give us more information.

A **final sentence** talks about the subject in a different way.



### My Best Friend

My best friend's name is Karen.

She's taller than me and her hair is longer than mine. Karen is clever and she is funny, too. We like playing computer games at the weekend.

I'm happy to have a friend like Karen.

24

**Read the sentences and say title, topic sentence, detail sentence or final sentence.**

- 1 She is very nice and a lot of fun.
- 2 I'm always happy to see Aunt Elsie.
- 3 She likes making biscuits with my sister and me.
- 4 My favourite aunt is Aunt Elsie.
- 5 My Aunt Elsie
- 6 She also likes playing games with us.

25

**Look at 24. Order the sentences to make a paragraph.**

### Writing Steps

26

**Write about a friend or relative.**

- 1 Think of a friend or relative.
- 2 Make a list of what they are like and why you like him/her.
- 3 Write a title.
- 4 Write a topic sentence.
- 5 Write three detail sentences.
- 6 Write a final sentence.



**27** Listen, read and repeat.

1 **ear**

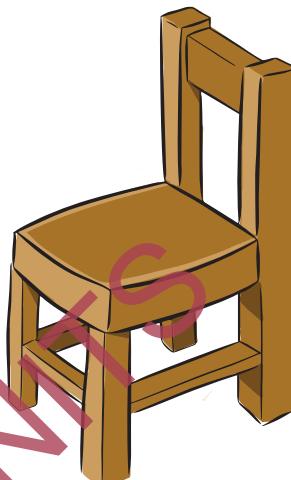
2 **air**



**28** Listen and find. Then say.



**hear**



**chair**



**29** Listen and blend the sounds.

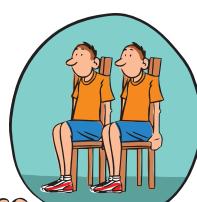
- |         |      |
|---------|------|
| 1 f-ear | fear |
| 3 h-air | hair |
| 5 f-air | fair |
| 7 n-ear | near |

- |             |        |
|-------------|--------|
| 2 y-ear     | year   |
| 4 p-air     | pair   |
| 6 d-ear     | dear   |
| 8 s-t-air-s | stairs |



**30** Read aloud. Then listen and chant.

A boy with big ears and fair hair,  
Hears the twins on the stairs.  
A boy with big ears and fair hair,  
Hears the twins sit on their chairs.



## Warm-Up

- Say the word *ear* aloud and have pupils touch one of their ears. Tell pupils to listen carefully as you say some words. Have them touch one of their ears if the word has got the same sound as *ear*. For example, say: *boy, fear, pen, year, red, table, dear, cat, near*.
- Then say the word *hair* aloud and have pupils touch their hair. Tell pupils to listen carefully as you say some words and have them touch their hair if the word has got the same sound as *hair*. For example, say: *blue, chair, man, doll, fair, stairs, cup, pair*.

## Using Page 14

### 27 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify and name the letters and sounds *ear* and *air* individually and as part of words.

- Read the directions aloud. Play audio track 1:13 and have pupils listen and read each sound as it is said. Have pupils repeat.

MONITOR

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

### 28 Listen and find. Then say.

- Read the directions aloud. Play audio track 1:14 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

ASSIST

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

### 29 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:15 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.

### 30 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books. Have them chorally-read the chant as a class.
- Play audio track 1:16 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

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

## OBJECTIVES

To identify and say the letters and sounds *ear* and *air* individually and as part of words

## Materials

Index cards

Audio tracks 1:13–17

Game (eText)

Digital activities:  
MyEnglishLab



Page 10

Audioscript on page T137

Answers on page T147

## OUTCOMES

Pupils can use the unit vocabulary.

Pupils can use adjectives to describe people.

Pupils can make comparisons.

## 21st Century Skills

Social Skills

Self-Direction

## Materials

Index cards

Game (eText)

Digital activities:  
MyEnglishLab



Page 11

Answers on page T147

## TEACHING TIP

### 21<sup>st</sup> Social Skills

If pupils have trouble waiting for their turn to add to the story, remind them that you will be giving a ribbon, sticker or another small 'prize' to anyone who shows good manners and is considerate of others.

## Warm-Up

- Remind pupils that adjectives are words that describe people, places or things.
- Play a game in which you try to fill the board with as many adjectives as you can. Write adjectives as fast as pupils can say them, adding your own as well.
- Then play *Charades* (see *Game Bank*, page T135, for details) in which you mime some of the adjectives and pupils have to guess which one it is. Then ask volunteers to come up and mime an adjective of their own choice.

## Using Page 15

### 31 Complete the dialogue.

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

- Read the directions aloud and have pupils read the words in the box aloud. Have pupils complete the dialogue independently.

**MONITOR** Review answers as a class. (*Answers: 1 different, 2 glasses, 3 shy, 4 taller, 5 him, 6 darker, 7 yours, 8 blonde, 9 clever, 10 funny*)

### 32 Make cards with the words below. Then play a game.

- Arrange pupils in groups. Give each group a set of ten index cards.
- Read the directions aloud and ask pupils to write each word on a card.
- Model how to play the game. Show pupils how to place the cards facedown. Turn over a card and use the word in a sentence to describe one of the pupils in the group: *Max is shorter than me*. Remind pupils how to form the comparative.

**MONITOR** Listen and identify pupils who are having difficulty producing language or who are not using a wide range of new vocabulary.

**CHALLENGE** Have pupils play another round of the game in which they choose two cards. Explain that they should make comparisons and connect them with a conjunction such as *and* or *but*. Provide the model *Max is shorter than me but my hair is longer than his*.

## I Can

### 21 Self-Direction

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

**MONITOR** Have pupils sit in a circle. Explain that you will be telling a story together and that each person in the circle will add a new part to the story to describe an imaginary friend.

Begin the story by saying *I am going to the park with my friend. She is tall and clever*. Have pupils take turns around the circle, repeating the previous statement and adding their own description of the imaginary friend. *I am going to the park with my friend. She is tall and smart. She's got long wavy hair.*

**MONITOR** As pupils participate in the activity, check to see that they are accurately repeating the previous statements and adding their own original statement, rather than copying someone else's description.

- Have pupils play Unit 1, Game 2 on the eText.

**31** Complete the dialogue.

**A:** Is that your brother?

blonde clever darker different  
funny glasses him shy taller yours

**B:** Yes, that's Max. We're not the same, we're very <sup>1</sup>?. He wears <sup>2</sup>? and he's shy.

**A:** You're not <sup>3</sup>?

**B:** No! And I'm <sup>4</sup>? than <sup>5</sup>?

**A:** But his hair is <sup>6</sup>? than <sup>7</sup>?

**B:** Yes. I've got <sup>8</sup>? hair. His is brown.

**A:** Is he <sup>9</sup>?

**B:** Yes, he's very clever. But I'm <sup>10</sup>!

**32** Make cards with the words below. Then play a game.

big bright curly dark heavy light long short small tall

Allie's hair is longer  
than mine.



**I Can**

- make comparisons.

- describe people.

- talk about twins, triplets and quadruplets.

- write a paragraph.

# Food Around the World

## Objectives

### Vocabulary

- To name different foods
- To describe the tastes of different foods

### Reading

- To identify the main idea of a story ('Homemade Lemonade')
- To use reading strategies to understand and enjoy a story

### Grammar

- To use the verb phrases *would like*, *do you like* and *would like to try*

### Content Connection

- Science: To read and talk about a balanced diet

### Project

- To make a 'Healthy Eating' leaflet

### Culture Connection

- **Around the World:** To learn about school lunches around the world

### Writing

- To use conjunctions *because* and *so* to combine sentences

### Phonics

- To identify and say the letters and sounds for *le*, *el*, *al* and *il* individually and as part of words

### Think Big

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

## Key Vocabulary

Foods	Tastes	Countries	Everyday English	Content Words
cereal with milk	sour	Brazil	I'd like some ..., please.	balanced
chicken curry	sweet	China	How is it?	canteen
lamb meatballs		Italy	Ugh! Yuck!	dairy
noodle soup		Japan	Um! It's ... OK.	diet
paella		Scotland	Would you like to try?	grains
porridge		Spain		maize
steamed buns		Turkey		nshima
toasted cheese sandwich		United States		organic
watermelon		Zambia		protein
				risotto
				sauces

## Materials

### Pupil's Book, Unit 3

- Main unit, pages 28–39
- Checkpoint Units 1–3, pages 40–43
- Cutouts for Checkpoint Units 1–3, Activity Book, page 121
- Class Audio CD, Tracks 1:35–53

### 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 1:40–52

### Assessment Package

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

### Additional Materials

- Flashcards 17–25
- Video (eText), Unit 3
- Interactive Activities, Unit 3
- Digital activities (MyEnglishLab), Unit 3

## Unit Opener Activities

### Family Connection

Have pupils record what their families eat at each meal for a week. Invite them to make a chart with the headings *Breakfast*, *Lunch* and *Dinner*. They can label the rows with the days of the week. Pupils can write notes about family meals in each cell of the chart and share the information with the class.

### We're Healthy Eaters Bulletin Board

Display a photo or name tag for each pupil in the class on the bulletin board. Have each pupil name a healthy food that he or she enjoys eating. If using photos, put a speech bubble next to the pupil's photo and write in it: (Pupil name) likes (food name). If using name tags, write the statement underneath each name.

## 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 put the vocabulary and structures they have learnt into practice. Encourage pupils to assess themselves on how well they remember the material. As they do, pay attention to their performance and 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 plan and write a paragraph about a robot. Pupils choose a pathway through a maze with different options and organise the information they gather along the way. Then they use synthesis skills to write about the characteristics of their robot. Pupils can share their work in groups or pairs.

# Unit 3

# Food Around the World

1:35



1 Listen, look and say.

**FAVOURITES**

**SPECIALS**

1 steamed buns

2 chicken curry

3 porridge

4 watermelon

5 cereal with milk

6 lamb meatballs

7 noodle soup

8 paella

9 toasted cheese sandwich

1:36



2 Listen, find and say.



3 Play a game.

## Warm-Up

- Have pupils help you make a ‘fridge’ and fill it with food. Fold a sheet of card in half vertically. Cut the top side in half horizontally to create a freezer door on top and a fridge door below.
- A pair of pupils can use marker pens to decorate the refrigerator while other pupils look through newspapers and magazines and cut out pictures of their favourite foods.
- Have pupils stick their favourite foods into the fridge. Ask them to name the food if they can. If they are not able to name the food, tell them the name and have them repeat it after you.
- Continue taking turns putting food items in the refrigerator until everyone has had a turn.

## Using Page 28

### 1 Listen, look and say.

- INVOLVE** Explain the lesson objective – pupils will talk about different types of food around the world.
- Point to one of the food pictures on page 28 and say: *These pictures show different types of food.* Ask: *Which food would you like to try?*
  - Read the directions aloud. Play audio track 1:35. Have pupils listen, look at the photo for each corresponding food item and then repeat the phrases.
  - MONITOR** Replay the audio and pause after each phrase while pupils repeat it several times. Listen for proper pronunciation and appropriate intonation. Ask pupils to repeat each phrase aloud after you, if necessary.
  - ASSIST** Replay the audio as needed.
  - CHALLENGE** Ask pupils to describe the different types of food they would like to try by writing their descriptions in their notebooks. Have volunteers read aloud their descriptions to the class.

### 2 Listen, find and say.

- Point to the food items in Activity 1 and say each one aloud. Have pupils repeat after you.
- Read the directions aloud. Play audio track 1:36. Have pupils listen, point to each food item in the pictures in Activity 1. Ask them to show the answer by raising the correct number of fingers. For example, for *porridge*, pupils should find the corresponding image on the page, see that it is number 3 and raise three fingers.
- MONITOR** Check to make sure pupils are pointing to the correct pictures. Pupils can also repeat the activity in pairs, showing or saying the correct number for each item to each other.
- ASSIST** Replay the audio as needed. For additional support, use the flashcards.

### 3 Play a game.

- Play *Bingo* (see *Game Bank*, page T135, for details) by having pupils fill in *Bingo* cards with food words from Activity 1, in random order.
- MONITOR** Listen for proper pronunciation, appropriate intonation and correct language use. Pupils can also play the game again in small groups or in pairs.
- Assign Activity Book page 22 and direct pupils to digital activities.

## Application and Practice Activity

- Display index cards labelled *breakfast*, *lunch* and *dinner*. Have pupils return to the fridge from the Warm-Up activity and take out the food pictures. Have them work in pairs to sort the foods under each index card according to whether they would eat the food for breakfast, lunch or dinner.
- Have pupils present their menus to the class.

## OBJECTIVES

To talk about different types of food

## Key Vocabulary

**Nouns:** cereal with milk, chicken curry, lamb meat balls, noodle soup, paella, porridge, steamed buns, toasted cheese sandwich, watermelon

## Materials

Large piece of card  
Magazines and newspapers

Marker pens, tape  
Flashcards 17–25  
Bingo cards

Index cards with the words *breakfast*, *lunch* and *dinner* written on them

Audio tracks 1:35–36  
Interactive Activities (eText)

Digital activities:  
MyEnglishLab



Page 22

Answers on page T148

## OBJECTIVES

To talk about food from different countries

To sing a song

To talk about which meals pupils like

## Key Vocabulary

**Nouns:** cereal with milk, chicken curry, lamb meatballs, noodle soup, paella, porridge, steamed buns, toasted cheese sandwich, watermelon

**Countries:** China, Scotland, Spain, Turkey, United States

## 21st Century Skills

Social Skills

## Materials

World map or globe

Flashcards 17–25

Audio tracks 1:37–40

Audioscript, page T138

Interactive Activities (eText)

Digital activities:  
MyEnglishLab



Page 23

Audioscript on page T138

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 1:38). Recognising the tune and song structure can help prepare these pupils to sing the words when you play the complete song.

## Warm-Up

- **21<sup>st</sup> Social Skills** Use a world map or globe. Point to different countries e.g. Spain, China, Scotland, Turkey and the United States. Ask pupils if they know what foods are associated with them. Write their answers on the board.
- Ask pupils to tell you what foods they eat in their countries.

## Using Page 29

### 4 Listen and sing. Find the food.

**INVOLVE** Explain the lesson objective – pupils will sing a song and talk about food from different countries.

- Read the directions aloud. Play audio track 1:37. Have pupils read along silently.
- Replay the audio and have pupils sing along. Do this several times. Then ask pupils to read the song silently, look at the images in Activity 1 and find which food items are mentioned in the song.
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 1:38). Or, if you wish, save the karaoke version for use at another time as a fun way to review the song.

**MONITOR** Review answers as a class. (*Answers: noodle soup, steamed bun, chicken curry*)

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

### 5 Listen and say the food from 1.

- Read the directions aloud. Play audio track 1:39 and have pupils point to the corresponding food item in Activity 1 for each child.
  - Do the first item as a class and then have pupils continue the activity in pairs.
- MONITOR** Review the answers as a class. (*Answers: Isabella: paella, Mei Lin: steamed buns, noodle soup, Oliver: porridge, chicken curry, Ela: lamb meatballs, rice, Alan: cereal with milk, toasted cheese sandwich*)

### THINK BIG 21<sup>st</sup> Think Creatively

- Have pupils make a note of three foods they like and three they dislike in their notebooks. Ask them to read their notes aloud for the class and tell you which foods they like to eat for breakfast, lunch or dinner.
- Assign Activity Book page 23 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils put together a few pictures to show a meal that they would make to share with a friend. Have them talk about why they chose the foods for that meal.

1:37 1:38  
4**Listen and sing. Find the food.**

## Would You Like Some?



"Would you like some noodle soup?  
Tonight it tastes really nice!"

Sam says, "No, Dad, not right now.  
But thanks so much – thanks, anyhow."

Come on, Sam, please have a little taste!  
Come on, Sam, don't make a funny face!

"How about a sweet steamed bun?  
It's really yummy. Come on, try one!"

Sam says, "No, Dad, not right now  
But thanks so much – thanks, anyhow."

"Would you like some chicken curry?"

"No thanks, Dad. I'm in a hurry!"

Sam says, "No, Dad, not right now  
But thanks so much – thanks, anyhow."

**Chorus**

"Come on, Sam. Just one little bite!"

"Oh, really, Dad. Oh, all right!"

Mmm. Hey, you're right. It's great!

Please put some more on my plate!"

**SAMPLE UNITS**

1:39

**Listen and say the food from 1.**1 Isabella  
Spain2 Mei Lin  
China3 Oliver  
Scotland4 Ela  
Turkey5 Alan  
United States**THINK  
BIG**

Which child's meals in 5 do you like? Which do you not like?  
What do you like eating for breakfast and for lunch?

## Story

UNIT 6 Listen and read. Does Christina like Sam's cake?

### Homemade Lemonade

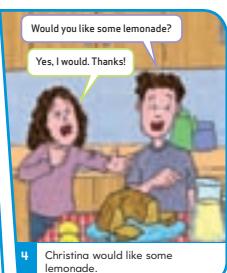


1 Sam makes some lemonade and cake.

2 Christina would like some cake.

5 Christina can't drink the lemonade. It's too sour.

6 Sam realises why Christina doesn't like the lemonade and the cake.



3 Christina doesn't like the cake.

4 Christina would like some lemonade.

### Read and choose. Make correct sentences.

- 1 Sam makes some **lemons/lemonade** and cake.
- 2 Christina **wants/doesn't want** to try some.
- 3 First, she has **some cake/a lemon** but she **doesn't like** it.
- 4 Then she has some lemonade but she **can/can't** drink it.
- 5 In the lemonade, there's **oranges/lemons**, water and ice.
- 6 Sam forgot to put in the **salt/sugar**.

**THINK BIG** Lemons are sour. Can you think of any other sour foods? Lemonade is sweet. Can you think of any more sweet foods? Which do you prefer? Sour food or sweet food?

## Warm-Up

- Show pupils the lemon and the orange. Taste the orange and say: *sweet*. Taste the lemon, scrunch up your face and say: *sour*.
- Squeeze the orange half into one of the cups and the lemon into another. Hold up the orange juice and have pupils repeat *sweet* after you. Hold up the lemon juice and have pupils repeat *sour* after you.
- Pour the lemon juice into the glass of water. Add some sugar and stir. Hold up the glass and say, *lemonade*. Ask: *Is the lemonade sweet or sour?* Have pupils share their opinions.
- Write the word *homemade* on the board. Explain that the lemonade is *homemade* because you made it yourself; you didn't buy it in a shop.

## Using Page 30

### 6 Listen and read. Does Christina like Sam's cake?

**INVOLVE** Explain the lesson objective – pupils will listen and answer questions about a story.

- Read the story title aloud. Have pupils repeat it. Ask: *Who is the story about?* (Sam and Christina)
- Read the directions aloud. Draw attention to the question: *Does Christina like Sam's cake?* Play audio track 1:41. Have pupils listen and read along silently.

**MONITOR** Ask comprehension questions about the story. Say: *Look at Frame 2. What does Christina ask for first? (some cake) Look at Frame 4. What is Christina going to have? (some lemonade) Look at frame 5. Why can't Christina drink the lemonade? (It's too sour.) Ask: Does Christina like Sam's cake? (No, she doesn't.)*

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

- Have pupils work in pairs to read the speech bubbles aloud to each other and role play the dialogue in the story.



Have pupils think of polite ways that Christina could tell Sam that his lemonade didn't taste good. Have pairs of pupils take on the roles of Christina and Sam and role play the story up to Frame 3. Then have them change the ending of the story by having the pupil that plays Christina say something like this: *I'm sorry, Sam. This lemonade is too sour for me.*

## OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

## Using Page 31

### 7 Read and choose. Make correct sentences.

- Read directions aloud. Read the first item aloud and have pupils repeat after you. Ask them to look back to the story and find the correct answer.
- Have pupils complete the activity independently.

MONITOR

Review answers as a class. (*Answers: 1 lemonade, 2 wants, 3 some cake, 4 can't, 5 lemons, 6 sugar*)

ASSIST

Have pupils look at the story frames again. Ask questions such as: *What is Sam making? What does Christina want to try first?* Have pupils find the correct answers in the story.

CHALLENGE

Intentionally say incorrect sentences and have pupils correct you, e.g.: *Christina loves Sam's cake., The lemonade has got lots of sugar in it., Christina is very angry., Sam made sweet lemonade.*



### Critical Thinking

- On the board, write the words *sweet* and *sour*. Under *sour*, write *lemon* and under *sweet*, write *cake*. Then ask pupils to tell you what other foods are sweet and sour. Write their answers on the board. Ask them if they prefer sweet or sour foods.

CHALLENGE

Have pupils substitute *cake* and *lemonade* in the story with other sweet and sour foods and read to each other.

- Assign Activity Book page 24 and direct pupils to digital activities.

## Application and Practice Activity

- Talk about the different ways that you can tell someone that you don't like or want something. Write the heads *Polite* and *Impolite* and have pupils choose in which column to put different phrases you say aloud. *No way! That's disgusting., No, thank you, I already ate., Yuck, I hate that., Oh, I'm sorry, I'm not hungry right now.* If pupils offer their own suggestions, add them to the chart.
- Pretend that you are serving food to the class. Offer each pupil a flashcard 'meal'. Have pupils accept or decline the food politely. Model: *Thank you. I love chicken curry.* or *No, thank you. I'd like ....*

MONITOR

As pupils respond, listen for correct pronunciation and appropriate intonation.

## Key Vocabulary

Adjectives: fresh, homemade, lemonade, sour, sweet

## 21st Century Skills

Critical Thinking

## Materials

Flashcards 17–25  
Half a lemon, half an orange, a glass of water, sugar, a spoon, two cups

Audio track 1:41

Digital activities:  
MyEnglishLab



Page 24

Answers on page T148

## Summary

Sam makes fresh lemonade and cake and gives it to Christina to try. Christina tries to hide the fact that she doesn't like it but then Sam realises that he forgot to add sugar.

## TEACHING TIP

### Working in Pairs

To save time, write the names of the paired pupils on the board before the lesson begins. It's important to give pupils the opportunity to work with new partners often so that they don't get bored and so that they develop their social skills by working with a range of different personalities.



6

Listen and read. Does Christina like Sam's cake?

## Homemade Lemonade



- 1 Sam makes some lemonade and cake.



- 2 Christina would like some cake.



- 3 Christina doesn't like the cake.



- 4 Christina would like some lemonade.



Ugh! Yuck! What's in this lemonade?



- 5 Christina can't drink the lemonade.  
It's too sour.

Oh... lemons... water... ice... and...  
Oh, no! I forgot the sugar!

I think you forgot the sugar in the cake, too!



- 6 Sam realises why Christina doesn't like the lemonade and the cake.

7 Read and choose. Make correct sentences.

- 1 Sam makes some **lemons/lemonade** and cake.
- 2 Christina **wants/doesn't want** to try some.
- 3 First, she has **some cake/a lemon** but she doesn't like it.
- 4 Then she has some lemonade but she **can/can't** drink it.
- 5 In the lemonade, there's **oranges/lemons**, water and ice.
- 6 Sam forgot to put in the **salt/sugar**.

**THINK  
BIG**

Lemons are sour. Can you think of any other sour foods?  
Lemonade is sweet. Can you think of any more sweet foods?  
Which do you prefer? Sour food or sweet food?

# Language in Action



8 Listen and look at the sentences. Help Sam and Christina make more.



porridge    chicken curry    cereal with milk    steamed buns

What would you like ?

I 'd like a toasted cheese sandwich, please

Would he like some noodle soup ?

Yes, he would.    No, he wouldn't



9

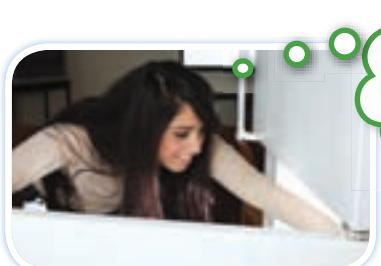
Look and complete.



1 What ? Jessie ? ?  
? some porridge.



2 What ? Jin-Soo ? ?  
? some noodle soup.



3 What ? Ms Roberts ? ?  
? some watermelon.



4 What ? you ? ?  
?

## Warm-Up

- On the board, write *Would you like ...? Yes, I would./No, I wouldn't.* Explain that this is a polite way of asking people if they want something to eat or drink.
- Ask pupils to name different types of food and drink and write them on the board. Encourage them to name foods they dislike as well. Have a volunteer come to the front. Ask: *Would you like some ...?* (a food from the board). Elicit: *Yes, I would.* or *No, I wouldn't.* Have pupils continue the activity in pairs.

## Using Page 32

8

### Listen and look at the sentences. Help Sam and Christina make more.

**INVOLVE** Explain the lesson objective – pupils will use the verb phrases *would like* and *would like to try* to make questions. They will also make contractions with *would*.

- 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 1:42. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
- Read the sentences aloud again. Point out how *would* is contracted.
- Have pupils practise making questions and answers in pairs using the alternative language provided on blocks at the top of the board. For example: *Would you like a steamed bun?*

**MONITOR**

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



Write *Countable* and *Uncountable* on the board. Explain that when talking about food that you can count, you say *a (sandwich)* or *two (tomatoes)*. When talking about food that you can't count, you say *some (rice)* or *some (milk)*. Have pupils make lists of countable and uncountable foods and then use the sentence frames *I would like a/ some (food name)* to ask for one of the foods.

9

### Look and complete.

- Read the directions aloud. Have pupils name the foods they see in the activity. Ask each pupil individually: *Would you like ...?* using the foods in the activity.
- Do Item 1 as a class. On the board, write: *What ... Jessie ...?* (porridge) Ask pupils to help you complete the sentences. (*What would Jessie like? She'd like some porridge.*)
- Have pupils complete the activity independently.

**MONITOR**

Review answers as a class. (*Answers: 1 would, like, She'd like, 2 would, like, He'd like, 3 would, like, She'd like some, 4 would, like, I'd like... , Pupil's own answer*)

- Assign Activity Book page 25 and direct pupils to digital activities.

## Application and Practice Activity

- Give each pupil two index cards and have them write two of their favourite foods on them. Then have pupils form a circle. Stand next to a pupil and ask to see his index cards. Model: *He'd like a/some and a/some ... .* Then choose a pupil and ask him to look at his classmate on the left and his index cards and repeat the model. Continue the activity until all pupils have had a turn.

**ASSIST**

Write the phrases *He'd like ... .* and *She'd like ... .* on the board for pupils' reference.

**CHALLENGE**

Have pupils ask their classmate on the left: *What would you like?* The pupil answers with the names of food he has written on his index card.

## OBJECTIVES

To use the verb phrase *would like*

To form the contractions *I'd, you'd, he'd, she'd*

## Key Vocabulary

**Nouns:** cereal with milk, chicken curry, noodle soup, porridge, steamed buns

**Question words:** Would you like

## 21st Century Skills

Social Skills

## Materials

Flashcards 17–25

Index cards

Audio tracks 1:42–43

Digital activities:  
MyEnglishLab ROM

AB

Page 25

Audioscript on page T139

Answers on page T148

## TEACHING TIP

### 21<sup>st</sup> Social Skills

Remind pupils of the polite words and phrases they can use to tell someone that they don't want something. Write the verb *want* on the board and the verb phrase *would like* next to it. Explain that while they have both got similar meanings, *would like* is a more polite way to ask someone if they want something or to say that you want something. Have pupils practise the unit vocabulary by using the flashcards and asking a partner: *Would you like some/a (food name)?* The partner should respond: *Yes, I would like some/a (food name)* or *No, thank you, I would not like some/a (food name).*

## OBJECTIVES

To form questions using *do, like* or *would like*

To learn the verb phrase *would you like*

## Key Vocabulary

**Nouns:** curry, lemonade, steamed bun, watermelon

**Verbs:** like, try, would like

## Materials

Flashcards 17–25

Strips of coloured paper

Interactive activities (eText)

Digital activities:  
MyEnglishLab



Page 26

Answers on page T148

## Warm-Up

- Write *who* and *is* on the board. Have pupils close their eyes. While pupils' eyes are closed, change *who is* to *who's*.
- Write *he* and *is* on the board. Have a volunteer change it to its contracted form while the other pupils' eyes are closed. Continue with other contractions including *he'd* and *she'd*, etc. Provide help as needed.

## Using Page 33

- 10** Copy the charts. Then complete with the correct form of *do, like* or *would like*.

**INVOLVE** Explain the lesson objective – pupils will ask and answer questions using the verb phrases *do/does like* and *would like to try*. Pupils will also make contractions with *would*.

- Read the directions aloud. Have pupils copy the chart in their notebooks.
- Do Item 1 as a class and then have pupils complete the activity independently.

**MONITOR** Review answers as a class. (*Answers: 1 like, 2 like, 3 do, 4 does, 5 don't, 6 doesn't, 7 Would, 8 like, 9 would, 10 wouldn't*)

**ASSIST** Model how to find the correct answer to complete the chart.

Have pupils form their own questions and answers using different food.

**CHALLENGE** Then have them ask each other using the form: *Do you like?* and *Would you like to try?*

- 11** Read and complete.

- Read the directions aloud. Do the first item as a class. Ask: *Would your dad like to try a steamed bun?* (Yes, he would.)
- Have pupils complete the activity independently.

**MONITOR** Review answers as a class. (*1 Yes, he would., 2 No, she wouldn't., 3 Yes, we would., 4 Pupil's own answer., 5 Would you like to try ... ?*)

- 12** Put the words in order to make answers. Then match.

- Read the directions aloud. Explain to pupils that first they should put the words in order and then match the questions to the answers.
- Do the first item as a class. Then have pupils continue the activity in pairs.

**MONITOR** While pupils are working, listen for proper pronunciation, appropriate intonation, correct use of target language and vocabulary. Review answers as a class. (*Answers: 1b, She'd like an apple., 2 d, I'd like some noodle soup, please., 3 a, He'd like to try some cake., 4 e, They'd like some lamb meatballs., 5 f, No, they wouldn't., 6 c, Yes, I would. Thanks.*)

- Ask pairs to read the sentences to each other – one pupil reads the questions, the other one the answers and then they swap over.
- Assign Activity Book page 26 and direct pupils to digital activities.

## Application and Practice Activity

- Give one half of the class a strip of coloured paper and a set of flashcards. Have pupils write a question using *would like* and the food on the flashcard. Model: *Would you like (some) (paella)?*
- Give the other half of the class a strip of a different coloured paper and a second set of flashcards. Have pupils write a statement to say whether they would or wouldn't like to try the food on the card.
- Have pupils ask their questions aloud to one another to find the pupil with the matching flashcard and answer to their question.

## TEACHING TIP

### Comprehension Check

A good way to check pupils' understanding of the content is to pretend that you are a new pupil who has just come into the class and ask pupils to teach you what they have just learnt.

10

Copy the charts. Then complete with the correct form of **do**, **like** or **would like**.

Do	you/we/they	<sup>1 ?</sup>	curry?	Yes,	I/we/they	<sup>2 ?</sup> .	No,	I/we/they	<sup>3 ?</sup> .
Does	he/she	<sup>4 ?</sup>			he/she	<sup>5 ?</sup> .		he/she	<sup>6 ?</sup> .

you			I		I	
<sup>7 ?</sup>	he/she	<sup>8 ?</sup>	he/she	<sup>9 ?</sup> .	No,	he/she
			we			we
	they		they			they

11

Read and complete.

- 1 Would your dad like to try a steamed bun? Yes, <sup>?</sup> .
- 2 Would your mum like to try some curry? No, <sup>?</sup> .
- 3 Would you and your friends like to try some lemonade? Yes, <sup>?</sup> .
- 4 Would you like to try some watermelon? <sup>?</sup>
- 5 <sup>?</sup> ? Yes, I would.

12

Put the words in order to make answers. Then match.



- |   |              |          |              |      |
|---|--------------|----------|--------------|------|
| 1 What would Helena like for breakfast? | a some cake. | to try   | like         | He'd |
| 2 What would you like for lunch?        | b apple.     | She'd    | like         | an   |
| 3 What would your uncle like to try?    | c would.     | Yes, I   | Thanks.      |      |
| 4 What would they like to eat?          | d please.    | I'd like | noodle soup, | some |
| 5 Would they like a burger and chips?   | e meatballs. | They'd   | like         | lamb |
| 6 Would you like to try some paella?    | f wouldn't.  | they     | No,          |      |

## 13 Look, listen and repeat.

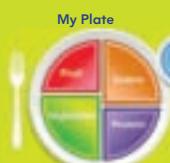
balanced dairy diet grains guide

## 14 Listen and read. What are the five food groups?

**A Healthy Diet**

For a balanced diet, you should eat food from each of the five food groups every day: grains, vegetables, fruit, protein and dairy. But how much of each food group should you have?

The chart below is called 'My Plate'. It shows which foods to eat more of and which to eat less of. The Vegetables section is bigger than the Protein section. This means you should eat more vegetables than protein. The Grains section is bigger than the Fruit section, so eat more grains than fruit. The Dairy section is smaller than the others, so eat fewer dairy foods than any other.



For a healthy body and mind, use the My Plate chart as a guide when you eat and follow these simple rules:

- Eat food you like, but don't eat too much.
- Eat a lot of fruit and vegetables – about half of what you eat should be fruit and vegetables.
- Eat whole grains – half of your grains should be whole grains such as wholemeal bread and pasta.
- Drink fat-free or low-fat milk, not whole milk.
- Stay away from food that is too salty.
- Drink a lot of water – don't choose drinks with a lot of sugar in them.

**THINK BIG** Can you name two things from each food group? Why is it important to eat a balanced and healthy diet?

34 Unit 3

## 15 Read and say True or False. Correct the sentences that are false.

- 1 Eat enough food but not too much.
- 2 Don't eat too much dairy food.
- 3 Eat more protein than vegetables.
- 4 Eat more grains than fruit.
- 5 Choose a lot of drinks with sugar in them.

## 16 Look at the pictures. Talk to your partner about eating a healthy diet.



## PROJECT

## 17 Design a Healthy Eating leaflet. Then present it to the class.

**Warm-Up**

- Draw a plate on the board and say: *I'd like to eat something healthy. Who can put something healthy on my plate?* Have a volunteer pupil come to the board and write the name or draw a food on or around the plate. Ask pupils if they think the food is healthy. Continue in this way until all pupils have had a turn.
- Talk about the importance of eating a wide variety of foods. Say: *This food is healthy but is it healthy to eat only one type of healthy food for every meal?*

**Using Page 34**

## 13 Listen and repeat.

**INVOLVE** Explain the lesson objective – pupils will read and talk about a balanced diet. They will also make a 'Healthy Eating' leaflet and present it to the class.

- Read the directions aloud. Play audio track 1:44 and have pupils follow in their books. Play the audio again while pupils listen and repeat.
- Tell pupils that they will learn the meaning of these words in the context of the article. Or, if you wish, have pairs of pupils look up the words in a dictionary before reading the text.

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

**ASSIST** Replay the audio as needed.

## 14 Listen and read. What are the five food groups?

- Read the directions aloud. Have pupils look at the image and read the headings in the text. Elicit possible answers to the question before pupils listen to and read the text. Write them on the board. Have pupils name a food item they can place under each food group.
- Play audio track 1:45 and have pupils listen and read along silently.

**MONITOR** Ask questions to check for understanding. Have volunteers answer each question and point out where in the text they found the answer. For example, ask: *What's a balanced diet?* (eating from all five food groups) *How much fruit should you eat?* (about half of what you eat) *What types of whole grains are there?* (bread and pasta) *What food should you stay away from?* (salty food) *What are the five food groups?* (The five food groups are fruits, grains, vegetables, protein and dairy.)

## OBJECTIVES

To learn about a balanced diet

To make a leaflet

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

- Read the questions aloud as pupils follow in their books. Ask pupils to look back at the 'My Plate' image, where the five food groups are written. Have pupils name foods for each category but this time write them on the board. Then ask why it's important to eat a balanced and healthy diet. (*Answer: It's important to eat a balanced and healthy diet because it helps us stay healthy and fit.*)

### Using Page 35

#### 15 Read and say True or False. Correct the sentences that are false.

- Read the directions aloud. Then read the first statement aloud. Have pupils look back at Activity 14 and determine if the statement is true or not.
- Do Item 1 as a class. Then have pupils complete the activity independently by reading each statement and deciding whether it is true or false.

MONITOR

Review answers as a class. (*Answers: 1 True, 2 True, 3 False, Eat more vegetables than protein., 4 True, 5 False, Drink a lot of water.*)

CHALLENGE

Have pupils write two false sentences about the text and show them to their partners who must correct them.

#### 16 Look at the pictures. Talk to your partner about eating a healthy diet.

- Read the directions aloud. Have pupils read the words aloud and ask two volunteers to read the speech bubbles aloud.
- Elicit or give one or two other possible sentences that you could make by looking at the pictures. For example: *Drink a lot of water.* Have pupils complete the activity in groups.

MONITOR

While pupils are working, listen for proper pronunciation, appropriate intonation and correct use of language and vocabulary.

CHALLENGE

Have pupils do a survey amongst their groups by asking each other how much of the balanced foods they eat and which ones.

#### 17 Design a Healthy Eating leaflet. Then present it to the class.

- Read the directions aloud. Have pupils look at the example of the 'Healthy Eating' leaflet in their book and read the caption aloud.
- Direct pupils to Activity 14 and ask them to recall why they should eat a healthy diet and what types of food they should eat. Write their answers on the board.
- Have pupils work alone, in pairs or in small groups to make their leaflets. They may draw or cut out pictures from old magazines, newspapers or the internet. They should write captions for their posters as well, following the example.

MONITOR

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

ASSIST

While pupils are making their leaflets, help them make sentences about healthy eating and to practise talking about their leaflet.

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

### Application and Practice Activity

- Tell pupils to pretend they are in a health food restaurant and they have to order their dinner. Place pupils in small groups to role play 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 roleplays for the class. Ask listeners to raise their hands each time they hear one of the words.

## Content Words

Nouns: balanced, dairy, diet, grains, guide

## 21<sup>st</sup> Century Skills

Health Literacy  
Critical Thinking

## Materials

A3 paper, crayons, marker pens, coloured pencils  
Audio tracks 1:44–45  
Interactive activities (eText)  
Video (eText)  
Digital activities: MyEnglishLab



Page 27

Answers on page T148

## TEACHING TIP

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

Write the words carbohydrates, proteins and fats on the board. Tell pupils that these are three basic components of food. Carbohydrates (found in fruits, vegetables and grains) give the body energy. Proteins (found in meats, eggs, fish and beans) rebuild your body's muscles, organs and other cells. Fats (found in butter and oils) control the body's digestive system.



1:44



13

**Look, listen and repeat.**

balanced dairy diet grains guide

1:45



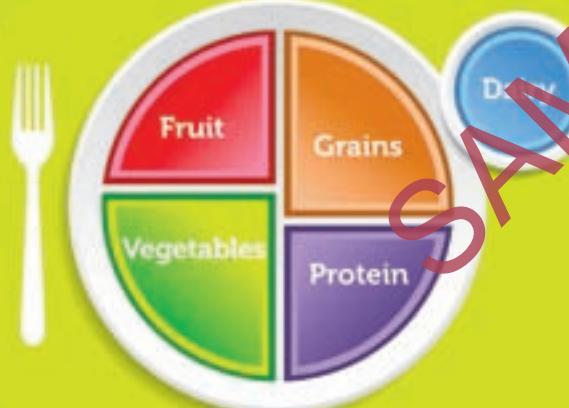
14

**Listen and read. What are the five food groups?**

## A Healthy Diet

For a balanced diet, you should eat food from each of the five food groups every day: grains, vegetables, fruit, protein and dairy. But how much of each food group should you have?

The chart below is called 'My Plate'. It shows which foods to eat more of and which to eat less of. The Vegetables section is bigger than the Protein section. This means you should eat more vegetables than protein. The Grains section is bigger than the Fruit section, so eat more grains than fruit. The Dairy section is smaller than the others, so eat fewer dairy foods than any other.

**My Plate**

For a healthy body and mind, use the My Plate chart as a guide when you eat and follow these simple rules:

- Eat food you like, but don't eat too much.
- Eat a lot of fruit and vegetables – about half of what you eat should be fruit and vegetables.
- Eat whole grains – half of your grains should be whole grains such as wholemeal bread and pasta.
- Drink fat-free or low-fat milk, not whole milk.
- Stay away from food that is too salty.
- Drink a lot of water – don't choose drinks with a lot of sugar in them.

**THINK BIG**

**Can you name two things from each food group?  
Why is it important to eat a balanced and healthy diet?**

15

**Read and say True or False. Correct the sentences that are false.**

- 1 Eat enough food but not too much.
- 2 Don't eat too much dairy food.
- 3 Eat more protein than vegetables.
- 4 Eat more grains than fruit.
- 5 Choose a lot of drinks with sugar in them.

16

**Look at the pictures. Talk to your partner about eating a healthy diet.**



fruit



vegetables



grains



dairy



For a healthy body, have a balanced diet.

Don't eat too much salty food.

Eat a lot of fruit and vegetables.



protein



water



salty food

## PROJECT

17

**Design a Healthy Eating leaflet. Then present it to the class.**



Listen and read. Where is lunch bigger than dinner?

## School Lunches

Every day, kids all over the world eat lunch at school. Some kids bring their lunch from home. But many kids get their lunch from the school canteen. School lunches are different in different parts of the world.

**Japan** In Japan, kids eat lunch in their classroom.

Pupils clear their desks. Then four or five pupils take turns serving the food each day. Rice and soup are often part of school lunches in Japan.

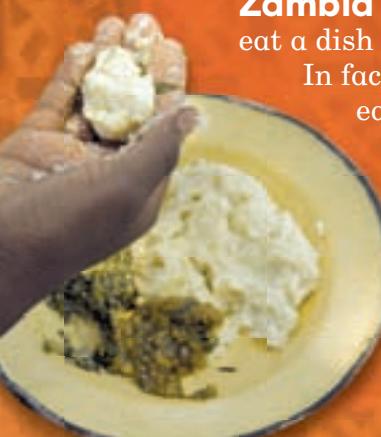


**Brazil** School lunch in Brazil is usually a meal with a balance of meat or fish, fruit and vegetables and some bread. However, the main part of the meal is almost always rice and beans. Brazilian school lunches are healthy and filling. For most people in Brazil, lunch is bigger than breakfast or dinner.

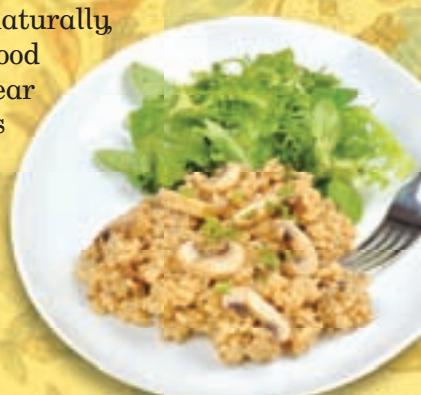


**Zambia** In Zambia, many kids eat a dish called *nshima* for lunch.

In fact, people in Zambia often eat *nshima* for both lunch and dinner. *Nshima* is a sticky dough made from white ground maize. People eat *nshima* with their hands. They dip it into tasty sauces and usually eat it with some meat or fish.



**Italy** In Italy, the food in school lunches is often organic, or grown naturally, without chemicals. The food also comes from farms near the school. These lunches usually include pasta or a rice dish called *risotto*. Kids eat salad for lunch, too. Most schools in Italy serve meat only a few times each week.



Read and say the country.

- 1 You eat in your classroom.
- 3 You eat with your hands.
- 2 Food comes from farms near the school.
- 4 There is always rice and beans.

**THINK  
BIG**

Would you like to try any of the food from this unit?

Why/Why not?

What is your favourite school lunch? Explain.

## Warm-Up

- Write the names of the countries *Japan, Italy, Brazil* and *Zambia* on the board. Display a map or globe and invite pupils to play a game.
- Have a volunteer close his/her eyes and point to a place on the map or globe. Write the name of the country he/she pointed to on the board and have pupils repeat it after you. Ask: *Do you think [country] is closer to Italy, Brazil, Japan or Zambia?*
- Have pupils guess. Then have the volunteer find the correct answer by looking at the map or globe and measuring the distances. The pupil who answered correctly can go next.

## Using Page 36

18

### Listen and read? Where is lunch bigger than dinner?

INVOLVE

Explain the lesson objective – pupils will read and talk about school lunches around the world.

- Write these vocabulary items on the board: *canteen, maize, nshima, organic, risotto, sauces*. Have pupils listen for and locate these words in the article.
- Read the directions aloud. Play Audio track 1:46 and have pupils listen, read and follow in their books.

MONITOR | Check for comprehension. Ask: *What foods are often part of school lunch in Japan?* (rice and soup) *What is the main part of lunch in Brazil?* (rice and beans) *What is nshima?* (It's a sticky dough made from white ground maize.) *What is organic food?* (It is food grown naturally without the use of chemicals.) *Where is lunch bigger than dinner?* (Brazil)

ASSIST |

Replay the audio as needed.

19

### Read and say the country.

- Read the directions aloud. Read the items aloud and have pupils repeat them.
- Model how to find the answers by looking at the text in Activity 21. Then have pupils complete the activity independently.

MONITOR |

Review answers as a class. (Answers: 1 Japan, 2 Italy, 3 Zambia, 4 Brazil)

THINK BIG

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

- Ask pupils if they have eaten any of the food from the text and if they like it. Then ask which of these foods is closest to their traditional food. Ask if they eat rice and beans and if they eat organic food.
- Continue by asking if they would like to taste any of these foods and why or why not. Finish by asking pupils what they had/are having for lunch today and what their favourite lunch is.
- Assign Activity Book page 28 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils plan school lunches for a week. Divide the class into five groups and assign a day of the week to each group.
- Give each group a sheet of paper, drawing and writing materials, as well as pictures of food from magazines, newspapers or the internet. Have the pupils write the name of the day of the week at the top of the paper. Then have them talk about which foods they want to include in their lunch. Remind them of the 'My Plate' chart and what types of food would make a balanced meal.
- Have pupils draw or cut and paste pictures to show the lunch menu for their day. They should label each picture.
- Have each group present their menus to the class. Display the menus around the classroom.
- Have pupils view Unit 3 video segment. Use the Video Guide.

## OBJECTIVES

To read and talk about school lunches around the world

## Content Words

Nouns: canteen, maize, nshima, organic, risotto, sauces

## 21st Century Skills

Communication

## Materials

World map or globe

Paper, drawing materials, scissors and glue

Pictures of food

Audio track 1:46

Video (eText)

Digital activities: MyEnglishLab

AB

Page 28

Answers on page T148

## TEACHING TIP

### Comparing Options

Point out that some pupils eat lunch in a cafeteria, some eat lunch in their classrooms and others go home for lunch. Have pupils say which they think would be best. Group pupils who agree together and have them come up with a list of reasons supporting their choice. Then have a group discussion about where the best place to have lunch during school is.

## OBJECTIVES

To use conjunctions because and so

To use unit vocabulary in sentences

To write about food pupils like or don't like

## Key Vocabulary

because, so

## Materials

Strips of paper

Audio track 1:47

Audioscript, page T139

Game (eText)

Digital activities:  
MyEnglishLab



Page 29

Answers on page T148

## TEACHING TIP

### Correcting Writing

Look for common mistakes that pupils are making in their writing and copy examples of them on the board. Model how to correct a few of them. Then invite volunteers to come up and fix the rest of the mistakes.

## Warm-Up

- On the board, write the words *so* and *because* in two different columns. Under them write the sentences *I like chocolate because it's sweet.*, *I don't feel well so I'm going to the doctor.* Read them aloud and have pupils repeat after you.
- Then write on the board *I like going to the museum ... it's interesting. It's my birthday tomorrow ... mum's making me a cake.*

MONITOR

Ask pupils if they can explain the difference between *so* and *because* by giving you sentences as examples. Write their answers on the board.

## Using Page 37

### 20 Complete the sentences. Use *so* or *because*. Then listen and check.

INVOLVE

Explain the lesson objective – pupils will learn how to use *because* and *so* to join sentences.

- Read the directions aloud and then read the text in the box. Play audio track 1:47 and have pupils listen, read and follow in their books.
- Have pupils complete the activity independently.

MONITOR

Review answers as a class. (Answers: 1 *because*, 2 *so*)

### 21 Join the sentences. Use the conjunction.

- Read the directions aloud. Read the sentences aloud and have pupils repeat them.
- Do Item 1 as a class. Write the answer on the board. Then have pupils complete the activity independently.

MONITOR

Review answers as a class. (Answers: 1 *My sister likes chicken curry so she eats it twice a week.*, 2 *I usually eat fruit in the morning because it's tasty.*, 3 *We can have Mexican food tonight because there's a new restaurant in town.*, 4 *I'm going to Spain next month so I'd like to try some paella.*)

### 22 Find the conjunctions.

- Read the directions aloud. Ask pupils to read the paragraph silently.
- On the board write *and*, *but* and *or*. Remind pupils that these words also join sentences. Have pupils complete the activity in pairs.

MONITOR

Review answers as a class. (Answers: *so*, *because*, *and*, *but*, *so*, *But*, *Because*, *or*)

CHALLENGE

Have pupils write or say a few more sentences using *and*, *but* and *or*.

### 23 In your notebook, write three sentences about food you like or don't like. Use *because* and *so* once.

- On the board, write the names of food pupils have learnt in this unit. Ask pupils to give you some more foods. Write these on the board as well.
- Point to each food word and ask pupils if they like it and why or why not. Write a few of their answers on the board.
- Have pupils complete the activity independently.

MONITOR

Have pupils read their sentences aloud for the class. Listen for correct pronunciation, appropriate intonation and correct use of language.

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

## Application and Practice Activity

- Give pupils three strips of paper each. Have them write a sentence on each one using a conjunction. Then take the strips and cut them just before the conjunction. Place them in two bundles – one bundle with the first phrase of the sentence, the second bundle with the conjunction phrase. Mix each bundle up well.
- Place pupils in small groups and hand them strips from the two separate bundles. Have pupils make sentences using the strips.
- Have pupils play Unit 3, Game 1 on the eText.

1:47



20

Complete the sentences. Use **so** or **because**. Then listen and check.

We use **so** and **because** to connect sentences.

I like being healthy. I eat yoghurt and fruit for breakfast.

I like being healthy **so** I eat yoghurt and fruit for breakfast.

I love eating watermelon. It's delicious.

I love eating watermelon **because** it's delicious.



- 1 I like eating porridge for breakfast **?** it's warm and yummy.
- 2 I like eating meat **?** I often have lamb meatballs.

21

**Join the sentences. Use the conjunction.**

- 1 My sister likes chicken curry. She eats it twice a week. (**so**)
- 2 I usually eat fruit in the morning. It's tasty. (**because**)
- 3 We can have Mexican food tonight. There's a new restaurant in town. (**because**)
- 4 I'm going to Spain next month. I'd like to try some paella. (**so**)

22

**Find the conjunctions.**

I like eating vegetables **so** I eat them every day.

I eat them **because** they make me feel healthy and are good for my body. I also like drinking fruit juice but I don't really like fruit **so** I don't eat a lot of fruit. But, I love watermelon!

Because I really love it, I sometimes eat it at lunch or dinner!



23

**In your notebook, write three sentences about food you like or don't like. Use **because** and **so** once.**



**24** Listen, read and repeat.

1 **le**

2 **el**

3 **al**

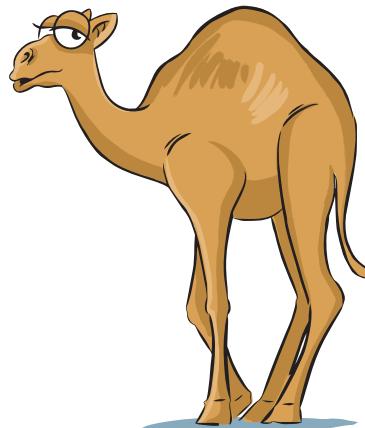
4 **il**



**25** Listen and find. Then say.



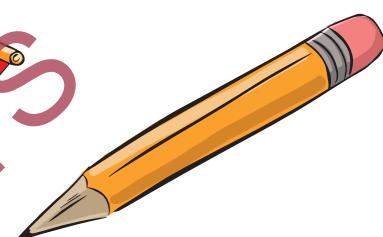
**apple**



**camel**



**medal**



**pencil**



**26** Listen and blend the sounds.

- |                |         |
|----------------|---------|
| 1 b-u-bb-le    | bubble  |
| 3 t-r-a-v-el   | travel  |
| 5 s-a-n-d-al-s | sandals |
| 7 p-u-p-il     | pupil   |

- |            |       |
|------------|-------|
| 2 u-n-c-le | uncle |
| 4 a-p-r-il | April |
| 6 t-o-w-el | towel |
| 8 l-o-c-al | local |



**27** Read aloud. Then listen and chant.

Take your pencil,  
Draw a camel,  
Draw a medal,  
Draw some bubbles.



## Warm-Up

- Make flashcards (words only) using index cards for the words in this lesson (*apple, camel, medal, pencil*) and a few other words with the same sounds that pupils know (*pedal, people, wheel, snail*).
- Write the sounds *le, el, al* and *il* on the board. Show the cards one by one and read the words aloud. Invite volunteers to come to the board and place the index cards under the correct sounds.

## Using Page 38

### 24 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and sounds *le, el, al* and *il* individually and as part of words.

- Read the directions aloud. Play audio track 1:48 and have pupils listen and read each sound as it is said. Have pupils repeat.

MONITOR

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

### 25 Listen and find. Then say.

- Read the directions aloud. Play audio track 1:49 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

ASSIST

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

### 26 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:50 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.

### 27 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books. Have them choral read the chant as a class.
- Play audio track 1:51 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 *le, el, al* and *il* words on the board. Then have pupils turn a piece of A4 paper on its side (landscape) and divide it into four columns. Have them write the headings *le, el, al* and *il* 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.

## OBJECTIVES

To identify and say the letters and sounds *le, el, al* and *il* individually and as part of words

## Materials

Index cards

A4 paper

Audio tracks 1:48–52

Digital activities:  
MyEnglishLab



Page 30

Audioscript on page T139

Answers on page T148

## OUTCOMES

- Pupils can use the unit vocabulary.
- Pupils can make polite requests.
- Pupils can use because and so.

## 21st Century Skills

Social Skills  
Self-Direction

## Materials

Flashcards 17–25  
A3 paper  
Game (eText)  
Digital activities:  
MyEnglishLab



Page 31  
Answers on page T148

## TEACHING TIP

### 21<sup>st</sup> Social Skills

Public speaking can be a difficult task for both adults and children. Some pupils may feel uncomfortable speaking in a loud, public voice. For pupils who speak softly, turn speaking loudly into a game. When it's their turn to take orders from their classmates, have them stand on one side of the room while their classmates stand on the other side. Explain that pupils will have to talk very loudly in order to hear each other. Remind them when they are making presentations to the class, they should use this loud voice so that everyone can hear them.

## Warm-Up

- Review the unit vocabulary by playing a quick game of *Simon Says* (see *Game Bank*, page T135, for details). Scatter several flashcards around the room. Give directions such as *Simon says make a circle around the noodle soup.*, *Simon says line up behind the chicken curry.*, *Pick up the porridge.*

## Using Page 39

### 28 Complete the dialogue.

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

- Read the directions aloud and have pupils read the words in the box aloud. Have pupils complete the dialogue independently.

**MONITOR** Review answers as a class. (*Answers: 1 would, 2 like, 3 Would, 4 like, 5 would, 6 Do, 7 like, 8 do*)

**CHALLENGE** Place pupils in pairs and have them write their own short similar dialogue and role play it.

### 29 Make your own restaurant. First, make a menu for breakfast and lunch. Next, take food orders from your classmates. Write the orders.

- Arrange pupils in groups. Give each group a set of ten index cards and writing materials.
- Read the directions aloud. Point to the sample menu. Tell pupils that menus have got both the name of the food and a price. Ask pupils to think about how much they will charge for each item on their menu.
- Have pupils share their menus with the class. Remind pupils to ask each classmate a question such as: *Would you like some orange juice?* Tell pupils to write each classmate's name, listen closely to his or her answers and write down the classmate's orders.

**MONITOR** Listen and identify pupils who are having difficulty producing language or who are not using a wide range of new vocabulary.

**CHALLENGE** Have pupils refer to the classmates' orders that they have written down as they read them aloud to the class.

 Help pupils connect the items on their menus to the flashcards or page 28 of their books.

## I Can

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

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

- Have pupils choose the healthiest item from each classmate's menu to make a 'Very Healthy Class Menu'. Have pupils work in groups to write their class menu on A3 paper. Have them decide the five healthiest items on the menu and put a star next to them.
- Have pupils play Unit 3, Game 2 on the eText.

28

**Complete the dialogue.****A:** What <sup>1</sup> ? **you** <sup>2</sup> ? to eat for lunch?

do (x2) like (x3) would (x3)

**B:** I'm not sure.**A:** <sup>3</sup> ? **you** <sup>4</sup> ? to go to the new Thai restaurant?**B:** Yes, I <sup>5</sup> ? . What's Thai food like?**A:** Some of it is spicy. <sup>6</sup> ? **you** <sup>7</sup> ? spicy food?**B:** Yes, I <sup>8</sup> !**A:** Great. Let's go.

29

**Make your own restaurant. First, make a menu for breakfast and lunch. Next, take food orders from your classmates. Write the orders.****Ray's Restaurant****Breakfast**

eggs and toast .....	€3.00
yoghurt and fruit .....	€3.50
cereal with milk .....	€2.75
porridge .....	€2.75
orange juice .....	€2.00
milk .....	€1.75

**Lunch**

noodle soup .....	€3.50
chicken curry .....	€5.25
paella .....	€4.95
toasted cheese sandwich ..	€4.50
burger and chips .....	€3.75
lemonade .....	€2.00

What would you like  
for breakfast?Would you like a  
drink with that?I'd like some  
porridge, please.Yes, I would. Thank you.  
I'd like some juice, please.**I Can**

- talk about what people eat.

- make polite requests.

- talk about a balanced diet.

- find and use because and so.

## 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.

1	<b>Appearance:</b> tall, short, straight black hair, wavy blonde hair...	PAGES 4		
2	<b>Personality:</b> friendly, funny, clever, shy, serious...	4		
3	<b>Activities:</b> go to the dentist, go on holiday, go to a wedding, visit my grandparents, eat out, have a guitar lesson...	16		
4	<b>Expressions of frequency:</b> every day, once a week, three times a year...	17		
5	<b>Food:</b> porridge, noodle soup, lamb meatballs, watermelon...	28		
6	Chris is <b>taller than</b> Tom. Mary's backpack is <b>heavier than</b> Kim's. My sister's hair is longer than <b>my hair</b> . My sister's hair is longer than <b>mine</b> .	8–9		
7	<b>What</b> are you doing on Friday? We're eating out. <b>How often</b> do you have a guitar lesson? I have a guitar lesson once a week.	20–21		
8	What <b>would</b> you <b>like</b> ? I'd like some porridge. <b>Would</b> she <b>like to try</b> some chicken curry? Yes, she <b>would</b> ./No, she <b>wouldn't</b> .	32–33		

## Warm-Up

- Have pupils create sentence puzzles to review key vocabulary from Units 1–3. Invite pupils to write sentences using vocabulary words from these units and then rewrite the sentences, leaving a blank in place of each vocabulary word. Challenge classmates to guess the missing words.

## OBJECTIVES

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

## 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.

MONITOR

- 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 exercise in their notebooks. (They will then choose a different colour when they review this list at the end of the Checkpoint.)

ASSIST

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 complete the checklist as each language point is reviewed.

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

### Appearances (page 4)

Have pupils play *Who Am I?* Invite them to pretend to be one of the pupils on page 4 and give clues to help classmates guess which pupil they are. Use only descriptions for physical appearances. Model: *I wear glasses and I've got dark brown hair.* (Brian)

### Personality (page 4)

Have pupils play *Who Am I?* again. Invite them to pretend to be one of the pupils on page 4 and give clues to help classmates guess which pupil they are. Use only descriptions for personality. Model: *I'm serious.* (Brian)

### Activities (page 16)

Whisper an activity in a pupil's ear. The pupil can then mime, draw or describe it to his/her classmates, who try to guess it.

### Expressions of frequency (page 17)

Have pupils place sticky notes on days on a calendar to represent the expressions of frequency on page 17. Then have pupils look through each other's calendars and name the expressions.

### Food (page 28)

Invite pupils to describe one of the foods shown on page 28 and ask classmates to guess the food.

### *taller, heavier, my, mine* (pages 8–9)

Have pupils choose an action figure or photo of a person in a magazine. Then have them compare and contrast their selections. Model: *The hero in red is taller than the one in black. My hero is stronger than yours.*

### *What/How often ...?* (pages 20–21)

Have pupils talk about what they and their families do every day. Tell them to ask and answer questions about what they are doing or where they are going. Encourage pupils to use the words *what, where* or *how often*.

### *would/wouldn't like* (pages 32–33)

Have pupils say if they would like to try the foods on page 28. Then have classmates ask and answer questions about these statements.

## 21st Century Skills

Self-Direction

## Materials

Flashcards 1–25

Marker pens or coloured pencils

Sticky notes, calendar

Magazine cutouts of action figures or people

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

## TEACHING TIP

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

Remind pupils that there are no right or wrong answers on this page. Emphasise the fact that they should draw in their notebooks the face that shows how they feel about each skill. Say:

*This page will help us find out what you know well and what you should study more.*

## OBJECTIVES

To complete a dialogue  
To ask and answer questions using the target language  
To describe people

## 21st Century Skills

Critical Thinking  
Cross-Cultural Skills

## Materials

Restaurant menus  
World Map or globe  
Sticky notes  
Audio track 1:53  
Audioscript, page T139

## Warm-Up

- Have volunteers identify India, Italy and Spain on a world map or globe. Invite them to share any information they know about these countries.
- Ask: *How can you find out more about a country?* (read information, talk to people from the country, try food from the country)

## Using Page 41

2

### Get ready.

**INVOLVE** Explain the lesson objective – pupils will put together what they learnt in Units 1–3. They will complete a dialogue and then ask and answer questions about it.

- **Part A:** Read the directions aloud. Say: *A dialogue is a conversation between two or more people.*
- Have volunteers read the statements aloud. Point out that they will use clues in the dialogue to decide in which blank each labelled statement makes sense. Point out that Dad asks Anna many questions in this dialogue. The labelled statements often give her answers. Ask: *What's Dad's first question?* (What's she like?) *Who's he asking about?* (Ms Hart, the new Social Science teacher)
- Have pupils complete the dialogue independently. Remind them that reading aloud as they work can help them find the correct answer.
- Play audio track 1:53 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: 1 b, 2 a, 3 e, 4 d, 5 c*)

**ASSIST**

Suggest that pupils write the labelled statements on separate sticky notes. They can then test each statement in the dialogue to find where it makes sense.

- **21<sup>st</sup> Critical Thinking** Have pupils name the clues in the dialogue that helped them fill in the missing statements. Model: *When Anna says, 'No, that's Ms Roberts'. I know that Anna's dad is getting Ms Hart and Ms Roberts mixed up. So Anna gives information to help. She says, 'Ms Hart's hair is shorter than Ms Roberts'.*

- **Part B:** Read the directions aloud and invite pupils to practise the dialogue. Encourage pupils to switch roles.

**MONITOR**

Listen for correct pronunciation and intonation as pupils practise.

- **Part C:** Read the directions and questions aloud. Have pupils talk about their answers in pairs.

**MONITOR**

Check to make sure pupils use correct vocabulary and grammar.

## TEACHING TIP

### 21<sup>st</sup> Cross-Cultural Skills

Explain that food is an important part of every culture. Say: *Learning about food can help you understand more about other places.* Show pupils restaurant menus or print-outs. Have them name the country where the food comes from and describe what types of food they find on the menus.

## I Can Do It!

1:53

### 2 Get ready.

- A Complete the dialogue. Then listen and check.



- a Ms Hart's hair is shorter than Ms Roberts.
- b She's really nice.
- c Ms Hart is bringing pizza to class.
- d Ms Hart brought some Indian vegetable curry to class.
- e Every Tuesday and Thursday.

**Anna:** We've got a new Social Science teacher. Her name is Ms Hart.

**Dad:** What is she like?

**Anna:** <sup>1 ?</sup> . And she's funny, too!

**Dad:** Oh, I think I saw her. Has she got long blonde hair?

**Anna:** No, that's Ms Roberts. <sup>2 ?</sup> And Ms Hart wears glasses.

**Dad:** Interesting. When have you got Social Science?

**Anna:** <sup>3 ?</sup> . Right now we're learning about India. <sup>4 ?</sup> .

**Dad:** Really? Was it good?

**Anna:** Yeah. I loved it! Yesterday we learned about Spain and Ms Hart brought us paella. Today we're learning about Italy. <sup>5 ?</sup> .

**Dad:** Stop. You're making me hungry!

- B Practise the dialogue in A with a partner.

- C Ask and answer the questions with a partner.

1 Would you like to try the food in A?

2 What countries do you learn about in Social Science?

1

2

3

4

5

6

7

8

9

## 3 Get set.



**STEP 1** Create information about someone you would like to have as a pen pal. What is he/she like? Where does he/she live?



**STEP 2** Cut out the book outline on page 121 of your Activity Book. Fold it to make a book.

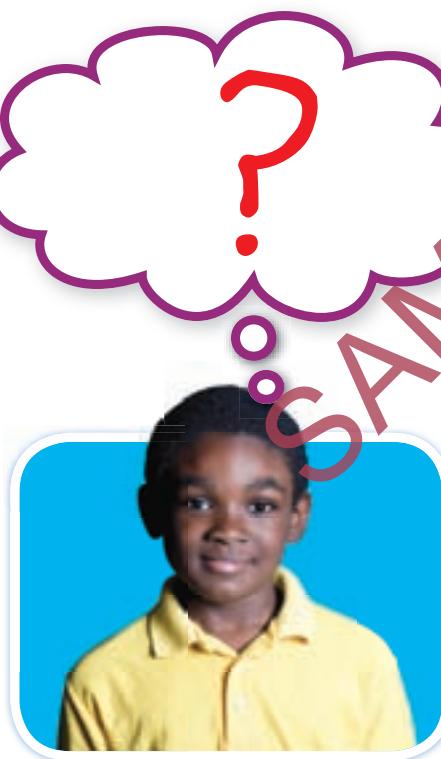


**STEP 3** Write about your pen pal in your book. Now you're ready to **GO!**

## 4 Go!

**A** Swap books with three classmates. Write notes about their pen pals in your notebook. Ask and answer questions like the ones below.

- What are the pen pals' names?
- What are they like?/What do they look like?
- What do they like doing?
- What food do they like eating?



's Pen Pal

Name:

Is like/Looks like:

Likes doing:

Likes eating:

**B** Tell your class about some of your group's pen pals.

Maria's pen pal lives in China.  
She likes watching films. She  
likes eating steamed buns.

## Warm-Up

- Have pupils preview the cutouts on Activity Book page 121. Say: *You will use these pages to create a book about a pen pal.* Have volunteers read each page aloud. Say: *The words in brackets will help you write your book.* Point to the blanks labelled *His/Her* and *He/She*. Say: *You will write one of these words to complete the sentence.* Then point to other words or phrases in brackets, such as *Name* or *City, Country*. Say: *These words say what information you will include.*

## Using Page 42

### 3 Get set.

INVOLVE

Explain the lesson objective – pupils will make up pen pals that live in other countries. They will write books about their pen pals and then read and take notes on classmates' books.

- Say: *A pen pal is someone you write to. Many pupils have got pen pals in other countries. You may write to a friend who moved to another country. Or you might write to someone you have not met in person.*
- Read the directions aloud. Have pupils work independently to create and write about pen pals. Encourage them to cut out and fold their books before they begin to fill in the blanks.
- Allow pupils to use reference materials, including books and the internet, to help them complete their books.

MONITOR

Check to see that pupils' answers match the requested information.

ASSIST

Allow pupils to review flashcards 1–25 for support as they complete their notes. Provide them with additional vocabulary as needed.

- List adjectives to help pupils fill in the blanks. For page 2: *sweet, sour, spicy, salty*. For page 3: *long, short, black, brown, blonde, straight, curly; clever, friendly, funny, serious.*



Invite pupils to add one additional sentence to each page of their *My Pen Pal* books.

### 4 Go!

- Part A:** Read the directions aloud. Have each pupil place his or her book on a desk. Then invite pupils to go to a desk to read the book they find there to learn about a classmate's pen pal. Remind them to take notes as they read. Then have them go to another desk to read about another pen pal. Have pupils read about three pen pals.
- Part B:** Read the directions aloud. Ask a volunteer to read the speech bubble aloud. Then have pupils share information about pen pals with the class.

MONITOR

Check for proper pronunciation, appropriate intonation and correct use of language. Encourage pupils to verify that others report information from their own books correctly.

- 21<sup>st</sup> Collaboration** Invite pupils to create a classroom display labelled *Pen Pals Around the World*. Have them work in small groups or in pairs to arrange pen pals geographically by continent and then by country. Suggest that pupils collect data about the complete set. For example, pupils can create a bar graph showing the class pen pals by continent.

- 21<sup>st</sup> Technology Literacy** Have pupils explore the internet to find ways to connect with pen pals around the world. Invite them to share their findings with the class.

## OBJECTIVES

To write mini-books about pen pals

To read classmates' books

## 21<sup>st</sup> Century Skills

Collaboration

Technology Literacy

## Materials

Cutouts on Activity Book page 121

Flashcards 1–25

World maps

## OBJECTIVES

To write a journal entry  
To reassess comfort with target skills and key language for Units 1–3

## 21st Century Skills

Communication  
Self-Direction

## Materials

Marker pens or coloured pencils  
Game (eText)  
Digital activities:  
MyEnglishLab



Pages 32–33  
Answers on page T149

## 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

- Write the word *journal* on the board. Say: *A journal is a record you write. You can write about yourself, your friends or your ideas.*
- Explain that writing a journal can be helpful now and in the future. Say: *When you write a journal today, it can help you put your ideas in writing. When you read a journal later, it can help you remember what you were thinking.*
- Ask: *What might a journal from last year say about you?* Discuss pupils' responses.

## Using Page 43

### 5 Write about yourself in your notebook.

INVOLVE

Explain the lesson objective – pupils will write a journal entry. Then they will look back at Units 1–3 again and think about how well they can use what they have learnt.

- Read the directions and journal title aloud. Invite volunteers to read the questions aloud.
- Have pupils begin by writing today's date in their notebooks. Then have them write answers to the questions.

MONITOR

Check pupils' writing for correct use of language.

ASSIST

Provide pupils with sentence frames to complete. Model: *I am ... than my best friend. My best friend is ... than I am. My best friend is ... and ... . After school, I like to ... . I would like to try ... .* Invite pupils to read their *All About Me* journal entries aloud and compare their answers.

### 6 How Well Do I Know It Now?

- **Part A:** Read the directions aloud.
- **21<sup>st</sup> Self-Direction** Have pupils turn to Activity 1 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.
- **Part B:** Make sure that pupils use a different marker pen or coloured pencil as they reassess their understanding and use of each checklist item.
- **Part C:** Read the directions aloud. Say: *Choose the statement that tells how you feel about Units 1–3.*

### 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.

- Who is taller, you or your best friend?
- What is your best friend like?
- What does your best friend look like?
- What do you like doing after school?
- How often do you play with your friends?
- What food would you like to try?



### How Well Do I Know It Now?

6

- A Look at page 40 and your notebook. Draw again.
- B Use a different colour.
- C 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

# Weird and Wild Animals

## Objectives

### Vocabulary

- To identify endangered animals
- To use adjectives to describe animals

### Reading

- To identify important ideas in a story ('Chimps Are Clever!')
- To understand and enjoy a story

### Grammar

- To use *how many* and *why*
- To use *there are* and *there were*
- To use *because*

### Content Connection

- Science: To read and talk about strange and endangered species

### Project

- To make an 'Endangered Animal' fact file

### Culture Connection

- Around the World: To read about dragons around the world

### Writing

- To identify and say the letters and sounds for *ph* and *wh* individually and as part of words

### Phonics

- To learn the value of protecting endangered animals

### Think Big

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

## Key Vocabulary

Endangered Animals	Adjectives	Every Day English	Content Words		
Andean Condor angler Fish Asian Elephant aye-aye chimpanzee	coconut crab flamingo tarsier Tasmanian devil volcano rabbit	amazing bizarre clever cute endangered strange	Cheeky monkey. Really? That's terrible! Wow!	burn centimetre creatures cultures dragons evil extinct	magical moss mythical pond stream wild

## Materials

### Pupil's Book, Unit 5

- Main unit, pages 56–67
- Class Audio CD, Tracks 2:18–33

### Activity Book, Unit 5

- Main unit, pages 44–53
- Extra grammar practice, page 102
- Class Audio CD, Tracks 2:22–34

### Assessment Package

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

### Additional Materials

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

## Unit Opener Activities

### Family Connection

Have pupils talk to family members about wild animals they may have seen at a zoo, wild animal park or wildlife sanctuary. If they haven't visited one of these places, have them talk about wild animals they've seen on TV or in the movies or have read about. Have them discuss what makes these animals special. Then have them look for pictures of wild animals in magazines and select a picture of their favourite wild animal to share with the class.

### Our Animal Bulletin Board

Display the flashcards and have pupils vote for a 'class animal' to adopt. Decorate the bulletin board with images of the animal. Have pupils work together to research facts about the animal that they can write on index cards or paper strips and pin up as captions for the images.



# Unit 5

# Weird and Wild Animals



1

Listen, look and say.



## 1 Tasmanian devil

**Lives in:** Australia

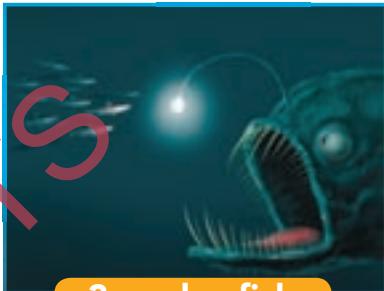
**Population:** between 10,000 and 25,000



## 2 Andean condor

**Lives in:** South America

**Population:** about 10,000



## 3 angler fish

**Lives in:** oceans all over the world

**Population:** we don't know



## 4 volcano rabbit

**Lives on:** volcanoes in Mexico

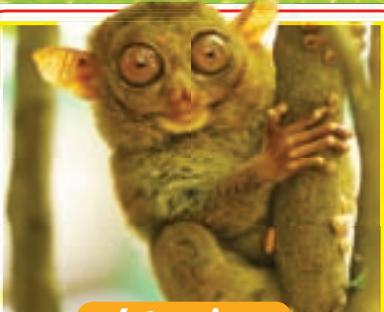
**Population:** between 2,000 and 12,000



## 5 coconut crab

**Lives on:** islands in the Pacific Ocean

**Population:** more than 100,000



## 6 tarsier

**Lives in:** Southeast Asia

**Population:** we don't know

**SAMPLE UNITS**



2

Listen, find and say.



Play a game.

## Warm-Up

- **21<sup>st</sup> Environmental Literacy** Display a map of the world. Point to the different continents, oceans and seas. Ask pupils what they know about the animals that live there and if they know whether they are endangered or not.
- Show pupils the pictures of the animals and have volunteers pin them to their country of origin, e.g. The White Panda – China.

## Using Page 56

### 1 Listen, look and say.

INVOLVE

Explain the lesson objective – pupils will talk about different types of wild and weird animals.

- Point to the pictures. Say: *These pictures show different types of wild animals, where they live and how many there are.* If necessary, explain the word *population*.
- Read the directions aloud. Play audio track 2:18. Have pupils listen, look at the photo for each corresponding animal and then repeat the sentences.

MONITOR

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

ASSIST

Replay the audio as needed.

CHALLENGE

Have volunteers come to the front to show the class where these animals come from on the map.

### 2 Listen, find and say.

- Point to the animals in Activity 1 and say each one aloud. Have pupils repeat after you. Randomly describe an animal and have pupils point to the animal you have described.
- Read the directions aloud. Play audio track 2:19. Have pupils listen, point to each animal in the pictures in Activity 1 and say the words.

MONITOR

Check to make sure pupils are pointing to the correct picture. Pupils can also repeat the activity in pairs, showing or saying the correct number for each animal to each other.

ASSIST

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

### 3 Play a game.

- Invite pupils to play a game. Say: *I live in Australia and there are between 10 and 25,000 of us. Which animal am I?* Elicit: *The Tasmanian Devil.*
  - Put pupils in small groups and have them continue the game.
- MONITOR Listen for proper pronunciation, appropriate intonation and correct use of language.
- Assign Activity Book page 44 and direct pupils to digital activities.

## Application and Practice Activity

- **21<sup>st</sup> Creativity** Explain to pupils that they are going to make an animal map. Give them each a photocopy of the world map (A4 or A3 size) and have them research other wild animals from different parts of the world. Ask them to write their names on the country where they come from and write a few sentences about them on an index card. If they like, they can draw them. Explain that they can use the internet or resource books to gather information.
- Have them present their animal maps to the class and then place the maps on display.

## OBJECTIVES

To talk about weird and wild animals, where they live and how many there are

## Key Vocabulary

**Nouns:** Andean condor, angler fish, coconut crab, population, tarsier, Tasmanian devil, volcano rabbit

## 21st Century Skills

Environmental Literacy  
Creativity

## Materials

World map or globe  
Pictures of extinct animals  
Photocopies of the world map (A4 or A3 size), index cards  
Flashcards 36–41  
Audio tracks 2:18–19  
Interactive activities (eText)  
Digital activities:  
MyEnglishLab

## AB

Page 44  
Answers on page T149

## OBJECTIVES

To talk about weird and wild animals, where they live and how many there are

To sing a song

## Key Vocabulary

**Nouns:** Andean condor, angler fish, coconut crab, population, tarsier, Tasmanian devil, volcano rabbit

## 21st Century Skills

Environmental Literacy

## Materials

Flashcards 36–41  
Audio tracks 2:20–22  
Index cards  
Interactive activities (eText)  
Digital activities:  
MyEnglishLab



Page 45  
Audioscript on page T141  
Answers on page T149

## TEACHING TIP

### Producing Language

Some English learners tend to add a vowel sound to words that begin with consonant clusters. Encourage pupils to watch how your mouth moves as you pronounce the words and then practise saying the words in front of a mirror.

## Warm-Up

- On the board, write the names of the animals from the lesson. Ask pupils to name other animals they know and write them on the board. Ask them what they know about these animals, e.g., where they live, what they can do, if they can be kept in zoos and so forth.
- Ask pupils to choose one animal from the board and say one or two things about it, e.g.: *The White Panda lives in China. It eats bamboo shoots.*

## Using Page 57

### 4 Listen and sing. Why is it important to learn about animals?

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

- Read the directions aloud. Play audio track 2:20. Have pupils read along silently.
- Replay the audio and have pupils sing along. Do this several times. Then ask pupils to read the song silently and to make a note of why it is important to learn about animals.
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 2:21). 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: Because when we learn about animals, we learn about ourselves, too.*)

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

### 5 Ask and answer about the animals in 1.

- Read the directions aloud. Read the speech bubbles aloud while pupils follow in their books. Have pupils repeat the dialogue aloud after you.
- Divide the class into two groups. Have one group read the green speech bubbles and the other group read the purple ones.
- Have pupils work in pairs to ask and answer questions about the animals in Activity 1, using the speech bubbles as a guide.

**MONITOR** | Listen for proper pronunciation, appropriate intonation and correct use of vocabulary.

**CHALLENGE** | Reverse the activity by having one pupil give a fact about an animal and the other pupil to guess which animal he is talking about, e.g.: *It lives in Southeast Asia but we don't know its population.* (tarsier)

## THINK BIG 21<sup>st</sup> Environmental Literacy

- Have pupils complete this activity at home. Explain that they can use the internet or resource books, draw the animal they have found information about and write a few sentences about it.
- Assign Activity Book page 45 and direct pupils to digital activities

## Application and Practice Activity

- Have pairs of pupils play *Concentration* (see *Game Bank*, page T135, for details). Ask pupils to write the names of eight animals on index cards (six from the unit and two they have researched). Then write the name of the places they live in on eight other cards. Turn all of the cards face down and have partners take turns turning over two cards. If the cards show an animal and a matching habitat, the player says a sentence and takes the cards. Model: *The Tasmanian devil lives in Australia.* The player with the most cards at the end wins.



## 4 Listen and sing. Why is it important to learn about animals?

### Understanding Animals

Do you know a lot about animals?  
How many different kinds there are?

Some are big and some are small  
And some are just bizarre!

Understanding animals is good for us to  
Do because learning about animals helps  
Us and helps them, too!

Some live in trees or in the sea  
And some live where it's hot.

Some are beautiful and some are cute  
And some are... well, they're not!

#### Chorus

It's important to learn about animals,  
Though many seem strange, it's true.  
Because when we learn about animals,  
We learn about ourselves, too.

#### Chorus



## 5 Ask and answer about the animals in 1.



Where do coconut crabs live?

How many are there?



They live on islands in the Pacific Ocean.

There are more than 100,000.

**THINK BIG** Find a photo of another weird animal. Tell the class about its population and where it lives.

## Story

2:23 Listen and read. What is the programme about?

### Chimps Are Clever!

Wow! Chimpanzees are amazing animals. They can talk to each other!

1 Christina is watching a TV programme about chimpanzees, or chimps. She's telling Sam about them.

They can climb trees and they know how to use tools, too!

Really?

2 Christina explains that chimps make tools to get food.

That's terrible! Why are they endangered?

They're endangered because people move in and destroy the jungle and the chimps have nowhere to live.

5 Christina explains that people move in and destroy the jungle and the chimps have nowhere to live.

Christina... I can talk and climb trees. And I can use tools, just like chimps. I hope I'm not endangered!

6 Sam laughs at Christina's joke.

Oh, no! That's sad. Chimps are endangered.

3 Christina finds out that chimps are endangered.

A hundred years ago there were more than one million chimps. But now there are only 200,000.

4 The programme says that there are not many chimps left.

7 Look at the story. Ask and answer.

- 1 What things can chimps do?
- 2 How many chimps were there 100 years ago?
- 3 How many are there now?
- 4 Why are chimps endangered?
- 5 Is Sam endangered?

**THINK BIG** What other animals are endangered and why? What can we do to help them?

## Warm-Up

- Show pupils the photo of a chimpanzee. Write the words *chimpanzee* and *ape* on the board. Explain that chimpanzees are a type of ape. Then show pupils the photo of a monkey. Explain that an easy way to tell the difference between an ape and a monkey is to look for a tail. Apes don't have tails.
- Ask: *Have you ever talked to an animal? Did the animal answer you?* Have pupils give examples of times they have communicated with animals in their lives.

## Using Page 58

### 6 2:23 Listen and read. What is the programme about?

**INVOLVE** Explain the lesson objective – pupils will listen and answer questions about a story.

- Read the story title aloud. Have pupils repeat it. Ask: *What are Christina and Sam doing? How do you know?* Check to make sure that pupils understand that *clever* is a synonym for *intelligent*.
- Ask if anyone knows what the term *cheeky monkey* means and explain it to the class.
- Read the directions aloud. Draw attention to the question: *What is the programme about?* Play audio track 2:23. Have pupils listen and read along silently.

**MONITOR** Ask comprehension questions about the story. Say: *Look at Frame 1. Where are Christina and Sam? (in a living room) What is Sam doing in Frame 3? (He's trying to fix something.) What does Frame 5 show? (reasons why the chimpanzees are extinct) What is the programme about? (The programme is about chimps and why they are endangered.)*

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

- Have pupils work in pairs to read the speech bubbles aloud to each other and role play the dialogue in the story.

**CHALLENGE** Invite volunteers to come to the front and mime the story for the class.



Have pupils research chimpanzees. Ask them to find examples of the way that they use tools and to find out more about how they live. Have pupils present what they learnt to the class by making a book or a poster that talks about chimps.

## Using Page 59

### 7 Look at the story. Ask and answer.

- Read the directions aloud. Have pupils read the story again silently. Then ask them to close their books. Ask: *What things can chimps do?* (climb trees, use tools, talk to each other) *What's happening to them now?* (They are endangered.) *How many were there a hundred years ago?* (more than a million) *Why are they endangered?* (People are moving into their habitat.) *Why's Sam a cheeky monkey?* (Because he said he can do all the things a chimp can do but hopes he doesn't become endangered.)
- Have pupils open their books and complete the activity in pairs. Explain that they should write the answers in their notebooks.

MONITOR

Review answers as a class. (*Answers: 1 They can talk to each other, climb trees and use tools to get food., 2 There were more than one million chimps 100 years ago., 3 There are only 200,000 chimps now., 4 They're endangered because people are moving into their habitat., 5 No, he isn't.*)



### Critical Thinking

MONITOR

- Read the questions aloud. Ask pupils if they know of any other endangered species and write them on the board. Then have pupils research endangered species in pairs and present them to the class. Explain that they can use the internet or resource books.

As pupils are talking, listen for correct pronunciation. (*Possible answers: Another endangered animal is the loggerhead sea turtle (*caretta caretta*). Some reasons they are endangered are sea pollution and illegal fishing. Some ways to help them are keeping the seas clean and protesting against illegal fishing.*)

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

### Application and Practice Activity

- Have pupils use the information they have learnt about chimpanzees to write a script for a TV programme about them. Divide the class into small groups and have each group write one paragraph of narration that says why chimpanzees are amazing.
- Have groups present their paragraphs. Then work with the whole class to edit all the groups' narratives into one script.

## OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

## Key Vocabulary

Nouns: chimpanzees, habitats, tools

Adjective: endangered

## 21st Century Skills

Critical Thinking

## Materials

Photo of a chimpanzee

Photo of a monkey

Audio track 2:23

Digital activities: MyEnglishLab



Page 46

Answers on page T149

## Summary

Christina is learning about chimpanzees by watching a programme on TV. She tells Sam all about these clever and amazing animals and why they are endangered.

## TEACHING TIP

### Peer and Teacher Support

Point out that pupils can get help with unfamiliar words by asking their teacher and classmates questions. Encourage pupils to ask: *What does ... mean?* When possible, allow another pupil to respond before giving the answer yourself.



2:23

6 Listen and read. What is the programme about?

## Chimps Are Clever!

Wow! Chimpanzees are amazing animals. They can talk to each other!



- 1 Christina is watching a TV programme about chimpanzees, or chimps. She's telling Sam about them.

They can climb trees and they know how to use tools, too!

Really?



- 2 Christina explains that chimps make tools to get food.

Oh, no! That's sad. Chimps are endangered.



- 3 Christina finds out that chimps are endangered.

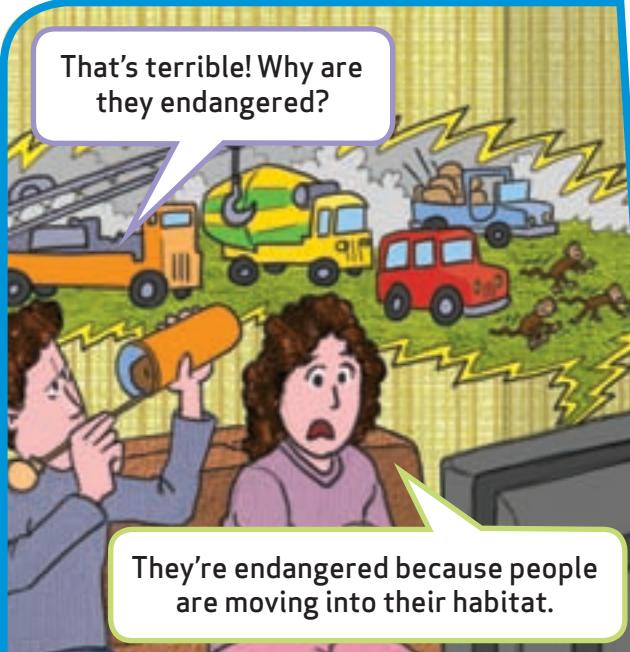
A hundred years ago there were more than one million chimps. But now there are only 200,000.



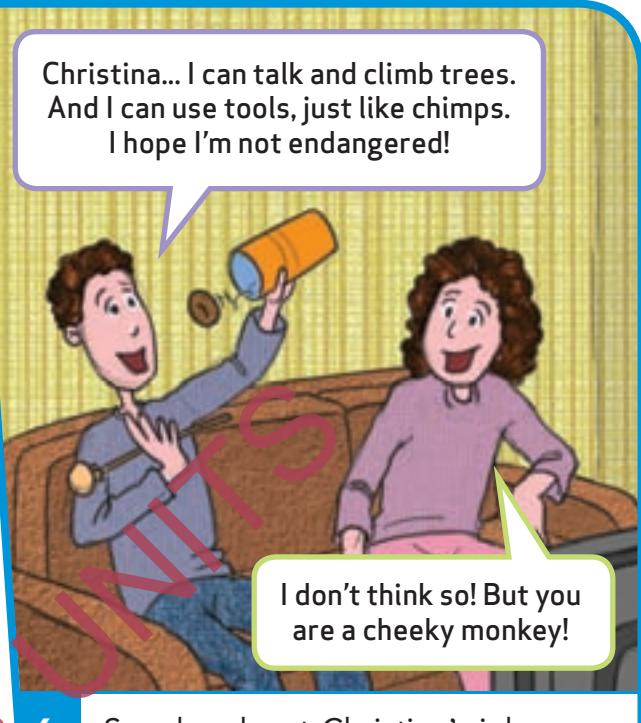
- 4 The programme says that there are not many chimps left.



That's terrible! Why are they endangered?



Christina... I can talk and climb trees. And I can use tools, just like chimps. I hope I'm not endangered!



- 5 Christina explains that people move in and destroy the jungle and the chimps have nowhere to live.

- 6 Sam laughs at Christina's joke.

7 Look at the story. Ask and answer.

- 1 What things can chimps do?
- 2 How many chimps were there 100 years ago?
- 3 How many are there now?
- 4 Why are chimps endangered?
- 5 Is Sam endangered?

**THINK  
BIG**

What other animals are endangered and why?  
What can we do to help them?



8 Listen and look at the sentences. Help Sam and Christina make more.

2:24

tigers      30 years ago  
more than 100,000      fewer than 4,000  
black rhinos      100 years ago  
about 100,000      between 5,000 and 6,000  
How many      chimpanzees      were there      100 years ago ?  
There were      more than one million .  
But now there are      only about 200,000 .

9

Complete the sentences.

- 1 ? Komodo dragons were there 50 years ago?  
? more than 20,000. But now ? probably fewer than 5,000 in the Komodo Islands.
- 2 ? Andean condors were there in the past?  
? many Andean condors in the mountains of South America. But now ? about 10,000.
- 3 ? Asian elephants were there 100 years ago?  
? about 90,000 throughout Asia. But now ? about 45,000.
- 4 ? Tasmanian devils were there 25 years ago?  
? more than 100,000 Tasmanian devils. But now ? between 10,000 and 25,000.



## Warm-Up

- Play a game with pupils. Have a volunteer come up to the front and place a set of countable items on a desk. Count them aloud. Have the volunteer close his or her eyes while you remove some of the items. The volunteer has to count the items and answer the questions: *How many items are there now? How many items were there before?* Have pupils take turns playing the game.

## Using Page 60

- 8  Listen and look at the sentences. Help Sam and Christina make more.

INVOLVE

Explain the lesson objective – pupils will make questions and answers using *How many... , There were... and But now there are ... .*

- 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 2:24. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
- Read the sentences aloud again. Point out how questions with *How many...* and answers with *There was .../But now there are ...* are formed to talk about animals' population in the past and the present.
- Have pupils practise the target language in pairs, using the alternative language on blocks at the top of the board.

MONITOR

Check for understanding. Review possible sentences as a class. Ask pairs to say aloud a sentence that they have made.

CHALLENGE

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

- 9 Complete the sentences.

- Read the directions aloud. Do Item 1 one as a class. Write the answer on the board.
- Have pupils work in pairs to complete the sentences in their notebooks, using the board in Activity 8 as a guide.

MONITOR

Review answers as a class. (Answers: 1 *How many, There were, there are, 2 How many, There were, there are, 3 How many, There were, there are, 4 How many, There were, there are)*)

CHALLENGE

On the board, write the numbers mentioned in Activities 8 and 9. Point to one and ask pupils what animal is represented by the number, e.g., point to 20,000. Elicit *The Komodo dragons*.

- Assign Activity Book page 15 and direct pupils to digital activities.

## Application and Practice Activity

- **21<sup>st</sup> Collaboration** Have pupils work in pairs to create a dialogue about endangered animals and their population today and in the past.
- Invite pairs to role play their dialogues in front of the class.

## OBJECTIVES

To use *how many*

To use *there were* and *there are*

## Key Vocabulary

**Nouns:** Andean condors, Asian elephants, black rhinos, chimpanzees, Komodo dragons, Tasmanian devils, tigers

**Question words:** How many

**Quantifiers:** between, fewer than, more than, only about

## 21st Century Skills

Maths Literacy  
Collaboration

## Materials

Countable items (pencils, rubbers, etc)

Flashcards 36–41

Audio tracks 2:24–25

Digital activities:  
MyEnglishLab



Page 47

Audioscript on page T141

Answers on page T150

## TEACHING TIP

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

Have pupils practise their maths language skills by writing out the names for each number they see on the page. Post maths words such as *hundred, thousand, ten/twenty/thirty thousand and one/two/three hundred thousand* for them to use as a reference. Pupils can refer to the words when they read the information about each animal.

## OBJECTIVES

To use *Why* and *because*

To practise unit language in context

## Key Vocabulary

**Nouns:** Andean condors, Asian elephants, black rhinos, chimpanzees, coconut crabs, flamingos, Tasmanian devils, tiger, volcano rabbits

**Question word:** Why

**Conjunction:** because

## 21st Century Skills

Information Literacy

## Materials

Flashcards 36–41

Pictures of animals, index cards

Interactive activities (eText)

Digital activities: MyEnglishLab



Page 48

Answers on page T150

## TEACHING TIP

### Subject-Verb Agreement

Tell pupils that when speaking and writing English, they have to make sure that subjects and verbs agree. Are and were can only be used with plural nouns and pronouns and you. Have pupils practise by making statements using different subjects and the verbs are and were.

## Warm-Up

- Have pupils work in pairs to create pairs of matching animal cards for a card game. They should stick pictures of animals to index cards. Pupils should research whether each animal is endangered or not. If the animal is endangered, they should write *endangered* as a caption underneath the picture.
- Pupils can use the cards to play a game of *Concentration* (see Game Bank, page T135, for details).

## Using Page 61

### 10 Read. Then complete the sentences.

**INVOLVE** | Explain the lesson objective – pupils will talk about different animals and form questions using *Why* and *because*.

- Write *Why* and *because* on the board. Remind pupils that we use the word *Why* to ask what caused something to happen. Say: *Why did you come to class today? You came to class because you wanted to learn English.*
- Read the directions aloud. Have volunteers read the grammar box. Tell them they will be using *Why* and *because* to complete the sentences.
- Have pupils complete the activity independently.

**MONITOR** | Review answers as a class. (Answers: 1 *Why*, 2 *because*, 3 *Why*, 4 *because*)

### 11 Ask and answer about why each animal is endangered.

- Read the directions aloud. Do the first item as a class and write the answer on the board.
- Have pupils complete the activity in pairs.

**MONITOR** | Review answers as a class. (Answers: 1 *Why are coconut crabs endangered? They're endangered because people are eating them/people are destroying their habitat.*, 2 *Why are Andean condors endangered? They're endangered because other animals are killing them/they're getting ill and dying.*, 3 *Why are volcano rabbits endangered? They're endangered because people are destroying their habitat/there's too much pollution.*, 4 *Why are Tasmanian devils endangered? They're endangered because people are killing them/people are moving into their habitat.*, 5 *Why are black rhinos endangered? They're endangered because people are killing them/people are destroying their habitat.*)

### 12 Work with a partner to find out more about the animals on pages 60 and 61. Discuss.

- MONITOR** | **21<sup>st</sup> Information Literacy** Explain that because things in the world change, information changes, too. Ask: *What would be a good source of information to find out about what is happening to black rhinos now?* Help pupils brainstorm a list of reliable resources.

- Read the directions aloud. Have pupils in pairs research information about the animals. Invite pupils to share their findings with the class.

**MONITOR** | While pupils are working, listen for proper pronunciation, appropriate intonation and correct use of target language and vocabulary. Invite volunteers to read their sentences aloud to the class.

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

## Application and Practice Activity

- Have pupils use the flashcards to ask questions or make statements about an animal using the target language. Model: *How many tarsiers are there today? or There aren't many tarsiers left today.*

10

## Read. Then complete the sentences.

**Why** are Andean flamingos endangered?

They're endangered **because** their habitat's polluted.

**1 ?** are chimpanzees endangered?

They're endangered **2 ?** people are destroying their habitat.

**3 ?** are tigers endangered?

They're endangered **4 ?** people are killing them.



11

## Ask and answer about why each animal is endangered.

**1** why/coconut crabs/endangered

People are eating them./People are destroying their habitat.

**2** why/Andean condors/endangered

Other animals are killing them./They're getting ill and dying.

**3** why/volcano rabbits/endangered

People are destroying their habitat./There's too much pollution.

**4** why/Tasmanian devils/endangered

People are killing them./People are moving into their habitat.

**5** why/black rhinos/endangered

People are killing them./People are destroying their habitat.



12

## Work with a partner to find out more about the animals on pages 60 and 61. Discuss.

## 13 Look, listen and repeat.

bamboo burn centimetre (cm) extinct moss pond stream wild

## 14 Listen and read. Where do most red pandas live?

**Strange and Endangered**

- This tiny bat is the smallest bat in the world. It is called a **bumblebee bat** because it's the same size as a bumblebee. Most bumblebee bats live in Thailand but some also live in Myanmar. They live in caves in forests. They are endangered because each year farmers burn the forests where they live. Most scientists agree that there are only about 6,000 bumblebee bats left in the wild.
- This cute animal is the **red panda**. Most red pandas live in mountains in China, Myanmar and Nepal. They live in trees with red moss on their branches. Some scientists believe that the panda's red fur helps it to hide in the trees. Red pandas mainly eat bamboo leaves. Many scientists say that there are fewer than 10,000 red pandas left in the wild.
- The **Egyptian tortoise** is the smallest tortoise in the world. Most Egyptian tortoises are only 10 centimetres when they're fully grown. They live in deserts and their yellow and brown colour helps to camouflage them in the sand. Many tortoises are caught and kept as pets. As a result, some scientists believe there are fewer than 7,500 left in the wild now.
- This funny looking fish is called the **Mexican walking fish**. It's not really a fish – it's a kind of salamander. It's got legs so it can move around on land. Many of these animals live in the streams and ponds near Mexico City but most of these ponds are now polluted. Because the walking fish can't live in dirty water, they are almost extinct in the wild.

THINK BIG Do you know any other cute or interesting animals? Why are they interesting?

62 Unit 5

## 15 Read and say the animal from 14.

- They eat a lot of bamboo leaves.
- Most are only 10 centimetres long when fully grown.
- Many of the streams and ponds where they live are polluted.
- Most of them live in forest caves in Thailand.
- Some of them live in mountains in China.
- Many scientists say they are almost extinct in the wild.

## 16 Make sentences with a partner. Then write them in your notebook.

1 Name: red panda  
Habitat: mountains in China, Nepal, Myanmar  
Number left in wild: fewer than 10,000  
Why endangered: people destroying their habitat

2 Name: Mexican walking fish  
Habitat: ponds and streams near Mexico City  
Number left in wild: almost extinct  
Why endangered: pollution

3 Name: Egyptian tortoise  
Habitat: deserts in Egypt  
Number left in wild: fewer than 7,500  
Why endangered: people catching them as pets

4 Name: bumblebee bat  
Habitat: forest caves in Thailand, Myanmar  
Number left in wild: about 6,000  
Why endangered: farmers burning the forests

## PROJECT

## 17 Make an Endangered Animal fact file. Present it to the class.

## The Aye-Aye

Name: Aye-aye  
Habitat: rainforests of Madagascar  
Interesting fact: it has a long middle finger to catch insects.  
Number left in wild: we don't know  
Why endangered: people killing them because they think they're bad luck...

content connection (endangered animals) Unit 5 63

## Warm-Up

- Ask pupils to tell you the names of endangered species they already know. Encourage a discussion on where they come from, why they are endangered and how they feel about it. Ask what they would do and why it is important to protect them.
- Write key words and sentences on the board. Have pupils write two or three sentences about endangered species to read to the class.

## Using Page 62

## 13 2:26 Look, listen and repeat.

INVOLVE

Explain the lesson objective – pupils will read and talk about strange and endangered animals. They will also make an 'Endangered Animal' fact file and present it to the class.

- Read the directions aloud. Play audio track 2:26 and have pupils follow in their books. Play the audio again while pupils listen and repeat
- Tell pupils that they will now learn the words in context. Or, if you wish, have pairs of pupils look up the words in a dictionary before reading the text.

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

**ASSIST** Replay the audio as needed.

## 14 2:27 Listen and read. Where do most red pandas live?

- Read the directions aloud and have pupils look at the photos and tell you what they see. Ask if they have ever seen these animals before or if they know anything about them. Elicit possible answers to the question before pupils listen to and read the text.
- Play audio track 2:27 and have pupils listen and read along silently.

**MONITOR** Ask questions to check for understanding. Ask: *What's a bumblebee bat?* (a tiny bat) *Why do these pandas have red fur?* (to hide in the moss) *How big is the Egyptian tortoise?* (only ten centimetres long) *Is the Mexican walking fish really a fish?* (No, it's a salamander.) *Where do most red pandas live?* (Most red pandas live in the mountains in China, Myanmar and Nepal.)

## OBJECTIVES

To read and talk about strange and endangered animals

To make a fact file

**ASSIST** | Replay the audio as needed. Have pupils note down any words they do not understand and help them work out their meanings from context.

### THINK BIG 21<sup>st</sup> Environmental Literacy

- Have pupils research any other interesting animals at home and have them present their findings to the class. Encourage them to look for information on the internet, in resource books or by watching documentaries. Explain that they can illustrate their work and write a few sentences about it.

### Using Page 63

#### 15 Read and say the animal from 14.

- Read the directions aloud. Have volunteers read aloud the text in Activity 14 while the rest of the class follows along in their books.
- Have pupils close their books. Say: *Tell me what you remember about the red panda.* Accept all correct answers and gently correct any wrong answers.
- Have pupils open their books and read the statements quietly. Have them work independently to write the correct answers in their notebooks.

**MONITOR** | Review answers as a class. (*Answers: 1 red pandas, 2 Egyptian tortoises, 3 Mexican walking fish, 4 bumblebee bats, 5 red pandas, 6 Mexican walking fish*)

#### 16 Make sentences with a partner. Then write them in your notebook.

- Read the directions aloud. Have pupils read the information cards aloud and ask two volunteers to read the speech bubbles aloud.
- Have pupils complete the activity in pairs using the speech bubbles as a guide. Then ask them to write their sentences in their notebooks.

**MONITOR** | While pupils are working, listen for proper pronunciation, appropriate intonation and correct use of language and vocabulary. Check that their sentences are accurate, too. Ask volunteers to read their sentences to the class.

#### 17 Make an Endangered Animal fact file. Present it to the class.

- Read the directions aloud. Have pupils look at the example of an 'Endangered Animals' fact file in their book and read the caption aloud while they follow.
- Have a volunteer read the speech bubble and have the class repeat.
- Have pupils work alone, in pairs or in small groups to make their fact files. They may draw pictures or cut out pictures from old magazines, newspapers or the internet. They should write captions for their fact files as well, following the example.

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

**ASSIST** | While pupils are making their fact files, help them make sentences about their animals and practise talking about their fact file.

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

### Application and Practice Activity

- **21<sup>st</sup> Creativity** Put pupils in small groups and give them a sheet of A4 paper. Tell them that they are going to draw and write about an imaginary strange and endangered animal. Explain that they have to describe it, write about its habitat and why it is extinct.

- Have them present their work to the class and then place it on display.
- Have pupils view the Unit 5 video segment. Use the Video Guide.

## Content Words

**Nouns:** bamboo, burn, centimetre (cm), extinct, moss, pond, stream, wild

## 21st Century Skills

Environmental Literacy  
Creativity

## Materials

A4 paper  
Audio tracks 2:26–27  
Interactive activities (eText)  
Video (eText)  
Digital activities: MyEnglishLab



Page 49  
Answers on page T150



2:26



## 13 Look, listen and repeat.

bamboo burn centimetre (cm) extinct moss pond stream wild

2:27



## 14 Listen and read. Where do most red pandas live?

**Strange and Endangered**

**1** This tiny bat is the smallest bat in the world. It is called a **bumblebee bat** because it's the same size as a bumblebee. Most bumblebee bats live in Thailand but some also live in Myanmar. They live in caves in forests. They are endangered because each year farmers burn the forests where they live. Most scientists agree that there are only about 6,000 bumblebee bats left in the wild.

**2** This cute animal is the **red panda**. Most red pandas live in mountains in China, Myanmar and Nepal. They live in trees with red moss on their branches. Some scientists believe that the panda's red fur helps it to hide in the moss. Red pandas mainly eat bamboo leaves. Many scientists say that there are fewer than 10,000 red pandas left in the wild.

**3** The **Egyptian tortoise** is the smallest tortoise in the world. Most Egyptian tortoises are only 10 centimetres when they're fully grown. They live in deserts and their yellow and brown colour helps to camouflage them in the sand. Many tortoises are caught and kept as pets. As a result, some scientists believe there are fewer than 7,500 left in the wild now.

**4** This funny looking fish is called the **Mexican walking fish**. It's not really a fish – it's a kind of salamander. It's got legs so it can move around on land. Many of these animals lived in the streams and ponds near Mexico City but most of these ponds are now polluted. Because the walking fish can't live in dirty water, they are almost extinct in the wild.

**THINK  
BIG**

Do you know any other cute or interesting animals?  
Why are they interesting?

15

## Read and say the animal from 14.

- 1 They eat a lot of bamboo leaves.
- 2 Most are only 10 centimetres long when fully grown.
- 3 Many of the streams and ponds where they live are polluted.
- 4 Most of them live in forest caves in Thailand.
- 5 Some of them live in mountains in China.
- 6 Many scientists say they are almost extinct in the wild.

16

## Make sentences with a partner. Then write them in your notebook.

1

**Name:** red panda**Habitat:** mountains in China, Nepal, Myanmar**Number left in wild:** fewer than 10,000**Why endangered:** people destroying their habitat

2

**Name:** Mexican walking fish**Habitat:** ponds and streams near Mexico City**Number left in wild:** almost extinct**Why endangered:** pollution

3

**Name:** Egyptian tortoise**Habitat:** deserts in Egypt**Number left in wild:** fewer than 7,500**Why endangered:** people catching them as pets

4

**Name:** bumblebee bat**Habitat:** forest caves in Thailand, Myanmar**Number left in wild:** about 6,000**Why endangered:** farmers burning the forests

## PROJECT

17

### Make an Endangered Animal fact file. Present it to the class.



Aye-ayes are endangered because many people believe they're bad luck...

Many scientists believe there are only about 6,000 bumblebee bats left in the wild.

Most bumblebee bats live in Thailand.

## The Aye-Aye

**Name:** Aye-aye**Habitat:** rainforests of Madagascar**Interesting fact:** uses a long middle finger to catch insects**Number left in wild:** we don't know**Why endangered:** people killing them because they think they're bad luck

2:28

- 18 Listen and read. What is the only real dragon alive today?



# Dragons

Dragons are mythical creatures. That means they are not real. They are important mythical animals in many cultures around the world. People from North America, South America, Europe, Africa, Oceania and Asia have all got stories about dragons. Antarctica is the only continent in the world with no connection to dragons. But different cultures see dragons differently.

**In Asia** In Japan, China and Korea, dragons are beautiful and magical creatures. Some stories about them are more than 4,000 years old. Asian dragons haven't got wings. They look like giant lizards. In Asia, dragons are not scary. They are good. They help people.

**In the West** In Europe, North America and South America, stories about dragons usually show them as evil. Western dragons have got giant wings and they breathe fire. Western dragons are usually scary. However, there are some stories of good dragons in Western culture.

**In Australia and Oceania** Dragons have got a very long history in Australia and Oceania, too. Some stories of dragons in Oceania are more than 50,000 years old. These dragons are called *bunyip*. The *bunyip* is a scary monster made of different parts of many animals.

The only real dragon alive today is the Komodo dragon, a very large lizard that lives on a small island in Indonesia. The Komodo dragon is now an endangered species. Many people are trying to help save the world's only living dragon from extinction.



- 19 Read and choose **Asia, the West or Australia and Oceania**.

- 1 Dragons here haven't got wings and look like lizards.
- 2 Dragons here have got big wings and breathe fire.
- 3 Dragons from this continent help people.
- 4 Some dragons here are called *bunyip*.

**THINK BIG**

What stories do you know about dragons?  
What other mythical creatures do you know?

## Warm-Up

- Write the words *good* and *evil* on the board. Explain that when people or things are *evil*, they are the opposite of *good*.
- Ask pupils to think about characters in fictional stories they have heard, read about or watched in films or on television. Ask: *Who was good? Who was evil? How did they know?*
- Talk about who the most interesting characters in stories usually are, the good characters or the evil ones? Ask: *Why do you think that is? If you had to choose a character to play in a film, would it be a good one or an evil one? Why?*

## Using Page 64

### 18 Listen and read. What is the only real dragon alive today?

INVOLVE

Explain the lesson objective – pupils will read and talk about dragons from around the world.

- Write these vocabulary items on the board: *creatures, cultures, dragons, evil, magical, mythical*. Have pupils listen for and locate these words in the article.
- Read the directions aloud. Play audio track 2:28 and have pupils listen, read and follow in their books.

MONITOR

Check for comprehension. Ask: *Do dragons in Asia have wings?* (No, they don't.) *What are dragons in Europe like?* (They are usually evil.) *What are dragons in Oceania called?* (They are called bunyip.) *What is the only real dragon alive today?* (the Komodo dragon)

ASSIST

Replay the audio as needed.

CHALLENGE

Have pairs of pupils make up their own dragon myth. Tell them to think about what features the dragon will have, whether it will be good or evil and so on. Have them tell their story to the class.

### 19 Read and choose Asia, the West or Australia and Oceania.

- Read the directions aloud. Do the first item as a class.
- Have pupils complete the activity independently and then check their answers with a partner.

MONITOR

Review answers as a class. (*Answer: 1 Asia, 2 the West, 3 Asia, 4 Australia and Oceania*)

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

- Ask pupils what stories they know about dragons. Have them describe them and tell you about their part in the story. Then ask if they know any other mythical creature and to tell you a little about them.
- Assign Activity Book page 50 and direct pupils to digital activities.

## Application and Practice Activity

- Make a class dragon. Punch holes in the bottom of different coloured paper cups.
- Stack the cups inside one another and have pupils work in groups to string them together, separating them so that each cup makes up a segment of the dragon's body. Once pupils have determined that the string is the right length, have them tie a big knot at the end.
- Pupils can stick streamers to the bottom of their dragon using tape. Have pupils use card to create the dragon's head and tail.
- Have the class name the dragon and write a list of the dragon's characteristics. Let pupils use the dragon as a prop when they tell their own dragon tales.

## OBJECTIVES

To read and talk about dragons from around the world

## Content Words

**Nouns:** creatures, cultures, dragons, evil, magical, mythical

## 21st Century Skills

Communication

## Materials

Coloured paper cups, string, card, streamers or coloured paper strips, tape

Index cards

Audio tracks 2:28–29

Digital activities: MyEnglishLab

### AB

Page 50

Audioscript on page T141

Answers on page T150

## OBJECTIVES

To learn how to use different end marks

To write sentences using end marks

## Materials

Flashcards 36–41

Large sheets of paper with end marks on A4 paper and writing materials

Digital activities:  
MyEnglishLab



Page 51

Answers on page T150

## Warm-Up

- Give three volunteers each a piece of paper with a large full stop, question mark and exclamation mark drawn on it. Say: *Komodo dragons live in Indonesia*. Have pupils decide which volunteer has the correct end mark. Then say: *Are Komodo dragons endangered?* and *Komodo dragons are scary!* Have pupils choose the correct end mark in each case.
- Invite pupils to take turns saying statements, questions or exclamations and choosing the correct mark.

## Using Page 65

### 20 Read and choose the correct end mark for each sentence.

**INVOLVE** Explain the lesson objective – pupils will learn to use end marks and write sentences with them.

- Read the directions aloud. Read the statements for each mark aloud with the pupils. Ask pupils if they have understood where each end mark is used and explain if necessary.
- Have pupils complete the activity independently by writing the sentences in their notebooks.

**MONITOR** Check the answer as a class. (Answers: 1 ?, 2 ., 3 !, 4 ?, 5 .)

### 21 Rewrite each sentence in your notebook. Use a full stop, a question mark or an exclamation mark.

- Read the directions aloud and do item 1 as a class. Write the answer on the board.
- Have pupils complete the activity independently by writing the sentences in their notebooks.

**MONITOR** Review answers as a class. (Answers: 1 ., 2 !, 3 ?, 4 ?, 5 !, 6 ., 7 ?, 8 .)

### 22 Write sentences in your notebook. Write one with a full stop, one with a question mark and one with an exclamation mark.

- Read the directions aloud. Model: *I've got a dog named Louie. Do you have a pet? Louie, get down, now!*
- Have pupils complete the activity independently.

**MONITOR** Check to see that pupils punctuate their sentences correctly.

**ASSIST** As pupils work, read their sentences aloud with appropriate but slightly exaggerated intonation. Then ask whether they heard a question, statement or exclamation. Have pupils change their punctuation accordingly.

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

## Application and Practice Activity

- Tell pupils that they're going to be zoologists – scientists who work with and study animals. Zoologists ask questions about the animals they work with and then they make observations to try to find the answers.
- Give small groups of pupils A4 paper and a flashcard and explain that they're going to make a field journal entry in their notebooks. At the top of the page, they should write a question they've got about the animal on the card. Then they should work together to do research to try to find the answer.
- Remind pupils of your earlier discussions about good sources of information. Encourage them to look on the internet for an example of a scientist's field journal to use as a reference. Tell them to note the way the information is organised in the journal.
- Remind pupils to proofread their journal entries and make sure they have used the correct punctuation mark at the end of each sentence.

## TEACHING TIP

### Writing Models

Bring in samples of properly punctuated sentences that relate to the unit topic. Enlarge them and post them around the classroom for pupils to use as a reference when they are writing.

20

**Read and choose the correct end mark for each sentence.**

A sentence may end with a full stop (.), a question mark (?) or an exclamation mark (!). These are called end marks.

Use a full stop at the end of a sentence that makes a statement.  
I like stories about dragons.

Use a question mark at the end of a question.  
Why are tigers endangered?

Use an exclamation mark at the end of a statement which shows a strong feeling.

The Komodo dragon is very scary!

- |  |           |
|--|-----------|
| 1 How many Tasmanian devils were there in 1920 | . / ? / ! |
| 2 People are moving into the forest            | . / ? / ! |
| 3 Angler fish are very strange                 | . / ? / ! |
| 4 Do you like elephants                        | . / ? / ! |
| 5 Mexican walking fish lived in ponds          | . / ? / ! |

21

**Rewrite each sentence in your notebook. Use a full stop, a question mark or an exclamation mark.**

- 1 There are many people that help endangered animals
- 2 Look at those fantastic dragons
- 3 Can frogs swim
- 4 Where do Komodo dragons live
- 5 Tarsiers are so cute
- 6 There were more than 100,000 tigers in the 1900s
- 7 What colour are Andean condors
- 8 We can do a lot to help endangered animals

22

**Write sentences in your notebook. Write one with a full stop, one with a question mark and one with an exclamation mark.**

# Phonics | ph, wh



2:30

23 Listen, read and repeat.

1 ph

2 wh

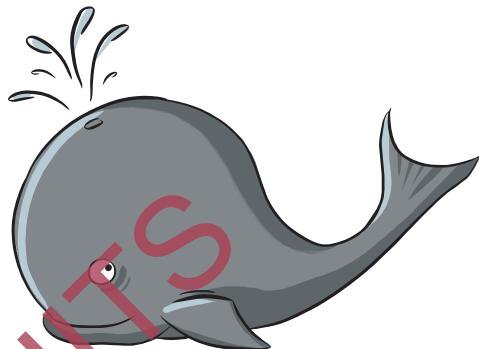


2:31

24 Listen and find. Then say.



phone



whale



2:32

25 Listen and blend the sounds.

1 ph-o-t-o photo

3 wh-ea-t wheat

5 wh-i-te white

7 wh-ee-l wheel

2 ph-a-n-t-o-m phantom

4 d-o-l-ph-i-n dolphin

6 e-l-e-ph-a-n-t elephant

8 wh-e-n when



2:33

26 Read aloud. Then listen and chant.

The phantom's got a photo  
On his phone  
Of a white wheel  
And some wheat.



## Warm-Up

- Write the sounds *ph* and *wh* on the board. Read them aloud and have pupils repeat after you.
- Ask pupils to tell you words that they know which begin with these sounds or contain them. Write them on the board.
- Have pupils write a few sentences containing words of their choice from the board and read them to the class.

## Using Page 66

### 23 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and name the letters and sounds *ph* and *wh* individually and as part of words.

- Read the directions aloud. Play audio track 2:30 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR

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

### 24 Listen and find. Then say.

- Read the directions aloud. Play audio track 2:31 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

ASSIST

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

### 25 Listen and blend the sounds.

- Read the directions aloud. Play audio track 2:32 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.

### 26 Read aloud. Then listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books. Have them choral read the chant as a class.
- Play audio track 2:33 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 five sounds from this and previous lessons. Put pupils in small groups.
- Explain to pupils that you are going to say a sound and they have to write five words that they know containing the sound. Give pupils ample time to write the words they know.
- Then have pupils write a sentence for each sound using a word from their list. Ask them to read their sentences aloud for the class.
- Have pupils play Unit 5, Game 1 on the eText.

## OBJECTIVES

To identify and say the letters and sounds *ph* and *wh* individually and as part of words

## Materials

Audio tracks 2:30–34

Game (eText)

Digital activities:  
MyEnglishLab



Page 52

Audioscript on page T141

Answers on page T150

## OUTCOMES

Pupils can use the unit vocabulary.

Pupils can use *there are* and *there were*.

## 21st Century Skills

Self-Direction

## Materials

A3 paper  
Index cards  
Game (eText)  
Digital activities:  
MyEnglishLab



Page 53

Answers on page T150

## Warm-Up

- Review the key vocabulary in Activity 1 on page 56. Play *Spelling Relay* (see *Game Bank*, page T136, for details) to review key language.

## Using Page 67

### 27 Complete the sentences with *there are* or *there were*.

INVOLVE

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

- Ask pupils to explain the difference between *there are* and *there were*. (*There are* refers to the present, *there were* to the past.)
- Read the directions aloud. Write Item 1 on the board and have pupils give you the answer. Read the correct answer aloud and have pupils repeat after you.
- Have pupils complete the activity independently in their notebooks.

MONITOR

Review answers as a class. (Answers: 1 *there were*, *there are*, 2 *There were*, *there are*, 3 *There were*, *there are*, 4 *There were*, *there are*)

CHALLENGE

Have pupils write their own *there were* and *there are* sentences and share them with the class.

### 28 Ask and answer about these endangered animals.

- Read the directions aloud. Read the information about each animal aloud and have pupils repeat after you. Then ask volunteers to read the speech bubbles.
- Have pupils ask and answer in pairs using the speech bubbles as a guide. Tell them to use *How many* and *Why* in their questions and the facts they have read about each animal in their answers.

MONITOR

Listen and identify pupils who are having difficulty producing language or who are not using a wide range of new vocabulary.

CHALLENGE

Have pupils play a guessing game with animals. Give a clue about the animal, such as: *A hundred years ago there were 90,000 of them*. When a pupil guesses correctly, have him or her give the clues. Play until all pupils have had a chance to give clues.

## I Can

### 21 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 the skills they feel they can do in their notebooks. 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

- Put pupils in small groups. Tell them that they are zoologists and some new endangered species have come to the zoo. They have to place them in cages and write small fact files on index cards about each animal for visitors to read.
- Have pupils make a map of their zoo on a large piece of paper and to place the fact files on the corresponding animal cage on their map.
- Place the maps on classroom display.
- Have pupils play Unit 5, Game 2 on the eText.

27

### Complete the sentences with **there are** or **there were**.

- 1 Yesterday, ? three people at the endangered animal meeting. Today, ? eight people at the meeting.
- 2 ? a million chimpanzees 100 years ago. Now, ? 20,000.
- 3 ? twelve volcano rabbits on the mountains last week but ? only ten this week.
- 4 ? a few coconut crabs here last night. Now ? none left.

28

### Ask and answer about these endangered animals.

**Name:** Asian elephant

**100 years ago:** 90,000

**Now:** 45,000

**Why endangered:** People are killing them.

**Name:** black rhino

**100 years ago:** 100,000

**Now:** between 5,000 and 6,000

**Why endangered:** People are killing them.

**Name:** Tasmanian devil

**25 years ago:** more than 100,000

**Now:** between 10,000 and 25,000

**Why endangered:** People are moving into their habitat.

**Name:** tiger

**100 years ago:** more than 100,000

**Now:** fewer than 4,000

**Why endangered:** People are killing them.



How many tigers were there 100 years ago?

How many are there now?

Why are they endangered?



There were more than 100,000.

There are fewer than 4,000.

Because people are killing them.

### I Can

- talk about different kinds of animals.

- say why certain animals are endangered.

- use end marks correctly.