

OXFORD

TEACHER'S BOOK

Shine on!

5

Marie Delaney

Freia Layfield

Shine On! 5 Teacher's Book

Marie Delaney Freia Layfield

OXFORD

Shine On!

5

Teacher's Book 5

Dear Teacher,

Thank you for choosing *Shine On!* The Junior Crew and I are happy to welcome you to our wonderful world. We're going to have so much fun learning English together.

We give you everything you'll need to make your English class a fun and interesting place to be.

Together we're going to sing songs, read stories, watch videos, learn about the world around us, and even solve some puzzles! It'll be fun for all your students and for you too.

Everyone can join in and have the chance to shine!

Let's get started!

From,

Amy



Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2018

The moral rights of the author have been asserted

First published in 2018

2022 2021 2020 2019 2018

10 9 8 7 6 5 4 3 2 1

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

Photocopying

The Publisher grants permission for the photocopying of those pages marked 'photocopiable' according to the following conditions. Individual purchasers may make copies for their own use or for use by classes that they teach.

School purchasers may make copies for use by staff and students, but this permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

ISBN: 978 0 19 403380 0 Teacher's Book
ISBN: 978 0 19 400156 4 Class Audio CDs
ISBN: 978 0 19 403379 4 Pack

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Back cover photograph: Oxford University Press building/David Fisher

Back cover photo by: Graham Alder/MM Studios.

Song actions illustrations by: Mark Ruffle.

Teacher's Resource Pack flashcards 5

Flashcard illustrations by: Starter Unit: Bill Greenhead/Illustrationweb;

Unit 1: Alamy Images (drummer/xylophone/Jay Goebel), Oxford University Press (trumpet, guitar, piano, flute, ice hockey), Shutterstock (saxophone, piano, table tennis, golf, volleyball); Unit 2: Getty Images (town/Ian Dagnall/age fotostock), Oxford University Press (flags, city), Shutterstock (suburb, countryside); Unit 3: Alamy Images (using calculator/Richard G. Bingham, video game/David J. Green), iStock (laptop case), Oxford University Press (watch tv, headphones), Shutterstock (using mobile, using tablet, using camera, using laptop, phone case, watch strap, camera bag); Unit 4: Alamy Images (motorbike/Agencja Fotograficzna Caro, bus/Carpe Diem - UK, lady and balloon/colinspics), Corbis (sport shirt/Scott Terna/ZUMA Press), Oxford University Press (door number), Shutterstock (speed sign, 31 calendar, fireworks, chocolates, bananas, apples, olives); Unit 5: Alamy Images (snack), Corbis Images (playing/Flame), Getty Images (waking up/Fuse, getting dressed/Tara Moore/Taxi, coming home/Image Source, homework/Jamie Grill/Iconica, breakfast/Westend61, lunch/dinner/Blend Images), Oxford University Press (shower), Shutterstock (walking to school, sleeping); Unit 6: Alamy Images (setting the table, doing laundry, watering plants), Corbis Images (washing dishes/Fancy), Getty Images (dusting/Photodisc, vacuuming/Johner Images, cooking/Johner Images Royalty Free, folding clothes/Fuse), iStock (taking out rubbish), Oxford University Press (making bed), Shutterstock (walking dog, cutting grass); Unit 7: Alamy Images (cough/earache/sore throat/BSIP SA), Getty Images (blow nose/ONOKY, ill in bed/E+), Oxford University Press (fever), Shutterstock (headache, stomach pain, toothache, seeing doctor, dentist, take medicine); Unit 8: Corbis Images (shopping/Tetra), Getty Images (museum/Blend Images, painting/Hero Images, read magazines/Digital Vision), iStock (boat ride, friends, at the beach), Oxford University Press (picnic, watching tv, computer game), Shutterstock (cinema, restaurant).

Teacher's Resource Pack posters 4-5

Poster illustrations by: Venetia Dean/Advocate (Ocean habitats, Safe sport, Seasons, Food groups, Orchestra instruments, Time zones/clocks), John Haslam (Road Safety), Mark Ruffle (Time zones map).

Poster photos from: Alamy Safe sports (boy and skateboard/F1online digitale Bildagentur GmbH, warm up jogging/Cultura Creative, drink/Mikkel Bigandt Oehenschlager), Seasons (bears in autumn/Blickwinkel); Getty Images Safe sports (eating fruit/SolStock), Seasons (bears in summer/David Fettes), Time zones (girls asleep/Xose Casal Photography/Moment, boys playing cricket/Peter Cade/Iconica); Naturepl.com Seasons (bears in spring/Eric Baccega, bears in winter/Ingo Arndt); Oxford University Press RF Safe sports (stretching), Seasons (wood background), Food groups (girl and salad), Orchestra instruments (xylophone, violin, flute, trumpet), Math operations (wooden background, ruler, pens and pencils, calculator); Shutterstock Safe sports (boys at race start), Orchestra instruments (spotlight background), Time zones (girl stretching).





The publishers advise that project work involving cutting and sticking should be carried out under the supervision of an adult.

Contents

Scope and sequence	4
About <i>Shine On!</i>	7
Component overview	10
Tour of a unit	12
Digital components	21
Using Graded Readers with <i>Shine On!</i>	23
Professional Development	25
How to...	28
Creating an inclusive classroom	36
Starter Unit Welcome!	46
Unit 1 A Special Concert	50
Unit 2 International Day	60
Culture 1 The Super Bowl	70
Unit 3 The New Store	72
Unit 4 Big Numbers	82
Culture 2 Money in the USA	92
Unit 5 A Busy Day	94
Unit 6 Helping at Home	104
Culture 3 A Ranch	114
Unit 7 At the Doctor's	116
Unit 8 A Holiday Weekend	126
Culture 4 Disney World	136
Holidays:	
Valentine's Day	138
Independence Day	140
Our Values	142
Help the Junior Crew!	143
Extra Practice	144
Ideas bank	160
Lyrics and actions for <i>Shine On!</i> song	162
Wordlist	163
Workbook Answer Key	164

Scope and sequence

Unit	Vocabulary	Grammar	CLIL	Value
Starter Unit Welcome!	Lily, Charlie, Stella, Joe, Amy; January, February, March, April, May, June, July, August, September, October, November, December.	When is (Stella's) birthday? Stella's birthday is in (September).		
1 A Special Concert	xylophone, drums, piano, saxophone, violin, guitar, flute, trumpet; table tennis, golf, hockey, volleyball; conductor, brass, percussion, strings, woodwind, orchestra; I'm playing (golf). That looks fun. Can I play, too? Yes, of course.	What are you playing? I'm playing the (violin). Are they playing (volleyball)? Yes, they are. No, they aren't.	Music	Be polite in crowds. Let other people see.
2 International Day	Brazil, Italy, the UK, the USA, Japan, Mexico, Spain, Australia; a city, a town, the suburbs, the countryside; tower, statues, building, monument; Nice to meet you. Nice to meet you, too.	Where are you from? We're from (Australia). Where do you live? I live in (a city).	Geography	Don't be shy! Make new friends.
Culture 1 The Super Bowl	stadium, show, trophy, champion, Super Bowl			
3 The New Store	headphones, TV, cell phone, tablet, laptop, calculator, camera, games console, cell phone cover, laptop case, watchband, camera bag; use the Internet, chat with friends, learn things, watch videos, shop online; I like this watchband. Do you? Yes, I like it a lot. No, not really.	What does he/she want? He/She wants (a camera). He/She doesn't want (a tablet). What do they want? They want (camera bags).	Information Technology (IT)	Remember to say <i>Happy Birthday</i> to your friends and family.

Unit	Vocabulary	Grammar	CLIL	Value
 <p>4 Big Numbers</p>	<p>thirty, forty, fifty, sixty-four, seventy-two, eighty-six, ninety-nine, one hundred; a box of chocolates, a bunch of bananas, a bag of apples, a jar of olives; plus, minus, times, divided by, equals, math operations;</p> <p>Which one do you want? I want the big one, please.</p>	<p>How much is this? It's (sixty-two) dollars.</p> <p>How many (chocolates) are in the (box)? There are (thirty-four) (chocolates) in the (box).</p>	Math	Be healthy. Eat lots of fruit. Don't eat too many chocolates!
 <p>Culture 2 Money in the USA</p>	dollar, bill, one cent, coins			
 <p>5 A Busy Day</p>	<p>get up, get dressed, go to school, come home, do my homework, play with friends, take a shower, go to bed; have breakfast, have lunch, have a snack, have dinner; in the morning, in the afternoon, in the evening, at night; behind, ahead of, sunrise, sunset;</p> <p>I get up at five o'clock in the morning. That's really early! I go to bed at ten thirty at night. That's really late!</p>	<p>What time does he/she (get up)? She/He (gets up) at (eight o'clock).</p> <p>When do you have (breakfast)? I have (breakfast) at (seven o'clock) in the (morning).</p>	Geography	Make time for homework. It's important!
 <p>6 Helping at Home</p>	<p>clean the bedroom, cook dinner, do the laundry, fold clothes, vacuum the carpet, make the bed, wash the dishes, set the table; walk the dog, water the plants, cut the grass, take out the trash; use the crosswalk, wait for the light, wear bright clothes, walk on the sidewalk;</p> <p>My bedroom is a mess! Let's clean it together.</p>	<p>I (always) fold clothes. I (never) cook dinner.</p> <p>How often do you (walk the dog)? I (sometimes) (walk the dog).</p>	Social Studies	Get things done! Work together!

Unit	Vocabulary	Grammar	CLIL	Value
Culture 3 A Ranch	ranch, calf, cowboy, busy			
7 At the Doctor's	toothache, cold, earache, headache, cough, fever, stomachache, sore throat; stay in bed, go to the doctor, go to the dentist, take medicine; sugar, potato chips, coffee, lemons, sweet, salty, bitter, sour; I have a stomachache. Get well soon! Thank you.	How do you feel? I have (a sore throat). When I have (a fever), I (stay in bed).	Sciences	Be thoughtful! Tell your friends <i>Get well soon!</i> when they're sick.
8 A Holiday Weekend	visit a museum, go on a boat ride, go shopping, go to the beach, have a picnic, go to the movies, eat at a restaurant, meet friends; paint pictures, watch TV, play computer games, read magazines; plastic bottle, plastic bag, metal can, fishing line; Do you want to come over? Yes, please! When? At three o'clock.	What do you like doing on vacation? I like (visiting a museum). Do you like (painting pictures)? Yes, I do. No, I don't.	Social Studies	Have fun, but always be safe!
Culture 4 Disney World	theme park, ride, roller coaster, exciting			
Valentine's Day	give, heart, messages, wrapping paper;			
Independence Day	remember, flags, band, fireworks			

For more information about planning your classes go to the *Shine On!* teacher's website:

www.oup.com/elt/teacher/shineon

About Shine On!



Welcome to **Shine On!**—a great new six-level course for elementary students in grades 1–6.

This bright, attractive course will make all your students look forward to their English class! With lots of funny stories, catchy songs, bright, colorful artwork, and interesting activities, **Shine On!** makes English class lots of fun!

The course has a clear and simple unit structure and lots of support, making it easy for you to teach from. Students have a bright, full-color *Student Book*, which contains everything they learn in class as well as *Extra Practice* pages—making it easy and fun for them to learn from!

Each unit gives students key building blocks of vocabulary and grammar, clearly presented and practiced through a variety of fun activities including a unit story.

Students will love to watch the animated versions of the stories (Levels 1–3) and songs. The animations are an enjoyable way for them to engage with English without even realizing it! They will make English lessons fun and entertaining.

Alongside lively stories and songs, **Shine On!** provides fascinating culture and holiday lessons and clear, positive values tasks. Regular *CLIL* lessons in each unit bring other subjects into the English classroom, so English lessons are always varied and interesting.

Flexibility

Each level of **Shine On!** is designed to be completed in one school year for teachers teaching between 1–3 lessons of English a week.

In addition to the *Student Book*, **Shine On!** provides a flexible package of teaching materials to make the course thoroughly adaptable to your classroom and your needs. *Student Book* lessons can be supplemented in homework time, or additional classroom sessions with *worksheets*, creative craft projects, and varied practice exercises to suit different groups and learners.

The teacher's notes provide ideas for extending or shortening activities, and lots of great suggestions for lively activities and games to make the lessons as flexible and fun

as possible. The *Teacher's Resource Pack* has flashcards and posters to use in class and for playing games.

In addition to the *Teacher's Resource Pack*, the course is supported with extensive digital resources, such as practice activities on the student's website, plus animated stories (Levels 1–3), songs, and games to keep the students' motivation high.

Mixed ability and SEN

Shine On! is an inclusive course that recognizes that no two classes or students are the same, and every student should have a chance to shine.

Notes in the *Teacher's Books* provide lots of helpful suggestions for mixed-ability classes.

Extra *worksheets* at three different levels mean that every student can be given extra practice at a level that allows him or her to progress and learn confidently at his or her own pace.

The tests are supplied at two levels to make sure all students can be assessed and achieve at an appropriate level.

Culture

Learning about the culture of another country is an important part of modern language learning. Culture topics can be fun and quirky, helping students to realize that variety and difference are a key part of international citizenship. They can also show the everyday life of children in the USA, helping students to see that we are not that different after all!

Shine On! has bright, lively culture lessons with lots of photos and activities after every two units in the *Student Book*, and each level features two fun holiday lessons for use at different times of the year.

Values

Values are an important part of **Shine On!** Values help students to work together and interact in a positive way in the classroom. By paying attention to their values lessons, students learn important social skills that are useful in the English classroom and beyond.

Values link to the themes and ideas of the Citizenship curriculum and help students to see how they can contribute in all aspects of their school life.

In Levels 1–3 they appear in different places in the unit, always linked to the classroom activities that students are doing. They are clear and demonstrable, allowing students to think about and adapt their behavior, and see a positive result. Students are rewarded with attractive, colorful stickers, which they can stick in their books to show their achievement.

In Levels 4–6, values are broadened to help students see themselves as a positive part of the wider community. The values activities encourage them to take responsibility for their actions and think about how their behavior may affect the world around them.

The teacher's notes help teachers to establish a positive values routine and make the most of this important part of students' learning and development.

21st Century Skills

Shine On! has 21st Century Skills integrated at all levels, so students will cover all of the skills appropriate at elementary level. 21st Century Skills are present in a variety of activity types throughout the course. Students are encouraged to think critically and to problem-solve with puzzle-style activity types. Creativity and communication are at the heart of the craft activities provided in every unit.

CLIL

Shine On! has a fully supported *CLIL* syllabus running throughout the course, bringing topics from other subject areas into the English classroom.

There is a fascinating *CLIL* lesson in every unit with full procedural notes in the *Teacher's Book* offering support and extra activities to get the most out of this rich, diverse material.

CLIL worksheets on the teacher's website provide interactive follow-up activities to the *CLIL* lesson in the *Student Book*, to make sure students understand the topic and can practice talking about it in English with their friends.

Stories

The course is presented by a group of fun, friendly characters who accompany your students through their lessons.

There is a lively cartoon story in every unit, featuring a funny new adventure for the course characters.

The stories are an important motivational part of the course. They're bright and lively and give students a chance to practice English with confidence while having lots of fun.

Students can listen to the stories while they read with the fun sound effects that bring the stories to life on the *Class Audio CDs*. There are also dynamic animated versions of the stories for Levels 1–3. These can be used for review,

for consolidation, or simply for entertainment in class or at home!

Students will enjoy acting out the stories and bringing them to life themselves in the classroom.

Songs

Each unit has a catchy new song for students to sing and enjoy. The songs are modern and lively and will appeal to 21st century students whose taste in music is increasingly sophisticated.

There are colorful animated versions of the songs, too.

These animations bring the songs to life and encourage the students to sing along. All the songs have fun actions to get them up and moving and excited about learning English.

Songs are a great way of reinforcing language, and students will love to sing them and do the actions. They will be developing their confidence and fluency while having lots of fun.

The actions are illustrated for your reference in the back of the *Teacher's Book* and there are ideas for using the songs in the classroom in the teacher's notes.

Supported writing

Writing in **Shine On!** is fully supported and always practiced through fun and engaging activities. Students are introduced to independent writing gradually throughout the course, building up from letter and word level in the lower levels to supported text production by the end of Level 6.

As the levels progress, students are encouraged to write more, but always in a fun, motivating context with plenty of support.

Levels 4–6 provide students with the opportunity to write a variety of text types, giving them plenty of chances to express their ideas. Developing writing in this way forms a good foundation for more challenging material that they will encounter in high school.

Evaluation

With fun artwork and clear mixed-ability support, **Shine On!** tests are another positive, motivating part of students' learning. The tests are provided at two levels for use in mixed-ability classes. Students can feel good about testing because the tests at two levels allow every student to take a test that is suitable to their own learning stage.

Shine On! tests allow you to evaluate the students' overall progress, but also help them to see how much they have learned. The tests follow the **Shine On!** controlled reading and writing progression, so that students are always being tested at the appropriate level, and the level of challenge progresses appropriately through the year.

All the unit and end-of-year tests are also supplied at two levels. The yellow tests are for students who are achieving at the expected level for their age and class. The blue tests have been pitched at a slightly lower level for students who are not yet at the required level. The *Teacher's Resource CD-ROM* contains full answer keys as well as notes and guidance for administering the tests.

Levels 4–6 Context and Characters

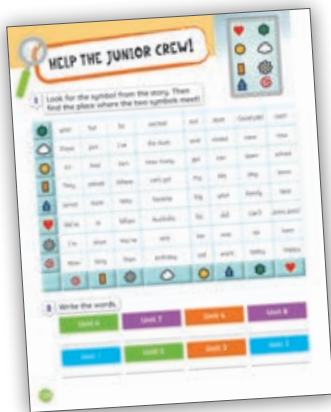
To keep up with students' own development, and their increasing sense of adventure and engagement with the outside world, in Levels 4–6 the students meet a set of quirky, individual characters called the *Junior Crew*.

Charlie, Lily, Stella, and Joe are a group of young dynamic reporters who work for a local news station. At the beginning of Level 4, we see them join the news team, and in each unit story they follow up an exciting lead or interest, have a fresh adventure, and learn something new.

The characters are a little older than the students, and their role as roving reporters allows them to go out into the world and take the students with them. Each unit has a different theme, which is explored in the story, consolidated in the real-world context of the *CLIL* lesson, and brought together via the reading and writing lessons, which represent the *Junior Crew's* news assignment for the unit. The *Extra Practice* page provides an opportunity for students to write their own news story.

The *Junior crew* are as diverse and creative as the students with different skills and interests, and there is something for every student to relate to and join in with.

Mystery Message



At the beginning of the story, each member of the *Junior Crew* receives the same mysterious message. They can't figure it out! But in each story lesson, the students are prompted to find a clue that will help them to decode this mystery message and help the *Junior Crew*.

Throughout the level, students decode one word or phrase at a time, and record it in a grid at the back

of their book, until they can read the whole message, solve the mystery—and get a surprise of their own!

Listening and speaking

Every level of *Shine On!* is fully supported with audio material on *Class Audio CDs* and in the *Classroom Presentation Tool (CPT)* package. Listening is a key part of the course for language presentation and for students' confidence with the spoken language.

In Levels 4–6, as well as a more general listening for vocabulary presentation, practice, and reading support, students start to build up focused listening skills.

The listening activities in Lesson 5 present students with interesting real-world contexts and a variety of listening tasks to help them learn to listen for gist and for detail.

Lesson 5 also presents *Everyday English* dialogues, which provide students with useful chunks of everyday English, and which will help them to express themselves naturally and fluently over a range of topics.

The creative craft projects at the end of these lessons allow another opportunity for speaking practice in a fun, communicative context. Bright, attractive craft projects can be used as classroom displays or kept as part of a portfolio of students' achievements.

Reading and writing

Reading and writing expectations have built up gradually throughout the course, allowing students to advance at a pace that matches their abilities and confidence.

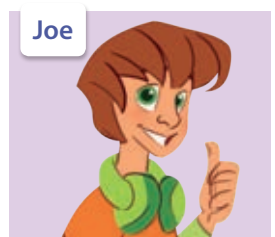
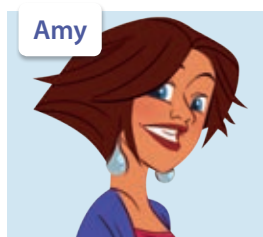
As the course progresses, they will be exposed to a range of exciting text types and stories, suitable to their age and interests. Independent reading increases gradually throughout the levels and is always supported by vocabulary preparation, audio support, and bright, colorful artwork and photographs.

The unit stories are fun cartoon stories with friendly, familiar characters whose adventures students will follow throughout the year.

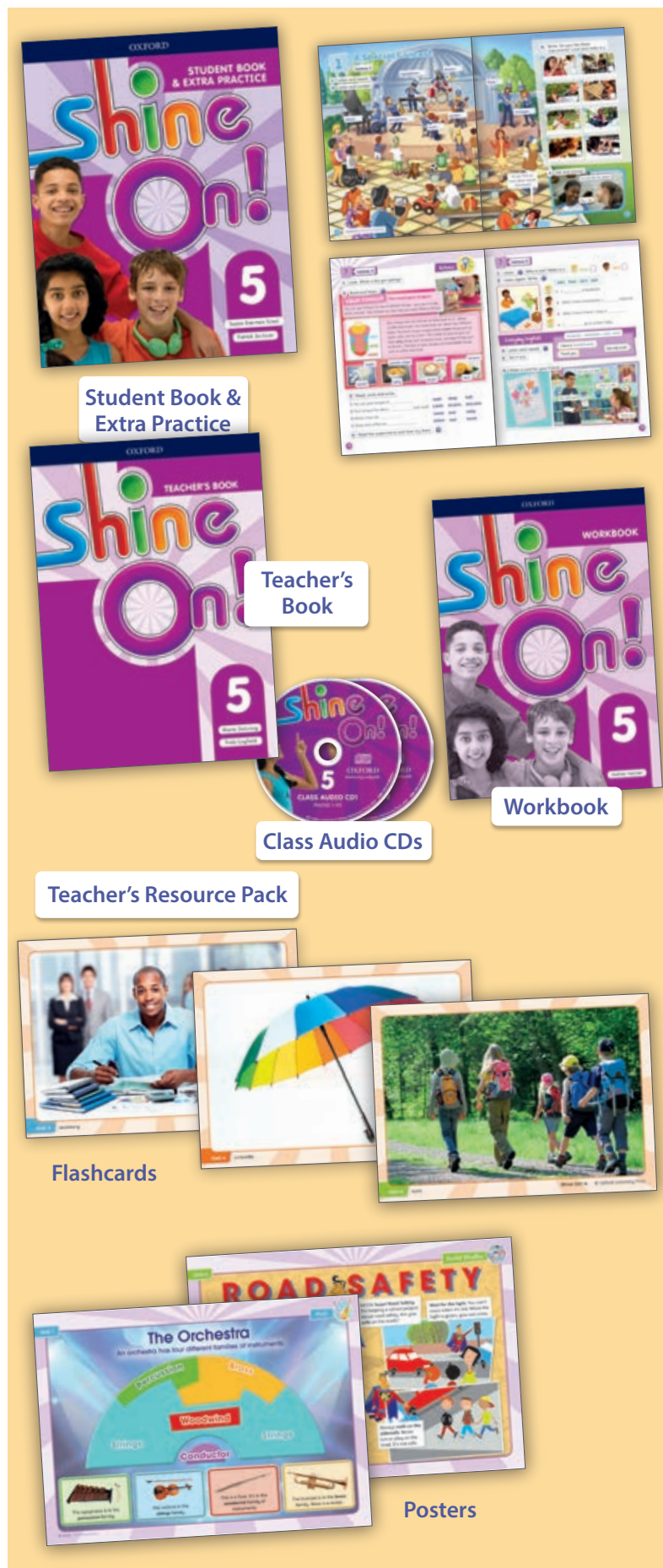
The *CLIL* lessons allow for a more factual style of reading text, bringing other interesting areas of the curriculum into the English classroom, and allow students to draw on their existing knowledge.

In Levels 4–6, the flexible and motivating newsroom context of the story setting allows for a wide variety of interesting text types to be explored and enjoyed.

Students also start to build towards more independent writing, as a foundation for tasks they will encounter in high school. Development is still carefully staged and controlled however, so that students will feel supported and confident, as well as challenged to improve.



Component overview



Student Book & Extra Practice

- A Starter Unit with the first episode of the cartoon story, introducing the level characters and bringing students into their world
- Eight themed units to present and practice the core syllabus, including stories, songs, and cross-curricular content
- Two *Extra Practice* pages per unit to extend the main unit content
- Four culture topics
- Two holiday lessons with songs and a craft
- A Wordlist
- A grammar reference
- *Our Values* page
- *Mystery Message* page

Workbook

- 64 pages of fun practice material
- Consolidation of your students' grammatical understanding
- Constant recycling of vocabulary throughout
- Regular review sections
- *Holidays* and *Culture* pages

Teacher's Book

- Introduction with overview of the course and methodology
- Tour of a unit
- *How to...* section with support notes for managing the English class
- *SEN* section with practical tips and ideas for creating an inclusive classroom
- Tips for using graded readers
- Ideas bank with suggestions for flashcard games and optional activities
- Carefully staged procedural notes with additional activities and mixed-ability notes
- Audio transcripts
- Reproduced *Student Book* pages with full answer keys
- Illustrated actions for Starter Unit song

Class Audio CDs

- Recordings for all listening activities, stories, songs, and tests
- Audio support for new language all

Teacher's Resource Pack

Flashcards

- *Flashcards* with photographs of each target vocabulary item

Posters

- Map of the USA
- Twelve CLIL posters

Tests

- The editable tests can be found in the *Teacher's Resource CD-ROM*. There is a test for each unit (with suggested answers and teacher's notes), which is provided at two levels for use in mixed-ability classes. After every two units, there is a Speaking test and a Listening test.

Digital resources

Shine On! student's website

www.oup.com/elt/shineon

- **Shine On!** Online Play games for practicing the language learned in class
- *Class Audio CDs* files
- Interactive *Picture Dictionary*
- Song animations
- Downloadable activities to do at home, e.g. greeting cards, door hangers
- Section for parents

Oxford Classroom Presentation Tool

Presentation and practice material for interactive whiteboards and projectors that includes:

- Song animations
- *Class Audio CDs*

Teacher's Resource CD-ROM

- Tests at two levels for each unit with teacher's notes, answer keys, and audio
- *Worksheets for Student Book* lessons:
 - *Vocabulary and Grammar worksheets* at three levels: *Reinforcement, Practice, Extension*

– *Story worksheets*

– *CLIL worksheets* to follow up cross-curricular lessons

– *Craft worksheets* for *Student Book* craft projects

Shine On! teacher's website

www.oup.com/elt/teacher/shineon

The teacher's website contains:

- Syllabus planning documents
- *Classroom language* support with audio
- Teacher training videos.

Shine On! Levels 1–3

- *Student Book* and *Extra Practice*
 - Eight units
 - Four culture lessons
 - Two holiday lessons
 - Two *Extra Practice* pages per unit
 - Four pages of stickers
- Teacher's Resource Pack
 - Megabyte puppet
 - *Flashcards*
 - *Storycards*
 - Four posters: *The Alphabet, Numbers, Colors, My Body*
- Teacher's Resource CD-ROM with editable tests, photocopiable *Vocabulary and Grammar worksheets*, and CLIL and craft activity pages
 - *Teacher's Book* with *Class Audio CDs*
 - *Classroom Presentation Tool (CPT)* including story and song animations
 - Student's website
 - Teacher's website

The image displays three digital resources for the Shine On! series. On the left is the Oxford Classroom Presentation Tool (CPT), which is a software interface for interactive whiteboards. In the center is the Teacher's Resource CD-ROM, which includes a CD and a booklet. On the right is the Student's website, which is a colorful online platform with various interactive features.

Digital Resources

Oxford Classroom Presentation Tool (CPT)

Student's website

Teacher's Resource CD-ROM

Tour of a unit

Lesson 1

Each unit opens with a bright, colorful artwork spread, which presents the main vocabulary set and sets up the unit theme. New vocabulary is shown in the dynamic context of an artwork scene. The style of artwork changes in each unit, to keep each unit opener fresh and engaging, and grab students' attention.

The picture represents something that has come to the attention of the *Junior Crew* – they are on a new story!

1 A Special Concert
Lesson 1

1 Listen and repeat.
2 Listen and number.

xylophone drums
flute
piano saxophone guitar
violin trumpet

3 Write. Do you like these instruments? Look and make a ✓

4 Ask and answer.
Do you like the piano?
Yes, I do.

6 Vocabulary Musical instruments

Eight new words. New vocabulary presentation with clear audio support.

Students have a chance to write the vocabulary. There's always a personalization task, to make the language immediately relevant for them.

Attractive photos bring the topic closer to the real world and students' own experiences.

Students listen and find the items in the artwork scene.

In each unit, a member of the *Junior Crew* is given an exciting assignment, to go off and find out more about the unit topic.

Students use review language with the new vocabulary to play a quick game or discuss the ideas they have prepared in activity 3.

Student Book

- Lesson 1 presents the first vocabulary set. *Teacher's Book* lesson notes provide ideas for an interactive lead-in to the lesson, featuring flashcard presentation and practice games.
- Language presentation is thoroughly supported with audio on the *CPT* or *Class Audio CDs*.
- Spoken production is built up first through choral repetition to boost confidence and then through communicative pairwork that allows students to express themselves using a review structure.
- The *Teacher's Book* lesson notes provide alternative procedure and differentiated tasks to accommodate different groups of learners, including mixed ability and *SEN*.
- The lesson sets up the *Junior Crew's* assignment for the unit.

Lesson 2

Students read and listen to the stories, which link in to the unit theme and feature vocabulary from Lesson 1. The new grammar is clearly presented in the context of the *Junior Crew's* new adventure.

The stories all feature the dynamic young *Junior Crew* as they go out on assignments to learn new things, solve mysteries, have adventures, and help their community. These stories form the basis of the assignments that the characters write for the news station.

Fun audio recordings of the *Junior Crew's* adventures support the students' reading.

Students bring the story to life by acting it out!

Students practice using the new grammar structures in a controlled way.

Clear grammar presentations help students to understand the new structures in context.

Fast finishers have a task that focuses on unit vocabulary and prompts them to look closely at the story artwork and text.

Get involved! In each unit, students are given a clue that helps them to decode another part of the *Mystery Message*.

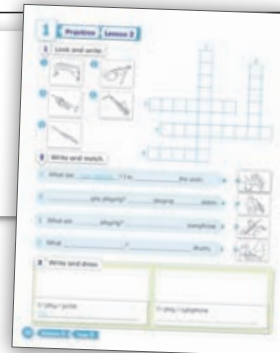
Student Book

- The students are exposed to examples of the grammar point in the clear context of a story. Then they go on to study and practice the new structure.
- Having read the story, the students respond to a comprehension question to check their understanding of the main idea.
- The teaching notes include additional comprehension questions to further exploit the story.
- The *Teacher's Book* lesson notes provide alternative procedure and differentiated tasks to accommodate

different groups including mixed ability and SEN.

Extra

- The first *Extra Practice* page provides controlled practice of the first vocabulary and grammar inputs.
- *Story worksheets* allow students to engage with the characters and get the most out of the stories.
- *Vocabulary and Grammar worksheet 2* provides extra practice of the new vocabulary and grammar at three levels for mixed-ability groups.



Lesson 2 Extra Practice



In each story, there is a hidden symbol to find in the illustrations. Having found this symbol, the students use the table on page 120 to decode it and write the words. By the time they reach Unit 8 they can solve the mystery puzzle and will win a special surprise!

Lesson 3

Lesson 3 presents the second vocabulary set and second grammar point. This new language is presented with the help of the familiar course characters, the *Junior Crew*.

The second vocabulary set is presented using attractive photos and audio. Students engage with the new language through a personalized task.

A practice activity featuring the friendly course characters.

The *Junior Crew* lend a hand with explaining the second grammar point.

Students practice the new vocabulary and grammar through a variety of puzzles and attractive activities that keep students motivated.

Students have an opportunity to write the words. Puzzle-type tasks provide a fun, cognitive challenge to motivate students.

A catchy unit song in a modern, pop music style. Students will enjoy singing along, while building confidence and fluency. Fun animations are also available.

Student Book

- The *Teacher's Book* provides ideas for an interactive lead-in to the lesson, featuring *Flashcard* presentation and practice games.
- The new vocabulary presentation is supported with audio either on the *CPT* or *Class Audio CDs*.
- The new vocabulary is practiced with a review structure. Regular recycling of known language consolidates students' learning and boosts their confidence.
- Students learn the words and grammar in the familiar setting of the course characters' world, but they always have opportunities to personalize and link it to their own experience.
- The second grammar point is usually a subsidiary of the main unit grammar, serving to build up and consolidate students' acquisition of the language point.

- The unit songs are a great way to end the lesson. They feature the unit grammar and vocabulary and consolidate the new language. (See the *How to...* section on page 31 for lots of ideas about using songs in the classroom.)
- The *Teacher's Book* provides alternative procedure and differentiated tasks to accommodate different groups of learners including mixed-ability and *SEN*.

Extra

- The second *Extra Practice* page provides controlled practice of the second vocabulary and grammar inputs for each unit via another short cartoon story-clip showing the characters working on their assignments.
- *Vocabulary and Grammar worksheet 3* provides extra practice of the new vocabulary and grammar at three levels for mixed-ability groups.
- Songs animations are on the *CPT* and also on the student's website.

Lesson 4

The *CLIL* lesson links in with the unit theme and brings a fascinating real-world dimension to the topic that the story. Students can expand their cross-curricular knowledge and research and learn alongside the characters.

CLIL topics are chosen from a range of subjects and cover interesting level-appropriate themes from across the elementary school curriculum.

CLIL reading texts are graded to facilitate student comprehension and supported with audio.

Interactive activity to check comprehension of the CLIL concept.

Communicative activities on the worksheets will get students talking and thinking!

1 Lesson 4 Music

1 Look at the orchestra map. What are the four families of instruments?

2 Read and listen.

Welcome to the orchestra. I'm the conductor. An orchestra has four different families of instruments.

Let's listen to the drums and the xylophone. They are percussion instruments.

The violin is in the strings family.

The trumpet is in the brass family. Brass is a metal.

This is the flute. It's in the woodwind family of instruments.

3 What families are the instruments in? Write.

4 Make a 3-D map of an orchestra. Cut and write.

Student Book

- The *Teacher's Book* provides ideas for an interactive lead-in to the lesson, featuring vocabulary review and practice games.
- Students do a pre-reading task to help build learning skills and to engage with the topic. The teacher's notes also provide suggestions for activities to activate students' existing knowledge of the lesson topic.
- Controlled new vocabulary input is clearly supported with artwork and labels. The teacher's notes include extra activities and mixed-ability suggestions for different groups of learners.
- The *CLIL* reading text is supported with audio either on the *CPT* or *Class Audio CDs*.
- The fun *CLIL worksheets* provide a carefully graded follow-up activity that allows students to demonstrate their understanding.

Extra

- *CLIL worksheets* provide a structured follow-up activity to the *Student Book* lesson, consolidating the *CLIL* concept and building up to a productive outcome.

1 LESSON 4 Music

1 Make a 3D map of an orchestra. Cut and paste.

2 Write the names of the instruments and their families.

3 Can you add any more instruments to the orchestra? Draw them in the spaces.

Lesson 4 Worksheet

Lesson 5

Lesson 5 provides students with a context in which they can practice useful *Everyday English* phrases. The students listen to clear models of the language before practicing and personalizing their use of it. The lesson ends with a fun, creative craft project.

Listening texts and dialogues are spoken by real-life children and always supported with attractive, colorful artwork or photos.

Everyday English phrases are pulled out of the listening text and supported on the audio for students to practice.

Students can personalize the *Everyday English* phrases in a communicative pair-work speaking task.

1 Lesson 5

1 Listen. Is Jenny good at golf?

2 Listen again and circle True or False.

3 Listen and repeat.

4 Act it out.

5 Make a poster. Present it to your class.

Are they playing table tennis?

Yes, they are.

table tennis volleyball hockey

I'm playing golf.

That looks fun. Can I play, too?

Yes, of course.

1 Jake and Jenny are playing hockey. True False

2 Jake is helping Jenny. True False

3 Jenny's ball is in a tree. True False

4 Jenny's favorite sport is golf. True False

Students listen again and do different listening tasks.

Fun, original craft activities give students a chance to make an attractive, creative project and then talk about it with their class.



Student Book

- The *Teacher's Book* provides ideas for an interactive lead-in to the lesson, featuring vocabulary review and practice games.
- The *Teacher's Book* provides support and suggestions for pre-listening tasks to develop key listening skills.
- The first listening task develops listening skills such as listening for gist or listening for a specific detail. The main task develops skills further through a variety of engaging tasks.
- The *Everyday English* is supported with audio either on the *CPT* or *Class Audio CDs*. Students can practice and personalize the new language through a supported speaking activity.

- The *Teacher's Book* provides alternative procedures and differentiated tasks to accommodate different groups of learners.

Lesson 6

Lesson 6 provides stimulating reading practice. The reading text in each unit is an engaging news assignment produced by a member of the *Junior Crew*. There are a range of text types across the level, and the text consolidates the unit themes. The values syllabus is tied in here. The values are linked to the topic that the characters and students have learned and discussed in the course of the unit.

Presented in each unit by one of the dynamic, young course characters, reading is supported with audio.

One of the familiar course characters presents the *Our Values* section. In this way, the students and characters learn and develop together. The values pick up on important themes of citizenship, consideration for others, and also personal development and self-confidence.

A varied reading comprehension task.

Students are encouraged to think about the values and relate them to their own lives.

Students are given guidance and support to produce their own written assignment, on the same theme as the *Junior Crew's*.

1 Lesson 6

1 Read and listen. What sports are they playing?

The Summer Fun Event

By Joe

It's Saturday. It's the Summer Fun Event! I'm next to the library with my friends. There are many people here. The small boys and girls are in front of the tall people. They can see the parade. They're happy. Here comes the band!

Our Values Joe says: "Be polite in crowds. Let other people see."

2 Match.

- 1 What day is it?
 - a He's next to the library.
- 2 Where is Joe?
 - b They're in front of the tall people.
- 3 Where are the small boys and girls?
 - c It's Saturday.
- 4 What can the boys and girls see?
 - d No, they aren't.
- 5 Are people playing hockey and golf?
 - e They can see the parade.

3 Complete the Values chart on page 119.

14 Writing practice Page 99

1 Practice Lesson 6

3 Write about a fun event.

My Fun Day

By _____

It's the _____

There are _____

People are _____

It's a great day!

Lesson 6 Writing Practice

Our Values

Value question	My notes	My score
1 Are you polite in a crowd?		☆☆☆☆☆
2 How do you make new friends?		☆☆☆☆☆
3 What can you say at a birthday party?		☆☆☆☆☆
4 What do you eat to stay healthy?		☆☆☆☆☆
5 Do you make time for homework?		☆☆☆☆☆
6 Do you work together with other people?		☆☆☆☆☆
7 When your friend is sick, how are you thoughtful?		☆☆☆☆☆
8 What do you do to stay safe?		☆☆☆☆☆

Values are presented by one of the familiar course characters, so that they are friendly and supportive—the students and characters learn and develop together. Values pick up on important themes of citizenship, consideration for others, and also personal development and self-confidence.

Student Book

- Each reading text is supported by audio either on the *CPT* or *Class Audio CDs*.
- The first activity develops skills such as reading for gist or for global meaning. The second task develops students' reading comprehension skills through a range of graded activities.
- The values strand is supported by procedural notes in the *Teacher's Book*, helping students to discuss and respond to the ideas and relate them to their own lives.
- Productive writing output is fully supported on the second *Extra Practice* page at the back of the book.
- The *Teacher's Book* provides alternative procedure and differentiated tasks to accommodate different groups of learners including mixed ability and *SEN*.

Extra

- The second *Extra Practice* page guides students to produce their own writing.
- The values grid at the back of the book helps students to engage with the values presented in the lesson.

Review

Each unit ends with a Review lesson, giving students the opportunity to bring together the vocabulary and grammar points they have learned in a series of engaging activities.

Vocabulary review activity prompts students to remember and write the new unit vocabulary through a range of fun and motivating activities.

A controlled exercise provides practice of the unit language. Language output is carefully controlled while a variety of fun activity types, including puzzles and quizzes, keeps students engaged and motivated.

Activities involving a combination of cognitive challenge and personalization mean students really connect with the language they have learned.

Student Book

- Teacher's notes provide ideas for an interactive lead-in to the lesson, featuring vocabulary review and practice games.
- Tasks progress towards freer production as the level progresses.
- The *Teacher's Book* lesson notes provide alternative procedure and differentiated tasks to accommodate different groups of learners.
- The *Teacher's Book* lesson notes provides support for a learner training activity for students to review what they have learned in the unit and congratulate themselves.

Extra

- Unit Tests available on the *Teacher's Resource CD-ROM* at two levels for mixed-ability classes.

Culture

After every two units there is a bright, colorful lesson presenting an aspect of American culture and life.

Activate students' knowledge and get them motivated!

Attractive photos to help students connect to the topic.

Fascinating texts bring the culture of the USA to your classroom.

Culture 1 The Super Bowl

- 1 Look at the pictures. What sport are they playing?
- 2 Listen and read.
- 3 Circle.
- 4 Make a fact file about the Super Bowl. Tell your friend.

stadium

show

champion

Two teams play in the Super Bowl. They each want to be the **champion**. They run, they jump, and they catch the ball.

- 1 The Super Bowl is in February / December.
- 2 The Super Bowl is in a park / stadium.
- 3 There's a big show / party at the Super Bowl.
- 4 There are famous directors / singers in the show.
- 5 Each team / band wants to be the champion.

trophy

In February, people in the USA watch the Super Bowl. The Super Bowl is a very important football game in the USA. It's in a big **stadium** with lots of people.

There's a big **show** at the Super Bowl, too. Famous bands and singers are there!

There is a **trophy** for the champion. The Super Bowl is exciting and fun!

This is my Super Bowl fact file. Two teams play in the Super Bowl.

Exchange!

Is there a football stadium near you? Do you watch football?

Comprehension activities to check students' understanding.

Attractive, fun craft projects promote creativity and group work.

Student Book

- *Teacher's Book* lesson notes provide ideas for an interactive lead-in to the lesson, featuring vocabulary review activities and fun warmers and fillers.
- All texts are supported by audio and bright, attractive photos.
- Culture notes in the *Teacher's Book* provide further information about the topic in the lesson.
- The project work is supported in the *Teacher's Book* with procedural notes and guidance.

Culture topics covered in Level 5:

- *The Super Bowl*
- *Money in the USA*
- *A Ranch*
- *Disney World*



Holidays

Each level has two holiday lessons to use through the year.

Tasks to activate students existing knowledge!

Fun, fascinating texts bring the festival to life!

Puzzles and games for a great holiday lesson.

Holidays Valentine's Day

- 1 Look at the pictures. What do people eat on Valentine's Day?
- 2 Listen and read.
- 3 Circle five words.
- 4 Listen and say the Valentine's Day poem.
- 5 Make a Valentine's Day card. Give it to your friend.

Hi, I'm Kayla. Valentine's Day is in February. On Valentine's Day, I say "I love you" to my friends. I say it to my family, too. This is a heart for my grandma.

On Valentine's Day, we make cards at school. We give them to our friends. This card is for Nina. She's my best friend.

This is a present from my dad to my mom. It's a box of chocolates. The wrapping paper has hearts on it. My mom likes chocolate. Yum!

We eat these candies on Valentine's Day. The candies have messages on them. They're funny!

Word Search:

p	u	i	c	b	j	t	a	k	h	y	x	h	j
v	w	r	a	p	p	i	n	g	p	a	p	e	r
w	d	a	q	g	h	f	i	v	i	x	z	a	h
g	q	e	d	m	e	s	s	a	g	e	s	r	n
i	r	b	r	s	e	a	w	d	b	a	i	t	z
v	a	l	e	n	t	i	n	e	s	d	a	y	o
e	c	s	e	f	t	u	m	m	c	n	p	o	g

**Roses are red,
Violets are blue,
Sugar is sweet,
And so are you!**

TO MY VALENTINE

Happy Valentine's Day!

Thank you!

Attractive photos to help students connect to the topic.

Traditional songs and poems for students to sing and chant.

Creative craft projects to display and share.

Student Book

- The *Teacher's Book* lesson notes provide ideas for an interactive lead-in to the lesson, featuring holiday vocabulary review activities and fun games and extras for a great holiday lesson.
- All texts are supported by audio and bright, attractive photos.
- Culture notes in the *Teacher's Book* lesson notes provide further information about holiday traditions and activities.
- The project work is supported in the *Teacher's Book* with procedural notes and guidance.



Digital components



Shine On! Classroom Presentation Tool

Deliver heads-up lessons with the Classroom Presentation Tool.

Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer and connected to an interactive whiteboard or projector.

Play audio and video at the touch of a button. Highlight and zoom can be used to focus students' attention. These easy-to-use tools mean lessons run smoothly.

Take your Classroom Presentation Tool with you, and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page – all with one account.

The screenshot displays the 'Shine On! Classroom Presentation Tool' interface. The main content area shows a lesson page titled 'Lesson 3 A Spider! Help!'. The page includes several sections: 'Watch or listen', 'Listen and point. Say.', 'Look and write.', and 'Everyday English!'. A callout box points to a specific activity, '3 Look and write.', which features an illustration of three flower pots and a spider. Below the illustration are four fill-in-the-blank sentences: '1 It's a butterfly', '2 It's a _____', '3 It's a _____', and '4 It's an _____'. Another callout box points to a 'Zoom in' feature, which enlarges the 'Look and write' section. A third callout box points to an audio control bar at the bottom, which includes a play button, a volume icon, and a speed control slider set to '1.0x Speed'. A fourth callout box points to a 'Save' button at the bottom of the page. A fifth callout box points to a 'Notes' section on the right side of the page, which contains a yellow sticky note with the text 'www.cup.com' and a 'Done' button. A sixth callout box points to a 'Record' button at the bottom of the page, which is used for recording student voices.

Zoom in to focus your students' attention on a single activity.

Play audio and video at the touch of a button.

Speed up or slow down the audio speed to tailor lessons to your students' listening level.

Save your weblinks and other notes for quick access while teaching. Use across devices using one account so that you can plan your lessons wherever you are.

Work on pronunciation in class: record your students speaking, and compare their voices to the course audio.

Websites

For the Teacher

Shine On! teacher's website

www.oup.com/elt/teacher/shineon

The teacher's website contains everything you need to prepare your lessons:

- Worksheets for *Student Book* lessons
- Syllabus planning documents
- Classroom language support with audio
- Teacher training videos

For the Student

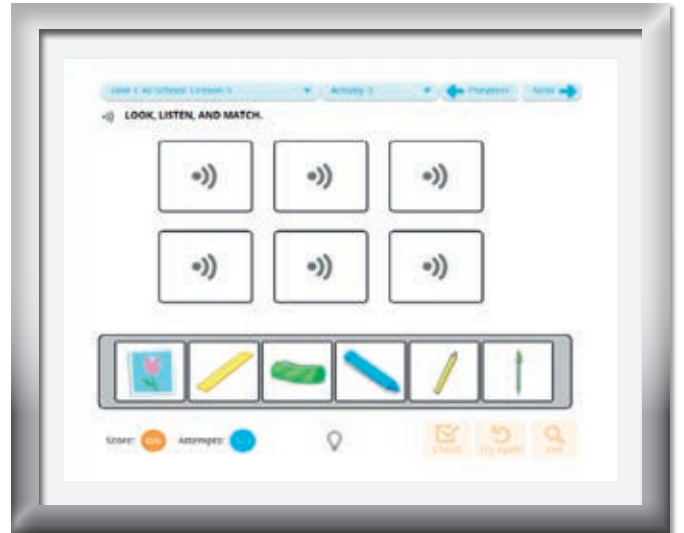
Shine On! student's website

www.oup.com/elt/shineon

The student's website allows students to practice English in a fun and inclusive environment. They will enjoy accessing the material in class or at home with their parents.

The student's website contains:

- ***Shine On!* Online Play** games for practicing the language learned in class.
- *Class Audio CDs* files.
- Interactive *Picture Dictionary*
- Song animations
- Story animations (Levels 1–3)
- Downloadable activities to do at home, e.g. greeting cards, door hangers
- Section for parents



Using Graded Readers with Shine On!

Using *Graded Readers* in the Elementary Classroom is an effective way to engage students of all abilities and learning needs. By motivating students to read for pleasure in your English class, you give them the opportunity to learn without the fear of failure. Each student can choose a reader they are interested in and at a level that is appropriate for them. *Graded Readers* are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each student will be able to find a book suitable for them.

Classic Tales

Level 1



Level 2



Oxford Read and Imagine

Starter



Beginner



Oxford Read and Discover and CLIL

Oxford Read and Discover provides support for CLIL lessons which can be thematically linked to the Student Book CLIL lessons or other cross-curricular subjects. Each book contains photos to spark students' interest in the topic and bring the subject matter to life. In addition, there are interesting diagrams, maps, and charts which encourage critical thinking and support new CLIL vocabulary.

Each Oxford Read and Discover book contains:

- Audio with the text read in both British and American English
- Language reinforcement activities
- Activities for developing critical thinking skills
- A project activity to complete in class

For a full list of the Oxford Read and Discover titles, please visit: www.oup.com/elt

Geography

Level 1



Art

Level 1



Geography

Level 2



Science

Level 1



Social Science

Level 2

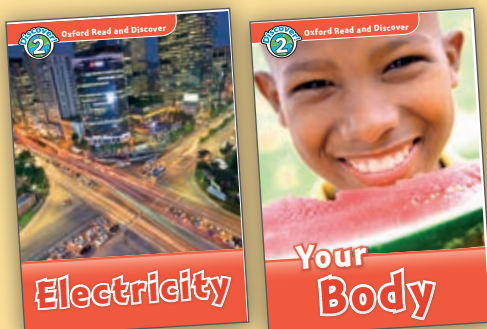


Level 3



Science

Level 2



Level 3

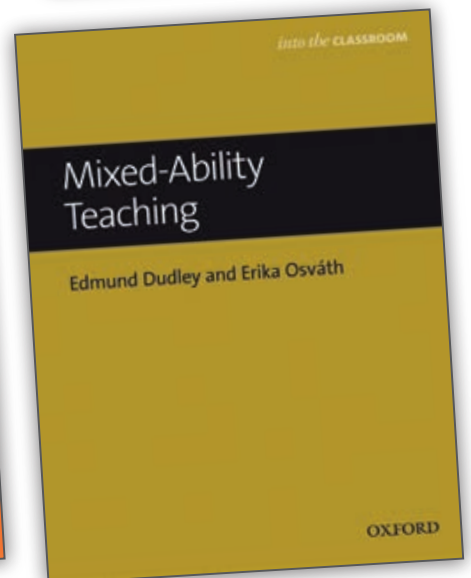
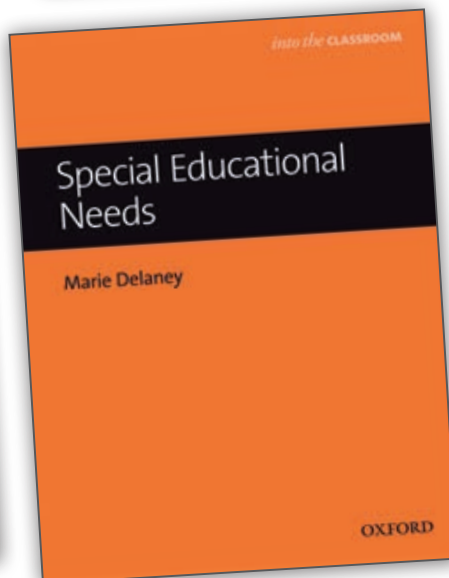
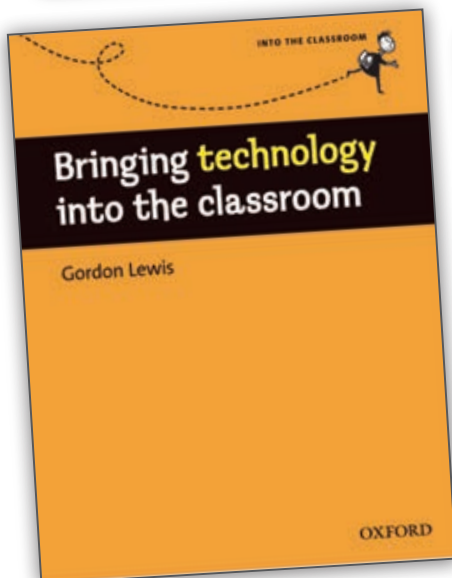
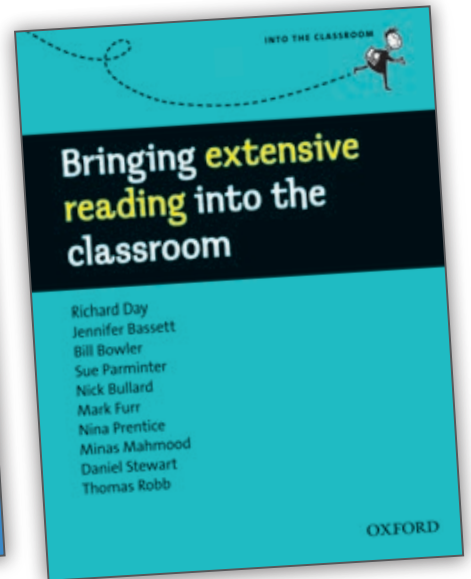
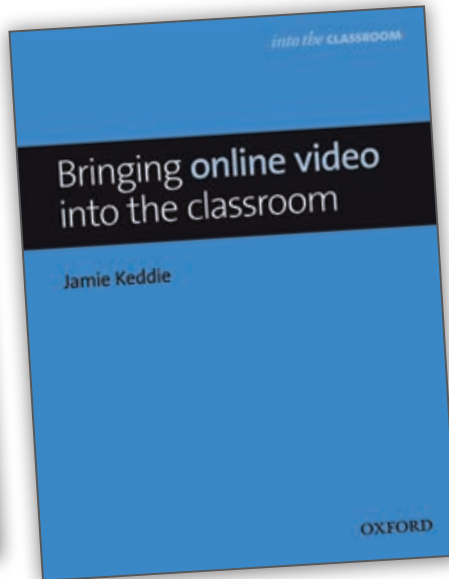
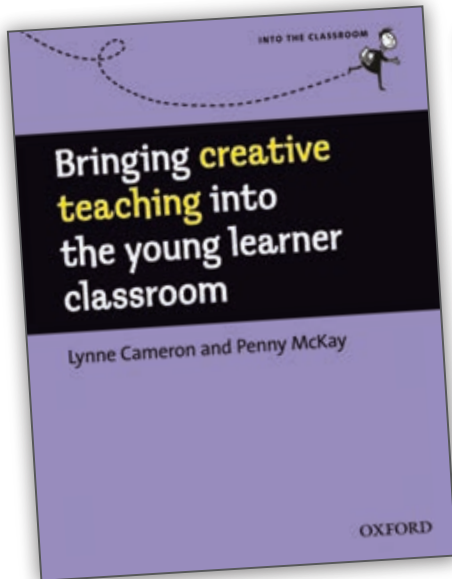


Professional Development

A range of professional development titles to accompany *Shine On!*

Into the Classroom

Short, practical guides to understanding and implementing new developments in teaching. Each guide focuses on a new development in teaching with ideas to help you introduce it into your classroom.





Teaching English to young learners

Online professional development

Who is it for?

Teaching English to Young Learners is a course suitable for teachers with an initial teaching qualification and some teaching experience. Non-native speakers are recommended to have a minimum B2 level on the CEFR.

The course aims to enhance the knowledge and skills needed to teach English to young learners. It takes approximately 30 hours to complete and includes input on key concepts and approaches, video, animation and audio clips, discussions, practical tasks, opportunities for reflection, suggestions for further study, and ideas to try out in the classroom.



Session topics and aims

Session 1: How children learn

- To review key learning theories and their application.
- To compare how children of different ages learn.
- To analyse classroom activities and lesson plans in relation to the theories and principles covered in the session.

Session 2: Learning to learn: 21st Century Skills

- To examine the skills children need to be able to learn effectively.
- To identify what the key 21st Century Skills are.
- To explore tools and activities that prepare children for lifelong learning in the 21st century.

Session 3: Classroom management

- To explore ways of managing interaction in the classroom.
- To examine strategies and practical ideas for working with large or mixed-ability classes.
- To identify ways of using the learners' first language (L1) as a resource.

Session 4: Developing listening and speaking skills

- To explore the principles of teaching and learning listening and speaking skills.
- To analyse the sub-skills involved in listening and speaking.
- To evaluate a range of activities, including storytelling, for teaching listening and speaking.

Session 5: Literacy

- To examine the nature and use of literacy in the 21st century.
- To explore how literacy can be taught to younger and older young learners.
- To evaluate a range of practical activities and assess their suitability in helping children to become literate.

Session 6: Grammar and vocabulary

- To review current theories on teaching and learning grammar and vocabulary.
- To identify the aims of a range of grammar and vocabulary activities.
- To examine a range of practical activities and assess their suitability for young learners.

Session 7: Resources evaluation and lesson planning

- To evaluate the suitability of different resources in a specific teaching context.
- To examine the benefits of good practice in lesson planning.
- To consider the range of resources available for a 'teacher's toolbox'.

Session 8: Feedback, evaluation, and assessment

- To examine the importance of assessment in learning.
- To compare different assessment methods.
- To understand how to use appropriate classroom assessment tasks.

Course characteristics



Self-study or in a class with a moderator

Study at your chosen pace, time, and place

Communication, chats, and discussions

Completion certified by Oxford University Department for Continuing Education

Developed by Oxford University Press

12-month access to learning materials

30 hours

Online professional development

Mapped onto EAQUALS Framework for Language Teacher Training and Development

Inspiration *online* today.
Ideas for class tomorrow.

www.oup.com/elt/oxfordteachersacademy

How to ...

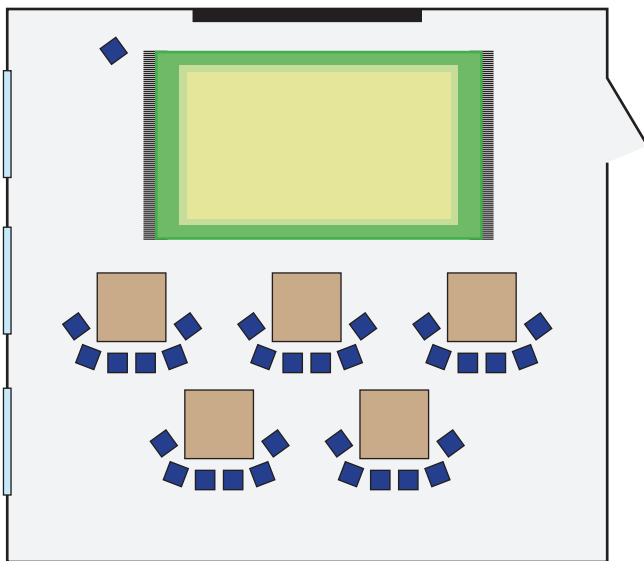
Teaching young learners English is an incredibly rewarding job. Their youth means they are open to learning and able to learn language at a much quicker rate than older students. Their transformation into English speakers is clear from lesson to lesson, and year to year. In order to engage your class, help them learn effectively, and get the most out of your English lessons with *Shine On!* you might like to incorporate some of the following ideas.

1 Managing your classroom

Organization is key to a free-flowing lesson and well-managed classroom. The following ideas will help you to create a fun, positive and focused learning environment for your students. You will be able to prepare for the class and manage your young learners during it.

1.1 How to organize my classroom and furniture

Consider how you will organize the physical space in your classroom:

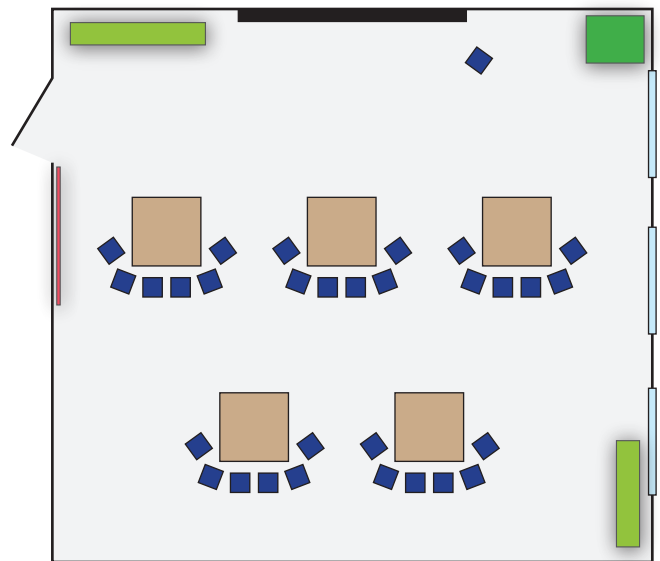


Think about where you will stand or sit when you do activities:

- Stand directly in the center at the front of the class when you want to focus students' attention on you: to stop, start, or explain an activity. This also works well if students start to lose focus on an activity.
- Use the board to set up and explain activities, and stand to the left or right of it when you are showing students what you want them to do. Make sure you don't obscure the board for any them.
- Walk around the class and kneel next to students to help them when they are completing a task. They will feel more relaxed and able to respond to you from this position rather than you standing above them.

If you have a class with a lot of students, but you don't have much space and you aren't able to move the furniture in your classroom, try to make the most of the space you have.

Classroom organization



- Young learners work best in pairs and groups. They should be seated at tables where their materials, such as pencils, colored pens, books, paper, paints, etc., can be spread out and reached easily by all of the students. If possible, seat the class in groups of four to six students.
- Make sure every student can see the board and that there is space for you to walk around the room between desks and chairs.
- Provide a space where students can move in the class and by the board for activities such as *Flashcard* games and activities where they walk and talk.

- Ensure that students are seated looking at the board for all presentations, stories, and games.
- Ask students to work with the person next to them, sharing colored pens, paper, etc. to enable collaboration.
- Get students to stand at their desks to sing songs, do craft activities, or play vocabulary games with *Flashcards*.
- Provide activities that allow students to stand up, push their chairs in, and move around the edges of the room to make the most of their natural desire to move.

1.2 How to prepare a seating plan

Once you have considered how you will set up your room, think about who will sit where:

- If you know very little about your new class, look at the name list and draw a seating plan making sure you have a mixture of girls and boys seated together, e.g. two boys, two girls, two boys, two girls, etc.
- If you know more about the students, consider who works well together, who are stronger and more independent, who are more lively, which students may have special educational needs, and which students are shy and reserved. Draw up a seating plan considering these details and tell the students where they will sit. See how it goes for a couple of weeks, and if it's not working, change it. You are the teacher after all!
- Make sure each group of students you place together has a mixed ability. Put a couple of stronger and weaker students together at the same table. Place a lively student with them, so he/she can be encouraged to work by seeing his/her hardworking peers do well.
- Seat students with special educational needs (SEN) at the front of the class where you are able to interact with them quickly and one-on-one when they need you. Make sure they are also seated with stronger and weaker students, so they are able to interact with a range of levels.

1.3 How to establish routines

Young learners love the security of a routine. They enjoy repetition and work well in a structured environment. Many routines will give students the opportunity to interact in English, e.g. using classroom language. By putting a few basic routines in place, you will have an easier time managing your class and you will create a more effective learning environment. Once students know the lesson routines, they will understand what is expected of them in class and will be encouraged to use language in a natural and meaningful way.

- When students arrive outside your classroom, ask them to *Line up, please* before they come in to class. Say *Put your bags away* either on hooks or on the backs of their chairs, so they are out of the way and won't impede movement in classroom activities.
- Say *Sit down (at the front / at your desks). Thank you.* And ask *Who's sitting nicely?* to encourage students to sit up straight at their desks.
- Take attendance and encourage students to greet you, e.g. *Good morning, Mrs Samuels.*
- Ask students to raise their hands when they want to ask or answer a question in class.
- Have routines throughout the lesson for each stage and activity. For example, to get students to engage in a song activity, say *It's song time! Stand up. Push your chairs in, please. Are you ready?* Use hand gestures as you say these sentences, e.g. two hands moving up as you say *Stand up.* Two hands pushing an imaginary chair as you say *Push your chairs in,* and a thumbs up as you say *Are you ready?*
- To set up a *Student Book* activity, show students what they need to do before they open their books. This will keep them focused on you and the board and not on playing with their pencils and books.

- When you want students to focus on their books, say *Take out your books,* and hold up your *Student Book* to help them understand. Say *Open your book to (page 4),* showing them the correct page and checking that they are all on it to do the activity.
- When an activity ends and you want to move on to something else, or when you want to get students' attention, say a chant, clap a rhythm, or count down from five to one. You could silently mime an action and encourage them to silently copy you. Keep going until everyone in the room has joined in and is focused back on you. Set this routine up so students are challenged not to be the last one to join in.
- When the classroom gets noisy, lower your voice rather than raise it. Students will have to be quiet to hear what you are saying.
- Create a place to store art materials so students know where to collect them from and where to return them to. Encourage students to ask for materials politely when they need them, for example, *Paper, please? OK. Thank you.* and to pack away and clean up after they have used materials.
- Encourage students to place their homework in the same place on your desk or at the front of the class each lesson.

1.4 How to reward the class and give them praise

Students respond well to praise and it can really build their self-confidence. They are incredibly eager to please and do well at this young age, so it's a good idea to use it to your advantage.

- When students use English in class, no matter how little or well, praise them. Use a range of positive words and expressions so they quickly learn and understand, for example, *Good job, Anna! Excellent! Amazing! That's wonderful, Joe!* Accompany these with appropriate gestures such as clapping your hands, a smiley face, or that young learner favorite, a high five! When students see others receiving praise, they will be encouraged to do the same.
- Let students know what you are praising them for, for example, *Good job, Olivia! You finished your picture.* or *That's wonderful, Natalie! You put away your things.*

A **reward system** is a great way of using positive praise to encourage good behavior in the class room. It helps manage a class of very young learners who are naturally competitive.

- If you see your students a few times a week, try a reward chart. Write their names in a list either on an IWB flipchart, on a projector film, or a large piece of paper that you can place on the wall or bring to class each lesson.
- Tell students that they will be awarded stars for things they do well. The stars can simply be drawn on with a board marker.
- Establish what the students will get stars for: for example, listening to the teacher, following class routines and instructions, working well with their peers, doing their work well, helping the teacher, and showing that they have understood and can use the values they have learned in class.



- When a student gets, or various students get, ten stars, reward them by giving them a high five and saying *You're the winner*. Then let them stand at the front of the line when they leave class that day, or let them choose a song to sing or a *Flashcard* game to play in this or the following lesson.
- Try to allocate stars fairly so no one becomes disheartened and students see that reaching ten stars is achievable. Keep a record of who has won ten stars to make sure all of the students reach this milestone and win a prize. Try to time the stars so that they reach them at the end of the week, two weeks, month, or term, whichever you feel works best for the class. Start the process again.
- If you see your class only once a week and want to give more immediate praise, simplify the reward chart. For example, tell students their goal is to win five stars by the end of the lesson. Choose achievable targets for them to get stars. For example, sitting up nicely or saying *good morning / good afternoon* when you take attendance.

Use **competition** to motivate the class.

Students of this age are naturally very competitive. In order to motivate and focus the class on a task, turn a game or *Flashcard* activity into a team competition. You could divide the class into two large teams to play against one another or smaller groups of five to six students. Ask the teams to choose a team name that corresponds with the topic you are studying. For example, if you are studying animals, teams choose an animal team name, e.g. Team Fox vs. Team Bears. Award teams points for correct answers. Try and manipulate results so that no team completely out-scores the other and so that one team doesn't always win. This will help to maintain motivation.

Use the *Our Values* sections and set up a **Values Routine**:

- Read the values statement in English and make sure students understand in their own language. Give them an example of the value, e.g. *What do you eat to stay healthy?* and explain what it means and why it is important. Use examples from the unit story and your classroom interactions or activities.
- Involve and encourage students to share their ideas about what the value means and how they can apply it or have applied it, both in the classroom and at home.
- Use the *Our Values* grid on page 119 of the *Student Book* to discuss these values. You may discuss the values as a class or in pairs, and then as a class. Ask students to take notes, writing three or four examples for each value as you come across them in lessons in the *My notes* section. Ask students to rate themselves on how well or how often they do these things at home and at school by asking them to color in one to five stars – one for 'not often', up to five for 'often'. Ask them to try and improve on this score by thinking about the value in question more often.
- Take note of students showing the use of these examples in class time. For example, considering the value *What do you eat to stay healthy?*
- Notice when they help a friend with an activity or in a team game. Award them a star on your star chart and tell them to color in another star on their *Our Values* grid on page 119 if they have any remaining.
- Set the class a goal around the specific value. Tell them you'd like them to remember to, for example, try a new sport at school or with their friends and tell the class about it. Give students a reward as detailed above.
- At the beginning of the next class remind students of the value and ask them if they have thought about it / acted on it that week.
- Incorporate the values into your reward system.

2 Keeping young learners engaged

Keeping young learners engaged in the lesson means creating an active, meaningful, and well-paced lesson. Students of this age are naturally very physical. They are primarily visual (learn by seeing) and kinaesthetic (learn by doing) learners who need to physically interact with each other and the lesson in order to be engaged and motivated.

2.1 How to calm my class down or wake them up

- **Shine On!** provides varied resources to keep young learners engaged, and each lesson provides active warmer and finisher activities from the *Ideas bank* (see *Teacher's Book* page 160). When you want to motivate, reenergize, or calm and quiet down your class, try the following:

How to calm my class down:

- Remove distractors when you're giving instructions. Make sure students' desks are clear of pencils and books when you explain how to do an activity or talk to the class.
- Don't give out art materials for a craft activity until you have shown a model and explained what they need to do.
- Play calm music when students are coloring or making crafts.
- Talk in a calm voice and try not to shout. The louder you get, the louder the students will get. To regain their focus when they are being noisy, raise your hand and ask the rest of the class to copy you silently. The quieter, more focused students will copy you. Once the whole class is raising their hands silently, put down your hand and say *You're too loud. Be quiet, please.*
- Move students and seat them at the front of the class to talk about topics or values.
- Do a simple picture dictation. Ask students to listen to your instructions and draw and color a picture. You could practice body parts, animals, and colors, or any other vocabulary they know.

How to wake my class up:

- Get students standing up and sing a song or say a poem. Play with the pace and sing faster or slower so they really wake up.
- Ask students to stand up, sit down, or clap their hands when they hear a word you've chosen in a story or song.
- If you are teaching your class vocabulary and they lose focus, place *Flashcards* around the room and ask them to walk to the word you say and touch the *Flashcard*.
- Seat the students at the front of the class when you present new vocabulary and place the *Flashcards* on the board. Ask pairs of students to stand in front of the board and touch, or hit, the correct card when you call it out.

2.2 How to use songs and poems

Students love to sing songs because of their musical and physical nature. Songs also provide a natural way in which to interact with language. They work really well in mixed-ability classes, as the whole class works as a group. While stronger and more confident students sing out loud and really get to show off their English, shy and weaker students blend in with the whole class as the music is played. **Shine On!** reviews the vocabulary and grammar structure with an engaging pop song. To make the most

of the songs and provide support for the whole class, you could plan your lesson like this:

- Listening 1 – Play the song or poem once for students to listen through fully. They might want to dance or clap along as they listen.
- Listening 2 – Play it again, this time providing a fun, kinaesthetic task for students to do as they listen. For example, ask them to point to the correct *Flashcard* when they hear the word, (e.g. *drama, pottery, English*, etc.) in a larger class, or run and touch it in a smaller class. Alternatively, give groups of four to six students a flashcard to hold up when they hear that word in the song. In a more confident class, ask students to listen to the song and write the *objects, activities, or times* that they hear to really challenge them.
- Listening 3 – Play the song or poem and pause after each line for students to repeat chorally (as a class). Ask them to make up actions for vocabulary in the song. This could be done in groups with students teaching the actions to the rest of the class, or as a whole-class activity.
- Listening 4 – Play the song or poem again for the class to sing all the way through together.
- Play the song or poem in the following lesson to sing through together with actions or *Flashcards* to review the language used in previous lessons.

2.3 How to use stories

Using stories to teach English to young learners is a great way to engage students in the lesson and present language in context. Language learning appears secondary to the interesting characters and colorful pictures. Pictures also provide meaning for the language that has been, and will be, taught. To engage the whole class, you could plan your story lessons like this:

- Use the *CPT* animation to engage the students. Make sure the whole class can see the board clearly and seat them at the front if you have space.
- Ask the class to look at the first frame and say who and what they can see. Ask them to guess what they think the story will be about and why.
- Play the recording or animation through for the students to listen and check their pre-reading ideas. Were they correct or not?
- Play the story again and pause between each frame or at the end of the story and ask questions about each frame to check students' understanding and to use and elicit the grammar and vocabulary of the story. Questions are provided in the *Teacher's Book* lesson notes for each story.
- Talk about the story when you have finished reading it. Ask questions about it to help personalize it for the students, e.g. *Do you belong to a band? Do you play an instrument?*
- Encourage students to join in with the story. You could get them to say the lines along with the recording and then allow them to act out the story in small groups. If you prefer not to act out the story, or you don't have space, divide the class into groups by character and play the recording for each group to say the lines for their character.

- Acting out the story is a great way for students to engage with the characters, practice reading and speaking skills, and have a fun, motivating lesson.
- Put students in groups and assign every student a role. Make sure that everyone gets a chance to speak and that larger roles are swapped around and don't always go to the same students! If you know that shy students don't want a big role, encourage them to take a smaller part and join in and have fun.
- You can build confidence by rehearsing chorally, by putting all the students who are playing the same role together and playing the recording for them to speak together.
- Encourage students to listen carefully to the way the characters say their lines, and try to mimic the intonation for dramatic effect.
- Put the groups back together and give them time to rehearse their lines.
- At the end of the lesson, ask a few groups to come up and perform for the class. Make sure that a different group performs each time, so that everyone gets a chance to shine!

2.4 How to do craft activities

Craft activities are a great and much loved way for students to interact with English in a kinaesthetic way and use the language they have learned in a natural context. Every unit of **Shine On!** includes a colorful and interactive craft activity. To get the most out of your craft lessons, you could plan your craft lessons like this:

- Prepare a completed example of the craft before class to show students what they will be making. This will engage students and help them to think about what materials they will need. It will also help them understand your instructions better.
- Organize the materials that you will need for groups, e.g. scissors, glue, paint, and colored pens, etc. before class. As the course progresses, or with more confident classes, encourage students to ask and give out materials when they need them, e.g. *Scissors, please? Here you go. Thank you.*
- Keep your instructions simple and in English so they become part of the learning experience.
- Think about what language you want students to use during the making of the craft and in the activity after, and model this language as much as you can as you go through the stages.
- If you like, you can get the class to make each craft following your step-by-step instructions. For example, *First, cut out the circle.* Monitor and help students complete this part of the craft. Continue with the next stage when the whole class is ready to move on. Young learners can have varied fine motor skill ability, e.g. some are great at using scissors and some are not, so staging your craft lesson in this way will keep them all at the same pace and provide support to all of the students.
- Encourage students to show their crafts to their families. They can tell their families what they did in class and may even use the language from the lesson. This is a great way of involving the parents in their children's learning.

2.5 How to include the animated stories and songs

The stories and songs in **Shine On!** are brought to life through colorful animations, which can be used on your whiteboard. This provides a focal point for you to further engage and focus students when telling stories or singing songs. They also support the needs of a less confident class or less confident students within a mixed-ability class.

- When reading a story to the class for the first time, do so using the story animation. Pause at each frame and ask the class questions, e.g. *Who is he? Where is she? What is that?* Also, ask them prediction questions to help develop their critical thinking skills, e.g. *What do you think will happen next?* Follow this up by asking the students to read the stories in their books.
- Alternatively, after you have read a story to the class, use the story animations to play some vocabulary review games. For example, shout out a word and students point to it: *Seal! There it is! Charlie! There he is!*
- The song animations provide a visual context to the language used in the songs.
- Focusing the class on the song animations on the board will also encourage those students who are more shy to sing and enjoy the music as the focus of the class is on the board and not on individual students.

2.6 How to teach CLIL lessons

Lesson 4 of every unit has a colorful and interactive CLIL lesson in **Shine On!**

8 Lesson 4 Social Studies

1 Look at the pictures. What litter can you find on the beach?

2 Read and listen.

BEACH LITTER

plastic bottle, plastic bag, fishing line, metal can

There is often litter on the beach. You can see plastic bottles and food wrappers. Litter is dirty, and it's bad for fish and sea animals. Turtles sometimes eat plastic bags. It makes them sick. This fishing line is very dangerous for birds. Old metal cans are dangerous too. They can cut your feet.

These boys and girls like meeting friends at the beach, but they don't like litter. They clean the beach and take photos for a website. You can help make the beach clean, too. Pick up litter and always take your trash home.

3 Read and match.

1 What is dangerous for birds? → a clean the beach

2 What do turtles sometimes eat? → b fishing line

3 Is litter good for fish? → c cut your feet

4 What can old cans do? → d No, it isn't.

5 What do the boys and girls do? → e plastic bags

4 Do a litter survey. Make signs.

- Content Language Integrated Language lessons (or *CLIL* lessons) focus the students on content language, e.g. the other subject the students are using such as math or science instead of purely focusing on their English. They are simply using English as a means of completing this lesson. **Shine On!** uses science, math, geography, and art as its content subjects.

CLIL lessons have a number of benefits for this age group:

- *CLIL*-based lessons help to build the students' knowledge about a topic outside of English.
- Focusing on a topic that isn't directly English grammar or vocabulary also provides students with a natural way to use language without drawing attention to it.
- These lessons also give confidence to those students who might find the cross-curricular subject interesting, e.g. rather than English. This provides them with a 'time to shine' in a class they might otherwise find difficult or uninteresting.

In order to get the most out of your *CLIL* lessons:

- Use pair and group work to get the most discussion and interaction out of the students in English.
- Call on students who are strong at math, science, art, or geography, asking them to answer questions and to tell the class related interesting facts. This is particularly important if these students tend not to enjoy learning English. They will now be able to show how good they are at something else!

2.7 How to teach listening skills

Levels 4 and 5 of **Shine On!** provide listening lessons to develop this important English language skill in your classroom. Each lesson comes with a first-listening and second-listening task.

To effectively develop this skill:

- Provide a pre-listening task for each text. Ask students to look at the pictures or drawings in the listening activity and say what they can see. In pairs or as a class, predict what it might be about.
- Explain and check the instructions for the first-listening task. Play the listening and ask students to check their answers in pairs before you go over them with the class.
- Ask students to read the second-listening task questions, sentences, or options before they listen again. Encourage students to guess answers before they listen. Let them know that it's OK for them to get these answers wrong. It is simply a technique to help them listen more effectively as they consider the answers more carefully. Again, ask students to check their answers in pairs before you go over the answers.
- A post-listening task for each text includes an *Everyday English* expression that has been taken from the text. The students are then able to personalize the language in a meaningful and realistic way.

3 The Mystery Message

In the Starter Unit, the course characters, Joe, Lily, Stella, and Charlie all receive a mysterious message. They can't read it! Throughout the level, students will solve a clue in each unit to decode the message lesson by lesson until eventually they can read the message and *Help the Junior Crew!*

3.1 How to set up the Mystery Message

- The *Help the Junior Crew!* activity comes at the end of each story lesson. Students are given something to look for in the story. When they find it, they record the symbol that is on it, and turn to page 120 to decode it.
- On page 120 there is a grid. Students must find the symbol on the vertical and horizontal axes and track up and across until their fingers meet. The decoded word is written in the square where the two lines intersect. They then write the word(s) for the unit they have just decoded in the jumbled message below.
- Build this routine into each story lesson to make the gradual discovery of the message as fun and suspenseful as possible!

3.2 How to celebrate decoding the Mystery Message

- The decoded message reads as follows:
Good job! You've solved the clues. Now get your press pass!
- The idea is that the characters received the message from Amy when they joined the news team. The students learn skills and language throughout the year, so that by the end of Unit 8 they are ready to be on the news team, too! When they finish the level, and decode the whole message, there is a photocopiable press pass in the *Teacher's Resource Pack*, which you can hand out to students to reward them for their year's work. They are now *Junior Crew* members, too!

4 Encouraging and creating an English environment

Surround students in English both visually and aurally so learning is everywhere. As well as using songs, poems, and stories in English, build the English environment using some of these ideas:

4.1 How to make English visible

- Bring English children's books and comics to class. Allow students to look at them when they finish activities quickly or have a spare five minutes, or read them to the class yourself.
- Put the **Shine On!** English language posters on the wall as well as other English cultural posters you might have.
- Display the students' work on the walls when they create a special piece of work to give them a further sense of achievement.

4.2 How to use classroom language

Shine On! comes with a comprehensive list of functional classroom language to make English the language of your class. The repetition of functional classroom language will be soaked up by your students, and their understanding of English will quickly develop.

- Place the *Classroom language* poster on your class wall to refer to easily.
- Use actions or facial expressions and gestures. For example, as you say *Open your book*, use your hands together, opening up like a book. Nod your head and smile as you say *Good job!* Or put your finger to your lips as you say *Quiet, please*. Instructions that are repeated in classroom routines will also quickly be understood, e.g. *Good morning, everyone / sit down, please / put down your pencils / touch the card / Goodbye, see you tomorrow / next week*, etc.

Classroom language for *Shine On!*

The audio version of this language is available on the **Shine On!** teacher's website.

To start the lesson:

Good morning / Good afternoon.

Hello, everyone.

Are we ready?

Listen.

Sit down, please.

Stand up, please.

Let's sing.

Let's play a game.

To start an activity:

Open your books. Look at page (four).

Close your books. Look at the board.

Look at the poster.

You need a pencil / your colored pens / pencils.

Color the picture.

Draw a picture.

Cut the paper, fold the paper, stick here.

Count and match the number.

Circle.

Say the word.

Work together.

Move your chairs.

Ready?

During an activity:

Pick up your pencils.

Repeat after me.

Repeat after the recording.

Say it again!

Good job!

Very good!

That's great!

Show me.

Put your hand up!

Can you remember?

Quiet, please!

OK?

General interaction:

Come here!

Give me your book, please.

Touch the Flashcard.

Point to the Flashcard.

Thank you.

Help me, please.

At the end of a lesson:

OK, stop now.

Put down your pencils.

Close your books.

OK! That's the end for today.

Clean up your books and pencils.

Goodbye, everyone.

See you tomorrow / next week.

5 Engaging with parents

5.1 How to show parents their child's progress

- A quick and easy way to let your students' parents know how their child is doing in class is to mark their work. This can be by awarding them a sticker after they complete each lesson or simply by drawing a smiley face or a star on their *Student Book*. A brief comment is also great if you have time, such as *Great reading today!* Or *Thank you for helping!* Allow time at the end of your lesson to mark each student's work.
- **Shine On!** comes complete with beautiful, easy-to-use crafts, as well as comprehensive *Workbook* activities. These help to practice the language of the lessons. Encourage students to show them to their families and talk about what they have learned at school.

5.2 How to use the student/parent website

Shine On! comes complete with an interactive website for students and parents to use at home. It is filled with language games and extra English activities that the students can use at home.

- Encourage parents to spend a little time looking at the website and playing the games with their child. Just five minutes of interaction and their interest will encourage students to be interested in learning English. This will also help to motivate them in class.
- Let parents know that it's OK if they don't speak English as the website is intuitive and students will have covered the language in class – it's just great that they are involved in their children's learning.
- Students and parents can watch the animated stories and sing songs together on the website.
- Encourage parents to ask their children questions about the songs and stories in their own language to engage the students in learning English.



Oxford Parents is a website where your students' parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this. Studies have shown that practicing English outside the classroom can really help students become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practicing stories, songs and vocabulary that the students have already learned in the classroom. Tell your students' parents to visit www.oup.com/elt/oxfordparents and have fun helping their children with English!

Creating an inclusive classroom

In this section you will get some practical advice and tips on teaching students with special educational needs (SEN) in your English classes. These students can learn English, but they may need some extra help and support from you. By following these tips, you will create an inclusive classroom for all of your students.

What are SEN?

Students with SEN are students who have a learning difficulty or disability which calls for special educational provision to be made and students who have a significantly greater difficulty in learning than the majority of others of the same age. In schools with a policy of educational inclusion, these students will be in mainstream classes.

What is educational inclusion?

A policy of educational inclusion means that all children have a right to education with other children. Teachers therefore need to ensure that all students feel that they belong in school classes and are accepted for who they are. Differences between students need to be acknowledged, planned for and celebrated.

You can do it!

You might be worried about trying to include students with SEN in your class. Perhaps you think that it requires specialist knowledge and too much extra work for the teacher. This does not have to be the case. Students with SEN are human beings and as a teacher you are used to dealing with different personalities and abilities in your class. You are probably always adapting to widely differing student needs each day. Students with SEN are simply part of this variety and challenge. In addition, the teaching techniques which help to support students with SEN are good, practical techniques which will benefit all the students in your class.

Top tips for creating an inclusive classroom

You do not need to be an expert on SEN to teach students with SEN. You do need to want to work with these students and to be prepared to learn from them.

Tip 1: Be a role model

Students will take their lead from their teacher. It is important to show that you respect and celebrate differences between people. You need to believe that all students are unique and have a right to be taught. If you do not have much experience of interacting with people with SEN you might feel worried about how to approach them. This is understandable but you need to acknowledge this feeling and be prepared to learn more about SEN. For example, you can ask your student to tell you what helps them to learn and what makes learning more difficult for them.

For example, if you notice some students do not want to work with a student, make sure you talk to those students privately about their behavior and give praise and rewards to the students who are working well in teams.

Tip 2: See the person not the label

It is very important to get to know each student as a person and to not label them according to their SEN. If you have students who wear glasses in your classes, you do not assume that they all have the same personality. In the same way, you should not assume every student with SEN is the same. Find out their interests and their strengths. Remember also that the range of SEN is wide, so take time to find out the level of a student's difficulty. Do not assume, for example, that a visually impaired person cannot see anything, they may have some sight. Do not be scared of talking to the person about their SEN.

REGISTER GAME

Build opportunities to get to know your students into your normal class routines. For example, when you call the register, ask students to answer with their favorite color, food or favorite word from the topic of the week.

Tip 3: Avoid judgements of behavior

Do not label a student as lazy or not trying. Students with SEN are often trying really hard and get criticized unfairly by teachers. They might look like they are daydreaming in class, but their brains might be overloaded with information which they cannot process and they need a short brain break. These students also need positive feedback on appropriate behavior, so make sure that you notice when they are behaving appropriately. Many students with SEN and behavioral difficulties only get noticed negatively by the teacher.

SEPARATE DESCRIPTION FROM JUDGEMENT

When you speak to students or their parents/carers, separate out a description of their behavior from your judgement of it. For example, if you say *You're not listening*, this is a judgement and will make the student react defensively. If you say *When you look out of the window, I think you are not listening*, you can have a more positive discussion with the student about the issue.

Tip 4: Celebrate difference and diversity

The classroom and the world would be a boring place if everyone was the same. You can use the differences between students to learn from each other and about each other. For example, if you have students who speak a different L1 to the rest of the class, ask them to teach the class a couple of words in their language and compare these to your own L1 and English. Use the topics in the *Shine On! Student Book* to compare different experiences, such as Level 2, Unit 7 on food.

BOASTER POSTERS SEPARATE DESCRIPTION FROM JUDGEMENT

Display a large sheet of paper prominently in your classroom where you can record all student successes. These successes will often seem to be small steps for students with *SEN*, but can be very motivating. Focus on something the class or the student is working on. For example, for a student who has problems with social skills, you can note *James worked well with Albert today*.

Tip 5: Teach in a multi-sensory way

Students all learn in different ways. Some like to see information, some like to hear it and some like to get up, do, and touch things. Students with *SEN* particularly need practice in all the senses because they find it difficult to learn in traditional ways. Use a multi-sensory approach to present and practice information in your lessons.

PRACTICING WORD STRESS

When you are teaching the pronunciation of a word, you can show the stressed part of the word in a visual, auditory or kinaesthetic way as follows:
Visual – write the stressed part of the word in a different color on the board.
Auditory – ask students to hum or sing the stress of the word with louder sounds on the stressed sound.
Kinaesthetic – ask students to step out the stress by taking steps around the room and making longer strides for the stressed part of the word.

3-D VOCABULARY

Vocabulary and spelling can be practiced in 3-D. For example, use 3-D letter shapes to practice keywords or allow students to trace the letters in sand, clay or in the air in front of them.

WORDS FROM BODIES

Ask students to work in teams and to choose a word to review. Tell them to make the word from their bodies. Each student should choose one letter to represent with their body. Each group then stands in a line and shows their word. Other students guess the word.

Tip 6: Plan ways to adapt your lesson plan

You need to sometimes adapt your lesson plans. This is called differentiation. Differentiation means planning and teaching to take account of all students in the class, whatever their level or capability. The students can make progress in their learning wherever they start from. All students should achieve the same main aim, but they may do this in different ways.

DIFFERENTIATE BY TASK

If you think that a student will have a problem with a certain type of task, you can set them a slightly different task. For example, if the *Student Book* asks students to listen and draw a picture, give some students a partially drawn outline and ask them to fill in the missing detail, give others a blank page and ask them to draw the whole picture. Similarly, some units ask students to listen and circle an item and students with *SEN* such as dyspraxia may find drawing the circle difficult. Ask these students to simply put a mark next to the correct item.

DIFFERENTIATE BY RESPONSE

You can differentiate by asking students to show their understanding of the lesson by responding in different ways, not always orally. For example, students can hold up a colored card to indicate whether they understand the point of the language presentation.

Red card = I don't understand.

Orange card = I understand some of it.

Green card = I understand all of it.

Individual mini-whiteboards are also useful ways for students to show their answers without having to speak in class. Students can draw or write their answer and hold up the mini-whiteboard. This is helpful for students with speech and language difficulties who do not like speaking in class and also for students who shout out answers inappropriately. If you cannot find mini-whiteboards, you can make them by laminating white A4 paper.

DIFFERENTIATE BY CONTENT

You can sometimes simplify the content of a task, particularly reading texts. Some students receive a simplified text, but all students get the same questions on the text. Preparation for this can be time-consuming so you should only do this if you can use the material again with another class.

DIFFERENTIATE BY RESPONSIBILITY

Students who find it difficult to participate, perhaps because they have communication difficulties, can be included in the class by getting a job from the teacher. Try to match the job with the student's need. For example, students who find it hard to keep quiet or keep *on-task*, can be given the job of monitoring the noise of the group. They can indicate how the class is behaving with agreed signals: A frowning face card to show the group is too noisy or not speaking English, a neutral face card to show the group is becoming a bit too noisy or not using enough English, a smiley face card for groups who are on track.

DIFFERENTIATION UPWARDS

It is important to also think about differentiation upwards, for those students who need more challenge and stretch.

Easy ways to do this include:

Ask them to help another student.

Ask them to make up a test for other students.

Ask them to make up their own examples of the language.

Tip 7: Work on class management

Clear, consistent classroom management is very important for students with *SEN*. They often have problems understanding and following rules and instructions, so it is important to think about the best way to do this. It is very important, for example, to think about your seating plan.

SEATING PLAN

Do you have a seating plan for your classes? Some students need to sit near the teacher, some need to sit somewhere where they can see the teacher's face, some need to sit with other students who are positive role models, some, such as students with ADHD, need to sit away from distractions such as window blinds, radiators and projectors, some will need to sit near a door to feel safe. Work with the student to decide where is the best place for them to sit.

You will find more ideas for classroom management in section 3.

Tip 8: Work cooperatively with adults and students

Teamwork is the best approach to teaching students with *SEN*. It is particularly important to work with parents/carers. Sometimes these parents/carers can seem challenging to the teacher as they often ask for meetings and have many ideas and questions about the teaching. Remember that they have often had to fight for their children's rights. They can be your best ally and source of support if you keep good relationships and communication with them. They know their child best and will often have helpful strategies to suggest.

You will find more ideas for working with parents/carers in section 4.

Other people who can help you include school psychologists, counselors, speech and language therapists, occupational therapists, *SEN* organizations and charities. Try to find out what's available in your local area and keep a list of useful contacts.

Tip 9: Work with students' strengths

Try to find out what your students' strengths and interests are and include these in your teaching. Students who have problems reading can sometimes be good at drawing and acting. Students who find it hard to sit still might be very good at organizing teams and role play. Students who are struggling academically might be very kind and helpful to other students.

STUDENT OF THE WEEK

Introduce a student of the week (or month) award. Give this to a student who has shown some special skill in class. Choose skills not related to academic achievement. For example, your student of the week could be a student who is the kindest student, the student who showed most empathy with other students or the student who persevered the most.

Section 2: Categories of *SEN*

Cognition and learning

The category of cognition and learning difficulties includes general learning difficulties and specific learning difficulties. Students with general learning difficulties usually have problems in many subjects. They are usually behind their peers in reading and writing. They can, for example, have problems understanding abstract ideas or making generalizations from examples given to them. They usually have difficulty with basic literacy, numeracy, and general understanding.

Some students have specific learning difficulties. They have problems with a specific area of learning, but are not behind their peers in general learning.

Some of these specific learning difficulties may impact on a student's ability to learn another language, but do not mean it is impossible for them to learn a language. *SEN* in this category include dyslexia and dyspraxia.

USE COLOR

Students with cognition difficulties benefit from the use of different colors in learning. For example, color code parts of words which have the same sound.

'**cat**, **bat**, **sat**, **pat**'

Communication and interaction

The category of communication and interaction difficulties covers a wide range of problems. Students in this category have problems with speech, language, communication or a combination of all three. Their problems can range from mild to severe. This group includes students with autistic spectrum conditions (ASC), such as Asperger syndrome. Speech and language difficulties can be productive and/or receptive. A student has problems with productive language when he/she has problems making others understand him/her. Students have problems with receptive language when they cannot understand another person's communication. For example, they cannot understand humor or the appropriate language for a social situation.

GIVING CHOICES

Give students with speech and language difficulties closed rather than open choices wherever possible. For example, ask them *Do you want the red or blue pen?* rather than *Which color pen do you want?*

Medical conditions

Some students have medical conditions which need on-going management and treatment. There are many medical conditions and they also range in severity. Your school should have a medical register with information on any medical conditions of your students which has been provided by their parents. All staff need to know where the register is kept and what to do in case of a medical emergency.

Social, emotional and behavioral difficulties (SEBDs)

This category is the most difficult to define and can cause strong differences of opinion between teachers. We know that all children behave badly sometimes, it is a part of growing up. It can be difficult to know if a student's behavior is a sign of a *SEN*. A child is usually considered to have social, emotional and behavioral difficulties when the problem behavior occurs in many different situations, occurs frequently, is severe and not age appropriate. You will need to check with other teachers to find out if the student is behaving badly in all lessons or only in English.

CATCH ME BEING GOOD

Give students with *SEBDs* a card with the title 'Catch me being good'. Tell them to leave this card on their desk. As you walk around the class, put a tick every time you notice that the student is *on-task* and behaving appropriately. These students need to be noticed positively and not always negatively.

Sensory impairments

This category also covers a wide spectrum of need and ability. Children in this category have hearing, visual or physical impairments. These disabilities might not have an impact on their ability to learn a language. However, the teacher will need to make adjustments to the classroom. For example, it will be important to consider seating arrangements and the layout of furniture.

REFRAME POOR BEHAVIOR

Sometimes a student is misbehaving because they cannot see or hear properly. Check this out before assuming a student is simply being naughty.

Students with different L1

You may have some students in your class who have a different L1. These students might speak one language at home, another at school and English might be their third language to learn. This can affect their thinking and processing time and it can also affect them emotionally, they might feel quite displaced. Try to provide opportunities for them to share their culture and be sensitive when teaching materials such as holidays and traditions, which may cause the student to feel isolated and different. Praise their ability to learn different languages so that it becomes a positive and not a negative.

PLAY WITH PRONUNCIATION

If students are having trouble with English pronunciation, ask them to say the word as they would in their own language, exaggerating the 'wrong' pronunciation. Then ask them to say it in a very English way. Permission to use their own language system often leads to better English pronunciation!

How can a teacher recognize that a student might have a *SEN*?

Although the teacher should not diagnose *SEN*, you are usually the first person to notice that a student is having problems. If you think these problems are more than you would expect at the student's age and stage of learning, you can use the checklist below to decide if further action needs to be taken. However, remember that all students have some of these problems at times so use the checklist with care.

There are further checklists for specific *SENs* available on the website.

Checklist for possible further action

Name:

- Is the problem across all classes and all times of day?
- Is the problem in certain class groupings?
- Who is the student sitting with? Does this make a difference?
- Can the student hear and see properly?
- Does the student remember and follow instructions?
- Does the student have problems starting and/or finishing tasks?
- Can the student focus on their own work for longer periods of time?
- Is the student easily distracted?
- Can the student wait for their turn in class and in group work?
- Is the student generally able to interact with other students?
- What kinds of tasks can the student do?
- When the student is engaged, what engages them?
- Is the work too easy or too difficult? How do you know?
- Is the student able to ask for and accept help from the teacher?
- Does the work involve a lot of writing? Sitting still? Copying from the board?
- Does the student find this difficult?
- Is there a big difference between the student's spoken and written ability?
- Is the student often in trouble because of poor behavior?
- Does the student have trouble with remembering information and recently learnt fact? Visually? Auditory?

Inclusion checklist for teachers

Class:

- Do I know if any of my students have *SEN*?
- Have I checked the medical register?
- Have I included activities for different learning styles in my lesson?
- Do I know all my students' names and the correct pronunciation?
- Do I make sure that my instructions are clear and expressed in different ways?
- Are all students able to cope with the assigned tasks and activities or do I need to differentiate?
- Have I designed my classroom to allow movement and participation of all students?
- Have I included a quiet area?
- Are my rules/routines clear and stated positively? Have students been involved in designing them?
- Do I have a variety of rewards/consequences that are well known to my students?
- Do I give students an opportunity to work with all their classmates? Do I use a variety of group work and pairwork?
- Do I promote an ethos of belonging and cooperation?
- Do I always demonstrate respect for my students and value their contribution? Do I use inclusive and positive language?
- Do I have students with a different L1? Have I tried to find out about their culture and language?
- Do I give students opportunities to show their strengths and interests?

Student inclusion checklist

Name:

- Am I sitting in the right place? Can I see and hear properly?
- Have I told the teacher what helps me to learn?
- Am I sitting next to a helpful friend?
- What can I do if I don't understand?
- Have I tried to talk to everyone in my class?
- Have I worked with any students who are new or from another country?
- Do I know anything about their country?
- Have I taken the time to notice if anyone needs extra kindness or help?
- Do I know what other students are good at?
- Do I wait patiently if someone needs to speak?

Student inclusion checklist

Name:

- Am I sitting in the right place? Can I see and hear properly?
- Have I told the teacher what helps me to learn?
- Am I sitting next to a helpful friend?
- What can I do if I don't understand?
- Have I tried to talk to everyone in my class?
- Have I worked with any students who are new or from another country?
- Do I know anything about their country?
- Have I taken the time to notice if anyone needs extra kindness or help?
- Do I know what other students are good at?
- Do I wait patiently if someone needs to speak?

Section 3: Teaching tips for including students with SEN

In this section we will look at some more planning and management techniques for including students with SEN.

Planning

Physical layout

Consider the layout of the room and how suitable it is for all your students. For example, is it easy for students in a wheelchair to move around? Is there an area that can be used for role play or physical games and is there a quiet area? Some students, such as those with ASC, will need a quiet area away from the group to calm down when they get agitated.

Visual displays

What is the impact of your environment on your students? Is your room stimulating enough, but not over-stimulating for any students with sensory needs?

Do you have displays on the walls? Can you encourage students to make things for the wall? They often remember things that they have touched and constructed much more clearly than pieces of writing.

Sensitive topics

Try to be sensitive to your students' needs and think about the topics in your *Student Book*. If you are introducing family members, for example, some students may live in complex, separated families and start to behave badly when asked to talk about their family. In Unit 7 of **Shine On!** 1 students are asked to draw their family tree. If you think any students will have a problem with this, they can be given the choice of drawing the family of the characters from the book. Each level also introduces some holidays, for example Easter and Christmas. These might not be celebrated by some of your students and it might be an opportunity to ask about their festivals.

Difficult tasks

Craft activities

Be careful if you are using tasks which require the student to make things. Some students, for example those with dyspraxia, have difficulty holding and using scissors. They may need to read the instructions while another student makes the object.

Writing tasks

Students with dyslexia have trouble reading and copying down words from the board. Students with dyspraxia have trouble holding a pen and writing. Try using different colors for different words or parts of words, make sure your own handwriting is clear and give students handouts wherever possible.

Tasks which require focus and sitting still

Some students, such as those with ADHD, will find it hard to sit still and concentrate on longer tasks. These students need short tasks and praise for doing the right things. Let them run around or stretch, and give brain breaks. Acting out real situations will also appeal to these students.

Brain breaks

Brain breaks are quiet calming points of your lesson where students can rest their brains. Students with SEN can often feel that their brain is overloaded with information and anxiety. Notice how long your class can concentrate and build in brain breaks for this time. Students can give their brain a short break by:

- Standing up and stretching
- Having a drink of water
- Closing their eyes and resting their head on the desk for a couple of minutes
- Spending a couple of minutes doodling
- Massaging their head.

Spelling tasks

Teach students how to visualize words. Ask the student to imagine the word up high, visualizing it rather than sounding it out. They hold the word as a photo in their mind. Write new words on the right of your board, up high. This encourages students to access their visual memory.

Words on the wall

Have a high-frequency word bank on your wall, put the words on Velcro strips or use strips on the board. Students can then borrow a word from the wall when they need a reminder of how to spell it.

Classroom management techniques

Teaching students with SEN is not about learning a secret magic formula. Good classroom management can really help them.

Give clear instructions

Clear instructions are essential for all students, but particularly important for those with SEN. When you give instructions, use a non-verbal gesture to support the message. For example, point to your ear or show a picture of an ear to indicate *Listen*. Give an example of what you require and then get an example from your students to show they understand.

Use visual reminders

Non-verbal signals are very effective for helping students with SEN to understand and remember what to do. Use non-verbal reminders for classroom routines and rules. You could use visual aids such as traffic lights to show when the group is going *off-task*, for example.

TRAFFIC LIGHTS

Put up a picture of traffic lights at the front of the classroom. Place an arrow next to the traffic lights. Point the arrow to green when the class is working *on-task*, point the arrow to orange when the group is getting distracted or *off-task* and point the arrow to red when the group is *off-task* and needs to focus.

Lesson stages order

Use pictures to show the different stages of your lesson. For example, an ear for listening, a mouth for speaking. Put these pictures on the board at the start of your lesson to show the order of activities.

Use your space

Think about your use of space in the room. Choose a place at the front of the class where you will try to always stand when giving instructions. Choose another place where you will stand when you are reminding about rules.

Think also about the energy you create in the room. If you are running around the room, you will create stress and make hyperactive students very restless, for example.

Create structure

All students need structure and consistency to feel safe in the classroom and this is particularly true of students with SEN. Make sure you have clear classroom rules. Remember that it is easier to start with clear rules and expectations than to try to establish them when things are going wrong. Involve your students in making the rules. Even young students can do this. You can use the values in the **Shine On! Student Book** to make a class contract.

Class contracts

Create class contracts with your students which focus on rules which will make the class safe and inclusive. Ask students to write down five rules for the class which they think would make learning safe and fun. Ask them to begin each rule with *In this class, we...* Give them some examples from the **Shine On! Student Book** values and encourage them to use these words.

Examples of values:

- *Be friendly.*
- *Be careful.*
- *Take turns.*
- *Share things.*
- *Be active.*
- *We pay attention.*
- *We listen carefully.*

Examples of rules:

- *In this class we listen carefully to each other and the teacher.*
- *In this class we are friendly to everyone.*
- *In this class we are helpful to everyone.*

You can then discuss which rules to use in the contract and put it up on your classroom wall. If students break the rules, come back to the class contract and discuss what is not working. Be specific about what you have noticed, without naming students. Say *We have a rule about listening to each other and I have noticed that some students are laughing when some people are speaking. How can we stop that?*

Teacher language

Teacher language greatly influences students. Many students with SEN do not understand or remember what they have been told to do. It is vital therefore to use assertive, clear language for instructions, praise and general comments in class.

Say what needs to happen

Tell students what you want them to do, not what you don't want them to do. For example, say *Look at the board* rather than *Don't turn around*.

Do not repeat and rephrase instructions continually. Give them and give students a chance to process them.

Name a positive intention

Find and name a positive intention behind an inappropriate behavior. For example, saying *I know you want to show me you know the answer; I need you to put your hand up and wait* is more positive than saying *Stop calling out all the time and disrupting the class*. If you have a student who is always making jokes about other students, you can say *I know you are very funny; you can be funny without being unkind*.

Name the right thing

Praise students for doing the right thing, rather than always noticing when they do the wrong thing. For example, you can say *Thanks for waiting with your hand up* rather than *Stop interrupting*.

Use inclusive language

Make sure to use the pronoun *we* whenever possible and keep the focus on group learning. For example, you can say *We are not learning well today; how can we all make that better?*

EXAMPLES OF POSITIVE CLASSROOM LANGUAGE

Show me you are listening.

I know you want to show me you know the answer; remember the hands up rule.

We are not in a good learning state; how can we change that?

We are all part of a problem; how do we solve it?

Great learning today, everyone.

Remember we wait patiently if someone needs more time to think and speak.

No put-downs in this class.

Who can tell me the rule for waiting our turn?

We don't speak to each other that way in this class.

Learning is not taking place now; how can we all change this?

Student involvement

Study buddies

Children often understand each other's needs better than adults. They can help and support students with *SEN* and building relationships will help foster a positive climate for learning. *Study buddies* are students who agree to help another student. It can be done by asking the student with *SEN* who they would like to help them. Or you can give the job to a student who needs to experience responsibility. Emphasize that they will be helping each other at times as well. Sometimes a student with behavioral difficulties likes to help others and sometimes quiet students benefit from being a *study buddy* for someone with *SEN*.

Thank you stars

Each student takes a piece of paper and draws a star on one side. On the other side they write something nice to each student in the class. This can be set up as a routine where students can collect the stars from a place in the class and give them out at any time.

This activity encourages all students to focus on the strengths and positive attributes of each other.

Listening to each other

In general in your class, encourage students to listen to each other by asking them to repeat what a student just said and doing choral repetition of good answers. You can say *So, John told us that... What did John tell us...?* and all the class repeat the answer together.

Section 4: Work with parents/carers

Communication

Open communication channels between home and school ensure that ideas can be shared and situations dealt with as they arise. Discuss with the parent/carer a way of keeping in contact which suits you and them. This might be email or phone calls. It is better to set a regular time and way of communicating rather than only contacting the parent/carer when a problem arises.

Home-school notebook/diary

Use a home-school notebook/diary where parents/carers and the teacher can write important information and feedback on the day.

Meetings with parents/carers

When planning meetings with parents/carers, try to find times which are convenient for them. If they cannot attend, check if another family member is able to represent them. Consider the best place to hold the meeting. If it is in a formal office, it might be intimidating for the parent/carer. Do not sit behind your desk, this will make the parent/carer feel like a child sitting on the other side.

Praise postcards

Parents/carers of students with *SEN* are often only contacted to discuss problems. Make sure you also communicate good news. Create or buy a set of postcards with positive pictures on them. Try to send a positive message to the parents on the postcard throughout the school year. Focus on something specific, such as progress made in speaking or listening.

Acceptance of *SEN*

Some parents, for personal or cultural reasons, find it difficult to accept that their child might have *SEN*. Be respectful of their feelings and remember that teachers should not give diagnoses. Focus on the problems you see the student having in class and ask if they have noticed similar issues at home. Try to frame the interventions as a positive step. You can say *I understand that this is worrying, but I can see John is really trying hard and I would like to find ways to support him more.* Use inclusive language and say *How can we work on this together?*

Objections from other parents

Parents of other students in your class might sometimes be concerned that their child is in a class with a student with *SEN*. They may be worried that their own child will not make good progress if the teacher is dealing with the needs of students with *SEN*.

These parents want reassurance from you as the teacher that their child is not being overlooked. Emphasize that all students benefit from learning in inclusive classrooms because they will learn to value diversity, difference, develop empathy and understanding of others' needs – something which is valuable for all citizens, for a society to flourish.

Checklist for communication with parents/carers

- Do I have a system for regular communication?
- Do I send home positive reports regularly?
- Do I use inclusive language *we* rather than *you*?
- Do I describe what has happened rather than judge it?
- Have I acknowledged their feelings and objections?
- Do I use open questions, *How... Tell me...*, rather than closed?
- Do parents get advance warning of meetings, and are they set up to accommodate their timing?
- Have I suggested the parent can bring a friend/supporter?
- Does the meeting take place in a friendly place or is the room and set-up intimidating?

Section 5: Exercises to develop empathy and listening skills

Build activities into your lesson planning which encourage all students to develop the skills of listening and understanding each other. In this way you will create an inclusive ethos in your classes. Here are some techniques for doing this which can be adapted for different language points and different levels.

Shadowing and doubling

In role plays, ask two students to share one role. One student stands behind their partner and helps them with language (by whispering in their ear to give encouragement or new language). Alternatively, one student stands behind their partner and taps them on the shoulder when they want to take over.

Answer for me

Ask one student (A) to come to the front of the class. Then ask two other students who know this student to come and stand behind student A. The class should then ask student A questions. Students B and C must answer on behalf of student A. For example, the class could ask *What's your favorite food?* and students B and C must guess what student A would answer. Student A can nod or shake their head to indicate if the answer is correct. This activity means students have to imagine what it is like to be someone else in the class. Language topics can be chosen according to the level of the group.

Think, pair, share

When you ask the class a question: First give students two minutes to think on their own, then one minute to share their answer with another student. Then ask pairs to share their ideas with the group/class. This gives students time to process questions and think of a response.

Collective identity

Encourage the class to make predictions about their classmates. For example:

All of us...

Some of us...

None of us...

When they have agreed on statements, put these statements on the wall and add to them as the year goes on. A student can make a prediction and see if it's correct. If it's correct, put it on the wall.

Starter Unit

Welcome!

Lesson 1 pages 2–3

Classroom Presentation Tool

Objectives

To reintroduce the course characters and present the months of the year.

Language and structures

Active: *months of the year, January, February, March, April, May, June, July, August, September, October, November, December; smartboard*

Review: *Amy, Charlie, Joe, Stella, Lily; Look!*

Materials

Starter Unit flashcards; Class Audio CD 1

Warmer

- Teach the word *Welcome*.
- Ask students to line up by the door and take turns entering the classroom. As each student enters, wave and say *Welcome!* Students take their seats when you have greeted them. Encourage seated students to join in saying *Welcome!*

1 Listen and sing. 1-01

- Play the *Shine On!* song once through for students to listen. Model the phrases from the song for students to repeat.
- Play the song again and encourage students to join in. (See Teacher's Book page 162 for lyrics and actions.)

Shine On! song

Hello, hello. It's English time!
Hello, hello. It's time to shine!
Let's be friendly and wave hello!
We can shine, shine on!

*Come on everyone! Let's sing our song.
Shine on! Shine on!
It's time to shine! It's time to shine!
Shine ... shine on!*

Hello, hello. It's English time!
Hello, hello. It's time to shine!
Let's work together, you and me.
We can shine, shine on!

2 Listen and say who's speaking. 1-02

- Books closed. Reintroduce the course characters using pages 2 and 3 of the Student Book. Say the names for students to repeat.
- Books open. Point to the characters and invite confident students to read aloud the speech bubbles in the main picture.
- Play the recording for students to listen and point to the characters in the main picture. Play the recording again,



pausing after each speaker for students to listen, point, and say who's speaking.

Transcript

Amy: Welcome back to River Town News!

Joe: Thanks, Amy!

Charlie: Look, there's a new smartboard on the wall.

Stella: It has the months of the year on it.

Lily: Ooh! Let's take a look.

TEACHING TIP

If you have a new class, you can ask students to make name labels for themselves. They can place their labels on their desks or wear them (if you use stickers). Encourage students to greet each other using their names, e.g. *Hello, (Maria)*.

Notes

The smartboard displays the twelve months of the year with corresponding illustrations: January (fireworks), February (heart), March (house), April (eggs), May (card), June (card), July (Fourth of July), August (calendar), September (turkey), October (pumpkin), November (table), and December (Christmas tree). Each month is labeled with its name and a number in a box. Below the smartboard, a student named Lily is shown with a speech bubble saying "Ooh! Let's take a look." To her right, a list of instructions is displayed: 3 Listen and repeat. (1:03), 4 Listen and number. (1:04), and 5 Write. What's your favorite month? Look and make a ✓. Below the instructions is a worksheet with two columns of months and empty boxes for answers: January, February, March, April, May, June, July, August, September, October, November, December.

3 Listen and repeat. (1:03)

- Show students the *smartboard* at the top of page 3 of the Student Book with the months of the year on it. Ask students if they can name any of the items in the pictures on the board.
- Play the recording for students to listen and point to the months. Then play the recording again for students to listen, point, and repeat the words.

Culture note

Point out to students that in July it is summer in most parts of the United States. Ask students to compare this to their country, where it might be winter in July. Ask students to think about how winter varies in different parts of the country, e.g. in the south it is really cold, whereas in the northeast it is rainy but not as cold.

Transcript

January, February, March, April, May, June, July, August, September, October, November, December

21ST CENTURY SKILLS

Communication

Students learn how to say the months of the year in English.

4 Listen and number. (1:04)

- Point to the months and ask students to say the words. Repeat the months that students struggle to remember.
- Play the recording for students to listen and point to the months.
- Point to the 12 answer boxes and say *Listen and number. Write 1, 2, 3, etc., to 12.*
- Then play the recording again, pausing after the first item to check students have understood (*1 = March*).

- Now play the remainder of the recording, pausing after each month for students to find the month and write the correct number.
- Check answers by asking *What's number (1)? (March)*.

Transcript

1 March 2 November 3 January
4 May 5 February 6 August
7 December 8 April 9 July
10 September 11 October 12 June

5 Write. What's your favorite month? Look and make a ✓.

- Point to the example answer. Tell students to write the months in order. They can look at the months on the smartboard to check their spelling.
- Ask students around the class *What's your favorite month?* Tell students to check (✓) their favorite month. Encourage students to ask and answer the question in pairs, and invite confident students to ask and answer in front of the class.

Fast finishers

Ask fast finishers to draw a picture of what they like to do in their favorite month. Then have them label it with the name of the month.

Finisher

- Play *Pass the flashcards* with the Starter Unit flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

EXTRA VOCABULARY

arrow
card
chocolate eggs
Christmas tree
Easter eggs
elbow pads
fireworks
flag
heart
knee pads
pumpkin

Further practice

CD-ROM: Vocabulary and Grammar Worksheet
Starter Unit Lesson 1
Workbook page 2

Lesson 2 pages 4-5

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.
To review vocabulary from Lesson 1.

Language and structures

Active: *January, February, March, April, May, June, July, August, September, October, November, December; When is (Stella's) birthday? (Stella's) birthday is in (September).*

Review: *birthday, touch, puzzle; Let's go! Look!*

Materials

Starter Unit flashcards; Class Audio CD 1

Warmer

- Play *Which one is missing?* with the Starter Unit flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and read. 1-05 When is Lily's birthday? Act it out.

- Play the recording, encouraging students to point to the correct pictures as they listen.

Ask students the question *When is Lily's birthday?* Elicit answers from students around the class.

ANSWER

Lily's birthday is in May.

- Play the recording again, pausing to ask students questions about each frame: 1 *Where are the characters? (In the classroom.) What are they looking at? (The new smartboard.)* 2 *Who is pointing to the smartboard? (Stella) Who is on the smartboard? (Charlie) Why is Charlie on the smartboard? (Because his birthday is in March.)* 3 *Whose birthday is in May? (Lily's) When is Joe's birthday? (In July.)* 4 *When is Stella's birthday? (In September.)* 5 *What is on the smartboard now? (Students name any shapes they can, e.g. a heart, a flower, a rectangle, a cloud.) Do the characters know what it means? (No.)* 6 *How do the characters feel? (excited) Do you like doing puzzles? (Students' own answers.)*
- Divide the class into groups to act out the story.
- Allow students time to practice in their groups, then invite groups to act out the story for the class.



TEACHING TIP

Group confident students with less confident students to act out the story. Encourage them to help each other.

Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They read the story again, circle the months, and then say how many different months are in the story (*six*).

ANSWERS

There are six months in the story.
Frame 2: January, February, March
Frame 3: May, July
Frame 4: September

Notes


Learn Grammar



When is Stella's birthday?



Stella's birthday is in September.

2 Listen and repeat.  1:06

Underline the questions in the story.

3 Listen and circle.  1:07



1 March
July
September



2 April
August
June



3 May
October
February



4 November
August
December



5 January
February
August



6 October
January
April

4 When is your friend's birthday? Ask and answer.

Grammar When is Stella's birthday? Stella's birthday is in September.

5

2 Listen and repeat.  1:06

Underline the questions in the story.

- Play the recording for students to listen. Then play it again and encourage them to repeat the grammar structure.
- Ask *When is Stella's birthday?* (*In September.*) Then ask for the other characters, e.g. *When is (Joe's) birthday?* Encourage students to look back at the story and answer (*July*).
- Ask students to find and circle all the birthdays in the story. Ask how many birthdays there are in the story (*four*).

Transcript

Lily: When is Stella's birthday?

Amy: Stella's birthday is in September.

ANSWERS

Students underline the following questions in the story:

Frame 3: When is Lily's birthday?

Frame 4: When is Stella's birthday?

Frame 5: Oh, what's that?; What is it, Amy?

3 Listen and circle.  1:07

- Point to the first picture and ask confident students to read aloud the months. Play the recording, pausing after the first dialogue. Ask students to say the correct month. Tell students to say the correct month. Tell students to circle the month in their Student Books.
- Play the recording once through. Then play it again, pausing after each dialogue for students to circle the correct months. Check answers by pointing to the pictures and asking *When is his/her birthday?*

Transcript

1 A: When is Alan's birthday?

B: Alan's birthday is in July.

2 A: When is Rachel's birthday?

B: Rachel's birthday is in June.

3 A: When is Emma's birthday?

B: Emma's birthday is in May.

4 A: When is Ethan's birthday?

B: Ethan's birthday is in November.

5 A: When is Angela's birthday?

B: Angela's birthday is in August.

6 A: When is David's birthday?

B: David's birthday is in January.

4 When is your friend's birthday? Ask and answer.

- Ask students around the class *When is your birthday?* Encourage them to answer, e.g. *It's in January*. Invite a few confident students to ask and answer in pairs. Then encourage the rest of the class to ask and answer with their friends.

21ST CENTURY SKILLS

Collaboration

Students practice finding out information about a partner.

Extension activity

If you have time, you can make a birthday calendar for your class. Divide a large sheet of card stock or paper into 12 sections. Write the names of the months at the top of the sections.

Students can draw pictures of themselves or bring in photos. They stick their pictures/photos into the correct sections on the calendar and write their names under their pictures/photos.

Finisher

- Play *Musical flashcards* with the Starter Unit flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Workbook page 3

Notes

Unit 1 A Special Concert

Lesson 1 pages 6–7

Classroom Presentation Tool

Objectives

- To present and practice eight new items of vocabulary.
- To review grammar from the previous unit.

Language and structures


Active: *musical instruments, xylophone, drums, piano, saxophone, violin, guitar, flute, trumpet*

Review: *Do you like (the piano)? Yes, I do. / No, I don't.*

Materials

Unit 1 flashcards; Class Audio CD 1

Warmer

- Play the *Shine On!* song from Starter Unit Lesson 1 (page 2)  1:01 for students to listen and join in as much as possible.
- Ask students to say the months of the year in order. Ask students about their birthdays and elicit which month it is in, e.g. *When's your birthday?* (*My birthday's in June.*)

1 Listen and repeat. 1:08

- Books closed. Introduce the new words (Musical instruments) using the Unit 1 flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the items in the main picture. Then play the recording again for students to listen, point, and repeat the words.

Transcript

xylophone, drums, flute, piano, saxophone, violin, guitar, trumpet

Extension activity

Mime playing a musical instrument and ask students to call out the correct word. Invite students to mime playing musical instruments for the rest of the class to guess.

2 Listen and number. 1:09

- Point to the musical instruments and ask students to say the words. Say any musical instruments that students struggle to remember, and reinforce them by holding up the flashcards.
- Play the recording for students to listen and point to the musical instruments.



- Point to the eight answer boxes next to each item on pages 6 and 7. Say *Listen and number*. Write 1, 2, 3, 4, 5, 6, 7, or 8.
- Then play the recording again, pausing after the first item to check students have understood (1 violin).
- Play the remainder of the recording, pausing after each item for students to number the instruments.
- Check answers by asking *What's number (1)?* (violin).

Transcript

1 violin 2 xylophone 3 piano
4 guitar 5 saxophone 6 flute
7 trumpet 8 drums

Extension activity

Choose one of the instruments. Encourage students to ask questions to guess which instrument you are thinking of, e.g. *Is it a (trumpet)?*

Notes



3 Write. Do you like these instruments? Look and make a ✓.

- Point to the photos and ask students to name the instruments.
- Allow time for students to write the names of the instruments. They can look at the words in the main picture to check their spelling.
- Check answers and ask students around the class *Do you like the (piano)?* Encourage them to answer *Yes, I do. / No, I don't.*
- Tell students to ✓ the instruments they like.

Extension activity

Write one of the words for a musical instrument on the board with the letters in jumbled order. Invite students to the board to write the letters in the correct order.

4 Ask and answer.

- Model the dialogue a few times with confident students.
- Move around the class as students act out the dialogue in pairs. Encourage them to change the dialogue to make it about different musical instruments.

21ST CENTURY SKILLS

Communication

Students learn how to communicate with each other.

Junior Crew's assignment

- Point to Joe's tablet and ask students who they can see (*Amy*). Read aloud the speech bubble. Tell students that they are going to find out more about musical instruments in this unit. Ask them to look through the rest of the unit quickly and say what musical instruments they can see.

Finisher

- Play *Pass the flashcards*. See Ideas bank (Teacher's Book page 160) for instructions.

EXTRA VOCABULARY

audience
band
bench
camera
clarinet
cymbal
double bass
microphone
musician
performance
stage
trombone
wheelchair

Notes

Lesson 2 pages 8–9

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.
To review vocabulary from Lesson 1.

Language and structures

Active: *musical instruments, band, parade, xylophone, drums, piano, flute, saxophone, violin, guitar, trumpet; All together! What are you playing? I'm playing the (violin).*

Review: *big, bus; We need (your help).*

Materials

Unit 1 flashcards; Class Audio CD 1; colored pens

Warmer

- Play *Musical flashcards* with the musical instrument flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and read. 1-10 What can Stella's aunt play? Act it out.

- Before playing the recording, ask students to look at the pictures and name any characters or objects they know.
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Ask students the question *What can Stella's aunt play?* Elicit answers from students around the class.
- Play the recording again, pausing to ask students questions about each frame: 1 *Who are Lily and Joe talking to? (musicians) What instruments can you see? (a flute and a violin)* 2 *Where are the musicians going? (a parade)* 3 *Where are the drums, xylophone, and guitar now? (On the bus.) Can all the musicians play in the parade? (No.)* 4 *Who is Stella calling? (Her aunt, May.) Can Aunt May come to the parade? (Yes.)* 5 *What instruments does Aunt May have? (drums, xylophone, and guitar) Is Aunt May playing in the parade? (Yes.) Are the musicians happy? (Yes.)* 6 *Can the band play in the parade? (Yes.)*
- Divide the class into groups to act out the story.
- Allow students time to practice in their groups. Then invite groups to act out the story for the class.

ANSWER

Stella's aunt can play the drums, the xylophone, and the guitar.



Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They read the story again, circle the musical instruments, and then say how many instruments are in the story.

ANSWER

There are five instruments in the story: flute, violin, xylophone, guitar, and drums.

Further practice

Workbook page 4

Notes

Learn Grammar




What are you playing?


I'm playing the violin.





2 Listen and repeat.  Underline the word *playing* in the story.

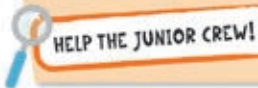
3 Order the words and write.

1  the / I'm / playing / piano.
I'm playing the piano.

2  playing / trumpet. / I'm / the
I'm playing the trumpet.

3  the / playing / violin. / I'm
I'm playing the violin.

4  saxophone. / I'm / the / playing
I'm playing the saxophone.



HELP THE JUNIOR CREW!

Find a guitar in the story. Draw what's on it. Now go to page 120.



Grammar What are you playing? I'm playing the violin.

Practice Page 98 9

2 Listen and repeat. 1-11 Underline the word *playing* in the story.

- Play the recording for students to listen. Then play it again and encourage them to repeat the grammar structure.
- Mime playing a violin and encourage students to ask *What are you playing?* Say *I'm playing the violin.* Mime playing other instruments and encourage students to ask the question. Then encourage students around the class to mime playing instruments. Ask them the question and encourage them to answer.
- Ask students to find and underline the word *playing* in the story. Ask them how many times the word *playing* appears in the story (*seven*).

ANSWERS

Students underline the word *playing* in:
 Frame 1: What are you playing?
 I'm playing the flute.
 I'm playing the violin.
 Frame 5: What are you playing, Aunt May?
 I'm playing the drums. I'm playing the xylophone. And I'm playing the guitar.

Transcript

Joe: What are you playing?
 Violinist: I'm playing the violin.

3 Order the words and write.

- Point to the pictures and ask students to name the instruments.
- Point to the example answer and explain that they need to write the words in the correct order to make sentences.
- Check answers by getting students to read the full sentences and write them on the board.

Help the Junior Crew!

- Students find the guitar in the story and draw the symbol on it (*a flower*) in the box.
- Tell students to find a word in the *Junior Crew Mystery Message* on page 120 of the Student Book. See the *How to ...* section in the Teacher's Book on page 33 for instructions (The word for the *Mystery Message*: *You've*).

21ST CENTURY SKILLS

Information literacy

Students learn how to solve a puzzle.

Finisher

- Play *What card is missing?* See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Extra Practice Student Book page 98
 CD-ROM: Vocabulary and Grammar Worksheet
 Unit 1 Lesson 2
 Workbook page 5

Notes

Lesson 3 pages 10–11

Classroom Presentation Tool

Objectives

- To present and practice four new items of vocabulary in a listening text.
- To review and expand on the grammar structure from Lesson 2.
- To sing a song using the language from the unit.

Language and structures

- Active:** *sports, table tennis, golf, hockey, volleyball; xylophone, drums, piano, saxophone, violin, guitar, flute, trumpet; big band, parade*
- Review:** *Are they playing (volleyball)? Yes, they are. / No, they aren't.*

Materials

Unit 1 flashcards; Class Audio CD 1

Warmer

- Play *Guess the flashcard* with the musical instrument flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and repeat. 1•12 Can you play these sports? Make a ✓.

- Books closed. Introduce the new words using the flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the photos in their Student Books. Then play it again for students to listen, point, and repeat the words.
- Ask students around the class *Can you play (table tennis)?* Encourage them to answer *Yes, I can. / No, I can't.*
- Tell students to ✓ the sports they can play.

Transcript

table tennis, golf, hockey, volleyball


2 Listen and number. 1•13


- Play the recording for students to listen and point to the correct pictures.
- Point to the four answer boxes and say *Listen and number. Write 1, 2, 3, or 4.*
- Then play the recording again, pausing after the first item to check students have understood (*1 Stella is playing hockey*).
- Play the remainder of the recording, pausing after each item for students to number the pictures.
- Check answers by asking *What number is (Stella)? (1) What's (Stella) playing? (hockey).*


1 Lesson 3


1 Listen and repeat. 1•12

Can you play these sports? Make a ✓.



table tennis



golf



hockey



volleyball

2 Listen and number. 1•13



4


2



3


1


3 Follow the lines and write.

1 


I'm playing table tennis.

2 

I'm playing hockey.

3 

I'm playing volleyball.

4 

I'm playing golf.

10 Vocabulary Sports

Transcript

- 1 **Woman:** What are you playing?
Stella: I'm playing hockey.
- 2 **Woman:** What are you playing?
Charlie: I'm playing golf.
- 3 **Woman:** What are you playing?
Joe: I'm playing table tennis.
- 4 **Woman:** What are you playing?
Lily: I'm playing volleyball.

3 Follow the lines and write.

- Follow the line from the sentence to the picture with your finger.
- Students follow the lines from the pictures to the sentences and complete the sentences with the correct sport, e.g. *I'm playing hockey.*
- Check answers by asking students to trace the lines in their books and then read aloud the correct sentences.

Notes

Learn Grammar

4 Listen and repeat. 1:14

5 Listen and make a ✓ or an X. 1:16 Then ask and answer.

1  ✓

2  X

3  X

4  ✓

6 Listen and sing. 1:16 Song!

Listen! What's this?
Are you playing the drums?
Yes, I'm playing the drums.
The piano and the xylophone,
The violin and the saxophone,
Marching in the big band!
In the parade today!

Listen! What's this?
Are you playing the flute?
Yes, I'm playing the flute.
The trumpet and the xylophone,
The guitar and the saxophone,
Marching in the big band!
In the parade today! [Repeat]



Grammar Are they playing volleyball? Yes / No, they are / aren't. Practice Page 99 11

and pretend to listen for *Listen!* and march on the spot for the line *Marching in the big band!*

- Play the song again for students to sing and do the actions.

Finisher

- Play *Odd one out*. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Extra Practice Student Book page 99
CD-ROM: Vocabulary and Grammar Worksheet
Unit 1 Lesson 3
Workbook page 6

Notes

4 Listen and repeat. 1:14

- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Point to the picture and ask *Are they playing golf/hockey/table tennis*. Encourage students to answer *No, they aren't.* / *Yes, they are.*

Transcript

Joe: Are they playing volleyball?
Charlie: No, they aren't.
Joe: Are they playing table tennis?
Charlie: Yes, they are.

5 Listen and make a ✓ or an X. 1:15 Then ask and answer.

- Point to the pictures and ask students to name the sports (*golf, volleyball, table tennis, hockey*).
- Play the recording for students to listen and make a ✓ or an X. Then play the recording again, pausing after each item for students to answer *Yes, they are.* / *No, they aren't.*

Transcript

- 1 Are they playing golf?
- 2 Are they playing table tennis?
- 3 Are they playing volleyball?
- 4 Are they playing hockey?

21ST CENTURY SKILLS

Communication

Students ask and answer questions in English.

6 Listen and sing. 1:16

- Tell students to look at the picture. Ask them what they can see (*a big band in a parade*). Elicit the names of the musical instruments they are playing (*violin, drums, trumpet, flute, xylophone, saxophone, piano, guitar*).
- Play the *In the Parade Today!* song and ask the class to read the lyrics as they listen.
- Create actions for the song as a class. For example, mime playing all the different instruments as they are mentioned. Students can cup their ear

Lesson 4 page 12

Classroom Presentation Tool

Objectives

- To present a CLIL concept (Music).
- To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: orchestra, conductor, brass, percussion, strings, woodwind; drums, xylophone, trumpet, violin, flute

Review: families, different, metal, map, cut, write

Materials

CLIL Worksheet Unit 1 Lesson 4 (Music); CLIL poster for Unit 1 (Music); Unit 1 flashcards; Class Audio CD 1; scissors, glue, colored pens

Warmer

- Play the *In the Parade Today!* song from Unit 1 Lesson 3 (page 11) 1-16 again and encourage students to join in.

1 Look at the orchestra map. What are the four families of instruments?

- Use the orchestra poster to introduce the orchestra map and the families of instruments. Point to each family and read aloud the words.
- Name instruments on the poster and ask students which family each instrument is in.

ANSWER

The four families of instruments are percussion, brass, strings, and woodwind.

2 Read and listen. 1-17

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Ask students which instruments are in the woodwind/brass/strings/percussion family.

21ST CENTURY SKILLS

Creativity and innovation

Students learn how classical music is performed.

3 What families are the instruments in? Write.

- Point to the instruments in the pictures and ask students to name them. Ask students to look at the text in activity 2 (the orchestra poster) and say which family each instrument is in.



Lesson 4

Music

1 Look at the orchestra map. What are the four families of instruments?

2 Read and listen. 1-17



The Orchestra

Welcome to the orchestra. I'm the conductor. An orchestra has four different families of instruments.

Let's listen to the drums and the xylophone. They are percussion instruments.

The violin is in the strings family.

The trumpet is in the brass family. Brass is a metal.

This is the flute. It's in the woodwind family of instruments.

3 What families are the instruments in? Write.



1

strings



2

brass



3

woodwind



4

percussion



5

percussion

4 Make a 3-D map of an orchestra. Cut and write.

- Students write the names of the correct families under the pictures.
- Check answers by asking *What family is number (1) in? (strings) What musical instrument is it? (a violin).*
- Highlight to students that flutes are in the woodwind family because they were originally made of wood.

4 Make a 3-D map of an orchestra. Cut and write.

- Hand out copies of the CLIL Worksheet for Unit 1. Divide the class into pairs and make sure each pair has colored pens, scissors, and glue.
- Students work in pairs to color and cut out the instruments. Point out the different-shaped tabs and the marks on the orchestra map, and elicit which instruments go in which space.
- Students write the labels on the orchestra map.
- Students add any additional instruments that they know and draw them in the spaces.

TEACHING TIP

Confident students can complete as many labels as they can and then share ideas in pairs. Less confident students can look back at their Student Books to find and copy the words for the instruments and the families.

Fast finishers

Fast finishers can work in pairs to brainstorm two more instruments for each family and draw or write them on the orchestra map. Write the names on the board in English (e.g. *cello, viola, tuba, trombone, cymbal, clarinet, oboe*).

Finisher

- Play *Kim's game* with the Unit 1 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Workbook page 7

1 Lesson 5

1 Listen. Is Jenny good at golf?

2 Listen again and circle **True** or **False**.



- 1 Jake and Jenny are playing hockey. True **False**
- 2 Jake is helping Jenny. **True** False
- 3 Jenny's ball is in a tree. True **False**
- 4 Jenny's favorite sport is golf. **True** False

Everyday English!

3 Listen and repeat.

4 Act it out.

table tennis volleyball hockey

A: I'm playing golf.

B: That looks fun. Can I play, too?

A: Yes, of course.

5 Make a poster. Present it to your class.



13

Lesson 5 page 13

Classroom Presentation Tool

Objectives

- To review the linguistic content of the unit through a listening text.
- To develop listening for specific information.
- To teach an *Everyday English* expression.
- To complete a craft project.

Language and structures

Active: *table tennis, volleyball, hockey, golf; I'm playing (golf). That looks fun. Can I play, too? Yes, of course.*

Review: *ball, tree, good at, lake, help*

Materials

Unit 1 flashcards; Class Audio CD 1; colored pens; photos from sports magazines/websites (optional); scissors and glue (optional)

Warmer

- Play *Mystery flashcard* with the Unit 1 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen. 1•18 Is Jenny good at golf?

- Point to the people in the picture. Tell students that the girl is *Jenny* and the boy is *Jake*. Read aloud the question and ask students to guess the answer.
- Play the recording for students to listen and check their guesses. Ask the question again and elicit the answer.

ANSWER

Yes, Jenny is good at golf.

Transcript

Jenny: Hi, Jake.

Jake: Hi, Jenny! How are you?

Jenny: I'm fine, thanks! What are you playing?

Jake: I'm playing golf.

Jenny: That looks fun. Can I play, too?

Jake: Yes, of course ... OK. Let's play.

Jenny: Can you help me?

Jake: Yes, remember to watch the ball ... And go!

Jenny: Oh no. The ball is in the lake.

Jake: That's OK. Try again.

Jenny: OK!

Jake: Good job! You're good at golf.

Jenny: Thanks, Jake. Golf is now my favorite sport!

2 Listen again and circle **True** or **False**. 1•18

- Tell students they are going to listen to the recording again and decide whether each sentence is true or false.
- Check answers by asking students to read aloud the sentences and say whether each one is true or false.

3 Listen and repeat. 1•19

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat.

Transcript

A: I'm playing golf!

B: That looks fun. Can I play, too?

A: Yes, of course.

4 Act it out.

- Model the dialogue a few times with more confident students.
- Encourage students to change the sports and to mime playing the different sports as they act.

5 Make a poster. Present it to your class.

- Tell students they are going to make a poster of their favorite sports. They can draw people playing sports or find photos.
- Hand out sheets of paper. Make sure students have colored pens (or scissors and glue if they are using photos).
- Students draw pictures or stick photos onto their paper and label them with the names of the sports.
- Move around asking students questions about their posters, e.g. *Are they playing (golf)? Do you like (hockey)?*
- Students present their posters. Encourage the class to ask questions.

21ST CENTURY SKILLS

Communication

Students learn how to present their ideas to a group.

Finisher

- Play *Yes or No* with the Unit 1 flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice

Workbook page 8

Objectives

- To review the linguistic content of the unit through a reading text.
- To develop reading for specific information.
- To think about the importance of being polite in a crowd.
- To write about a fun event.

Language and structures

Active: trumpet, flute; volleyball, table tennis; hockey, golf; parade, band

Review: event, library, summer, fun, Saturday, small, tall, great, boy, girl, in front of, people, next to

Materials

Unit 1 flashcards; Class Audio CD 1; card stock, scissors, glue, paper, colored pens (optional)

Warmer

- Play *Four in a row* with the Unit 1 flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

1 Read and listen. 1-20 **What sports are they playing?**

- Point to the pictures and ask students which instruments and sports they can see.
- Read aloud the question. Then play the recording for students to listen and follow the text. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Ask students which sports the people are playing.

ANSWER

They are playing volleyball and table tennis.

2 Match.

- Read aloud the first question. Point to the letters and ask a more confident student to read aloud the matching answer (c).
- Students match the remaining questions and answers by writing the correct letters in their Student Books.
- Check answers by getting one student to ask the question and another to answer.

TEACHING TIP

In a less confident class, read aloud the questions and encourage students to read aloud the matching answers. More confident students can read aloud the questions and answers in pairs.

1 Lesson 6

1 Read and listen. 1-20

What sports are they playing?

The Summer Fun Event

By Joe

I'm playing the trumpet.

I'm playing the flute.

It's Saturday. It's the Summer Fun Event! I'm next to the library with my friends.

There are many people here. The small boys and girls are in front of the tall people. They can see the parade. They're happy. Here comes the band!

People are playing sports, too. They're playing volleyball and table tennis. It's a great day!

Our Values

Joe says: "Be polite in crowds. Let other people see."

2 Match.

1 What day is it?	a He's next to the library.
2 Where is Joe?	b They're in front of the tall people.
3 Where are the small boys and girls?	c It's Saturday.
4 What can the boys and girls see?	d No, they aren't.
5 Are people playing hockey and golf?	e They can see the parade.

3 Complete the Values chart on page 119.

14

Writing practice

Page 99

TEACHING TIP

More confident students can write one question about the text each and then take turns asking their question to the other team.

3 Complete the Values chart on page 119.

- Tell students to turn to page 119 of their Student Books. Read aloud the value for Unit 1. Ask students why it is important to be polite (*Because being rude upsets people.*). Ask students how else we can be polite in crowds (e.g. *by not pushing / not standing on people's feet / not shouting in people's ears.*)
- Ask students whether they are polite in crowds and how they feel when people are not polite in crowds.
- Students write notes on how to be polite in crowds. Then they color the correct number of stars to show how polite they are.

21ST CENTURY SKILLS

Social and cross-cultural interaction
Students learn how to behave correctly in a crowd.

Extension activity

Students can work in pairs or small groups to make posters showing how to behave correctly in a crowd. They can draw pictures showing good and bad behavior and then stick their pictures onto a piece of card stock and write rules underneath, e.g. *Don't push! / Don't shout! / Don't stand on people's feet!*

Finisher

- Play *Tic-tac-toe* with the Unit 1 flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice

Extra Practice Student Book page 99
Workbook page 9

1 Review



1 Look and write.

Instruments				Sports		
drums	xylophone	volleyball	table tennis			
violin	piano	golf	hockey			

2 Read and circle.



1 What are / is you play / playing?
I'm playing the guitar / violin



2 Are they / she playing hockey / golf?
Yes, they are / aren't.

3 Order the letters and write. Then draw.

What are you playing?

m l' l p y i a n g h e t m t r p t u e.
I'm playing the trumpet.



15

- Ask students to read aloud the questions and answers with the correct words. More confident students can act out the dialogues for the class.

3 Order the letters and write. Then draw.

- Show students the jumbled letters and explain that they need to write the letters in the correct order to make words. The words will form a sentence and tell them what to draw.
- If you have time, you can practice solving more anagrams. Write words from the Unit 1 vocabulary sets on the board with the letters in jumbled order. You can play this as a game in two teams, with one student from each team racing to solve the puzzle.

21ST CENTURY SKILLS

Critical thinking and problem solving

Students practice solving anagrams.

Extension activity

Play a guessing game. Hand a student one of the flashcards from Unit 1. Tell the student not to show their flashcard to the class.

Demonstrate the game by asking *Are you playing (a musical instrument / sport)?* Encourage the student to answer *Yes, I am. / No, I'm not.* Ask *Are you playing (golf/the piano)?* The student answers *Yes, I am. / No, I'm not.*

Encourage other students to ask questions until they guess the flashcard correctly. The student who guesses the flashcard correctly takes a turn to hold a flashcard and answer questions from the rest of the class.

Extension activity

Take the letters from a game of *Scrabble* and divide the class into groups. Give about 15 letters to each group. Give each group a few minutes to try and make as many words as possible. Students write a list of the words they find. Then have them read aloud their lists to the class. Every correct word can be worth one point. Alternatively, you can award one point for a three-letter word, two points for a four-letter word, and so on.

Finisher

- Play the *In the Parade Today!* song from Unit 1 Lesson 3 (page 11) 1•16 for students to listen and join in.

Further practice Unit 1 Test

Review page 15

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: xylophone, drums, piano, saxophone, violin, guitar, flute, trumpet; table tennis, golf, hockey, volleyball; *What are you playing? I'm playing the (violin). Are they playing (volleyball)? Yes, they are. / No, they aren't. I'm playing (golf). That looks fun. Can I play, too? Yes, of course.*

Materials

Unit 1 flashcards; Class Audio CD 1; Scrabble letters (optional)

Warmer

- Play *Simon says* with the vocabulary from Unit 1 (e.g. *Simon says play the*

trumpet / play volleyball). See Ideas bank (Teacher's Book page 161) for instructions.

1 Look and write.

- Point to each of the pictures and ask students to say the correct words. Ask students whether each picture shows a musical instrument or a sport.
- Students write the names of the musical instruments and sports under the correct headings. Check answers by asking students to read aloud their lists.

2 Read and circle.

- Point to the pictures. Ask students what instrument they can see in the first picture and what sport they can see in the second picture.
- Tell students to read the sentences and circle the correct words. Point to the circled example answer. They can look back at the grammar presentation boxes in Unit 1 to help them choose the correct words to complete grammar structures.

Unit 2 International Day

Lesson 1 pages 16–17

Classroom Presentation Tool

Objectives

To present and practice eight new items of vocabulary.

To review grammar from a previous unit.

Language and structures

Active: *countries, the USA, the UK, Brazil, Italy, Japan, Mexico, Australia, Spain*

Review: *Do you have friends in (the USA)? Yes, I do. / No, I don't.*

Materials

Unit 1 and 2 flashcards; Class Audio CD 1

Warmer

- Play *Musical flashcards* with the Unit 1 flashcards. When the music stops, ask students *What are you playing?* Encourage them to answer *I'm playing (table tennis / the violin)*. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and repeat. 1:21

- Books closed. Introduce the new words (Countries) using the flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the correct flags in the main picture. Then play it again for students to listen, point, and repeat the words.

TEACHING TIP

Instead of using the flashcards, you could use a world map or globe to present the new words.

Transcript

the USA, the UK, Brazil, Italy, Mexico, Japan, Spain, Australia

Extension activity

Describe a flag (e.g. *This flag is green, white, and red. It has a bird on it.*) and ask students to call out the correct country (*Mexico*).

2 Listen and number. 1:22

- Point to the flags in the main picture and ask students to say the words. Say any words that students struggle to remember, and reinforce them by holding up the flashcards.
- Play the recording for students to listen and point to the correct flags.



- Point to the eight answer boxes on each flag (on pages 16 and 17). Say *Listen and number. Write 1, 2, 3, 4, 5, 6, 7, or 8.*
- Play the recording again, pausing the first item to check students have understood (*1 Japan*).
- Now play the remainder of the recording, pausing after each item for students to number the flags.
- Check answers by asking *What's number (2)? (Spain)*.

Transcript

1 Japan 2 Spain 3 Italy
4 Australia 5 the UK 6 Brazil
7 the USA 8 Mexico

Notes

3 Write. Do you have friends in these countries? Look and make a ✓.

1		2	
	the UK		Brazil
3		4	
	Mexico		Japan
5		6	
	the USA		Australia
7		8	
	Italy		Spain

4 Ask and answer.

Do you have friends in the USA? Yes, I do.

3 Write. Do you have friends in these countries? Look and make a ✓.

- Point to the flags and ask students to name the countries.
- Allow time for students to write the names of the countries. They can look at the words in the main picture to check their spelling.
- Check answers and ask students around the class *Do you have friends in (the UK)?* Encourage them to answer *Yes, I do. / No, I don't.*
- Tell students to ✓ the countries where their friends live.

Extension activity

In order to reinforce knowledge of spelling of the country names, you could write the names of the countries on cards and then quickly flash them at the class. Students have to say which country name they saw. You could play this as a game in teams. For further spelling practice, you could also write anagrams of the country names on the board and ask students to unjumble the letters. It may be helpful to drill pronunciation of the English alphabet before starting the activity.

21ST CENTURY SKILLS

Social and cross-cultural interaction

Students think about other countries and the friends they have there.

4 Ask and answer.

- Model the dialogue a few times with more confident students.

- Move around the class as students act out the dialogue in pairs. Encourage students to change the dialogue to make it about different countries.

Junior Crew's assignment

- Point to Lily's tablet and ask students who they can see (*Amy*). Read aloud the speech bubble. Tell students that they are going to find out more about other countries in this unit. Ask students to look through the rest of the unit quickly and say which countries' flags they can see.

Extension activity

Students can use the Internet or reference books to find out the capital cities of the countries in this lesson.

Finisher

- Play *Find the flashcards*. See Ideas bank (Teacher's Book page 160) for instructions.

EXTRA VOCABULARY

- baseball glove
- bridge
- double decker bus
- flip-flops
- koala
- map
- paella
- pyramid
- soccer player
- statue

Notes

Lesson 2 pages 18–19
Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.
To review vocabulary from Lesson 1.

Language and structures

Active: countries, the USA, the UK, Brazil, Italy, Japan, Mexico, Australia, Spain; Where are you from? We're from (Australia).

Review: people, pizza, table, take a photo, cheese; I'm hungry. We like (pizza).

Materials

Unit 2 flashcards; Class Audio CD 1; colored pens

Warmer

- Play *Musical flashcards* with the country flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and read. 1-23 **What country is pizza from? Act it out.**

- Point to known items in the story (*clock, pizza*) and ask students to name them.
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Ask students the question *What country is pizza from?* Elicit answers from students around the class.
- Play the recording again, pausing to ask students questions about each frame: 1 *Where is the Junior Crew? (At International Day.) Who is hungry? (Lily)* 2 *Where is the family from? (Brazil)* 3 *Is the little girl from the USA? (No.) Where is she from? (Australia)* *Does she like pizza? (Yes.)* 4 *Where are the boy and girl from? (Japan)* *What are they eating? (Pizza)* 5 *What do the people say? (Pizza)* 6 *How do the people feel? (Happy).*
- Divide the class into groups to act out the story. Assign the roles of Stella, Joe, Lily, and the other nationality characters with speaking roles.
- Allow students time to practice in their groups. Then invite groups to act out the story for the class.

ANSWER

Pizza is from Italy.



Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They read again, circle the countries, and then say how many countries are in the story (*four*).

ANSWERS

There are four countries in the story.
Frame 1: Italy
Frame 2: Brazil
Frame 3: Australia
Frame 4: Japan

Further practice

Workbook page 10

Notes

Learn Grammar



Where are you from?

We're from Australia.



2 Listen and repeat.



Underline the questions and answers in the story.

3 Match and write.



Where are you from?

We're from Mexico.

Where are you from?

We're from Japan.

Where are you from?

We're from Spain.

Where are you from?

We're from the UK.

HELP THE JUNIOR CREW!

Find the flag from Italy. What's next to it? Now go to page 120.



Grammar Where are you from? We're from Australia.

Practice Page 100 19

2 Listen and repeat. 1:24 Underline the questions and answers in the story.

- Point to the people in the picture and ask students which members of the Junior Crew they can see (*Lily and Joe*) and who they are talking to (the man and girl from Australia).
- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Hold up the flashcard for Australia and encourage students to ask *Where are you from?* Say *I'm from (Australia).* Hold up other country flashcards and encourage students to ask the question. Then encourage students around the class to hold up flashcards. Ask them the question and encourage them to answer.
- Ask students to find and underline the questions and answers in the story. Ask them how many times the new grammar structure appears in the story (*three*).

ANSWERS

Students underline the following questions and answers:
 Frame 2: Where are you from? We're from Brazil.
 Frame 3: Where are you from? We're from Australia.
 Frame 4: Where are you from? We're from Japan.

Transcript

Lily: Where are you from?

Man: We're from Australia.

21ST CENTURY SKILLS

Communication

Students practice requesting and exchanging information in spoken English.

3 Match and write.

- Point to the pictures and ask students to name the countries (*Japan, the UK, Spain, Mexico*).

- Tell students that they need to follow the lines from the pictures to the questions and answers. Then have them complete the answers with the correct countries.
- Allow time for students to complete the activity.
- To check answers, point to each picture and ask students around the class *Where are you from?* Encourage them to read aloud the correct answer.

Help the Junior Crew!

- Students find the flag from Italy in the story and draw the symbol next to it (*a heart*) in the box on page 19.
- Tell student to find the words in the *Junior Crew Mystery Message* on page 120 of the Student Book. See the *How to ...* section in the Teacher's Book on page 33 for instructions (The words for the *Mystery Message: press pass!*).

Finisher

- Play *Little by little* with the country flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Extra Practice Student Book page 100

CD-ROM: Vocabulary and Grammar Worksheet

Unit 2 Lesson 2

Workbook page 11

Notes

Lesson 3 pages 20-21

Classroom Presentation Tool

Objectives

- To present and practice four new items of vocabulary in a listening text.
- To review and expand on the grammar structure from Lesson 2.
- To sing a song using the language from the unit.

Language and structures

Active: *a city, a town, the suburbs, the countryside; the USA, the UK, Brazil, Italy, Japan, Mexico, Australia, Spain; Where do you live? I live in (a town).*

Review: *home, work, best*

Materials

Unit 2 flashcards; Class Audio CD 1

Warmer

- Play *Fast flashcards* with the country flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and repeat. 1:25

Where's your home? Make a ✓.

- Books closed. Introduce the new words using the flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the items. Then play the recording again for students to listen, point, and repeat the words.
- Check answers and ask students around the class *Is your home in (a town)?* Encourage them to answer *Yes, it is. / No, it isn't.*
- Tell students to ✓ the photo that shows where their home is.

Transcript

a city, a town, the suburbs, the countryside

2 Listen and number. 1:26

- Point to the pictures and ask students to say the words (*town, city, countryside, suburbs*). Say any words that students struggle to remember, and reinforce them by holding up the flashcards.
- Play the recording for students to listen and point to the correct pictures.
- Point to the four answer boxes and say *Listen and number. Write 1, 2, 3, or 4.* Then play the recording again, pausing after each item for students to number the pictures.
- Check answers by asking *What number is (Lily)? Where is (Lily's) home?*

Lesson 3

1 Listen and repeat. 1:25 **Where's your home? Make a ✓.**


a city


a town


the suburbs


the countryside

2 Listen and number. 1:26


4


3


2


1

3 Complete the puzzle. Where does Amy work?

*	△	○	□	+	◇	*	☁	●	▲	■	◆	▽	+	⏪	⊙	⊙	*	⊙	↓	■	☾	▽	↑	○	●
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

1 ↓ ☁ + ⊙ | ▲ | * ⊙
the suburbs

2 * ○ ● ↓ ○
a city

3 * ↓ ⏪ ▽ +
a town

4 ↓ ☁ + ○ | ⏪ | + ↓ * ○ ⊙ ● □ +
the countryside


I work in a big city.

20 Vocabulary Places to live

Transcript

- 1 **Charlie:** I'm in the suburbs.
- 2 **Lily:** I'm in the countryside.
- 3 **Stella:** I'm in a city.
- 4 **Joe:** I'm in a town.

3 Complete the puzzle. Where does Amy work?

- Show students the key and explain that each symbol represents a letter of the alphabet. Complete the first item as a class.
- Students complete the activity in their Student Books. Then students read aloud the answers and tell you where Amy works.

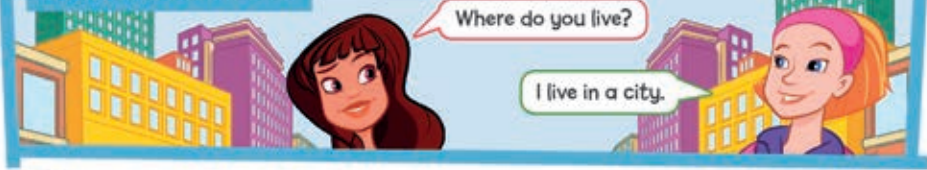
21ST CENTURY SKILLS

Critical thinking and problem solving

Students learn to decode a message written in symbols.

Notes

Learn Grammar



4 Listen and repeat. 1:27

5 Listen and circle. 1:28



1 I live in a city / the suburbs.



2 I live in a town / the countryside.



3 I live in the suburbs / countryside.



4 I live in a city / town.

6 Listen and sing. 1:29 Watch!

Song!

Chorus:
We're from different countries and we're all friends! From Japan and the UK, from Spain and the USA.
Where are you from? Where do you live? I really want to know.

I'm from Australia. I live in the countryside.
The countryside, the countryside.
The best home for me!

I'm from Italy. I live in the suburbs.
The suburbs, the suburbs.
The best home for me!

Chorus

I'm from Mexico. I live in a town.
A town, a town. The best home for me!

I'm from Brazil. I live in a city.
A city, a city. The best home for me!

Chorus



Grammar Where do you live? I live in a city.

Practice Page 101 21

- 4 Listen and repeat.** 1:27
- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
 - Ask students around the class *Where do you live?* Encourage them to answer *I live in (a city).*

Transcript
Lily: Where do you live?
Stella: I live in a city.

- 5 Listen and circle.** 1:28
- Tell students to listen and circle the correct words.
 - Play the recording once through. Then play it again, pausing after each dialogue for students to circle the correct words.
 - Check answers by pointing to each picture and asking less confident students *Where do you live?* Encourage more confident students to ask and answer in pairs.

- Transcript**
- A:** Where do you live?
B: I live in a city.
 - A:** Where do you live?
B: I live in the countryside.
 - A:** Where do you live?
B: I live in the suburbs.
 - A:** Where do you live?
B: I live in a town.

- 6 Listen and sing.** 1:29
- Tell students to look at the flags on the students' T-shirts. Elicit the names of the countries they represent (back: Australia, the USA, Brazil, the UK; front: Spain, Italy, Japan, Mexico).
 - Play the *The Best Home for Me* song and ask the class to read the lyrics as they listen.
 - Create actions for the song as a class. For example, place the country flashcards around the room and students have to turn to face them as they are mentioned in the song.

- Play the song again for students to sing and do the actions.

Finisher

- Play *Change places* with the Unit 2 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Extra Practice Student Book page 101
 CD-ROM: Vocabulary and Grammar Worksheet
 Unit 2 Lesson 3
 Workbook page 12

Notes

Lesson 4 page 22

Classroom Presentation Tool

Objectives

To present a CLIL concept (Geography).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *tower, statues, building, monument, capital city*

Review: *important, Japan, tall, the UK, lions, the USA, France*

Materials

CLIL Worksheet 2 Lesson 4 (Geography); Unit 2 flashcards; Class Audio CD 1

Warmer

- Play *The Best Home for Me* song from Unit 2 Lesson 3 (page 21) 1:29 again and encourage students to join in with the words and actions as much as possible.

1 Look. What can you see in a capital city?

- Use the photos to introduce the new words. Point to the photos and read aloud the words, or ask more confident students to read them aloud.
- Ask students to answer the question.

ANSWER


You can see towers, statues, buildings, and monuments (in a capital city).

2 Listen and read. 1:30

- Play the recording for students to listen and follow the text in their Student Books. Encourage them to point to the correct photos as they are mentioned.
- Ask students what the capital city of their country is, and what famous towers, buildings, statues, or monuments they can see there and in their own town or city.

3 Read and circle *True* or *False*.

- Read aloud the first sentence. Ask students to look at the text and say whether the sentence is true or false. Students circle the word *True* in their Student Books.
- Allow students time to complete the activity.
- Check answers by reading aloud the sentences and asking students to say whether each is true or false. Then have them tell you the information from the text that gave them their answers. Ask confident students to correct the false sentences.




Lesson 4

1 Look. What can you see in a capital city?


2 Read and listen. 1:30

CAPITAL CITIES

A capital city is a very important city. Tokyo is the capital of Japan. This is a tall tower in Tokyo. It's called the Skytree Tower.




tower




building

Washington, D.C. is the capital of the USA. This is an important building in Washington, D.C. You can see statues there, too.



statues

London is the capital of the UK. You can see many old statues there. There are statues of lions in Trafalgar Square.



monument

Paris is the capital of France. This is a monument in Paris called the Arc de Triomphe. A monument can be a statue or a building.

3 Read and circle *True* or *False*.

1 The Skytree Tower is in Tokyo, Japan. True False	3 There are statues of lions in London. True False
2 A monument can be a statue or a capital. True False	4 Washington, D.C. is the capital of the UK. True False

4 Do the Capital City Quiz. 22

4 Do the Capital City Quiz.

- Tell students that they are going to take a quiz to find out what they know about capital cities.
- Hand out copies of the CLIL Worksheet for Unit 2. Make sure students have pens.

TEACHING TIP

Confident students can close their Student Books and answer the questions from memory. They can check their answers in pairs before reporting back to the class. Less confident students can work in pairs or look at their Student Books while they do the quiz.

- Check answers by asking the questions to students around the class. Ask students if they know any other capital cities.

ANSWERS

1 C 2 A 3 C 4 A 5 C 6 B 7 C

21ST CENTURY SKILLS

Initiative and self-direction

Students practice finding information by themselves.

Extra activity

- Students can use a map to find out the capital cities of more countries.
- Ask *What's the capital of (Peru)?* and invite students to answer (*Lima*).

Finisher

- Play *Walk to the card* with the Unit 2 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Workbook page 13

2

Lesson 5

1 Listen. Which countries are they from?

2 Listen again and number.



Everyday English!

glad pleased

3 Listen and repeat.

4 Act it out.

Nice to meet you.

Nice to meet you, too.

5 Make a flag. Ask and answer with your friend.



23

- 2 A: Hi, I'm Juliana. Pleased to meet you.
 B: Pleased to meet you, too.
 A: Where are you from?
 C: We're from Japan.
 A: Do you live in a town?
 B: No, I live in Tokyo. It's a big city.
 C: I live in a city, too.
- 3 A: Hi, I'm Jeff. Glad to meet you.
 B: Glad to meet you, too.
 I'm Miguel, and this is Fernanda.
 A: Where are you from?
 C: We're from Brazil.
 A: I like Brazil. Where do you live?
 C: I live in the suburbs.
 B: And I live in a city.

2 Listen again and number. 1-31

- Tell students they are going to listen to the recording again and number the people in the picture.
- Point to the three answer boxes and say *Listen and write 1, 2, or 3.*
- Check answers by pointing to each pair of students and asking *Where are the students in (1) from?* Encourage students to answer *They're from (Spain).*

3 Listen and repeat. 1-32

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

Transcript

Girl: Nice to meet you.

Boy: Nice to meet you, too.

4 Act it out.

- Model the dialogue a few times with confident students.
- Students act out the dialogue in pairs. Encourage students to replace *nice* with the words in blue in the box.

5 Make a flag. Ask and answer with your friend.

- Tell students they are going to make a flag for their favorite country.
- Hand out sheets of paper. Make sure students have colored pens and rulers.
- Ask students questions about their flags, e.g. *What colors are on your flag? What country is this flag for?*
- Model the dialogue. Then students can talk about their flags in pairs.

Finisher

- Play *Which one is missing?* with the Unit 2 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Workbook page 14

Lesson 5 page 23

Classroom Presentation Tool

Objectives

- To review the linguistic content of the unit through a listening text.
- To develop listening for specific information.
- To teach an *Everyday English* expression.
- To complete a craft project.

Language and structures

Active: *Spain, Japan, Tokyo, Brazil; a city, a town, the suburbs, the countryside; (Nice/Glad/Pleased) to meet you. (Nice/Glad/Pleased) to meet you, too.; Where are you from? We're from (the USA); Where do you live? I live in (the suburbs).*

Review: *Hi! I'm (Diane).*

Materials

Unit 2 flashcards; Class Audio CD 1; paper; colored pens, rulers

Warmer

- Play *Musical flashcards* with the Unit 2 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen. 1-31 Which countries are they from?

- Point to the people in the picture. Tell students that they are going to hear some students from different countries. Read aloud the question and ask students to guess the answers.
- Play the recording for students to listen and check their guesses.

ANSWER

They are from Spain, Japan, and Brazil.

Transcript

- 1 A: Hi, I'm Diane. Nice to meet you.
 B: Nice to meet you, too.
 A: Where are you from?
 C: We're from Spain.
 A: Oh, where do you live in Spain?
 B: I live in a town.
 C: And I live in the countryside.

Lesson 6 page 24

Classroom Presentation Tool

Objectives

- To review the linguistic content of the unit through a reading text.
- To develop reading for specific information.
- To think about the importance of making new friends.
- To write an interview with two of your friends.

Language and structures

Active: *Japan, Tokyo, a city, capital, sushi; (Nice) to meet you. (Nice) to meet you, too. Where are you from? We're from (Brazil). Where do you live? I live in (a city).*

Review: *big; What's your name? I'm (Ryo); Thank you.*

Materials

Unit 2 flashcards; Class Audio CD 1

Warmer

- Play *Hit the card* with the Unit 2 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Read and listen. 1-33 What country are the boy and girl from?

- Point to the pictures and ask students who they can see (*Lily, a boy, and a girl*) and what the people are doing (*eating food*).
- Read aloud the question. Then play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Ask students what country the boy and girl are from.

ANSWER

The boy and girl are from Japan.

21ST CENTURY SKILLS

Communication

Students learn how to identify key information in a written text.

2 Read and make a ✓.

- Point to the pictures and ask students to say who or what each picture shows.
- Read aloud the first sentence. Ask students to point to the picture that matches the sentence. Tell students to ✓ the box next to the correct picture.
- Students complete the rest of the activity in their Student Books. Less confident students can work in pairs.

2 Lesson 6

1 Read and listen.





What country are the boy and girl from?

Lily: Hi, what's your name?
Akira: My name is Akira.
Ryo: I'm Ryo. Nice to meet you.
Lily: Nice to meet you, too. Where are you from?
Akira: We're from Japan.
Lily: Is Japan big?
Ryo: Yes, it's quite big.
Lily: Where do you live in Japan?
Ryo: We live in Tokyo. It's the capital of Japan.
Lily: Wow! That's cool. Tokyo is a big city.
Akira: Here, this is sushi, from Japan.
Lily: It's great! Thank you, Akira and Ryo.

An interview with new friends



By Lily

Our Values lily says: "Don't be shy! Make new friends."

2 Read and make a ✓.

1 We're from Japan.



2 We live in Tokyo.



3 Tokyo is a big city.



4 This is sushi.



3 Complete the Values chart on page 119.

24 Writing practice Page 101

TEACHING TIP

In a less confident class, read aloud the sentences and encourage students to point to the correct pictures. More confident students can read aloud the sentences and then hold up their Student Books and show the correct pictures to the class.

Extension activity

Divide the class into two teams. Ask questions about the text to each team in turn (e.g. *Where are Akira and Ryo from? Is Japan big? What's the capital of Japan? Do Akira and Ryo live in Tokyo? Is Tokyo a small city?*). Award one point for each correct answer. The team with the most points wins.

3 Complete the Values chart on page 119.

- Tell students to turn to page 119 of their Student Books. Read aloud the value for Unit 2 and ask students why

it is important to make new friends (*Because friends are good to talk to, they can help us and make us feel happy.*). Ask students how we can make friends (*by talking to new people, helping people and being nice to people*).

- Ask students whether they are good at making friends and how they feel when they make a new friend.
- Students write notes on how to make friends and then color the correct number of stars to show how good they are at making new friends.

Finisher

- Play *Odd one out* with the Unit 2 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further Practice

Extra Practice Student Book page 101
 Workbook page 15

2 Review



1 Order the letters and write.



1 nSiap

Spain



2 talAruias

Australia



3 tylaI

Italy



4 irBzla

Brazil

2 Look and write.



Where do you live?

I live in the countryside.



Where do _____ you live?

I live in a city.

3 Write.



1 Where are _____ you from?

2 We're from _____ the USA.

3 Where are you from _____ ?

4 We're from Mexico.



25

3 Write.

- Point to the pictures. Ask students what the people are doing (*chatting online*).
- Tell students to complete the questions and answers in their Student Books.
- Ask students to read aloud the completed questions and answers. Confident students can act out the dialogues for the class.

TEACHING TIP

Make a note of the activities students have trouble with, so you know which areas need more practice. You can use the flashcards or optional activities for further practice in those areas.

Extension activity

Divide the class into two teams. Ask six students from Team A to come to the front of the class. Hand each student a flashcard and tell them not to show their flashcards to the class.

Write the word for one of the flashcards (e.g. *Spain*) on the board.

Students from Team B have three chances to find the flashcard to match the word written on the board by asking *Where are you from?* to one of the students at the front of the class. The student questioned must show their flashcard and answer *I'm from (Italy)*. If Team B finds the correct flashcard with one of their three chances, the teams swap roles and repeat the game using different flashcards. If Team B doesn't find the correct flashcard, the teams repeat the game in their roles.

Review page 25

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: *the USA, the UK, Brazil, Italy, Japan, Mexico, Australia, Spain; a city, a town, the suburbs, the countryside; Where are you from? I'm from (the USA). Where do you live? I live in (a city). (Nice) to meet you. (Nice) to meet you, too.*

Materials

Unit 2 flashcards; Class Audio CD 1

Warmer

- Play *Bingo!* with the vocabulary from Unit 2. See Ideas bank (Teacher's Book page 161) for instructions.

1 Order the letters and write.

- Show students the jumbled letters and explain that they need to write the letters in the correct order to make words. The flags are clues to help them find the words.
- Check answers.
- If you have time, you can practice solving more anagrams. Write words from the Unit 2 vocabulary sets on the board with the letters in jumbled order. You can play this as a game in two teams, with one student from each team racing to solve the puzzle.

21ST CENTURY SKILLS

Critical thinking and problem solving
Students practice solving anagrams.

2 Look and write.

- Point to the pictures and ask students to say what place each picture shows.
- Students complete the questions and answers in their Student Books.
- Check answers.

Extension activity

Ask students to individually write down any words they can remember from the unit. Allow a maximum of five minutes for this. Help less confident students to make sure everyone writes something. Form pairs. Students swap lists and write down each other's words. Join the pairs to make groups of four. Students compare lists and write down any words they do not have.

Finisher

- Play *The Best Home for Me* song from Unit 2 Lesson 3 (page 21) 1•29 for students to listen and join in.

Further practice

Unit 2 Test
Units 1 and 2 Speaking Test
Workbook pages 16 and 17

Culture 1

The Super Bowl

pages 26–27

Classroom Presentation Tool

Objectives

To learn about what happens at the Super Bowl.

To present and practice four new items of vocabulary.

To review the linguistic content from Units 1 and 2.

Language and structures

Active: *Super Bowl, stadium, show, trophy, champion, fact file*

Review: *sport, February, December, the USA, people, watch, important, football game, bands, singers, exciting, fun, teams, run, jump, catch, ball, park, party, directors*

Materials

Class Audio CD 1; colored pens

Warmer

- Play *Categories* to practice the vocabulary from Units 1 and 2. See Ideas bank (Teacher's Book page 161) for instructions.
- Next divide the class into groups. Give them one minute to think of as many sports as they can. Go over answers and write them on the board.

1 Look at the pictures. What sport are they playing?

- Tell students to look at the photos and say what sport the people are playing.
- Ask students if they can play (American) football, and what other sports they can play.

ANSWER

They are playing (American) football.

2 Listen and read. 🎧 1-34

- Introduce the new words using the photos. Point to the photos and say the words for students to repeat.
- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.

Transcript

In February, people in the USA watch the Super Bowl. The Super Bowl is a very important football game in the USA. It's in a big stadium with lots of people.

There's a big show at the Super Bowl, too. Famous bands and singers are there!

There is a trophy for the champion. The Super Bowl is exciting and fun!


Culture 1

The Super Bowl

- 1 Look at the pictures. What sport are they playing?
- 2 Listen and read. 🎧
- 3 Circle.
- 4 Make a fact file about the Super Bowl. Tell your friend.



stadium



show



trophy

In February, people in the USA watch the Super Bowl. The Super Bowl is a very important football game in the USA. It's in a big **stadium** with lots of people.

There's a big **show** at the Super Bowl, too. Famous bands and singers are there!

There is a **trophy** for the champion. The Super Bowl is exciting and fun!

26

Two teams play in the Super Bowl. They each want to be the champion. They run, they jump, and they catch the ball.

Culture note

The Super Bowl is a special American football game. It is played every year at the end of the National Football League (NFL) season. Two teams compete for the Vince Lombardi Trophy. The trophy was named after the first coach to win a Super Bowl. People who don't like football still often watch the Super Bowl for the amazing half-time show. Singers who have performed at the Super Bowl include Michael Jackson, Beyoncé, and Prince. The Super Bowl is one of the most watched television shows of the year in the USA with over 100 million viewers.

Extension activity

Ask students to find examples of video clips of half-time entertainment at the Super Bowl on the Internet or a clip of a famous singer they know singing the American National anthem at the start of the game. You could collect a few different clips, and the class could vote on their favorite. In a more confident class, you could try giving out printed, cut up lyrics to the national anthem and ask students to put the lines of the anthem in order.



Two teams play in the Super Bowl. They each want to be the **champion**. They run, they jump, and they catch the ball.

- 1 The Super Bowl is in **February** / December.
- 2 The Super Bowl is in a park / **stadium**.
- 3 There's a big **show** / party at the Super Bowl.
- 4 There are famous **directors** / **singers** in the show.
- 5 Each **team** / band wants to be the champion.

This is my Super Bowl fact file. Two teams play in the Super Bowl.

Exchange!
Is there a football stadium near you?
Do you watch football?

The Super Bowl is an important football game in the US.
It is in a big stadium with lots of people.
Two teams play in the Super Bowl.
There is a trophy for the champions.

27

Finisher

- Play *Draw and guess* to practice the words from this lesson and other known sports words. See Ideas bank (Teacher's Book page 161) for instructions.

Notes

3 Circle.

- Write the first sentence (1) on the board. Invite students to say the correct word. Invite a student to come to the board and circle the correct word (*February*).
- Students complete the rest of the activity in their Student Books. Less confident students can work in pairs.
- Check answers by asking students to read aloud the sentences with the correct answers.

Fast finishers

Ask fast finishers to write three questions about the Super Bowl (e.g. *Where is the Super Bowl? When is the game? How many teams play in the Super Bowl?*). Then, in pairs, swap and answer each other's questions.

4 Make a fact file about the Super Bowl. Tell your friend.

- Tell students that they are going to make a fact file about the Super Bowl. They need to write the facts and draw the pictures.
- Move around the class as students make their fact files, helping if necessary and asking questions, e.g. *What's this? What color is (the ball)?*
- Invite students to present their fact files to the class.

Exchange!

- With a less confident class, discuss the questions with the whole class. With a more confident class, students work in pairs. Then discuss the questions with the class.
- If the majority of students answer *No*, ask *What sports places are there near you? Do you know a person who watches football?*

Unit 3 The New Store

Lesson 1 pages 28–29

Classroom Presentation Tool

Objectives

- To present and practice eight new items of vocabulary.
- To review grammar from a previous unit.

Language and structures

- Active:** *cell phone, headphones, tablet, TV, laptop, calculator, games console, camera*
- Review:** *new, store; Do you have (a camera)? Yes, I do. / No, I don't.*

Materials

Unit 2 and 3 flashcards; Class Audio CD 1

Warmer

- Play *Pass the flashcards* with the Unit 2 flashcards. When the music stops, ask students *Where are you from? Where do you live?* Encourage them to answer *I'm from (the USA). I live in (a town)*. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and repeat. 1•35

- Books closed. Introduce the new words (Electronics) using the flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the correct electronic items in the main picture. Then play the recording again for students to listen, point, and repeat the words.

Transcript

TV, games console, headphones, laptop, calculator, cell phone, tablet, camera

TEACHING TIP

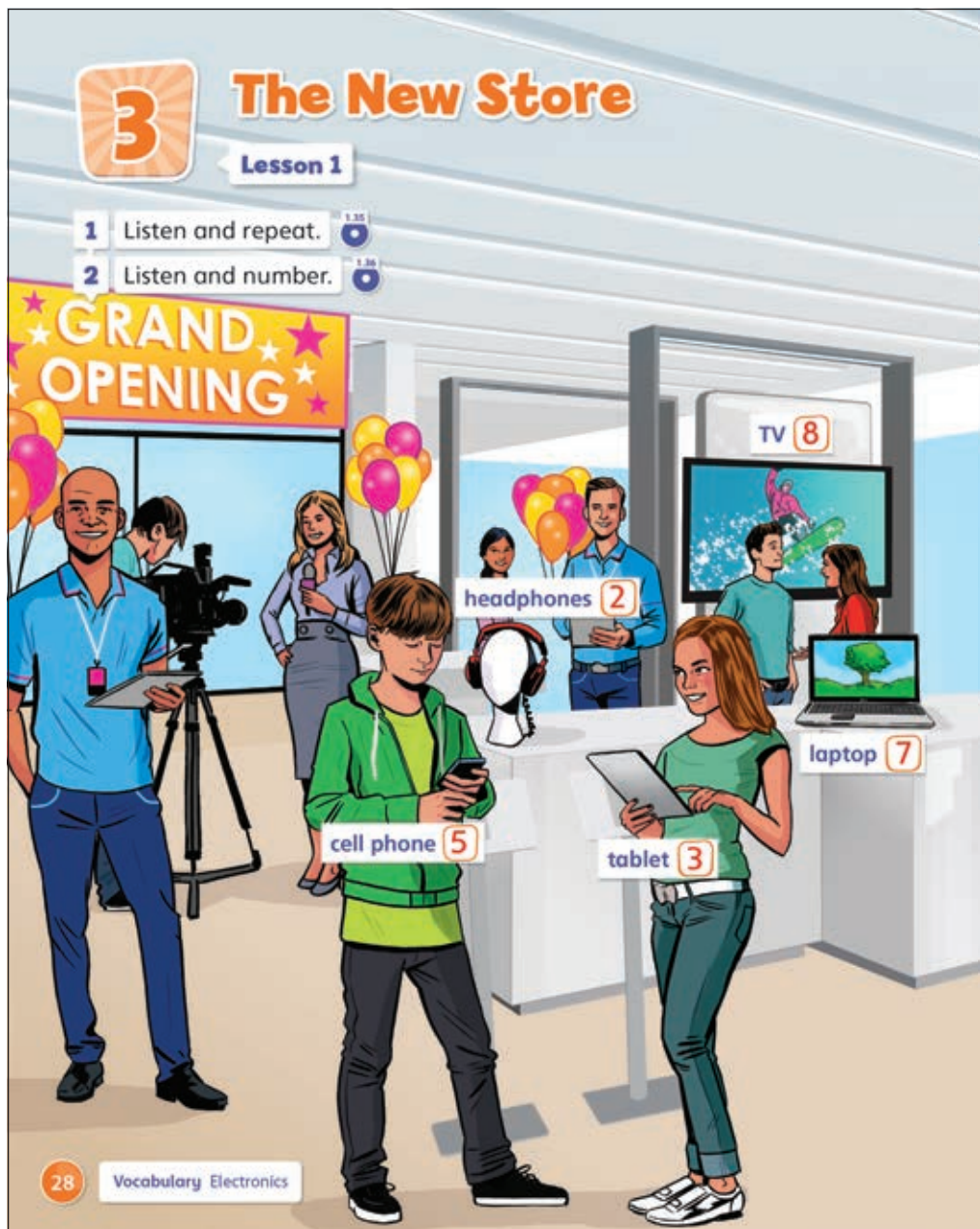
If you have any of the electronic items in your classroom, you can use real items to present the new words.

Extension activity

Mime using the electronic items and ask students to call out the correct word. Invite students to mime using electronic items for the rest of the class to guess.

2 Listen and number. 1•36

- Point to the electronic items in the main picture and ask students to say the words. Say any words that students struggle to remember and reinforce them by holding up the flashcards.



- Play the recording for students to listen and point to the correct electronic items. Then play the recording again, pausing after each item for students to number the electronic items.
- Check answers by asking *What's number (1)? (calculator)*.

Transcript

- | | |
|-----------------|--------------|
| 1 calculator | 5 cell phone |
| 2 headphones | 6 camera |
| 3 tablet | 7 laptop |
| 4 games console | 8 TV |

Extension activity

Students play a guessing game in pairs. They take turns thinking of an electronic item from the main picture. Their partner asks questions (e.g. *Is it a camera?*) until they find the correct electronic item.

Notes



3 Write. Look and ✓ the things you have.



TV



cell phone



calculator



headphones



tablet



games console



camera



laptop

4 Ask and answer.



29

3 Write. Look and ✓ the things you have.

- Point to the electronic items and ask students to name them.
- Allow time for students to write the words. They can then look at the words in the main picture to check their spelling.
- Check answers and ask students around the class *Do you have (a TV)?* Encourage them to answer *Yes, I do./No, I don't.*
- Tell students to ✓ the items they have.

Extension activity

Write one of the new words on the board with the vowels missing. Leave a blank for each missing letter.
If you like, you can play this as a game in two teams, with students from each team taking turns to complete words on the board. Award one point for each correct answer.

TEACHING TIP

Confident students can try to complete the words individually without looking at their Student Books. Less confident students can come to the board in pairs to complete the words.

4 Ask and answer.

- Model the dialogue a few times with more confident students.
- Move around the class as students act out the dialogue in pairs. Encourage students to change the dialogue to make it about different items, using their answers from activity 3.

21ST CENTURY SKILLS

Collaboration

Students practice asking and answering questions together.

Junior Crew's assignment

- Point to Charlie's tablet and ask students who they can see (*Amy*). Read aloud the speech bubble. Tell students that they are going to find out more about the new store in this unit. Ask students what other things they think you can buy in the new store.

Finisher

- Play *Little by little* with the flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

EXTRA VOCABULARY

cameraman
customer
ID/Name tag
grand opening
salesperson
screen
snowboarder
tripod
TV presenter

Notes

Lesson 2 pages 30–31

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.
 To review vocabulary from Lesson 1.

Language and structures

Active: electronics store, shop for; watch, electronic items, cell phone, headphones, tablet, TV, laptop, calculator, games console, camera; What does he want? He wants (a camera). He doesn't want (a tablet).

Review: birthday, present, big; Thank you!, Happy Birthday!

Materials

Unit 3 flashcards; Class Audio CD 1; colored pens

Warmer

- Play *Mystery flashcard* with the Lesson 1 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and read. 1:37 Who has a birthday? Act it out.

- Point to known items in the story (tablet, camera, calculator, etc.) and ask students to name them.
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Ask students the question *Who has a birthday?* Elicit answers from students around the class.
- Play the recording again, pausing to ask students questions about each frame:
 - 1 Where are the Junior Crew? (At the new store.) When does the store open? (today)
 - 2 What electronic items can you see? (laptops and TVs)
 - 3 Does Joe want a tablet? (No.) Does Joe want a camera? (Yes.)
 - 4 What are the characters looking at? (a watch) Does Joe want a watch? (Yes.)
 - 5 What is Joe's present? (a watch and a calculator)
 - 6 What other things can the watch do? (take photos, play games).
- Divide the class into groups to act out the story.
- Allow students time to practice in their groups. Then invite groups to act out the story for the class.

ANSWER

Joe has a birthday.

TEACHING TIP

Encourage students to use props and move around to act out the story. The students playing Amy can also say the watch's line at the end of the story.



Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They read the story again, circle the electronic items in the pictures, and then say how many different electronic items can be seen in the story (six).

ANSWERS

They can see the following electronics items in the store:
 Frame 2: TVs, laptops
 Frame 3: tablets, cameras, a calculator
 Frame 4: a watch

Further practice

Workbook page 18

Notes

Lesson 3 pages 32–33

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary in a listening text.

To review and expand on the grammar structure from Lesson 2.

To sing a song using the language from the unit.

Language and structures

Active: *cell phone, headphones, tablet, TV, laptop, calculator, games console, camera; cell phone cover, laptop case, watchband, camera bag; videos, online, buy, watch; What does she/he want? She/He wants (a camera). She/He doesn't want (a tablet); What do they want? They want (camera bags).*

Review: *birthday, flowers, sweater, socks, games*

Materials

Unit 3 flashcards; Class Audio CD 1

Warmer

- Play *What number is it?* with the Lesson 1 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and repeat. 1:39 Check ✓ the things you want.

- Books closed. Introduce the new words using the flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the items. Then play the recording again for students to listen, point, and repeat the words.
- Ask students around the class *Do you want (a cell phone cover)?* Encourage them to answer *Yes, I do. / No, I don't.*
- Tell students to ✓ the pictures that show things they want.

Transcript

cell phone cover, laptop case, watchband, camera bag

2 Look and write.

- Ask students to name the characters (*Stella, Charlie, Joe, Lily*) and say what items they can see (*laptop cases, a laptop, watchbands, a cell phone, cell phone covers, a camera, camera bags*). Say any words that students struggle to remember, and reinforce them by holding up the flashcards.
- Students complete the sentences.
- Check answers by pointing to each character and asking *What does (Stella) have?* Elicit the answer (*She has a*

3 Lesson 3

1 Listen and repeat. **Check ✓ the things you want.**

cell phone cover

laptop case

watchband

camera bag

2 Look and write.

1 She wants a laptop case . 3 He wants a cell phone cover .

2 He wants a watchband . 4 She wants a camera bag .

3 Complete the puzzle. What color is Amy's laptop?

c e l l p h o n e c o v e r

w a t c h b a n d

c a m e r a b a g

l a p t o p c a s e

It's o r a n g e .

32

Vocabulary Accessories

(laptop). Ask *What does (she) want?* Encourage students to answer (*She wants a (laptop case).*)

3 Complete the puzzle. What color is Amy's laptop?

- Point to the pictures and ask students to name the items.
- Show students the puzzle and explain that they need to write the word for each picture, writing one letter in each square. The letters in the orange squares will spell the answer to the question.
- Students read aloud the answers and tell you what color Amy's laptop is.

TEACHING TIP

Confident students can complete the puzzle individually. In a less confident class, you can copy the puzzle grid onto the board. Then ask students to say the word for each picture and have them call out the letters for you to complete the puzzle.

21ST CENTURY SKILLS

Critical thinking and problem solving

Students practice solving puzzles and finding information.

Learn Grammar

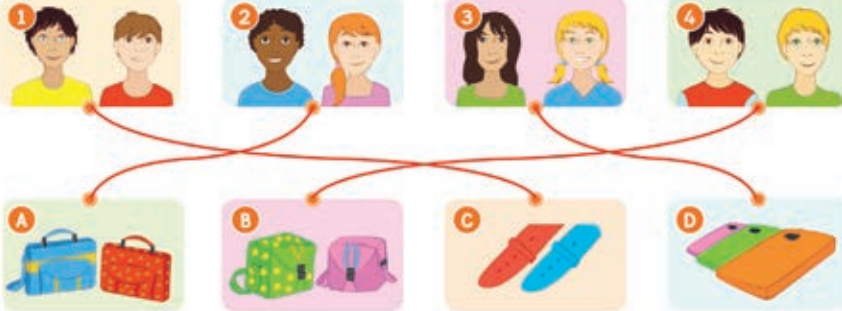
What do they want?

They want camera bags.



4 Listen and repeat. 1.40

5 Listen and match. 1.41



6 Listen and sing. 1.42

Watch!

Song!

It's Mom's birthday.
What does she want?
She doesn't want chocolate!
She doesn't want flowers!
Mom wants a laptop for videos online.
Let's buy a laptop for videos online.

It's Dad's birthday.
What does he want?
He doesn't want a sweater!
He doesn't want socks!
Dad wants a tablet, for games online.
Let's buy a tablet for games online.

Mom's watching videos – very noisy videos!
Dad's playing games – very noisy games!
They don't want calculators, cameras, or TVs.
Now they want headphones!
Oh, yes, please!



Grammar What do they want? They want camera bags.

Practice Page 103 33

4 Listen and repeat. 1.40

- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Invite pairs of students to hold up flashcards. Ask *What do they want?* and encourage other students to answer.

Transcript

Charlie: What do they want?

Stella: They want camera bags.

5 Listen and match. 1.41

- Tell students to listen and draw lines to match the people to the things they want.
- Play the recording once through. Then play it again, pausing after each dialogue for students to draw the lines.
- Check answers by asking confident students the questions.

Transcript

1 **A:** What do they want?

B: They want watchbands.

2 **A:** What do they want?

B: They want laptop cases.

3 **A:** What do they want?

B: They want cell phone covers.

4 **A:** What do they want?

B: They want camera bags.

6 Listen and sing. 1.42

- Elicit the names of the electronic items in the pictures (*a laptop, a tablet, laptops*).
- Play *The Presents Song* and ask the class to read the lyrics as they listen.
- Create actions for the song as a class. For example, mime using the different items that are mentioned, e.g. swiping a tablet screen, putting headphones on, etc.
- Play the song again for students to sing and do the actions.

Finisher

- Play *Watch my lips* with the Unit 3 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Extra Practice Student Book page 103

CD-ROM: Vocabulary and Grammar Worksheet

Unit 3 Lesson 3

Workbook page 20

Notes

Lesson 4 page 34

Classroom Presentation Tool

Objectives

To present a CLIL concept (Computing).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *use the Internet, chat with friends, learn things, watch videos, shop online*

Review: *family, brother, sister, dad, mom, sports, soccer team*

Materials

CLIL Worksheet Unit 3 Lesson 4 (Computing); Unit 3 flashcards; Class Audio CD 1; (Optional: paper, colored pens, rulers)

Warmer

- Play *The Presents Song* from Unit 3 Lesson 3 (page 33) 1-42 again and encourage students to join in.

1 Look at the pictures. Who is using the Internet on a cell phone?

- Point to the photos and read aloud the phrases. Ask students to say what electronic item each person is using (*Mia is using a laptop; her brother is using a laptop; her sister is using a computer; her dad is using a laptop; her mom is using a cell phone*).

ANSWER

Mia's mom is using the Internet on a cell phone.

2 Read and listen. 1-43

- Play the recording for students to listen and follow the text. Encourage them to follow the lines of the text with their fingers as they read and listen.
- Ask students what electronic items they use to access the Internet and what they do on the Internet.

3 Read and circle.

- Read aloud the first sentence and answer options. Ask students to look at the text and say which option is correct (*b chat with friends*). Students circle the correct answers in their Student Books.
- Check answers by getting students to read the full sentences.

4 Do a class survey.

- Tell students that they are going to think about how they use the Internet.
- Hand out copies of the CLIL Worksheet for Unit 3. Make sure students have pens and pencils.
- Students look at the table in pairs.



Lesson 4

1 Look at the pictures. Who is using the Internet on a cell phone?

2 Read and listen. 

The Internet



use the Internet

Hi, I'm Mia. This is my family. We use the Internet a lot.



chat with friends

My brother uses the Internet to chat with friends.



learn things

My big sister uses the Internet to learn things. She likes science.



watch videos

My dad likes sports. He uses the Internet to watch videos of his favorite soccer team.



shop online

My mom uses the Internet on her cell phone. She shops online.

3 Read and circle.

- Mia's brother uses the Internet to ... a learn things b chat with friends c shop online
- Mia's dad uses the Internet to ... a watch videos b learn things c shop online
- Mia's sister uses the Internet to ... a chat with friends b watch videos c learn things
- Mia's mom uses the Internet to ... a watch videos b learn things c shop online

4 Do a class survey. 

34

- Ask students questions, e.g. *Do you (chat with friends) on the Internet?*
- Students write how they use the Internet.

TEACHING TIP

In a less confident class, create a model piece of writing as a class. Ask students things they do on the Internet and elicit sentences to write on the board. Students copy the writing on the board, amending it to make it about themselves.

- Students can then do a class survey to find out the most popular use of the Internet. They move around the class asking and answering questions to complete the table.

Extension activity

When students have completed their tables, show them how to make a bar chart to display their results with the uses of the Internet along the horizontal axis and numbers up the vertical axis.

Extension activity

Have a class discussion about Internet safety. Ask students to suggest risks for the different Internet activities and ways to stay safe online.

- If you have time, you can help students to make a list of *dos and don'ts* for staying safe online.

21ST CENTURY SKILLS

ICT Literacy

Students learn about online activities and staying safe on the Internet.

Finisher

- Play *What card is it?* with the Unit 3 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Workbook page 21

3 Lesson 5

1 Listen. Who has a birthday on Saturday?

2 Listen again and write.



Matthew wants a

watchband



Wendy wants a

camera bag

Everyday English!

cell phone cover laptop case camera bag

3 Listen and repeat.

4 Ask and answer.

I like this watchband.
Do you?

Yes, I like it a lot.

No, not really.

5 Make an online store. Tell your friend.



It's my friend's birthday.

What does he want?

He wants a laptop case.

35

Lesson 5 page 35

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a listening text.

To develop listening for specific information.

To teach an *Everyday English* expression.

To complete a craft project.

Language and structures

Active: *watchband, camera bag, cell phone cover, laptop case, shop online, buy; I like this (watchband). Do you? Yes, I like it a lot. / No, not really.; It's my friend's birthday. What does she/he want? She/He wants a (laptop case).*

Review: *birthday, present, friend, color, Saturday, Sunday, favorite, red, green, blue; How old are they? They're (12).*

Materials

Unit 3 flashcards; Class Audio CD 1; paper, colored pens

Warmer

- Play *Hit the card* with the Unit 3 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen. 1-44 Who has a birthday on Saturday?

- Point to the people in the picture. Tell students that they are going to hear a boy and his mom talking about buying presents. Read aloud the question and ask students to guess the answer.
- Play the recording for students to listen and check their guesses.

ANSWER

Matthew has a birthday on Saturday.

Transcript

Boy: Mom, can I buy a birthday present for my two friends, Matthew and Wendy?

Mother: Yes, of course. How old are they?

Boy: They're 12 years old. Matthew's birthday is on Saturday. Wendy's birthday is on Sunday.

Mother: Let's find two presents. We can shop online. What does Matthew want?

Boy: He wants a new watchband.

Mother: I like this watchband. Do you?

Boy: Yes, I like it a lot. Matthew's favorite color is red. Let's get the red watchband for Matthew.

Mother: OK. How about Wendy? What does she want?

Boy: Wendy has a camera. She wants a camera bag.

Mother: I like this camera bag. Do you?

Boy: No, not really. She wants a green camera bag. She doesn't want a blue one.

Mother: OK. Let's buy the green camera bag.

Boy: Great! Thanks, Mom!

2 Listen again and write. 1-44

- Tell students they are going to listen to the recording again and complete the sentences with what each person wants.
- Ask students to check their answers in pairs before checking as a class.

3 Listen and repeat. 1-45

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat.

Transcript

A: I like this watchband. Do you?

B: Yes, I like it a lot.

C: No, not really.

4 Ask and answer.

- Model the dialogue a few times with confident students.
- Move around the class as students act out the dialogue in pairs. Encourage them to replace *watchband* with the words in blue in the box.

5 Make an online store. Tell your friend.

- Tell students they are going to make an online store selling items from this unit.
- Hand out paper. Make sure students have colored pens.
- Tell students to draw and label what they want to sell in their store. They can write the name of their store at the top of their piece of paper.
- Model the dialogue with confident students. Then students can talk about the items in their stores in pairs.

Finisher

- Play *Guess the flashcard* with the Unit 3 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Workbook page 22

Objectives

- To review the linguistic content of the unit through a reading text.
- To develop reading for specific information.
- To think about the importance of saying *Happy Birthday* to your friends and family.
- To write about your favorite store.

Language and structures

- Active:** *shop for, calculator, watchband, TV*
- Review:** *big, store, new, town, supermarket, next to, small, computer games, presents, mom, dad, birthday*

Materials

Unit 3 flashcards; Class Audio CD 1

Warmer

- Play *Change places* with the Unit 3 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Read and listen. 146 **Where is the new store?**

- Point to the pictures and ask students what they can see (*Big Store, some people, and a laptop with Big Store on it*) and what they think the people are buying (*electronic items*).
- Read aloud the question. Then play the recording for students to listen and follow the text. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Ask students where the new store is.

ANSWER

The new store is in town, next to the supermarket.

2 Read and match.

- Read aloud the questions. Show students the words in the box and explain that these are the answers. Tell them to read the text again and complete the answers to the questions with words from the box.
- Check answers by asking students to read aloud the questions for confident students to answer.

21ST CENTURY SKILLS

Information literacy

Students learn how to find and use key information in a written text.

3 Lesson 6

1 Read and listen. 146 **Where is the new store?**

REVIEW: BIG STORE
Big Store is a new store in town. It's next to the supermarket.

At the Store
You can shop for big things like TVs and laptops. You can shop for small things, too. Big Store has calculators and watchbands.



By Charlie 



Big Store Online
Use your computer to go to Big Store Online. Big Store Online has lots of computer games. Big Store Online is a great place to shop for presents. Is it your mom or dad's birthday? What do they want? You can find it at Big Store Online!

Our Values Charlie says: "Remember to say *Happy Birthday* to your friends and family."

2 Read and match.

1 What is the name of the new store? Big Store

2 What big things can you shop for? laptops and TVs

3 What small things can you shop for? watchbands and calculators

4 What do they have online? computer games

calculators TVs computer games Big Store

3 Complete the Values chart on page 119.

36 Writing practice Page 103

Extension activity

Divide the class into two teams. Ask questions about the text to each team in turn (e.g. *What is next to Big Store? Can you shop for TVs at Big Store? Where can you buy computer games? Can you buy watchbands at Big Store?*).

More confident students can write one question about the text each and then take turns asking their question to the other team.

Award one point for each correct answer. The team with the most points wins.

3 Complete the Values chart on page 119.

- Tell students to turn to page 119 of their Student Books. Read aloud the value for Unit 3 and ask students why it is important to say *Happy Birthday* to your friends and family (*Because it makes people feel good when you remember their birthday*). Ask students how they feel when people remember

their birthday and how they feel when people forget.

- Ask students whether they are good at remembering their friends' and family members' birthdays and how they usually wish people a happy birthday (*with a card, a phone call, etc.*). Ask them what they can say to people on their birthdays (*Happy Birthday, Many happy returns, Have a great day, etc.*)
- Students write notes on how you can wish people a happy birthday and then color the correct number of stars to show how good they are at saying *Happy Birthday* to their family and friends.

Finisher

- Play *Yes or No* with the Unit 3 flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

Further Practice

Extra Practice Student Book page 103
Workbook page 23



1 Find and circle.



2 Order the words and number.



She / tablet. / doesn't / a / want

She doesn't want a tablet.

3

laptop / want / They / case. / a

They want a laptop case.

1

cell phone. / He / wants / a

He wants a cell phone.

2

3 Follow the lines and write.

1 What does she want? She wants a watchband.2 What do they want? They want a calculator.3 What does he want? He wants a camera.

37

21ST CENTURY SKILLS

Information literacy

Students learn to review new vocabulary.

2 Order the words and number.

- Show students the jumbled sentences and explain that they need to write the words in the correct order. Then they look at the people in the picture and decide which sentence matches each person or people. They write the numbers in the boxes next to the sentences.
- If you have time, you can write more jumbled sentences on the board for students to write in the correct order. You can play this as a game in two teams, with students from each team taking turns to come to the board to write a sentence in the correct order.

3 Follow the lines and write.

- Point to the pictures on the right and ask students to name the items (*a camera, a calculator, a watchband*).
- Tell students to follow the jumbled lines to match the people on the left to the items on the right. They then answer the questions about the people.
- Students complete the activity in their Student Books. Encourage students to write full sentences for their answers.
- Check answers by asking students to read aloud the completed questions and answers.

Extension activity

Divide the class into two teams. Give the Unit 3 flashcards to students from Team A. Tell them not to show their flashcards to the other team.

Students from Team A ask Team B *What do you want?* Students from Team B take turns saying *I want a (camera)*. Students from Team A hand Team B the flashcards they ask for.

Team B has to remember all of the items. If there are any items they can't remember, award Team A one point for every flashcard they have not handed over.

The teams then swap roles and play again.

Finisher

- Play *The Presents Song* from Unit 3 Lesson 3 (page 33) 1•42 for students to listen and join in as much as possible.

Further practice

Unit 3 Test

Review page 37

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: *cell phone, headphones, tablet, TV, laptop, calculator, games console, camera; cell phone cover, laptop case, watchband, camera bag; What does she/he want? She/He wants (a camera). She/He doesn't want (a tablet). What do they want? They want (camera bags). I like this (watchband). Do you? Yes, I like it a lot. / No, not really.*

Materials

Unit 2 and 3 flashcards; Class Audio CD 1

Warmer

- Play *Odd one out* with the flashcards from Units 2 and 3. See Ideas bank (Teacher's Book page 160) for instructions.

1 Find and circle.

- Point to the pictures and ask students to say what each one shows (*headphones, a watchband, a camera bag, a games console, a camera, a laptop*).
- Tell students that the words to match the pictures are in the wordsearch. They need to find them and circle them.
- Ask students to check their answers in pairs before checking together as a class.

TEACHING TIP

Less confident students can complete the puzzle and then check answers in pairs or small groups. Show students how to look along each row for the first letter of a word, then look at the letters around the first letter, and so on.

Unit 4 Big Numbers

Lesson 1 pages 38–39

Classroom Presentation Tool

Objectives

To present and practice eight new items of vocabulary.
To review grammar from a previous unit.

Language and structures

Active: *thirty, forty, fifty, sixty-four, seventy-two, eighty-six, ninety-nine, one hundred*

Review: *I play (basketball). I'm number (thirty-five).*

Materials

Unit 3 and 4 flashcards; Class Audio CD 1

Warmer

- Play *Musical flashcards* with the Unit 3 flashcards. When the music stops, ask students *Do you have a (camera)? What do you want?* Encourage them to answer *Yes, I do. / No, I don't. / I want a (laptop)*. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and repeat. 1•47

- Books closed. Introduce the new words (Big numbers) using the flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the correct numbers in the main picture. Then play the recording again for students to listen, point, and repeat the numbers.

Transcript

thirty, forty, fifty, sixty-four, seventy-two, eighty-six, ninety-nine, one hundred

21ST CENTURY SKILLS

Communication

Students learn how to say numbers in English.

2 Listen and number. 1•48

- Point to the numbers in the main picture and ask students to say the numbers. Say any numbers that students struggle to remember, and reinforce them by holding up the flashcards.
- Play the recording for students to listen and point to the correct numbers. Then play the recording again, pausing after each item for students to number the numbers.
- Check answers by asking *What's number (1)? (ninety-nine)*.



Transcript

1 ninety-nine 2 forty
3 sixty-four 4 one hundred
5 thirty 6 seventy-two
7 fifty 8 eighty-six

Notes

3 Write. Look and ✓ the number you can see in the big picture.

1 forty-three	2 ninety
3 sixty	4 fifty-five
5 thirty-one	6 one hundred
7 eighty	8 twenty-eight

4 Tell your friend.

Hi, Stella! Find out about player ninety-nine!

I play basketball. I'm number thirty-five.

39

basketball, play baseball, play tennis) if necessary.

Junior Crew's assignment

- Point to Stella's tablet and ask students who they can see (*Amy*). Read aloud the speech bubble. Tell students that they are going to find out about player ninety-nine in this unit. Ask students to look through the rest of the unit quickly and say which lessons player ninety-nine appears in (*Lessons 2 and 6*). Ask students what they think they will find out about player ninety-nine.

Finisher

- Play *Bingo!* with numbers 30 to 100. See Ideas bank (*Teacher's Book* page 161) for instructions.

EXTRA VOCABULARY

basketball player
commentator
court
crowd
hoop
score
team

Notes

3 Write. Look and ✓ the number you can see in the big picture.

- Write the number 30 on the board. Ask students to say the number (*thirty*). Write numbers 31 to 39 on the board, one at a time, and encourage students to say the numbers.
- Repeat with numbers 40 to 49. If students need more practice, you can repeat with 50 to 59, etc.
- Point to the numbers in activity 3 and ask students to name them.
- Allow time for students to write the numbers in word form.
- Check answers and ask students around the class *What's number (1)?* Encourage them to read aloud their answers. Ask *Can you see (forty-three) in the big picture?* Students look and answer *Yes* or *No*, pointing to the numbers that appear in the main picture.
- Students then ✓ the number(s) that appear in the main picture.

TEACHING TIP

If you have any big numbers in your classroom (on posters, signs, etc.), you can ask students to find them and say them.

Extension activity

Ask students to keep a numbers journal for a week. Ask them to write down any numbers they see that are bigger than 30. Ask them to record where they saw them and what they represent.

4 Tell your friend.

- Ask confident students to model the sentences.
- Move around the class as students practice saying the sentences in pairs. Encourage students to change the sentence to make it about different sports and numbers. Remind students of some English words for sports (e.g. *play soccer, play volleyball, play*

Lesson 2 pages 40–41

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.
 To review vocabulary from Lesson 1.

Language and structures

Active: numbers 30 to 100; How much is this? It's (sixty-two) dollars.

Review: player, favorite, shirt, take a photo; I don't have (sixty-two) dollars. I have (twenty-one) dollars. Good job!

Materials

Unit 4 flashcards; Class Audio CD 1; colored pens

Warmer

- Play *Missing numbers* with numbers 30 to 100. See Ideas bank (Teacher's Book page 161) for instructions.

1 Listen and read. 1:49 Who do the girls meet? Act it out.

- Point to known items in the story (camera, book, ball, etc.) and ask students to name them.
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Ask students the question *Who do the girls meet?* Elicit answers from students around the class.
- Play the recording again, pausing to ask students questions about each frame: 1 *Where are Stella and Lily?* (at a sports store) 2 *Who is Stella's favorite player?* (Jordan Parker) 3 *What does Stella want to buy?* (a jacket) 4 *Why can't she buy it?* (She doesn't have sixty-two dollars.) 5 *What does Lily want to buy?* (a T-shirt) 6 *Does Stella have thirty-five dollars?* (No.) 7 *Who is in the store now?* (Jordan Parker) 8 *What does he give Lily and Stella?* (T-shirts) 9 *Who takes a photo of Jordan Parker?* (Joe) 10 *What's in the magazine?* (Stella's story and Joe's photo).
- Divide the class into groups to act out the story.
- Allow students time to practice in their groups. Then invite groups to act out the story for the class.

ANSWER

The girls meet Jordan Parker.

21ST CENTURY SKILLS

Communication

Students practice understanding and interpreting a story.



TEACHING TIP

Encourage students to listen to the story again and copy the intonation of the characters when they act out their story.

Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They read the story again and write in their notebooks how much money Stella has.

ANSWER

Stella has twenty-three dollars.

Further practice

Workbook page 24

Notes

Learn Grammar

How much is this?



It's sixty-two dollars.



2 Listen and repeat. 1:50 **Look at the story. Who asks *How much is this?***

3 Write.

1 How much is this?
It's ninety-seven dollars.

2 How much _____ is this?
It's fifty-four dollars.

3 How much is this _____?
It's forty dollars.

4 How much is this? _____
It's thirty-two dollars.

HELP THE JUNIOR CREW! Find a red jacket in the story. Draw what's on it. Now go to page 120.

Grammar How much is this? It's sixty-two dollars.

Practice Page 104 41

Finisher

- Play *One minute race!* but instead of calling out words, ask students to count as high as they can in one minute. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice

Extra Practice Student Book page 104
CD-ROM: Vocabulary and Grammar Worksheet
Unit 4 Lesson 2
Workbook page 25

Notes

2 Listen and repeat. 1:50 Look at the story. Who asks *How much is this?*

- Point to the people in the picture and ask students what Stella is holding (a red jacket).
- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure. Tell students that a *dollar* is a unit of American money.
- Hold up the *eighty-six* flashcard and ask *How much is this?* Encourage students to say *It's eighty-six dollars.* Repeat with the other number flashcards.
- Ask students to look at the story and say who asks *How much is this?* Invite students to read aloud the exchanges from the story.

ANSWER

Stella and Lily ask *How much is this?*

Transcript

Stella: How much is this?

Salesperson: It's sixty-two dollars.

3 Write.

- Point to the pictures and ask students to say the prices of the items.
- Explain that students need to look at the pictures and then complete the questions and answers.
- Allow time for students to complete the activity.
- Point to the first picture and ask *How much is this?* Students read aloud the remaining questions and answers.

Help the Junior Crew!

- Students find the red jacket in the story and draw the symbol on it (an arrow) in the box.
- Tell students to find a word in the *Junior Crew Mystery Message* on page 120 of the Student Book. See the *How to ...* section in the Teacher's Book on page 33 for instructions (The word for the *Mystery Message*: your).

Lesson 3 pages 42–43

Classroom Presentation Tool

Objectives

- To present and practice four new items of vocabulary in a listening text.
- To review and expand on the grammar structure from Lesson 2.
- To sing a song using the language from the unit.

Language and structures

Active: *a box of chocolates, a bunch of bananas, a bag of apples, a jar of olives; numbers 30 to 100; How much is this? It's (sixty-two) dollars. How many (chocolates) are in the (box)? There are (thirty-four) (chocolates) in the (box).*

Review: *people, fun run, wear, costumes, robot, dog, tortoise, frog, ladybug, astronaut, dinosaur, cow, clown*

Materials

Unit 4 flashcards; Class Audio CD 1; number cards to use with the song (optional)

Warmer

- Students take turns around the class to count from 30 to 100. One student says *thirty*, the next student says *thirty-one*, and so on. If a student says the correct number, he or she stays in the game. If a student says the wrong number or can't remember the next number, he or she is out of the game. The last student left is the winner. Repeat the game if necessary.

1 Listen and repeat. 1.51 Check ✓ the things you have at home.

- Books closed. Introduce the new words using the flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the items. Then play the recording again for students to listen, point, and repeat the words.
- Ask students around the class *Do you have a (box of chocolates) at home?* Encourage them to answer *Yes, I do. / No, I don't.*
- Tell students to ✓ the pictures that show things they have at home.

Transcript

a box of chocolates, a bunch of bananas, a bag of apples, a jar of olives

4 Lesson 3

1 Listen and repeat. 1.51 **Check ✓ the things you have at home.**



a box of chocolates



a bunch of bananas



a bag of apples



a jar of olives

2 Listen and write. 1.52



one dollar

two dollars

four dollars

ten dollars

3 Circle and write. Help Stella make her shopping list.

1  a bag a jar of apples

2  a bunch a box of chocolates

3  a bunch a bag of bananas



42 Vocabulary Countable foods

2 Listen and write. 1.52

- Point to the picture and ask students to name the characters (*Charlie and Lily*) and say what items they can see.
- Tell students to listen and complete the prices. Play the recording once through. Then play it again, pausing after each dialogue for students to write the prices in their Student Books.
- Check answers by asking *How much is this (bunch of bananas)?* Then invite students around the class to answer.

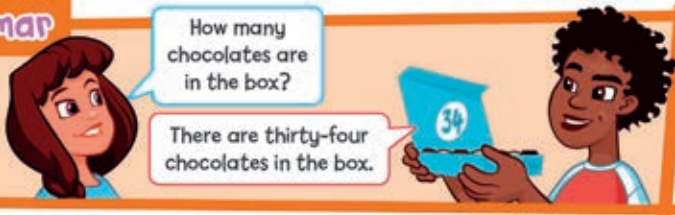
Transcript

- 1 **Lily:** How much is this bunch of bananas?
Charlie: It's one dollar.
- 2 **Lily:** How much is this bag of apples?
Charlie: It's two dollars.
- 3 **Charlie:** How much is this jar of olives?
Lily: It's four dollars.
- 4 **Charlie:** How much is this box of chocolates?
Lily: It's ten dollars.

3 Circle and write. Help Stella make her shopping list.

- Point to the pictures and ask students to name the items.
- Tell students to circle the correct words and then write the names of the items in their Student Books.
- Check answers by inviting students to read aloud the phrases.

Learn Grammar



4 Listen and repeat. 1:53

5 Match and write.

1 How many chocolates are there?



There are
twenty-six

2 How many apples are there?



There are
fifty

3 How many olives are there?



There are
sixteen

4 How many bananas are there?



There are
four

6 Listen and sing. 1:54 Watch!

How many people at the fun run?
Can you count the people at the fun run?
Ten, twenty, thirty, forty, fifty, sixty, seventy,
eighty, ninety, no! One hundred people at
the fun run today!
They're wearing costumes at the fun run.
Can you see the costumes at the fun run?
Thirty-one's a robot, thirty-two's a dog,
Thirty-three's a tortoise, thirty-four's a frog,
Thirty-five's a ladybug, thirty-six is an
astronaut,

Thirty-seven's a lion, thirty-eight's a dinosaur,
Thirty-nine's a cow and forty is a clown.
What fantastic costumes at the fun run
today! [Repeat]



Grammar How many chocolates are in the box? There are thirty-four.

Practice Page 105 43

4 Listen and repeat. 1:53

- Point to the people in the picture and ask students to name the characters (Lily and Charlie).
- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.

Transcript

Lily: How many chocolates are in the box?

Charlie: There are thirty-four chocolates in the box.

5 Match and write.

- Tell students to draw lines to match the questions to the pictures. Then have them look at the numbers on the items and write the answers.
- Check answers by inviting students to read aloud the questions and answers in pairs.

6 Listen and sing. 1:54

- Tell students to look at the picture. Ask students what they can see (*people*

in costumes at a fun run). Elicit the numbers they can see.

- Play the *At the Fun Run* song and ask the class to read the lyrics as they listen.
- Create actions for the song as a class. For example, mime being the robot, different animals, and astronaut that are mentioned. You could put students into groups and give them cards with the numbers in the song. They have to hold up the number as it is mentioned.
- Play the song again for students to sing and do the actions.

21ST CENTURY SKILLS

Collaboration

Students practice singing together as a class.

Finisher

- Play *Four in a row* with the Unit 4 flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice

Extra Practice Student Book page 105

CD-ROM: Vocabulary and Grammar Worksheet

Unit 4 Lesson 3

Workbook page 26

Notes

Lesson 4 page 44

Classroom Presentation Tool

Objectives

- To present a CLIL concept (Math).
- To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *math operations, plus, minus, times, divided by, equals, sums; numbers 30 to 100; a (box) of (chocolates), a (bag) of (peaches)*

Review: *big, small, egg, orange, store; How many (peaches) are there in the (bag)?*

Materials

CLIL Worksheet Unit 4 Lesson 4 (Math); CLIL poster for Unit 4 (Math); Unit 4 flashcards; Class Audio CD 1; colored pens; dice (one per group)

Warmer

- Play the *At the Fun Run* song from Unit 4 Lesson 3 (page 43) 1:54 and encourage students to join in.

1 Look at the pictures. What can you buy in this store?

- Point to the photos and ask students to say what they can see in each photo. Ask students what you can buy in this store.
- Using the poster, point to the math symbols to introduce the new words. Write simple sums on the board (e.g. $2 + 2 = 4$, $2 - 1 = 1$, $2 \times 2 = 4$, $4 \div 2 = 2$) and say them in English. You can ask students to say, and then complete, the sums on the board.

ANSWER


You can buy food in the store, such as eggs, oranges, chocolates, and peaches.

2 Read and listen. 1:55

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Ask students what numbers they heard/read in the text (*sixty-four, thirty-six, one hundred, thirty, six, twenty-four, eight, forty-eight, thirty-two, sixteen, two*).

3 Write the sums.

- Read aloud the first sentence and the example answer.
- Tell students to read the sentences and write the sums.
- Check answers by asking students around the class to read aloud the sums.

Math 


4 Lesson 4

1 Look at the pictures. What can you buy in this store?

2 Read and listen.


MATH OPERATIONS

plus $+$ minus $-$ times \times divided by \div equals $=$




$64 + 36 = 100$

There are sixty-four big eggs in the store. There are thirty-six small eggs. How many eggs are there in the store? **Sixty-four plus thirty-six equals one hundred.**




$30 - 6 = 24$

There are thirty oranges in the store. A girl takes six oranges. **Thirty minus six equals twenty-four.** There are twenty-four oranges in the store.



$6 \times 8 = 48$


The store has six boxes of chocolates. There are eight chocolates in a box. How many chocolates are there? **Six times eight equals forty-eight.**





$32 \div 16 = 2$


There are thirty-two bags of peaches in the store. Sixteen people want peaches. How many bags of peaches do they get? **Thirty-two divided by sixteen equals two.**


3 Write the sums.

1  24 T-shirts plus 18 T-shirts equals how many? $24 + 18 = 42$ T-shirts

2  9 balls minus 2 balls equals how many? $9 - 2 = 7$ balls

3  32 candies times 3 jars equals how many? $32 \times 3 = 96$ candies

4  24 bananas divided by 4 boys equals how many? $24 \div 4 = 6$ bananas

4 Play the Math game! 

21ST CENTURY SKILLS

Information literacy

Students practice solving basic mathematical problems.

4 Play the Math game!

- Tell students that they are going to make a math board game.
- Hand out copies of the CLIL Worksheet for Unit 4. Make sure students have colored pens.
- Students write sums or draw pictures of items (*boxes of chocolates, jars of candies, etc.*) with numbers on them in the blank squares of the board game.
- Move around the class as students work, asking questions, e.g. *What does this mean? (plus, minus, divided by, equals, etc.) How many (chocolates) are in (the box)?*
- Students then play their board games in groups. Hand out dice to each group. Students can use small items (coins, erasers, pencil sharpeners, etc.) as

counters. They take turns to throw the dice and move the correct number of squares.

- When they land on a square, they must answer the sum or say how many items are in the jar/box, etc. If they do not answer correctly, they miss their next turn. The first student to reach the 'finish' square wins the game.

Extension activity

Bring a jar of small items such as buttons to class and ask students to guess how many are in the jar. They count the items and see whose guess was closest.

Finisher

- Divide the class into two teams. Write sums on the board for each team in turn. Award one point for each correct answer.

Further practice Workbook page 27

4 Lesson 5

1 Listen. 1:56 Make a ✓. What does the girl want?



2 Listen again. Complete the chart. 1:56

How much is this?	10 dollars	16 dollars
How many chocolates are in the box?	12	24

Everyday English!

old pink small

Which one do you want? I want the big one, please.

3 Listen and repeat. 1:57

4 Ask and answer.

5 Make a store. Ask and answer.



ANSWER

The girls wants (to buy) the purple box of chocolates.

Transcript

Salesperson: Hello. Can I help you?
Girl: Yes, I want a box of chocolates, please.
Salesperson: Which one do you want?
Girl: I want the red one, please. How much is this?
Salesperson: It's ten dollars.
Girl: How many chocolates are in the box?
Salesperson: There are 12 chocolates in the box.
Girl: I like this purple box, too. How much is this?
Salesperson: It's 16 dollars. There are 24 chocolates in the box.
Girl: Can I have the purple one, please?
Salesperson: Here you go.
Girl: Thank you.

2 Listen again. Complete the chart. 1:56

- Tell students they are going to listen to the recording again and they need to complete the chart by writing how much each box of chocolates is and how many chocolates are in each box.
- Students write the answers in the chart.
- Check answers.

3 Listen and repeat. 1:57

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat.

Transcript

A: Which one do you want?
B: I want the big one, please.

4 Ask and answer.

- Model the dialogue a few times with confident students.
- Students act out the dialogue in pairs. Encourage students to replace *big* with the words in blue in the box.

5 Make a store. Ask and answer.

- Tell students they are going to play 'store.' Bring items to class for students to use or students can make food items from card stock, foil, etc.
- Divide the class into pairs. Tell students to write prices for the items in their stores and stick labels on the items.
- Read aloud the example dialogues and invite students to model them.
- Students then take turns to play the store assistant and the customer.

Finisher

- Play *Hit the card* with the Unit 4 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice
Workbook page 28

Lesson 5 page 45
Classroom Presentation Tool

Objectives

- To review the linguistic content of the unit through a listening text.
- To develop listening for specific information.
- To teach an *Everyday English* expression.
- To play 'store.'

Language and structures

Active: numbers 30 to 100; How many (pens) are in the (box)? There are (15) (pens) in the (box). How much is this? It's (three dollars). Which one do you want? I want the (big) one, please.

Review: old, pink, small

Materials

Unit 4 flashcards; Class Audio CD 1; items for students to buy and sell (e.g. boxes of pens, bags of apples, etc.) – these can be real or students can make them with craft materials before the activity; adhesive labels; a toy cash register (optional)

Warmer

- Play *Tic-tac-toe* with numbers 30 to 100. Write numbers in the boxes instead of using flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

1 Listen. 1:56 Make a ✓. What does the girl want?

- Point to the picture. Tell students that they are going to hear a girl talking to a salesperson. Read aloud the question and ask students to guess the answer.
- Play the recording for students to listen and check their guesses.

Objectives

- To review the linguistic content of the unit through a reading text.
- To develop reading for specific information.
- To think about the importance of being healthy.
- To write about your favorite sports star.

Language and structures

Active: numbers 30 to 100

Review: healthy, favorite, basketball player, family, brother, sister, run, play sports, chocolate, fruit, shop for, apples, supermarket, bag

Materials

Unit 4 flashcards; Class Audio CD 1; (Optional: card stock, pictures of healthy foods from magazines/the Internet, scissors, glue, colored pens)

Warmer

- Write six numbers between 30 and 100 on the board in jumbled order. Invite students to the board to put/write the numbers in order. You can play this as a team game.

1 Read and listen. 1:58 **Where does Jordan Parker live?**

- Point to the pictures and ask students who/what they can see (*Jordan Parker; a bag of apples with Jordan's face on it; Jordan and his family*).
- Read aloud the question. Then play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Ask students where Jordan Parker lives.

ANSWER

Jordan Parker lives in New York City.

21ST CENTURY SKILLS

Communication

Students practice listening to and reading English.

2 Read and write.

- Read aloud the questions. Ask confident students to guess the answers. Then tell students to read the text again to find and write the answers.
- Check answers by inviting pairs of students to read aloud the questions and answers.

4 Lesson 6

1 Read and listen.

Where does Jordan Parker live?

Profile: Jordan Parker
By Stella





My favorite basketball player is Jordan Parker. He's number ninety-nine. Jordan is twenty-five years old and he lives in New York City.



Jordan is very healthy. He runs and plays sports every day. He likes chocolate, but his favorite snack is fruit. You can shop for Jordan Parker apples at the supermarket! There are twenty-four apples in a bag.



Jordan has a big family. He has four brothers and one sister. His sister is Jessica. She plays basketball, too! She's number fifty-seven.

Our Values Stella says: "Be healthy. Eat lots of fruit. Don't eat too many chocolates!"

2 Read and write.

1 Who is Stella's favorite basketball player?	Jordan Parker
2 How old is Jordan Parker?	25 years old
3 What is Jordan's sister's number?	fifty-seven
4 What is Jordan's favorite snack?	fruit
5 How many apples are in a bag?	24

3 Complete the Values chart on page 119.

46 Writing practice Page 105

3 Complete the Values chart on page 119.

- Tell students to turn to page 119 of their Student Books. Read aloud the value for Unit 4 and ask students why it is important to be healthy (*Because you need to be healthy to play games and have fun.*). Ask students how they feel when they eat healthy food and how they feel when they eat lots of candy and unhealthy food.
- Ask students whether they are healthy and how often they eat fruit/vegetables/chocolate/candy. Ask students what other things they can do to be healthy (*exercise, drink lots of water, play outside, etc.*).
- Students write notes on what they eat to stay healthy. Then they color the correct number of stars to show how good they are at eating healthy foods.

Extension activity

Students can make a healthy foods collage to display in the classroom. They can find pictures of healthy foods in magazines or on the Internet. They arrange the healthy food in groups (fruit / vegetables / meat and fish / nuts and seeds, etc.) and write headings and label the foods.

Finisher

- Play *Which one is missing?* with the number flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further Practice

Extra Practice Student Book page 105
Workbook page 29

4 Review



1 Use words with the same color. Write.

- box
- olives
- bag
- bananas
- chocolates
- apples
- jar
- bunch

- 1 a jar of olives
- 2 a bunch of bananas
- 3 a bag of apples
- 4 a box of chocolates

2 Write.

95

How much _____ is this?

It's ninety-five dollars.

58

How much _____ is this _____?

It's fifty-eight dollars.

3 Order the letters and write.

15

1 saplpae abg

How many apples are in the bag?

There are fifteen apples in the bag.

53

2 veosli rja

How many olives are in the jar?

There are fifty-three olives in the jar.

5

3 snaanba cbhun

How many bananas are in the bunch?

There are five bananas in the bunch.

Review page 47

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: numbers up to one hundred; a box of chocolates, a bunch of bananas, a bag of apples, a jar of olives; How much is this? It's (seventy) dollars. How many (chocolates) are in the (box)? There are (ten) (chocolates) in the (box). Which one do you want? I want the (big) one, please.

Materials

Unit 3 and 4 flashcards (optional);
Class Audio CD 1

Warmer

- Play *Missing numbers* with numbers 30 to 100. See Ideas bank (Teacher's Book page 161) for instructions.

1 Use words with the same color. Write.

- Point to the colored rectangles and ask students to name the colors (*blue, green, purple, yellow*). Then ask students to name the items in the pictures.
- Tell students to choose the words on matching colors to label the pictures. Show students the example and ask them to say which color the words are on (*green*).
- Check answers by asking students to read aloud the labels for each picture and say which color the words are on.

21ST CENTURY SKILLS

Communication

Students use a color code to complete a task.

2 Write.

- Ask students to name the items in the pictures (*a games console and a camera*). Then point to the price tags and ask *How much is this?*

- Tell students to complete the questions and answers in their Student Books.
- Invite pairs of students to read aloud the completed questions and answers.

3 Order the letters and write.

- Show students the jumbled letters and explain that they need to write the letters in the correct order to make two words for each picture. Point to the example answer. They need to write the words to complete the question. Then have them look at the numbers in the pictures to complete the answers.
- Invite pairs of students to read aloud the completed questions and answers.

TEACHING TIP

Less confident students can work in pairs to complete this activity, or you can pair confident and less confident students together.

- If you have time, you can write more anagrams on the board for students to solve. You can play this as a game in two teams, with students from each team in turn coming to the board to solve an anagram.

Extension activity

Stick the electronic items flashcards from Unit 3 on the board. Write a price under each flashcard. Divide the class into two teams. Students from each team take turns coming to the board, choosing, and pointing to a flashcard, and ask the other team *How much is this?* Students from the other team look at the price and answer.

Award one point for each correct answer. The team with the most points wins.

When students have asked and answered about a flashcard, you can change the price so that it can be used again.

Finisher

- Play the *At the Fun Run* song from Unit 4 Lesson 3 (page 43) 1-54 for students to listen and join in as much as possible.

Further practice

Unit 4 Test
Units 3 and 4 Speaking Test
Workbook pages 30 and 31

Culture 2 Money in the USA

pages 48-49

Classroom Presentation Tool

Objectives

- To learn about money in the USA.
- To present and practice four new items of vocabulary.
- To review the linguistic content from Units 3 and 4.

Language and structures

Active: *dollar, bill, (one) cent, coin*

Review: *numbers 1 to 100; money, shop for, present, restaurant, jar, save, woman, on the front of*

Materials

Unit 3 and 4 flashcards; Class Audio CD 1; colored pens

Warmer

- Play *Bingo!* to practice the vocabulary from Units 3 and 4. See Ideas bank (Teacher's Book page 161) for instructions.

1 Which country is this money from?

- Tell students to look at the photos and say what country they think this money is from.

ANSWERS

This money is from the USA.

2 Listen and read. 🎧 1:59

- Introduce the new words using the photos. Point to the photos and say the words for students to repeat.
- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.

Transcript

What can you do with money? You can shop for a present or go to a restaurant. Money in the USA is called the dollar. This is one dollar.

This is one cent. There are 100 cents in a dollar.

There are seven bills in the USA. They are the one-dollar, two-dollar, five-dollar, ten-dollar, twenty-dollar, fifty-dollar, and one-hundred-dollar bills. This girl is putting bills in a jar. She is saving her money.

There are six coins. They are the one-cent, five-cent, ten-cent, twenty-five cent, fifty-cent, and one-dollar coins. You can see a woman named Sacagawea on the front of the one dollar coin.

Culture note

The United States dollar is the official currency of the United States. The symbol for the US dollar is \$. Half-dollar coins are worth 50 cents. Quarters are worth 25 cents. Dimes are worth ten cents. Nickels are worth five cents. Pennies are worth one cent. All US coins and paper bills have the faces of famous Americans on the front.

Extension activity

Ask students to find out who the famous Americans are on the seven dollar bills and why they are famous, e.g. the one-dollar bill is Washington (the first president), the two-dollar bill is Jefferson (the author of the Declaration of Independence), the five-dollar bill is Lincoln (president during the Civil War), etc.

Ask students to think about who or what appear on their currency and what their significance is.

Notes

coins

There are six **coins**. They are the one cent, five cent, ten cent, twenty-five cent, fifty cent and one dollar coins. You can see a woman named Sacagawea on the front of the one dollar coin.

- I have a twenty-five cent coin, a ten cent coin, a five cent coin and a one cent coin. How much money do I have? 41 cents
- How many bills are there in the USA? 7
- How many cents are there in a dollar? 100
- How many coins are there in the USA? 6
- Who is on the front of the one dollar coin? Sacagawea

How much is this candy?

It's twenty-three cents.

Exchange!
What is the money in your country?
How many bills and coins are there?

Notes

3 Write.

- Read aloud the first question. Write the amounts of money on the board, first in words (twenty-five cents, ten cents, five cents, one cent) and then in numbers (25¢, 10¢, 5¢, 1¢). Encourage students to add up the numbers and answer the question.
- Students complete the rest of the activity in their Student Books.
- Check answers by asking students to read aloud the questions and answers in pairs.

Fast finishers

Ask fast finishers to write another sum, like the one in question 1, using different amounts of money. They can then swap with a friend and answer each other's sums.

4 Make a shopping catalogue. Ask and answer.

- Tell students that they are going to make a shopping catalogue using

American money. They need to draw the pictures and then write prices in dollars and cents under the pictures.

- Move around the class as students make their catalogues, helping if necessary and asking questions, e.g. *What's this? What color is (the pencil)? How much is (the watch)?*
- Students ask and answer about each other's shopping catalogues in pairs.

Exchange!

- With a less confident class, discuss the questions with the whole class. With a more confident class, students work in pairs. Then discuss the questions with the class.

Finisher

- Divide the class into two teams.
- Write sums on the board, using units of American money, for each team to take turn solving. Award one point for each correct answer.

Unit 5 A Busy Day

Lesson 1 (pages 50-51)

Classroom Presentation Tool

Objectives

- To present and practice eight new items of vocabulary.
- To review grammar from a previous unit.

Language and structures

Active: *get up, get dressed, go to school, come home, do my homework, play with friends, take a shower, go to bed*

Review: *Do you (go to school every day)? Yes, I do. / No, I don't.*

Materials

Unit 5 flashcards; Class Audio CD 1

Warmer

- Play *Bingo!* with numbers 30 to 100. See Ideas bank (Teacher's Book page 161) for instructions.

1 Listen and repeat. 1-60

- Books closed. Introduce the new words (Daily activities) using the flashcards. Hold up and point to the flashcards, and say the phrases for students to repeat.
- Books open. Play the recording for students to listen and point to the correct daily activities in the main picture. Play the recording again for students to listen, point, and repeat the phrases.

Transcript

get up, get dressed, go to school, come home, do my homework, play with friends, take a shower, go to bed

TEACHING TIP

Instead of, or in addition to, using the flashcards, you could use mime to present the new phrases.

Extension activity

Mime the daily activities. Students look at the main picture and call out the correct phrase. To make this into more of a game, you could divide the class into two teams. Show a student in each team one of the flashcards and they mime it to their group. The first group to say the phrase correctly, scores a point.

2 Listen and number. 1-61

- Point to the daily activities in the main picture and ask students to name them. Say any phrases that students struggle to remember, and reinforce them by holding up the flashcards.

Notes

- Play the recording for students to listen and point to the correct daily activities. Then play the recording again, pausing after each item for students to number the daily activities.
- Check answers by asking *What's number (1)? (play with friends)*.

Transcript

- play with friends
- come home
- go to school
- go to bed
- get dressed
- do my homework
- get up
- take a shower

3 Write. Do you do these things every day? Look and make a ✓ or an X.

1  get up	2  get dressed
3  go to school	4  come home
5  do my homework	6  play with friends
7  take a shower	8  go to bed

4 Ask and answer.



Finisher

- Play *Mime the word* with the new daily activities phrases. See Ideas bank (Teacher's Book page 160) for instructions.

EXTRA VOCABULARY

blanket
disc
fountain
four-poster bed
front door
mirror
pillow
sheet
shower cap
slippers
stretch
yawn

Notes

3 Write. Do you do these things every day? Look and make a ✓ or an X.

- Point to the pictures and ask students to name the daily activities.
- Allow time for students to write the daily activities under the correct pictures. They can look at the phrases in the main picture to check their spelling.
- Check answers and ask students around the class *Do you (take a shower) every day?* Encourage them to answer *Yes, I do. / No, I don't.*
- Tell students to ✓ the activities that they do every day and make an X next to the activities that they don't do every day.

21ST CENTURY SKILLS

Social and cross-cultural interaction

Students think about their daily actions and behavior.

4 Ask and answer.

- Ask confident students to model the dialogue.
- Move around the class as students practice asking and answering in pairs. Encourage students to change the dialogue to make it about different daily activities.

Junior Crew's assignment

- Point to Lily's tablet and ask students who they can see (*Amy*). Read aloud the speech bubble. Tell students that they are going to find out more about Nicky News in this unit. Ask students to look through the rest of the unit quickly and say what lessons Nicky News appears in (*Lessons 2 and 6*) and what they think her job is. Ask students to say what they think they are going to find out about Nicky News.

Lesson 2 pages 52-53

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.
To review vocabulary from Lesson 1.

Language and structures

Active: *get up, get dressed, go to school, come home, do my homework, play with friends, take a shower, go to bed; What time does she/he (get up)? She/He (gets up) at (eight o'clock).*

Review: *make videos, music, meet, asleep, hotel, song, sing, fun, saxophone*

Materials

Unit 5 flashcards; Class Audio CD 1; colored pens; a clock with movable hands

Warmer

- Play *Simon says* with the daily activities phrases. See Ideas bank (Teacher's Book page 161) for instructions.

1 Listen and read. 1-62 Which famous singer is in town? Act it out.

- Play the recording, encouraging students to point to the correct pictures as they listen.
- Ask students the question *Which famous singer is in town?*
- Play the recording again, pausing to ask students questions about each frame:
 - 1 *What is Nicky News doing? (making a music video)*
 - 2 *Why can't the Junior Crew speak to Nicky? (She is asleep.)*
 - 3 *Is Nicky News going to school today? (No.) Who is coming to the hotel for Nicky? (her teacher)*
 - 4 *What does Nicky do at four thirty? (She plays with her friends.) Can the Junior Crew play with Nicky and her friends? (Yes.)*
 - 5 *Do the Junior Crew like Nicky's songs? (Yes, they do.)*
 - 6 *What are the Junior Crew doing? (singing a song with Nicky).*
- Divide the class into groups to act out the story.
- Allow students time to practice in their groups. Then invite groups to act out the story for the class.

ANSWERS

Nicky News is the famous singer in town.



Fast finishers

Ask fast finishers to read again and find the daily activities.

ANSWERS

The following daily activities are in the story:

- Frame 2: gets up
- Frame 3: go to school
- Frame 4: does her homework, plays with her friends

Further practice

Workbook page 32

Notes

Learn Grammar

What time does she get up?
She gets up at eight o'clock.



get up → gets up go → goes come → comes
do → does play → plays take → takes

2 Listen and repeat. **Underline the times in the story.**

3 Circle and write.

1 What time does he get dressed?
He get / gets dressed at six o'clock.

2 What time does he come home?
He comes / come home at four thirty.

3 What time does he take a shower?
He takes / take a shower at quarter to seven.

4 What time does he go to bed?
He go / goes to bed at quarter past ten.

HELP THE JUNIOR CREW! Find a saxophone in the story. Draw what's on it. Now go to page 120.



Grammar What time does she get up? She gets up at eight o'clock.

Practice Page 106 53

Extension activity

For extra practice, put students into pairs. One student looks at their book while the other covers their text and looks at the pictures. The student with their book open asks the questions and their partner tries to answer while covering the text but using the pictures to help them.

Help the Junior Crew!

- Students find the saxophone in the story and draw the symbol on it (a rectangle) in the box.
- Tell students to find a word in the *Junior Crew Mystery Message* on page 120 of the Student Book. See the *How to ...* section in the Teacher's Book on page 33 for instructions (The word for the *Mystery Message: solved*).

Finisher

- Play *Chain stories* using the daily activities and times. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice

Extra Practice Student Book page 106
CD-ROM: Vocabulary and Grammar Worksheet
Unit 5 Lesson 2
Workbook page 33

Notes

2 Listen and repeat. 1-63 Underline the times in the story.

- Play the recording for students to listen. Then play it again for students to repeat. Show students a clock and move the hands to show eight o'clock.
- Move the hands of the clock to show different times and ask *What time does she get up?* Encourage students to say *She gets up at (eight o'clock)*. Repeat with other times and daily activities.
- Ask students to look at the story and underline the times.

ANSWERS

Students underline the following in the story:

Frame 2: eight o'clock

Frame 4: three o'clock, four thirty

Transcript

Lily: What time does she get up?

Nicky's manager: She gets up at eight o'clock.

21ST CENTURY SKILLS

Information literacy

Students learn to recognize written times.

3 Circle and write.

- Point to the pictures and ask students to name the daily activities and say the times.
- Explain that students need to circle the correct verbs in the sentences and then write the correct times.
- Remind students that we usually add -s to the end of a verb to form the third person singular (*he/she/it*). Say *I go to school*. *She ...* and elicit the phrase *goes to school*. Write the two sentences on the board and underline the verbs.
- Check answers by pointing to the first picture and ask *What time does he get dressed?* Elicit the answer. Students read aloud the remaining questions and answers in pairs.

Lesson 3 pages 54-55

Classroom Presentation Tool

Objectives

- To present and practice four new items of vocabulary in a listening text.
- To review and expand on the grammar structure from Lesson 2.
- To sing a song using the language from the unit.

Language and structures

Active: *have breakfast, have lunch, have a snack, have dinner, get up, get dressed, go to school, come home, do my homework, play with friends, take a shower, go to bed; o'clock, quarter past, (seven) thirty, quarter to; What time do you have (breakfast)? I have (breakfast) at (seven o'clock) (in the morning/afternoon/evening/at night).*

Materials

Unit 5 flashcards; Class Audio CD 1; a cardboard / toy analog clock with movable hands

Warmer

- Divide the class into two teams. Students from each team take turns showing a time on a clock and a daily activity flashcard. The other team has to make a sentence (e.g. *You get up at eight o'clock.*). Award points for correct phrases.

1 Listen and repeat. 1-64 What time do you do these things? Complete the clocks.

- Books closed. Introduce the new words (Meals) using the flashcards. Hold up and point to the flashcards, and say the phrases for students to repeat.
- Books open. Play the recording for students to listen and point to the pictures. Play the recording again for students to listen, point, and repeat the phrases.
- Ask students *What time do you have (breakfast)?* Elicit answers, e.g. *I have (breakfast) at (seven thirty).*
- Students complete the clocks to show when they do each activity.

Transcript

have breakfast, have lunch, have a snack, have dinner

21ST CENTURY SKILLS

Social and cross-cultural interaction
Students think about the connections between meals and time.

5

Lesson 3

1 Listen and repeat. What time do you do these things? Complete the clocks.



have breakfast



have lunch



have a snack



have dinner

2 Match.

- Stella has breakfast at quarter past eight.
- Stella has lunch at twelve thirty.
- Stella has a snack at four o'clock.
- Stella has dinner at quarter to seven.










3 Complete the puzzle. What does Charlie have for lunch?



1



2



3




4

1 have b r e a k f a s t

2 have l u n c h

3 have a s n a c k

4 have d i n n e r



He has a s a n d w i c h.

54
Vocabulary Meals

2 Match.

- Point to the pictures and ask students to name the activities and say the times.
- Read aloud the first sentence and ask students to point to the matching picture. Tell students to draw a line in their Student Books to match the sentence to the picture.
- Check answers by pointing to the pictures and asking students to read aloud the matching sentences.

3 Complete the puzzle. What does Charlie have for lunch?

- Point to the pictures and ask students to name the meals.
- Tell students to think about how many letters are in the word for each meal and count the squares to help them complete the puzzle. They write one letter in each square.
- The letters in the squares with a colored border will form the answer to the question *What does Charlie have for lunch?*
- Invite students to read aloud the answers.

Notes

Learn Grammar



When do you have breakfast?

I have breakfast at seven o'clock in the morning.



in the morning



in the afternoon



in the evening



at night

4 Listen and repeat. 1.65

5 Listen and write. 1.66



When do you have lunch _____?

I have lunch at one o'clock _____
in the afternoon _____.



When do you _____ have dinner?

I have dinner _____ at seven thirty
in the evening _____.

6 Listen and sing. 1.67

Watch!

Song!

Chorus:

Jackson J, Jackson J, Jackson J.
Jackson J's a singer and this is his day.

He doesn't get up at eight o'clock.
He gets up at eleven. Hey, that's late!
When does he have breakfast?

At twelve o'clock.
That's time for lunch! Hey, that's late!

Chorus

He always has dinner and he has a show
From seven to eleven. Hey, that's late!

Everyone's excited. They shout his name:
Jackson J, Jackson J! You're a star! Hooray!

Chorus



Grammar I have breakfast at seven o'clock in the morning.

Practice Page 107 55

4 Listen and repeat. 1.65

- Play the recording for students to listen. Then play it again, and encourage students to repeat the grammar structure.
- Read aloud the time phrases. Ask students what time they think morning/afternoon/evening/night starts and ends.
- Say *I have (lunch) at (one o'clock) (in the afternoon)*. When do you have (lunch)? Invite different students to answer.

Transcript

Joe: When do you have breakfast?

Lily: I have breakfast at seven o'clock in the morning.

5 Listen and write. 1.66

- Point to the pictures and ask students to say where the people are (*school, home*) and what meal they are eating (*lunch, dinner*).
- Play the recording once, then play it again, pausing after each sentence for students to complete the dialogues.

- Check answers by inviting students to read aloud the questions and answers in pairs.

Transcript

1 A: When do you have lunch?

B: I have lunch at one o'clock in the afternoon.

2 A: When do you have dinner?

B: I have dinner at seven thirty in the evening.

6 Listen and sing. 1.67

- Ask students what they can see (*a singer / pop star*).
- Play the *Jackson J* song and ask the class to read the lyrics as they listen.
- Create actions for the song as a class. For example, mime the different verbs, e.g. *get up, have breakfast, have lunch, have dinner*. Students could think about what type of food they eat at different meals and adapt their mimes.
- Play the song again for students to sing and do the actions.

Finisher

- Play *Four in a row* with the Unit 5 flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice

Extra Practice Student Book page 107

CD-ROM: Vocabulary and Grammar Worksheet

Unit 5 Lesson 3

Workbook page 34

Notes

Objectives

To present a CLIL concept (Geography).
To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *time zone, world map, sunrise, sunset, behind, ahead of, hour, (seven) o'clock, at night, in the morning, New Zealand*

Review: *the USA*

Materials

CLIL Worksheet Unit 5 Lesson 4 (Geography); CLIL poster for Unit 5 (Geography); Unit 5 flashcards; Class Audio CD 1; a cardboard / toy analog clock with movable hands

Warmer

- Play the *Jackson J* song from Unit 5 Lesson 3 (page 55) 1-67 and encourage students to join in with the words and actions as much as possible.

1 Look at the map. Where is the UK?

- Using the poster, present the words *sunrise* and *sunset* by pointing to the photos and saying the words for students to repeat.
- Move the hands on a clock to show the meanings of *behind* and *ahead of* (e.g. *Spain is one hour ahead of the UK. When it's one o'clock in the UK, it's two o'clock in Spain. However, New York is four hours behind London.*).
- Point to the photos and ask students to say what they can see in each photo. Ask students what color the time zone for the UK is (*light blue*) and where it is.

ANSWER

The UK is in the center of the map, under zero.


2 Read and listen. 1-68

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Ask students what countries and cities are in the text (*London, the USA, New Zealand*).

21ST CENTURY SKILLS

Information literacy

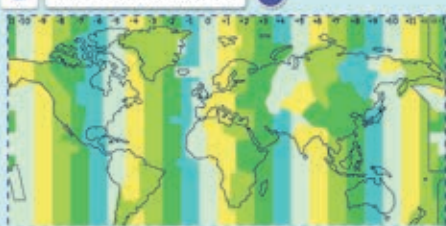
Students practice interpreting facts given in a text.

Geography 

5 Lesson 4


1 Look at the map. Where is the UK?

2 Read and listen.




This is a world map. You can see the time in different parts of the world. These are called time zones.

sunrise




This girl lives in London. It's seven o'clock in the morning. It's sunrise.

behind



This girl lives in Alaska in the west of the USA. The time is nine hours behind London. It's night.

ahead of



These boys are in New Zealand. It's seven o'clock in the evening. It's sunset. New Zealand is twelve hours ahead of London.

3 Read and circle **True** or **False**.

1 Sunrise is in the morning.	<input checked="" type="radio"/> True	<input type="radio"/> False
2 When it's morning in London, it's night in Alaska.	<input checked="" type="radio"/> True	<input type="radio"/> False
3 Sunset is in the evening.	<input checked="" type="radio"/> True	<input type="radio"/> False
4 New Zealand is seven hours ahead of London.	<input type="radio"/> True	<input checked="" type="radio"/> False

4 Look at the map. Circle the correct answers.

3 Read and circle True or False.

- Read aloud the first sentence. Ask students to look at the text and find out whether the sentence is true or false. Ask students to say what information in the text gave them the answer.
- Allow time for students to complete the activity in their Student Books. Check answers by asking students around the class to read aloud the sentences and say whether each sentence is true or false.

TEACHING TIP

Confident students can correct the false sentence.

4 Look at the map. Circle the correct answers.

- Tell students that they are going to think about times around the world.
- Hand out copies of the CLIL Worksheet for Unit 5. Point to the people on the worksheet and ask *Where is he/she from?*

- Students complete the time zone map. Help students by using the clock to show how many hours ahead or behind each city is.

ANSWERS

1 C 2 A 3 B 4 A 5 A 6 B

TEACHING TIP

Confident students can then complete the time zone quiz and check answers in pairs. In a less confident class, do the quiz as a class, asking questions and encouraging students to answer.

Finisher











- Show a time on the clock. Say *It's (ten o'clock) in New York. What time is it in (Rome)?* Elicit answers from students around the class.
- You can play this as a game in two teams. Award a point for each correct answer.

Further practice
Workbook page 35


5 Lesson 5

1 Listen.  Who gets up early, Sam or Natalie?

2 Listen again and draw the times. 

	get up	go to school	do my homework	go to bed
 Sam				
 Natalie				

Everyday English!

3 Listen and repeat. 

4 Act it out.

I get up at five o'clock in the morning.

That's really early!

I go to bed at ten thirty at night.

That's really late!

5 What time do you do things? Make a clock. Tell your friend.

What time do you have breakfast?

I have breakfast at quarter to six in the morning.

That's really early!

57

Natalie: I get up at quarter to eight in the morning.

Sam: That's really late!

Natalie: I go to school at quarter to nine. ... What time do you do your homework?

Sam: I do my homework at seven thirty in the evening. And you?

Natalie: I do my homework at seven o'clock in the evening. What time do you go to bed?

Sam: I go to bed at eight thirty at night.

Natalie: That's really early!


Sam: What time do you go to bed?

Natalie: I go to bed at ten thirty at night.

Sam: That's really late!

Natalie: Look, it's three o'clock. I'm hungry. Let's have a snack.

Sam: OK. Let's go!

2 Listen again and draw the times.  1-69

- Tell students they are going to listen again, and draw the times they hear.
- Play the recording, pausing after each time is said for students to draw it.
- Invite confident students to draw the times on the board.

3 Listen and repeat.  1-70

- Play the recording for students to listen. Then repeat, pausing after each line for students to repeat the sentences.

Transcript

A: I get up at five o'clock in the morning.

B: That's really early!

B: I go to bed at ten thirty at night.

A: That's really late!

4 Act it out.

- Students act out the dialogue in pairs. They replace the activities and times with their own ideas.

5 What time do you do things? Make a clock. Tell your friend.

- Tell students they are going to make a clock and hand out materials. Show them how to draw a circle on the card stock with a round object or a compass. They cut out the circle and mark numbers 1 to 12, then draw clock hands on the card stock and cut them out. Show them how to push a fastener through the clock hands and face.
- Invite confident students to model the dialogue using their clocks.
- Students take turns asking and answering about daily activities and show what time they do things on their clocks.

Finisher

- Play *Sharkman* with the daily activities phrases. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice
Workbook page 36

Lesson 5 page 57

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a listening text.

To develop listening for specific information.

To teach an *Everyday English* expression.

To make a clock.

Language and structures


Active: *get up, go to school, do my homework, go to bed; o'clock, quarter past, (seven) thirty, quarter to; in the morning/afternoon/evening, at night; What time do you (have breakfast)? I (have breakfast) at (quarter to six) (in the morning). That's really early/late!*

Materials

Unit 5 flashcards; Class Audio CD1; card stock; colored pens; scissors; paper fasteners; compasses (optional)

Warmer

- Play *True or False* with the Unit 5 flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

1 Listen.  1-69 Who gets up early, Sam or Natalie?

- Tell students that they are going to hear Sam and Natalie talking about their daily activities. Read the question, and students guess the answer.

- Play the recording and check their guesses.

ANSWER

Sam gets up early.

Transcript

Sam: Hi, Natalie.

Natalie: Hi, Sam. How are you?

Sam: I'm tired.

Natalie: Oh, what time do you get up?

Sam: I get up at five o'clock in the morning.

Natalie: That's really early!

Sam: Yes, it is. I go to school at seven o'clock.

Objectives

- To review the linguistic content of the unit through a reading text.
- To develop reading for specific information.
- To think about the importance of doing homework.
- To write about your week.

Language and structures

Active: *get up, have school, have homework, have breakfast, have lunch, have dinner, go to bed; late, busy, tired; in the morning/afternoon/evening, at night; o'clock, quarter past, (seven) thirty, quarter to; make time for*

Review: *news, Monday, Friday, Saturday, Sunday, sleep, play tennis*

Materials

Unit 5 flashcards; Class Audio CD 1

Warmer

- Play *Change places* with the Unit 5 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Read and listen. 1-71 **Does Nicky get up early or late on Saturday?**

- Point to the pictures and ask students who they can see (*Nicky News*) and what they think the text is about (*what Nicky News does every week*).
- Read aloud the question and then play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Ask students what time Nicky gets up on Saturday (*eleven o'clock*) and whether they think this is early or late.

ANSWER

Nicky gets up late on Saturday.

2 Check ✓ the correct option.

- Point to the pictures and ask students what they can see in each picture. Read aloud the first sentence. Tell students to read the text again, find the information, and ✓ the correct pictures.
- Check answers by asking students to read aloud the sentences and point to the correct pictures.

5 Lesson 6

1 Read and listen. 1-71

Does Nicky get up early or late on Saturday?

By Lily

The News on Nicky News!

Nicky News is busy!

From Monday to Friday, she gets up early. She has school and she has homework.

On Saturday and Sunday, Nicky sleeps late. She gets up at eleven o'clock in the morning and she has breakfast at eleven thirty. Nicky plays tennis at quarter past two in the afternoon. She has lunch at three thirty and she has dinner at eight o'clock in the evening. At eleven thirty at night, Nicky goes to bed. She's tired!

Nicky is busy, but she makes time for homework. She does her homework every day.

Our Values

Lily says: "Make time for homework. It's important!"

2 Check ✓ the correct option.

1 Nicky gets up early.	 <input checked="" type="checkbox"/>	 <input type="checkbox"/>
2 Nicky has breakfast at eleven thirty in the morning.	 <input type="checkbox"/>	 <input checked="" type="checkbox"/>
3 Nicky makes time for homework.	 <input checked="" type="checkbox"/>	 <input type="checkbox"/>

3 Complete the Values chart on page 119.

58

Writing practice
Page 107

Extension activity

Divide the class into two teams. Ask questions about the text to each team in turn (e.g. *Does Nicky get up early on Tuesday? When does Nicky sleep late? What time does Nicky have breakfast on Sunday? What does she do at quarter past two on Sunday? What time does Nicky have lunch on Saturday? What time does Nicky go to bed on Sunday? Does Nicky do her homework every day?*).

3 Complete the Values chart on page 119.

- Tell students to turn to page 119 of their Student Books. Read aloud the value for Unit 5 and ask students why it is important to make time for homework. Ask students how they feel when they make time for homework and finish their work, and how they feel when they don't and have to tell the teacher.

- Ask students when and where they do their homework.
- Students write notes on when they do their homework and why it is important to make time for homework. Then they color the correct number of stars to show how good they are at making time for homework.

21ST CENTURY SKILLS

Social and cross-cultural interaction
Students think about managing their time and responsibilities.

Finisher

- Play *What card is missing?* with the Unit 5 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further Practice

Extra Practice Student Book page 107
Workbook page 37

5 Review



1 Write.

play take get come do have



get dressed



take a shower



come home



have breakfast

2 Look and write.



1 What time does she go to school?
She goes to school at eight thirty.



2 What time does he do his homework?
 He does his homework at seven o'clock.

3 Look and write.



1 What time do you have breakfast?
 I have breakfast at quarter to seven in the morning.



2 What time do you have lunch?
 I have lunch at twelve thirty in the afternoon.



3 What time do you have dinner?
I have dinner at seven o'clock in the evening.

59

- Ask students which words in the box they did not use (*play, do*). Ask them what daily activities phrases they know that use these words (*play with friends, do my homework*).

21ST CENTURY SKILLS
Initiative and self-direction
 Students learn to think about verb-noun collocations.

2 Look and write.

- Ask students to name the activities shown in the pictures. Then point to the clocks and ask *What time is it?*
- Tell students to complete the questions and answers in their Student Books.
- Invite pairs of students to read aloud the completed questions and answers.

3 Look and write.

- Point to the pictures and ask students to say what meal each picture shows. Point to the clocks and ask students *What time is it?*
- Tell students to complete the questions and answers in their Student Books.
- Invite pairs of students to read aloud the completed questions and answers.
- Ask students to work in pairs and ask and answer the questions about themselves. Invite confident pairs to ask and answer questions in front of the class.

Extension activity
 Draw eight clocks on the board, each showing the time that you do one of the daily activities taught in this unit. Write *morning/afternoon/evening/night* under each clock to show what time of day you do each activity.
 Divide the class into two teams. Tell students to take turns asking questions to find out what you do at each of the times shown on the board, e.g. *What time / When do you (have breakfast)?* Answer the question, e.g. *I (have breakfast) at (eight o'clock) (in the morning).*
 If one of the clocks on the board shows the time you do the activity mentioned, cross out the clock and award a point to the team that asked the question.

Review page 59

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: *get up, get dressed, go to school, come home, do my homework, play with friends, take a shower, go to bed, have breakfast, have lunch, have a snack, have dinner; What time does she/he (get up)? She/He (gets up) at (eight o'clock). When do you (have breakfast)? I (have breakfast) at (eight o'clock) (in the morning). I (get up) at (five o'clock) in the (morning). That's really early! I (go to bed) at (ten thirty) at night. That's really late!*

Materials

Cardboard / toy analog clock with movable hands

Warmer

- Play *What's the time?* See Ideas bank (Teacher's Book page 161) for instructions.

TEACHING TIP
 In a less confident class, review telling the time. Show one o'clock on an analog clock. Say the time and encourage students to repeat it. Move the minute hand by a quarter of an hour and repeat this until you have covered all of the time phrases several times. Then show various times and ask *What time is it?* Encourage students to call out the times.

1 Write.

- Point to the pictures and ask students to name the activities.
- Tell students to choose words from the box to complete the phrases.
- Check answers by asking students to read aloud the completed phrases.

Finisher

- Play the *Jackson J* song from Unit 5 Lesson 3 (page 55) 1•67 for students to listen and join in as much as possible.

Further practice Unit 5 Test

Unit 6 Helping at Home

Lesson 1 pages 60–61

Classroom Presentation Tool

Objectives

To present and practice eight new items of vocabulary.
To review grammar from a previous unit.

Language and structures

Active: *clean the bedroom, make the bed, do the laundry, cook dinner, wash the dishes, fold clothes, vacuum the carpet, set the table*

Review: *Do you (make the bed)? Yes, I do. / No, I don't.*

Materials

Unit 6 flashcards; Class Audio CD 2

Warmer

- Play *Simon says* with the daily activities from Unit 5. See Ideas bank (Teacher's Book page 161) for instructions.

1 Listen and repeat. 2:01

- Books closed. Introduce the new words (Household chores) using the flashcards. Hold up and point to the flashcards, and say the phrases for students to repeat.
- Books open. Play the recording for students to listen and point to the correct household chores in the main picture. Play the recording again for students to listen, point, and repeat the phrases.

Transcript

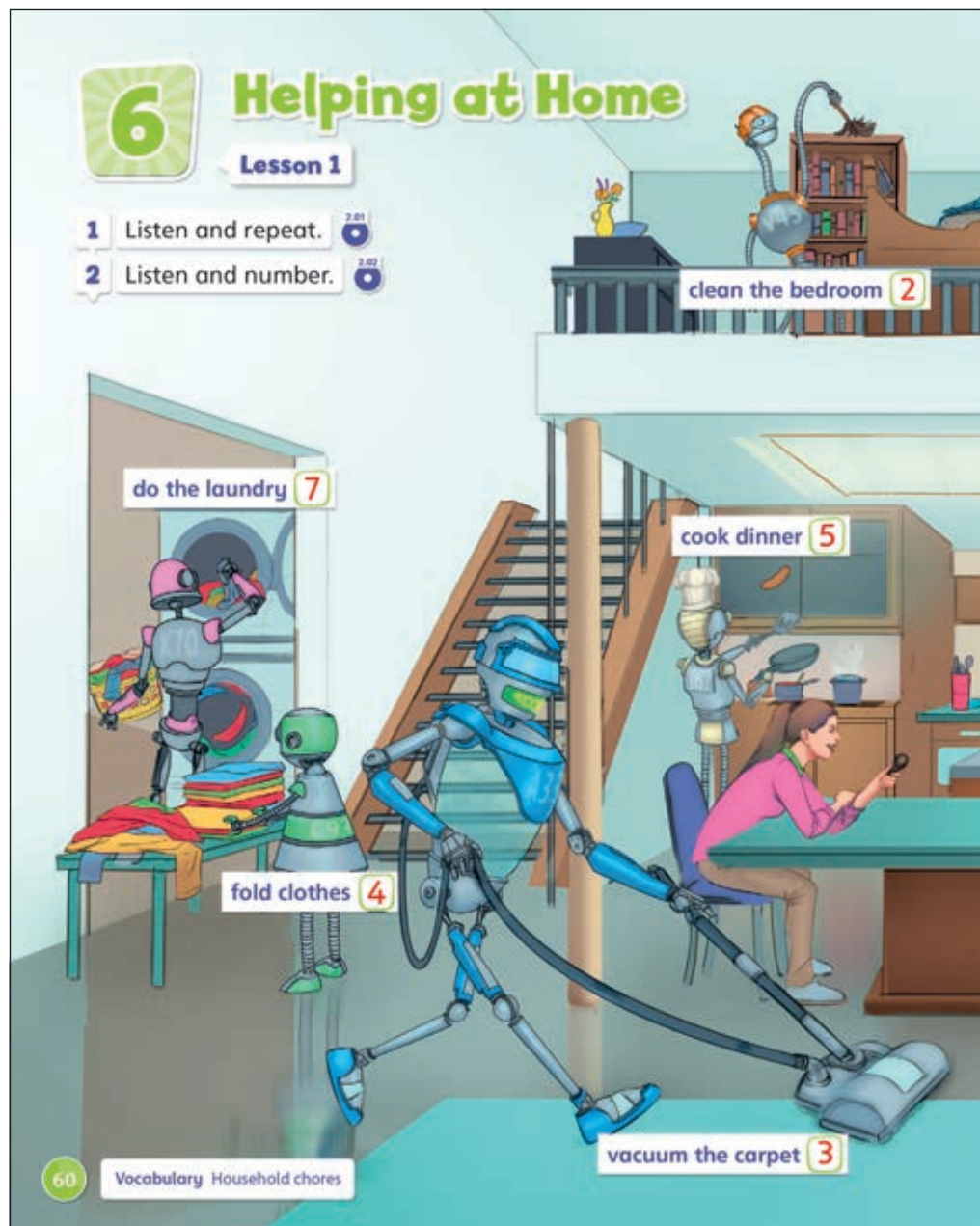
clean the bedroom, make the bed, do the laundry, cook dinner, wash the dishes, fold clothes, vacuum the carpet, set the table

TEACHING TIP

Chanting the new words chorally before asking students to say them individually will help less confident students.

2 Listen and number. 2:02

- Point to the household chores in the main picture and ask students to name them. Say any phrases that students struggle to remember, and reinforce them by holding up the flashcards.
- Play the recording for students to listen and point to the correct robots. Then play the recording again, pausing after each item for students to number the household chores.
- Check answers by asking *What's number (1)? (wash the dishes).*



Transcript

- wash the dishes
- clean the bedroom
- vacuum the carpet
- fold clothes
- cook dinner
- set the table
- do the laundry
- make the bed

Extension activity

Ask students to think of an action to represent each of the household chores. Practice the actions with the class and then say the household chores for students to do the actions.

Notes



Finisher

- Play *Pass the flashcards* with the household chores flashcards. When the music stops, students hold up their flashcards and make sentences, e.g. *I wash / don't wash the dishes.* See Ideas bank (Teacher's Book page 160) for instructions.

EXTRA VOCABULARY

(feather) duster
 frying pan
 pancake
 plates
 saucepan
 sink
 stove
 vacuum cleaner
 washing machine

Notes

3 Write. Do you do these things? Look and make a ✓ or an X.

- Ask students to name the household chores in the pictures.
- Allow time for students to write the household chores under the correct pictures. They can look at the phrases in the main picture to check their spelling.
- Check answers and ask students around the class *Do you (clean your bedroom)?* Encourage them to answer *Yes, I do. / No, I don't.*
- Tell students to ✓ the chores that they do and make an X next to the chores that they don't do.

Extension activity

Ask students to look at all the chores that they have marked with an X. Tell them to try and help with each of these chores at home over the following week. Ask them to make notes and report back next week on what they have done to help at home.

21ST CENTURY SKILLS

Leadership and responsibility

Students think about how they help at home.

4 Ask and answer.

- Ask confident students to model the dialogue.
- Move around the class as students practice asking and answering in pairs. Encourage students to change the dialogue to make it about different household chores.

Junior Crew's assignment

- Point to Charlie's tablet and ask students who they can see (*Amy*). Read aloud the speech bubble. Tell students that they are going to find out about Professor Green's robots in this unit. Ask students to look through the rest of the unit quickly and say what lessons the robots appear in (*Lessons 2 and 6*) and what chores the robots do.

Lesson 2 pages 62–63
Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.
To review vocabulary from Lesson 1.

Language and structures

Active: *always, often, sometimes, never; clean the bedroom, make the bed, do the laundry, cook dinner, wash the dishes, fold clothes, vacuum the carpet, set the table; help, house; I (always) (fold clothes). I (sometimes) (cook dinner).*

Review: *robots, famous, clever, sad, happy, tired, play, soccer, good at; (Glad) to meet you. What's wrong?*

Materials

Unit 6 flashcards; Class Audio CD 2; colored pens

Warmer

- Play *Mime the word* with the household chore phrases. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and read. 2:03 **Do the Junior Crew help the robots? Act it out.**

- Point to known items in the story (*soccer ball, headphones, window, etc.*) and ask students to name them.
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Ask students the question *Do the Junior Crew help the robots?* Elicit answers from students around the class.
- Play the recording again, pausing to ask students questions about each frame: 1 *Where are the Junior Crew? (at Professor Green's house) What is the robot doing? (working in the garden)* 2 *What are the robots doing? (cleaning the house) How do the robots feel? (sad)* 3 *What chores does C93 do? (He folds clothes and makes the bed.)* 4 *What chores does A33 do? (He vacuums the carpet and washes the dishes.) Why is A33 sad? (Because he never plays.)* 5 *What does Charlie have? (a soccer ball)* 6 *What are the robots doing? (playing soccer with the Junior Crew) Are the robots happy now? (Yes, they are.)*
- Divide the class into groups to act out the story.
- Allow students time to practice in their groups. Then invite groups to act out the story for the class.

ANSWER

Yes, the Junior Crew help the robots.



TEACHING TIP

Confident students can change the story to include different household chores.

Fast finishers

Ask fast finishers to read the story again and find how many household chores are mentioned.

ANSWER

Four chores are mentioned in the story:
Frame 3: fold clothes, make the bed
Frame 4: vacuum the carpet, wash the dishes

Further practice

Workbook page 38

Notes

Learn Grammar

I always fold clothes.





I sometimes cook dinner.

always often sometimes never

2 Listen and repeat. 2:04 Find *always, often, sometimes, and never* in the story.

3 Look and write.

1   I never make my bed.

2   I sometimes wash the dishes.

3   I often fold clothes.

4   I always vacuum the carpet.

HELP THE JUNIOR CREW! Find a pajama shirt in the story. Draw what's on it. Now go to page 120.



Grammar I always make the bed. / I never make the bed.

Practice Page 108 63

21ST CENTURY SKILLS

Information literacy

Students learn to interpret a key to find information.

Help the Junior Crew!

- Students find the pajama shirt in the story and draw the symbol on it (a cloud) in the box.
- Tell students to find the words in the *Junior Crew Mystery Message* on page 120 of the Student Book. See the *How to ...* section in the Teacher's Book on page 33 for instructions (The words for the *Mystery Message: the clues*).

Finisher

- Play *Chain stories* using the household chores. Start by saying *On Mondays, I always wash the dishes*, and ask a confident student to add a sentence to the story. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice

Extra Practice Student Book page 108

CD-ROM: Vocabulary and Grammar Worksheet

Unit 6 Lesson 2

Workbook page 39

Notes

2 Listen and repeat. 2:04 Find *always, often, sometimes, and never* in the story.

- Point to the picture and ask students what the robot is doing (*folding clothes and cooking dinner*).
- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Show students the key and explain: *always* means that we do something all the time, or every day; *often* means that we do something a lot of the time; *sometimes* means that we do something some of the time; *never* means that we don't do something.
- Ask students to look at the story and find the words *always, often, sometimes, and never*. Invite students to read aloud the sentences with these words from the story.

ANSWER

Always, often, sometimes, and never appear in the story as underlined below:

Frame 3: I always fold clothes and make the bed.

Frame 4: I often vacuum the carpet. I sometimes wash the dishes. I never play!

Transcript

Robot C93: I always fold clothes.

Robot C93: I sometimes cook dinner.

3 Look and write.

- Point to the pictures and ask students to name the household chores. Point to the key for each item and ask students to say which word each key represents.
- Explain that students need to write sentences about how often each person does the household chore.
- Allow time for students to complete the activity.
- Check answers by asking students to read aloud their sentences.

Lesson 3 pages 64–65

Classroom Presentation Tool

Objectives

- To present and practice four new items of vocabulary in a listening text.
- To review and expand on the grammar structure from Lesson 2.
- To sing a song using the language from the unit.

Language and structures

Active: *walk the dog, water the plants, cut the grass, take out the trash, clean the bedroom, make the bed, do the laundry, cook dinner, wash the dishes, fold clothes, vacuum the carpet, set the table, help, home; How often do you (walk the dog)? I always/often/sometimes/never (walk the dog).*

Review: *put your things away, clean up*

Materials

Unit 6 flashcards; Class Audio CD 2

Warmer

- Divide the class into two teams. Draw three small boxes on the board and shade them. Hold up a household chores flashcard. Ask a student from Team A to make a sentence (e.g. *I (always) wash the dishes*). Repeat with other flashcards, shading a different number of boxes each time.

1 Listen and repeat. 2:05 Check ✓ the things you do sometimes.

- Books closed. Introduce the new words (Outdoor chores) using the flashcards. Hold up and point to the flashcards, and say the phrases for students to repeat.
- Books open. Play the recording for students to listen and point to the pictures. Play the recording again for students to listen, point, and repeat the phrases.
- Ask students around the class *Do you (walk the dog)?* Elicit *I (always/often/sometimes/never) (walk the dog).*
- Tell students to ✓ the chores that they sometimes do.

Transcript

walk the dog, water the plants, cut the grass, take out the trash

2 Look at the table. Read and match.

- Read aloud the first sentence and ask students to look at the pictures and point to the matching character in the table (*Lily*). Tell students to draw a line in their Student Books to match the sentence to Lily.

6 Lesson 3

1 Listen and repeat. 2:05

Check ✓ the things you do sometimes.

walk the dog

water the plants

cut the grass

take out the trash

2 Look at the table. Read and match.

1 I never walk the dog.		Stella			
2 I sometimes water the plants.		Joe			
3 I often cut the grass.		Charlie			
4 I often take out the trash.		Lily			

3 Look at activity 2. Order the words and circle.

1 plants. / I / water / sometimes / the		Stella	Charlie	
<i>I sometimes water the plants.</i>				
2 take / I / out / trash. / the / often		Lily	Joe	
<i>I often take out the trash.</i>				
3 cut / the / often / I / grass.		Stella	Lily	
<i>I often cut the grass.</i>				
4 the / sometimes / walk / I / dog.		Lily	Stella	
<i>I sometimes walk the dog.</i>				

64 Vocabulary Outdoor chores

- Students complete the rest of the activity. Check answers.

21ST CENTURY SKILLS

Critical thinking and problem solving

Students interpret information in a table to complete the activity.

3 Look at activity 2. Order the words and circle.

- Tell students they need to write the words in the correct order to make sentences. Then they look at the table in activity 2 and decide who each sentence is about. They then circle the correct names in their Student Books.
- Complete the first item as a class.
- Check answers by getting students to read full sentences and say the name they circled.

Notes

Learn Grammar

How often do you walk the dog?

I sometimes walk the dog.

4 Listen and repeat.

2:06

5 Listen and number.

2:07

always

often

sometimes

never

	1	3	4
	6	7	5
	2	8	

6 Listen and sing.

2:08

Watch!

Song!

Helping at home! Helping at home!
Do you put away your things?
Do you clean up?
Helping at home! Helping at home!
How often do you help at home?

How often do you make your bed?
I always make my bed – look!
How often do you set the table?
I often set the table – look!
How often do you fold the clothes?
I sometimes fold the clothes – look!
How often do you walk the dog?
Never! The dog walks me – AHH!

Helping at home! Helping at home!
We put away our things. We always clean up.
Helping at home! Helping at home!
We always try to help at home.



Grammar How often do you walk the dog? I always walk the dog.

Practice Page 109 65

4 Listen and repeat. Ⓜ 2:06

- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Ask questions to students around the class and encourage them to answer about themselves.

Transcript

Lily: How often do you walk the dog?

Joe: I sometimes walk the dog.

5 Listen and number. Ⓜ 2:07

- Point to each picture in the table and ask students to say the chore.
- Play the recording once through. Then play it again, pausing after each dialogue for students to write the numbers in the correct boxes.
- Check answers by calling out numbers one to eight and inviting pairs of students to ask and answer the question.

Transcript

1 A: How often do you take out the trash?

B: I always take out the trash.

2 A: How often do you walk the dog?

B: I often walk the dog.

3 A: How often do you cut the grass?

B: I sometimes cut the grass.

4 A: How often do you water the plants?

B: I never water the plants.

5 A: How often do you water the plants?

B: I often water the plants.

6 A: How often do you take out the trash?

B: I never take out the trash.

7 A: How often do you cut the grass?

B: I always cut the grass.

8 A: How often do you walk the dog?

B: I never walk the dog. We don't have a dog!

6 Listen and sing. Ⓜ 2:08

- Tell students to look at the pictures. Ask what the people in the pictures are doing (*walking the dog, folding clothes*).
- Play the *Helping at Home* song. Students read the lyrics.

- Create actions for the song as a class and mime doing the different household chores.
- Play the song again for students to sing and do the actions.

Finisher

- Play *Tic-tac-toe* with the Unit 6 flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice

Extra Practice Student Book page 109

CD-ROM: Vocabulary and Grammar Worksheet

Unit 6 Lesson 3

Workbook page 40

Notes

Objectives

To present a CLIL concept (Social Studies).
To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: use the crosswalk, wait for the light, wear bright clothes, walk on the sidewalk; always, often, sometimes, never; road safety

Review: important, red, green, yellow, night, run, play, safe; Hi! I'm (Oliver).

Materials

CLIL Worksheet Unit 6 Lesson 4 (Social Studies); CLIL poster for Unit 6 (Social Studies); Unit 6 flashcards; Class Audio CD 2; paper (optional)

Warmer

- Play the *Helping at Home* song from Unit 6 Lesson 3 (page 65) 2:08 again and encourage students to join in with the words and actions as much as possible.

1 Read and listen. 2:09 **How can we be safe on the road?**


- Present the phrases *use the crosswalk*, *wait for the light*, *wear bright clothes*, and *walk on the sidewalk* by pointing to the pictures and saying the phrases for students to repeat.
- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Ask students what we can do to stay safe on the road and what they do to stay safe on the road. Ask students how each of these actions helps.

ANSWER

We can be safe on the road by using the crosswalk, waiting for the light, wearing bright clothes, and walking on the sidewalk.

2 Read and match.

- Read aloud the first question. Ask students to look at the text and pictures and find the answer. Ask students to draw a line from the answer (c) to question 1.
- Allow time for students to complete the activity in their Student Books. Move around the class and help students to find the correct information in the text if necessary. If it is helpful to students, you can play the recording again.
- Invite students to read aloud the questions and answers in pairs.




Social Studies

6 Lesson 4


1 Read and listen. 2:09 **How can we be safe on the road?**

1 **use the crosswalk**



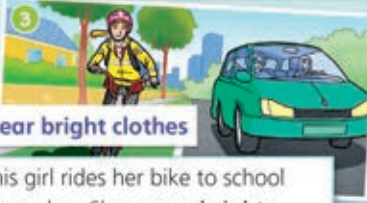
Road safety is important. Let's be safe when we use the roads; always use the crosswalk.

2 **wait for the light**




These children always wait for the light. They can't cross when it's red. When the light is green, they can cross.

3 **wear bright clothes**



This girl rides her bike to school every day. She wears bright clothes. Her jacket is bright yellow. People in cars can see her at night.

4 **walk on the sidewalk**



These children always walk on the sidewalk. They don't run and they never play on the road. It's not safe.

2 Read and match.

1 What color is the crosswalk?	a on the sidewalk
2 What are the children waiting for?	b bright yellow
3 What color is the girl's jacket?	c black and white
4 Where do the children walk?	d the green light

3 Do the road safety quiz.

3 Do the road safety quiz.

- Tell students that they are going to do a road safety quiz.
- Hand out copies of the CLIL Worksheet for Unit 6.
- Students work in pairs to read the quiz and circle the answers that are true for them.
- When students have completed the quiz, they use the key to add up their scores.

21ST CENTURY SKILLS

Social and cross-cultural interaction

Students think about ways to keep themselves safe.

Fast finishers

Fast finishers can write sentences about themselves in their notebooks using *always*, *often*, *sometimes*, or *never* (e.g. *I always wait for the green light. I never cross when the light is red.*)

Extension activity

Ask students to make a road safety poster. Assign them pictures to draw to illustrate the rules:

Always: wait for the light; wear bright clothes; walk on the sidewalk; look before you cross; walk/ride your bike carefully

Never: cross when the light is red; wear dark clothes at night; play in the road; cross when a car is coming

Ask students to write rules to match the pictures. They then stick the pictures and rules onto a large piece of card to display in the classroom.

Finisher

- Say a sentence, e.g. *Always/Never (walk in the road)*. Students call out *Yes* if it is good advice and *No* if it is bad advice. Ask students to correct the bad advice.

Further practice

Workbook page 41

6 Lesson 5

1 Listen. 2:10 Who often cuts the grass?

2 Listen again. Color the boxes for Peter. 2:10



always often sometimes never

1 wash the dishes

2 cut the grass

3 take out the trash

Everyday English!

3 Listen and repeat. 2:11

4 Act it out.

My bedroom is a mess!

Let's clean it together.

5 How do you help? Make a chart. Tell your friend.

I sometimes make my bed. I often clean my bedroom!

How often do you make your bed?

Chores	Monday	Tuesday	Wednesday	Thursday	Friday
Make the bed					
Clean the bedroom					
Take out the trash					
Wash the dishes					



67

Lesson 5 page 67

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a listening text.

To develop listening for specific information.

To teach an *Everyday English* expression.

To make a chart showing how often you do chores.

Language and structures

Active: wash the dishes, cut the grass, take out the trash, clean the bedroom, make the bed; always, often, sometimes, never; My (bedroom) is a mess! Let's clean it together.

Review: kitchen, living room, bathroom

Materials

Unit 6 flashcards; Class Audio CD 2; card stock, colored pens, rulers

Warmer

- Play *What card is missing?* with the Unit 6 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen. 2:10 Who often cuts the grass?

- Tell students that they are going to hear two boys talking about household chores. Read aloud the question and tell students to listen for the answer.
- Check the answer.

ANSWER

Peter's dad often cuts the grass.

Transcript

Jack: Hi, Peter. Can I ask you some questions?

Peter: Of course.

Jack: OK. Number one. How often do you wash the dishes?

Peter: I always wash the dishes. I like it.

Jack: OK. You always wash the dishes. Number two. How often do you cut the grass?

Peter: I sometimes cut the grass.

Jack: Really?

Peter: Yes, my dad often cuts the grass, and I sometimes cut the grass.

Jack: OK. Number three. How often do you take out the trash?

Peter: I often take out the trash. My mom often takes out the trash, too.

2 Listen again. Color the boxes for Peter. 2:10

- Tell students they are going to listen to the recording again and color the boxes to show how often Peter does the chores. Point to the boxes in the key and ask students to say which word each set of boxes represents.
- Play the recording for students to color the boxes.
- Check answers by asking *How often does Peter (wash the dishes)?*

3 Listen and repeat. 2:11

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat.

Transcript

A: My bedroom is a mess!

B: Let's clean it together.

4 Act it out.

- Model the dialogue a few times with confident students.
- Students act out the dialogue in pairs. Encourage students to replace *bedroom* with the words in blue in the box.

5 How do you help? Make a chart. Tell your friend.

- Tell students they are going to make a chart to show how often they do household chores. Hand out sheets of card stock. Make sure students have colored pens and rulers.
- Show students how to draw the table by reviewing days of the week. Students complete the table with chores and how often they do each chore. They can decorate their chart with pictures of household chores.
- Students model the dialogue using their charts and then take turns asking and answering in pairs.

21ST CENTURY SKILLS

Productivity and accountability

Students think about how often they help at home.

Finisher

- Play *Hit the card* with the Unit 6 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Workbook page 42

Objectives

- To review the linguistic content of the unit through a reading text.
- To develop reading for specific information.
- To think about the importance of working together.
- To complete an interview about household chores.

Language and structures

- Active:** cook dinner, cut the grass, wash the dishes, take out the trash, clean the bedroom, do the laundry, walk the dog, make the bed; always, often, sometimes, never; work together
- Review:** interview, clothes, dog, dirty, clean; big, small; I don't have (a bed). I love (dogs). I like / don't like (dirty clothes).

Materials

Unit 6 flashcards; Class Audio CD 2

Warmer

- Play *Fast flashcards* with the Unit 6 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Read and listen. 2-12 Do Professor Green and X70 work together?

- Point to the pictures and ask students who they can see (*Professor Green, a robot, dogs*) and what they think the text is about.
- Read aloud the question. Then play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Ask the question and encourage students to answer, saying which chore Professor Green and X70 do together.

ANSWER

Yes, they do. Professor Green and X70 walk the dogs together.

2 Complete the chart.

- Tell students to read the text again and complete the chart by writing the chores mentioned in the text in the correct boxes. Point to the example answer.
- Check answers by asking students around the class *What does (Professor Green) (always) do? (wash the dishes).*

6 Lesson 6

1 Read and listen. Do Professor Green and X70 work together?

Interview: Professor Green and X70


By Charlie



Hi Charlie! I always wash the dishes. I like doing it. I often take out the trash. I sometimes clean the bedroom. I never do the laundry! I don't like dirty clothes.



I always do the laundry. I like clean clothes. I often cut the grass. It's fun! I sometimes cook dinner, but I never make the bed. I don't have a bed!



We always walk the dogs together. I love dogs. X70 does, too, but the dogs are big and he's very small!

Our Values Charlie says: "Get things done! Work together!"

2 Complete the chart.

	always	often	sometimes	never
	wash the dishes	take out the trash	clean the bedroom	do the laundry
	do the laundry	cut the grass	cook dinner	make the bed

3 Complete the Values chart on page 119.

68 Writing practice Page 109

21ST CENTURY SKILLS

Information literacy

Students organize information from a text into a chart.

Extension activity

Divide the class into two teams. Ask questions about the text to each team in turn (e.g. *Does X70 always cut the grass? How often does Professor Green clean the bedroom? Does X70 have a bed? Does Professor Green like dirty clothes? Does X70 love dogs? Are the dogs small?*). Award one point for each correct answer. The team with the most points wins.

3 Complete the Values chart on page 119.

- Tell students to turn to page 119 of their Student Books. Read aloud the value for Unit 6 and ask students why it is important to work together (*Because it's good to help people, and because*

some jobs are easier if you work together.) Ask students how they feel when they work with other people and how they feel when they work alone.

- Ask students what chores they usually do alone and what chores they do with someone else. Ask students what chores they like / don't like.
- Students write notes on when they work together and why it is important to work together. Then they color the correct number of stars to show how good they are at working with other people.

Finisher

- Play *Guess the flashcard* with the Unit 6 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further Practice

Extra Practice Student Book page 109
Workbook page 43

6 Review



1 Circle five chores.

w	l	m	c	n	c	r	r	w	a	l	k	t	h	e	d	o	g
j	c	u	t	t	h	e	g	r	a	s	s	m	b	o	b	l	u
x	w	h	z	k	j	r	c	o	b	k	y	a	t	k	c	a	q
f	o	l	d	c	l	o	t	h	e	s	t	k	x	d	j	l	w
t	g	v	l	j	s	n	m	u	o	y	h	e	o	l	m	u	v
m	t	a	k	e	o	u	t	t	h	e	t	r	a	s	h	g	t
a	v	w	m	a	k	e	t	h	e	b	e	d	a	d	x	t	l

2 Write.



- How often **do you** _____ clean your bedroom?
I **always** _____ clean my bedroom.
- How often** _____ do you water the plants?
I **never** _____ water the plants.

3 Complete the puzzle.

*	△	○	□	+	◇	×	☁	●	▲	■	◆	♥	+	⏪	⊙	⊙	*	☺	↓	▮)	♥	↑	○	●
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

1 ☁♥♦ ⏪♦◇+ + □⏪⊙⏪▮ ♥*◆■ ↓☁+ □⏪*?
How often do you walk the dog?

2 ● + +) ÷ * ♥ * ◆ ■ ↓ ☁ ÷ □ ⏪ * .
I never walk the dog.

● ☁ *) ÷ * ○ * ↓ !
I have a cat!

2 Write.

- Ask students to say what items they can see in the picture. Ask them which chores they think the girl *always/often/sometimes/never* does.
- Tell students to complete the questions and answers in their Student Books.
- Invite pairs of students to read aloud the completed questions and answers.

3 Complete the puzzle.

- Point to the symbols and explain that this is a code. Each symbol represents a letter of the alphabet. Students need to use the key to find out what the secret messages are.
- When students have solved the puzzle, invite a pair of students to read aloud the question and answer.

TEACHING TIP
Confident students can work on their own, and then check answers in pairs. In a less confident class, you can solve the puzzle as a class. Invite students to call out the letters one at a time for you to write on the board.

21ST CENTURY SKILLS
Communication
Students practice interpreting messages expressed through symbols.

Fast finishers
Fast finishers can write their own coded message. They can then swap messages with a friend and decode each other's messages.

Extension activity
Divide the class into two teams. Write coded phrases (a household chore from Unit 6 or a daily activity from Unit 5) on the board. The first team to solve each puzzle and call out the phrase wins one point.

Finisher
Play the *Helping at Home* song from Unit 6 Lesson 3 (page 65) 🎧 2:08 for students to listen and join in as much as possible.

Further practice
Unit 6 Test
Units 5 and 6 Speaking Test
Workbook pages 44 and 45

Review page 69

Classroom Presentation Tool

Objectives
To review the vocabulary and grammar structures of the unit.

Language and structures
Active: *clean the bedroom, make the bed, do the laundry, cook dinner, wash the dishes, fold clothes, vacuum the carpet, set the table, walk the dog, water the plants, cut the grass, take out the trash; I (always) (fold clothes). I (sometimes) (cook dinner). How often do you (wash the dishes)? I (always) (wash the dishes). The (bedroom) is a mess! Let's clean it together.*

Materials
Unit 6 flashcards; Class Audio CD 2

Warmer

- Play *Four in a row* with the Unit 6 flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

1 Circle five chores.

- Tell students that there are five household chores hidden in the wordsearch. They need to find the phrases and circle them.
- Ask students to check their answers in pairs before checking together as a class.

TEACHING TIP
Confident students can complete the puzzle, and then check answers in pairs. Less confident students can work in pairs or small groups. Show students how to look along each row for the first letter of a word, then look at the letters around the first letter, and so on.

Culture 3

A Ranch pages 70–71

Classroom Presentation Tool

Objectives

To learn about life on a ranch.

To present and practice four new items of vocabulary.

To review the linguistic content from Units 5 and 6.

Language and structures

Active: *ranch, calf, cowboy, busy*

Review: *countryside, big, cows, live, family, horse, smart, old, young, vet, sick, sunny, rainy, snowy, weather, always, great, hay*

Materials

Class Audio CD 2; colored pens; paper (one sheet per student)

Warmer

- Play *Simon Says* to practice the vocabulary from Units 5 and 6. See Ideas bank (Teacher's Book page 161) for instructions.
- Ask students to brainstorm and name as many animals as they can in English in one minute. Examples might include *lion, zebra, giraffe, monkey, snake, hippo, kangaroo, dog, tiger, horse, cat, cow, etc.*

1 Look at the pictures. What animals live on the ranch?

- Tell students to look at the photos and say what animals live on the ranch.

ANSWER

Cows and horses

2 Listen and read. 2•13

- Introduce the new words using the photos. Point to the photos and say the words for students to repeat.
- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.

Transcript

Hi! I'm Charlotte. I live on a ranch in the USA. It's in the countryside and it's very big. There are lots of cows here. I live on the ranch with my family.


This is a cowboy. Cowboys live at the ranch. They often have horses. That horse is called Star. He's smart!

There are old cows and young cows on the ranch. Today the vet is here. A calf is sick.

Sometimes it's sunny, sometimes it's rainy, and sometimes it's snowy. The weather

Culture 3

A Ranch

- 1 Look at the pictures. What animals live on the ranch?
- 2 Listen and read. 
- 3 Write.
- 4 Make a ranch poster. Tell your friend.



Hi! I'm Charlotte. I live on a **ranch** in the USA. It's in the countryside and it's very big. There are lots of cows here. I live on the ranch with my family.

This is a **cowboy**. Cowboys live at the ranch. They often have horses. That horse is called Star. He's smart!

There are old cows and young cows on the ranch. Today the vet is here. A **calf** is sick.

isn't always great, but we're always busy on the ranch!

Culture note

A *ranch* is a large farm where people raise animals such as cows, horses, or sheep. The word *ranch* is from the Spanish word *rancho*. Ranches are often found in the desert areas of the USA because there is lots of space. There are also lots of ranches in Australia.

3 Write.

- Read aloud the first question. Encourage students to look at the text and answer the question orally.
- Students complete the rest of the activity in their Student Books. In a less confident class, you can complete the whole activity orally first, and then allow students time to write the answers.
- Check answers by asking students to read aloud the questions and answers in pairs.

Fast finishers

Ask fast finishers to write three more questions about the text. They can then swap with a friend and answer each other's questions.

Lesson 3 pages 76–77
Classroom Presentation Tool

Objectives

- To present and practice four new items of vocabulary in a listening text.
- To review and expand on the grammar structure from Lesson 2.
- To sing a song using the language from the unit.

Language and structures

Active: *stay in bed, go to the doctor, go to the dentist, take medicine; earache, headache, toothache, cold, stomachache, sore throat, cough, fever; When I have (a fever), I (stay in bed). What's the problem?*

Review: *doctor, need, please, water, go to bed; Anything else?*

Materials

Unit 7 flashcards; Class Audio CD 2

Warmer

- Divide the class into two teams and invite a student from Team A to the board. Show the student three illnesses flashcards. The student picks one to mime to his/her team.
- Students from Team A guess the illness and say *You have (a headache)!* If they guess correctly, the flashcard is revealed and they win a point. If they guess incorrectly, Team B has a chance to guess and win the point.
- Repeat with students from each team in turn.

1 Listen and repeat. 2:18 **You have a cold. What do you do? Make a ✓.**

- Books closed. Introduce the remedies using the flashcards. Hold up and point to the flashcards and say the phrases for students to repeat.
- Books open. Play the recording for students to listen and point to the photos. Then play the recording again for students to listen, point, and repeat the phrases.
- Ask students around the class *Do you (stay in bed) when you have (a cold)?* Encourage them to answer *Yes, I do. / No, I don't.*
- Tell students to ✓ what they do when they have a cold.

Transcript

stay in bed, go to the doctor, go to the dentist, take medicine

2 Circle.

- Point to the pictures and ask students to name the characters and the remedies.

7

Lesson 3

1 Listen and repeat. 2:18 **You have a cold. What do you do? Make a ✓.**

stay in bed

go to the doctor

go to the dentist

take medicine

2 Circle.

1 stay in bed / take medicine

2 go to the doctor / go to the dentist

3 go to the doctor / stay in bed

4 take medicine / go to the dentist

3 Look at activity 2. Match and write.

go to the dentist

 go to the doctor

 stay in bed

 take medicine

76 Vocabulary Remedies

- Tell students to look at the pictures and circle the correct remedies.
- Check answers by pointing to the pictures and asking students to read aloud the correct remedies.

3 Look at activity 2. Match and write.

- Point to the pictures of the characters and ask students to name the illnesses (*1 fever, 2 toothache, 3 sore throat, 4 headache*). Point to the pictures of the remedies and the example answer. Ask students which remedy each picture shows.
- Tell students to look at the pictures in activity 2 and draw lines to match the characters to the remedies. They then write the remedies next to the pictures.
- Invite students to point to characters and the matching remedies and read aloud the answers.

Notes

Learn Grammar

When I have a fever, I stay in bed.

4 Listen and repeat. 2:14

5 Listen and make a ✓. 2:20

	take medicine	go to the doctor	go to the dentist	stay in bed
headache	✓			
toothache			✓	
sore throat		✓		
fever				✓
stomachache	✓			
cold				✓
earache		✓		
cough	✓			

6 Listen and sing. 2:21 Watch!

Song!

Doctor, doctor. I need a doctor.
Doctor, doctor, can you help me, please?
Come in. Sit down. How do you feel?
What's the problem? Tell me, please.
I have a headache, a really bad headache.
OK, I see. Anything else?
I have an earache, a really bad earache.
OK, I see. Anything else?
I have a cough, a really bad cough.
OK, I see. Anything else?
I have a cold, a really bad cold.

OK, I see. Anything else?
I have a sore throat, a fever and my eyes are red,
I feel sick, I feel tired, and I want to go to bed.
That isn't good. You aren't very well.
Take this medicine with water and go to bed.



Grammar When I have a fever, I stay in bed.

Practice Page 111 77

6 Listen and sing. 2:21

- Tell students to look at the pictures. Ask students what is wrong with the people in the pictures.
- Play the *I Need a Doctor* song and ask the class to read the lyrics as they listen.
- Create actions for the song as a class and mime having each of the different illnesses.
- Play the song again for students to sing and do the actions.

Finisher

- Play *Odd one out* with the Unit 7 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Extra Practice Student Book page 111
CD-ROM: Vocabulary and Grammar Worksheet
Unit 7 Lesson 3
Workbook page 48

Notes

4 Listen and repeat. 2:19

- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Ask questions to students around the class, e.g. *What do you do when you have (a headache)?* and encourage them to answer, using the remedies from activity 1.

Transcript

Stella: When I have a fever, I stay in bed.

5 Listen and make a ✓. 2:20

- Point to the illnesses and remedies in the table and ask students to read them aloud.
- Tell students to listen and ✓ the remedy for each illness. Point to the example answer.
- Play the recording once through and then play it again, pausing after each remedy is mentioned for students to ✓ the correct box in the table.

- Check answers by asking students around the class *What do you do when you have (a cold)?* Encourage students to use the table to answer.

Transcript

- 1 When I have a headache, I take medicine.
- 2 When I have a toothache, I go to the dentist.
- 3 When I have a sore throat, I go to the doctor.
- 4 When I have a fever, I stay in bed.
- 5 When I have a stomachache, I take medicine.
- 6 When I have a cold, I stay in bed.
- 7 When I have an earache, I go to the doctor.
- 8 When I have a cough, I take medicine.

21ST CENTURY SKILLS

Communication

Students have to understand spoken English to complete the activity.

Objectives

To present a CLIL concept (Science).
To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *sugar, sweet, potato chips, salty, coffee, bitter, lemons, sour, tongue, taste, taste buds, detect, flavors; front, middle, back*

Review: *drink, eat, ice cream, cake, olives, wash, sleep, talk*

Materials

CLIL Worksheet Unit 7 Lesson 4 (Science); Unit 7 flashcards; Class Audio CD 2; colored pens; (Optional: blindfolds, nose clips, apples, onions, jelly beans)

Warmer

- Play the *I Need a Doctor* song from Unit 7 Lesson 3 (page 77) 2:21 again and encourage students to join in.

1 Look. What is the girl eating?

- Present the words *sugar, sweet, potato chips, salty, coffee, bitter, lemons, sour,* and *tongue* by pointing to the picture and photos, and saying the words for students to repeat. Explain that the words *sweet, salty, bitter,* and *sour* describe how each of the foods tastes. Ask students to suggest other sweet, salty, bitter, and sour tasting foods.
- Point to the photo of the girl and ask students what they can see and what the girl is eating.

ANSWER

The girl is eating an ice cream.

2 Read and listen. 2:22

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Ask students what food words they heard in the text and how each of these foods tastes (*sugar, cake, ice cream – sweet; potato chips – salty; lemons – sour; coffee, olives – bitter*).

3 Read, circle, and write.

- Read aloud the first sentence. Ask students to look at the text and find the answer in activity 2. Then they circle the correct option in activity 3 and complete the sentence.
- If it is helpful to students, you can play the recording again.
- Invite students to read aloud the completed sentences.

Science 

7

Lesson 4


1 Look. What is the girl eating?

2 Read and listen. 2:22

YOUR TONGUE


You need your tongue!

You use your tongue for lots of different things – you use it to talk, drink, and eat. Your tongue can also help you taste different flavors.



Your tongue has lots and lots of taste buds on it – about 10,000 taste buds! Your taste buds can detect four different tastes. The front of your tongue tastes **sweet** things such as sugar, cake, and ice cream. The middle of your tongue can taste **salty** things such as potato chips, and **sour** things such as lemons. The back of your tongue can taste **bitter** things such as coffee and olives.

sugar



sweet

potato chips



salty

coffee



bitter

lemons



sour

3 Read, circle and write.

1 You use your tongue to talk. wash sleep **talk**

2 Your tongue has about 10,000 taste buds. 1,000 **10,000** 100,000

3 Potato chips are salty. sweet sour **salty**

4 Olives and coffee are bitter. **bitter** sour sweet

4 Read the experiments and then try them. 

78

4 Read the experiments and then try them.

- Tell students that they are going to think about what parts of the body are important for taste.
- Hand out copies of the CLIL Worksheet for Unit 7.
- Write *Which part of your body is important for taste?* on the board. Students discuss in pairs. Elicit suggestions on the board.
- Students read the worksheet. Ask them to say which parts of the body are mentioned on the worksheet (*tongue, nose, eyes*).
- If you have brought blindfolds, nose clips, apples, onions, and jelly beans to class, you can do the experiments on the worksheet.
- For the apple/onion experiment, students take turns coming to the front of the class. Blindfold each student and place a nose clip on their nose. Hand them a piece of apple to bite. Ask them

whether they have an apple or an onion. Repeat with the onion.

- For the jelly bean test, students color the jelly beans on their worksheets. They can then close their eyes / wear the blindfold and taste jelly beans to try to guess the flavor. They can try again while wearing the nose clip.
- When students have completed the experiments, ask them again which part of their body is most important for taste. Elicit the answer: *my nose*.

21ST CENTURY SKILLS

Information literacy

Students interpret information they have gathered through experiments.

Finisher

- Say a food word, e.g. *cake/olives/potato chips/onion*. Students call out *sweet/bitter/salty/sour*.

Further practice
Workbook page 49

7 Lesson 5

1 Listen. Who is sick? Make a ✓.



2 Listen again. Write.

take have can't bed



- 1 I have a headache.
- 2 When I have a headache, I take medicine.
- 3 When I have a fever, I stay in bed.
- 4 I can't go to school today.

Everyday English!

headache toothache cold fever

3 Listen and repeat.

4 Act it out.

I have a stomachache.

Thank you.

Get well soon!

5 Make a card for your friend.



79

Steven: That's a good idea. I can't go to school today.

Matt: OK. Get well soon!

Steven: Thanks.

Matt: Bye, Steven.

Steven: Bye, Matt.

2 Listen again. Write. 2:23

- Tell students they are going to listen to the recording again and complete the sentences with the words in the box.
- Check answers by asking students to read the completed sentences and then ask what is wrong with Steven (*He has a headache and a fever.*) and what remedy he has chosen (*stay in bed.*)

3 Listen and repeat. 2:24

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat.
- Tell students that when someone we know is sick, we say *Get well soon!*

Transcript

A: I have a stomachache.

B: Get well soon!

A: Thank you.

4 Act it out.

- Model the dialogue a few times with confident students.
- Encourage students to replace *stomachache* with words in blue from the box.

5 Make a card for your friend.

- Tell students that when people in the USA are sick, their friends and family sometimes send them a *get well* card. This shows that you are thinking of them and hope they will be better soon.
- Tell students they are going to make a card. Hand out sheets of card stock to pairs. Make sure students have colored pens.
- Tell students to draw a picture on the front of their card of something that will make their friend smile or feel good. They can write the words *Get well soon!*, too. Inside they can write *Dear* (friend's name), *Get well soon!* *Love,* (their name).
- Invite confident students to model the dialogue using their cards. Students then act out the dialogue in pairs.

21ST CENTURY SKILLS

Media literacy

Students practice expressing a message through the visual arts.

Finisher

- Play *True or False* with the Unit 7 flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice Workbook page 50

Lesson 5 page 79

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a listening text.

To develop listening for specific information.

To teach an *Everyday English* expression.

To make a *get well* card.

Language and structures

Active: *earache, headache, toothache, cold, stomachache, sore throat, cough, fever, sick; stay in bed, go to the doctor, go to the dentist, take medicine; Get well soon! How do you feel?*

Review: *Thank you. I have (a cold).*

Materials

Unit 7 flashcards; Class Audio CD 2; card stock, colored pens

Warmer

- Play *Bingo!* with the words for illnesses. See Ideas bank (Teacher's Book page 161) for instructions.

1 Listen. 2:23 Who is sick?

Make a ✓.

- Tell students that they are going to hear Steven and Matt talking. Read aloud the question and invite students to guess the answer.
- Play the recording. Ask the question again and elicit the correct answer.

Transcript

Steven: Hello?

Matt: Hi, Steven.

Steven: Hi, Matt. How are you?

Matt: I'm fine. How are you?

Steven: I'm sick. I have a headache.

Matt: Really? I'm sorry! When I have a headache, I take medicine.

Steven: I have a fever, too.

Matt: Oh no! When I have a fever, I stay in bed.

Objectives

- To review the linguistic content of the unit through a reading text.
- To develop reading for specific information.
- To think about the importance of being thoughtful.
- To write a review of your favorite website.

Language and structures

Active: earache, headache, toothache, cold, stomachache, sore throat, cough, fever; stay in bed, go to the doctor, go to the dentist, take medicine

Review: Internet, doctor, sick, help, look, mom, visit, friend, drink water, go to bed, healthy food, chicken salad, banana milkshake

Materials

Unit 7 flashcards; Class Audio CD 2

Warmer

- Play *Sharkman* with the words for illnesses and remedies. See Ideas bank (Teacher's Book page 161) for instructions.

1 Read and listen. 2:25 When Stella is sick, can the *Internet doctor* help?

- Point to the pictures and ask students who they can see (Stella, a doctor, Amy) and what they think the text is about (the *Internet Doctor* website).
- Read aloud the question. Then play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Ask the question and encourage students to answer, saying how the *Internet doctor* helps Amy (She tells her to drink water and go to bed.).

ANSWER

Yes. When Stella is sick, the *Internet doctor* can help.

2 Read and circle True or False.

- Read aloud the first sentence. Tell students to read the text again and find out whether the sentence is true or false. Ask students to read aloud the sentence in the text that gives them the answer (I like the *Internet Doctor* website.). Students circle the word *True* in their Student Books.
- Allow students time to complete the rest of the activity.

7
Lesson 6

1 Read and listen. 2:25 When Stella is sick, can the *Internet doctor* help?

Review: The Internet Doctor Website By Stella

★★★★★

I like the *Internet Doctor* website. I go there to find a doctor. When I'm sick, I know the *Internet doctor* can help. I always look at the website with my mom.

It's a good website to visit when you feel sick. My friend Amy is sick today. She has a sore throat and a headache. The *Internet doctor* says she has a cold. She tells her to drink water and go to bed.

You can find lots of ideas for healthy living on the website. I like the healthy food ideas – chicken salad and a banana milkshake – yum!

Our Values Stella says: "Be thoughtful! Tell your friends *Get well soon!* when they're sick."

2 Read and circle True or False.

1 <i>Internet Doctor</i> is a website.	<input type="radio"/> True <input type="radio"/> False
2 Stella is sick today.	<input type="radio"/> True <input checked="" type="radio"/> False
3 Stella never looks at the website with her mom.	<input type="radio"/> True <input checked="" type="radio"/> False
4 You can find healthy food ideas on the website.	<input type="radio"/> True <input checked="" type="radio"/> False

3 Complete the Values chart on page 119.

80 **Writing practice** Page 111

- Check answers by asking students around the class to read aloud the sentences and say whether each sentence is true or false.

21ST CENTURY SKILLS

Information literacy

Students find and interpret information from a text.

3 Complete the Values chart on page 119.

- Tell students to turn to page 119 of their Student Books. Read aloud the value for Unit 7 and ask students why it is important to be thoughtful (*Because it's good to think of other people and to help them.*). Ask students how they feel when people are thoughtful or unthoughtful.
- Ask students what things you can do to help someone, or to make someone feel better, when they are ill (*make them a card, buy them some flowers, bring them some food, do some jobs for them if they have to stay in bed, etc.*).

- Students write notes on how they are thoughtful when their friends are ill. Then they color the correct number of stars to show how good they are at being thoughtful.

Finisher

- Play *Change places* with the Unit 7 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further Practice

Extra Practice Student Book page 111
Workbook page 51

7 Review



1 Look and write.



1 cough 2 fever 3 cold 4 earache 5 headache

2 Write.

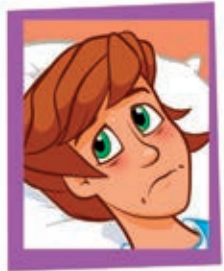


1 How do you feel? I have a toothache.

2 How do you feel? I have a sore throat.

3 Complete the puzzle. How does Joe feel?

- 1 When I have an e a r a c h e, I go to the d o c t o r.
- 2 When I have a c o l d, I stay in b e d.
- 3 When I have a c o u g h, I take m e d i c i n e.
- 4 When I have a t o o t h a c h e, I go to the d e n t i s t.



I have a s o r e
t h r o a t.

- Invite pairs of students to read aloud the completed questions and answers.

Extension activity

Ask students to suggest a remedy for each of the illnesses in activity 2. Write *When I have (a toothache / sore throat), I (go to the dentist. / drink water.)* on the board.

Students can then choose one of the illnesses and practice short dialogues in pairs (e.g. A: *How do you feel?* B: *I have a toothache.* A: *When I have a toothache, I go to the dentist.*).

Invite confident pairs to act out their dialogues for the class.

3 Complete the puzzle. How does Joe feel?

- Point to the pictures and ask students to name the illnesses. Ask students what they do when they have these illnesses.
- Show students the sentences. Tell students that they need to write one letter in each box to complete the missing words.
- When all students have solved the puzzle, invite students to read aloud the completed sentences, and then say how Joe feels. Ask students what Joe can do to help his sore throat (*drink water / take medicine / stay in bed / go to the doctor*).

21ST CENTURY SKILLS

Communication

Students practice interpreting messages expressed through pictures.

Review page 81

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: *earache, headache, toothache, cold, stomachache, sore throat, cough, fever; stay in bed, go to the doctor, go to the dentist, take medicine; How do you feel? I have (a headache). When I have a (cold), I (stay in bed). I have a (stomachache). Get well soon! Thank you.*

Materials

Unit 7 flashcards; Class Audio CD 2

Warmer

- Play *Musical flashcards* with the Unit 7 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Look and write.

- Point to the pictures and ask students to say which illness each picture shows. Tell students to write the words for the illnesses under the pictures.
- Check answers by asking students to point to the pictures and read aloud the correct words.

TEACHING TIP

Less confident students can look back at the main picture in Lesson 1 to check their spelling.

Extension activity

Ask students to say what they do when they have the illnesses in activity 1.

2 Write.

- Ask students to say what illnesses the people in the pictures have.
- Tell students to complete the questions and answers in their Student Books.

Fast finishers

Fast finishers can write a *get well* message to Joe. More confident students can also tell Joe some remedies for his sore throat.

Extension activity

Divide the class into two teams. Write an illness word from Unit 7 on the board with the letters in jumbled order. The first team to solve the anagram and call out the word wins one point. Alternatively, you can write anagrams on the board for each team to take turns solving.

Finisher

- Play the *I Need a Doctor* song from Unit 7 Lesson 3 (page 77) 2-21 for students to listen and join in as much as possible.

Further practice

Unit 7 Test

Unit 8 A Holiday Weekend

Lesson 1 pages 82–83

Classroom Presentation Tool

Objectives

To present and practice eight new items of vocabulary.

To review grammar from a previous unit.

Language and structures

Active: go on a boat ride, visit a museum, go to the movies, go shopping, eat at a restaurant, go to the beach, have a picnic, meet friends

Review: always, often, sometimes, never; How often do you (go to the movies)? I (sometimes) (go to the movies).

Materials

Unit 8 flashcards; Class Audio CD 2

Warmer

- Play *Mime the word* with the illnesses from Unit 7. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and repeat. 2:26

- Books closed. Introduce the new words (Vacation activities) using the flashcards. Hold up and point to the flashcards, and say the phrases for students to repeat.
- Books open. Play the recording for students to listen and point to the correct vacation activities in the main picture. Then play the recording again for students to listen, point, and repeat the phrases.

Transcript

go on a boat ride, visit a museum, go to the movies, go to the beach, go shopping, eat at a restaurant, have a picnic, meet friends

2 Listen and number. 2:27

- Point to the vacation activities in the main picture and ask students to name them. Say any phrases that students struggle to remember, and reinforce them by holding up the flashcards.
- Play the recording for students to listen and point to the correct vacation activities. Then play the recording again, pausing after each item for students to number the vacation activities.
- Check answers by asking *What's number (1)? (visit a museum).*



Transcript

- visit a museum
- go shopping
- go to the beach
- go to the movies
- eat at a restaurant
- have a picnic
- meet friends
- go on a boat ride

Extension activity

Divide the class into two teams. Hand a flashcard to a student from Team A. Tell the student not to show their flashcard to Team B.

Students on Team B can ask three questions to try to find out what the flashcard is, e.g. *Do you (go to the beach) on vacation? Yes, I do. / No, I don't.* If Team B asks the right question, they win a point.

The teams then swap roles and play again.

Notes

3 Write. Do you like to do these things? Look and make a ✓.

1 go to the movies

2 have a picnic

3 eat at a restaurant

4 go shopping

5 go on a boat ride

6 meet friends

7 visit a museum

8 go to the beach

4 Ask and answer.

How often do you go to the movies?

I sometimes go to the movies.

Is that Johnny Sky? Find out about his favorite activities.

83

3 Write. Do you like to do these things? Look and make a ✓.

- Point to the photos and ask students to name the activities.
- Allow time for students to write the vacation activities under the correct pictures. They can look at the phrases in the main picture to check their spelling.
- Check answers and ask students around the class *Do you like (going to the movies)? Encourage them to answer Yes, I do. / No, I don't.*
- Tell students to ✓ the activities that they like doing.

4 Ask and answer.

- Ask confident students to model the dialogue.
- Move around the class as students practice asking and answering in pairs. Encourage students to change the dialogue to make it about different vacation activities and to use *always, often, sometimes, or never* in their answers.

21ST CENTURY SKILLS

Communication

Students practice asking and answering about free-time activities in English.

Junior Crew's assignment

- Point to Joe's tablet and ask students who they can see (Amy). Read aloud the speech bubble. Tell students that they are going to find out about Johnny Sky in this unit. Ask students who they think Johnny Sky is. Then ask them to look through the rest of the unit quickly and say what lessons Johnny Sky appears in (*Lessons 2 and 6*) and what they think they are going to find out about him.

Finisher

- Play *Chain stories* with the vacation activities. Say a sentence, e.g. *When I go on vacation, I go to the beach.* Encourage a confident student to add to the story, e.g. *When I go on vacation, I go to the beach and I have a picnic.* See Ideas bank (Teacher's Book page 161) for instructions.

EXTRA VOCABULARY

- anchorage
- beach ball
- flip-flops
- float
- motor boat
- parachute
- parasol
- sand
- seagull
- starfish
- sun hat
- surfboard

Notes

Lesson 2 pages 84–85
Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.
To review vocabulary from Lesson 1.

Language and structures

Active: go on a boat ride, visit a museum, go to the movies, go shopping, eat at a restaurant, go to the beach, have a picnic, meet friends; What do you like (doing on vacation)? I like (visiting a museum).

Review: big, crowd, have fun, put on, thank you

Materials

Unit 8 flashcards; Class Audio CD 2; colored pens

Warmer

- Play *Guess the flashcard* with vacation activities. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and read. 2-28 **Who helps Johnny Sky? Act it out.**

- Point to known items in the story (*bird, rabbit, beach, hat, etc.*) and ask students to name them.
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Ask students the question *Who helps Johnny Sky?* Elicit answers from students around the class.
- Play the recording again, pausing to ask students questions about each frame: 1 *Who are the Junior Crew talking to? (Johnny Sky)* 2 *Who is outside the museum? (Johnny Sky, the Junior Crew, and a crowd of people)* 3 *Why are people following Johnny Sky? (Because he's famous.)* 4 *Is Johnny Sky happy? (No, he isn't.) Why not? (Because he can't have fun on his vacation.)* 5 *What are the Junior Crew doing? (shopping with Johnny Sky)* 6 *What is Johnny Sky wearing? (a hat, a shirt, and sunglasses)* *Why is he happy now? (Because people can't see who he is.)*
- Divide the class into groups to act out the story.
- Allow students time to practice in their groups. Then invite groups to act out the story for the class.

ANSWER

The Junior Crew help Johnny Sky.

TEACHING TIP

Students can change the story by using different vacation activities.



Fast finishers

Ask fast finishers to read the story again and write in their notebooks what Johnny likes doing.

ANSWER

Johnny likes visiting a museum (frame 2), having a picnic (frame 3), going to the beach (frame 3), going on a boat ride (frame 6).

Further practice

Workbook page 52

Notes

Learn Grammar

What do you like doing on vacation?

go → going meet → meeting have → having
eat → eating visit → visiting

I like visiting a museum.

2 Listen and repeat.

2.29 Look back at the story. Circle the verbs that end with *-ing*.

3 Look and write.



What do you like doing on vacation?

I like going on a boat ride.



What do you like doing on vacation?

I like going to the beach.



What do you like doing on vacation?

I like having a picnic.



What do you like doing on vacation?

I like going shopping.

HELP THE JUNIOR CREW!

Find the museum in the story. Draw what's on it. Now go to page 120.



Grammar What do you like doing? I like visiting a museum.

Practice Page 112 85

21ST CENTURY SKILLS

Initiative and self-direction

Students learn a strategy for identifying verb forms.

Help the Junior Crew!

- Students find the museum in the story and draw the symbol on it (a hexagon) in the box.
- Tell students to find the words in the *Junior Crew Mystery Message* on page 120 of the Student Book. See the *How to ...* section in the Teacher's Book on page 33 for instructions (The words for the *Mystery Message: Good job!*).

Finisher

- Play *Fast flashcards* with the vacation activity flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Extra Practice Student Book page 112
CD-ROM: Vocabulary and Grammar Worksheet
Unit 8 Lesson 2
Workbook page 53

Notes

2 Listen and repeat. 2.29 Listen and repeat. Look back at the story. Circle the words that end with *-ing*.

- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Ask students to look at the story and circle the verbs ending in *-ing*.
- Show students the spelling rules for forming the *-ing* form of verbs. Draw attention to *have* and explain that when a verb ends in *-e*, we remove the *-e* and add *-ing*. Write known verbs on the board in their base form. Invite students to come to the board and write the *-ing* forms.
- Check answers and ask students around the class *What do you like doing on vacation?* Encourage them to respond using different vacation activities, e.g. *I like (going to the beach).*
- Encourage students to ask and answer in pairs.

ANSWERS

Students circle the following verbs ending in *-ing*:

Frame 1: What do you like **doing** on vacation?

Frame 2: I like **visiting** a museum.

Frame 3: I like **having** a picnic. I like **going** to the beach.

Transcript

Joe: What do you like doing on vacation?

Johnny Sky: I like visiting a museum.

3 Look and write.

- Point to the pictures and ask students to name the activities.
- Tell students to read the questions and write the answers. Remind them to use the *-ing* forms of the verbs.
- Allow students time to complete the activity in their books.
- Check answers by asking students to read aloud the questions and answers in pairs.

Objectives

- To present and practice four new items of vocabulary in a listening text.
- To review and expand on the grammar structure from Lesson 2.
- To sing a song using the language from the unit.

Language and structures

Active: paint pictures, watch TV, play computer games, read magazines; go on a boat ride, visit a museum, go to the movies, go shopping, eat at a restaurant, go to the beach, have a picnic, meet friends; What do you like (doing on vacation)? I like (watching TV). Do you like (painting pictures)? Yes, I do. / No, I don't.

Review: vacation, summer, have fun, family, friends, water, great

Materials

Unit 8 flashcards; Class Audio CD 2

Warmer

- Play *Pass the flashcards*. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and repeat. 2:30 **What do you like doing? Make a ✓.**

- Books closed. Introduce the indoor activities using the flashcards. Hold up and point to the flashcards and say the phrases for students to repeat.
- Books open. Play the recording for students to listen and point. Then play the recording again for students to listen, point, and repeat.
- Tell students to ✓ the things they like doing.

Transcript

paint pictures, watch TV, play computer games, read magazines

2 Read and number.

- Read aloud the first sentence and ask students to point to the correct character. Tell students to write the correct number (1) in the box next to Lily.
- Students complete the rest of the activity individually.
- Check answers by asking students to read aloud each sentence and to point to the correct character.

8 Lesson 3

1 Listen and repeat. 2:30 **What do you like doing? Make a ✓.**


 paint pictures


 watch TV


 play computer games


 read magazines

2 Read and number.



1 I like painting pictures.

2 I like watching TV.

3 I like playing computer games.

4 I like reading magazines.

3 Use words with the same color. Write.

I	like	TV	games	like	I
playing	pictures	reading	I	watching	painting
like	I	like	computer		magazines

1  I like painting pictures.

2  I like reading magazines.

3  I like playing computer games.

4  I like watching TV.

86 Vocabulary Indoor activities

3 Use words with the same color. Write.

- Point to the grid and ask students to say what colors they can see (*blue, green, red, and yellow*). Tell students that they need to use all of the yellow words to make one sentence, all the green words to make another sentence, and so on.
- Point to the pictures of the characters and ask students to say what color circles the characters are in. Tell students to use the correct color words for each character.
- Invite confident students to read their sentences aloud.

21ST CENTURY SKILLS

Critical thinking and problem solving

Students have to interpret a color code to complete the activity.

Notes

Learn Grammar



4 Listen and repeat. 2:31

5 Listen and make a ✓ or an X. 2:32

1 	2 	3 	4
X	✓	X	✓
✓	X	✓	X
X	X	X	X

6 Listen and sing. 2:33

Watch!

Song!

*Vacation! The summer is here!
Vacation! It's your vacation!
Vacation! It's time to have fun!
What do you like doing on your vacation?*

*Do you like eating at a restaurant?
With family or friends – oh yes, I do!
Do you like having a picnic?
With family or friends – oh yes, I do!
Do you like going on a boat ride?
The water is fun. Oh yes, I do!
Do you like going to the beach?
The water is fun. Oh yes, I do!*

*I like meeting my friends and what do we do?
We like going to the movies and shopping too.
Vacation time is fun, fun, fun.
Have a great vacation, everyone!*



Grammar Do you like painting pictures? Yes, I do. / No, I don't.

Practice Page 113 87

6 Listen and sing. 2:33

- Tell students to look at the pictures. Ask students what the people in the pictures are doing (*having a picnic, going on a boat ride*).
- Play the *It's Your Vacation* song and ask the class to read the lyrics as they listen.
- Create actions for the song as a class. For example, mime doing the different activities, e.g. spreading out a blanket for a picnic for *having a picnic*, or eating popcorn for *going to the movies*, etc.
- Play the song again for students to sing and do the actions.

Finisher

- Play *Four in a row*. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice

Extra Practice Student Book page 113
CD-ROM: Vocabulary and Grammar Worksheet
Unit 8 Lesson 3
Workbook page 54

Notes

4 Listen and repeat. 2:31

- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.

Transcript

Stella: Do you like painting pictures?

Lily: Yes, I do.

Charlie: No, I don't.

5 Listen and make a ✓ or an X.

2:32

- Point to the small pictures and ask students what activities they show. Tell students that they are going to listen to four people talking. They need to ✓ the activity that each person likes and make an X next to the activity that each person doesn't like.
- Play the recording once through. Then play it again, pausing after each speaker for students to complete the activity.
- Check answers by asking *Does (number 1) like (painting pictures)? (No, he doesn't).*

TEACHING TIP

It can be helpful to give less confident students photocopies of the transcript to look at when they are listening for the second time.

Transcript

1 A: Do you like painting pictures?

B: No, I don't.

A: Do you like watching TV?

B: Yes, I do.

2 A: Do you like reading magazines?

B: No, I don't.

A: Do you like playing computer games?

B: Yes, I do.

3 A: Do you like reading magazines?

B: Yes, I do.

A: Do you like watching TV?

B: No, I don't.

4 A: Do you like playing computer games?

B: No, I don't.

A: Do you like painting pictures?

B: Yes, I do.

Objectives

To present a CLIL concept (Social Studies).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *plastic bottle, plastic bag, fishing line, metal can, beach litter, food wrapper, pick up (litter), take (your trash) home; meet friends*

Review: *dirty, fish, turtles, eat, sick, cut, dangerous, feet, boy, girl, clean the beach, take photos, website*

Materials

CLIL Worksheet Unit 8 Lesson 4 (Social studies); Unit 8 flashcards; Class Audio CD 2; paper; colored pens

Warmer

- Play the *It's Your Vacation* song from Unit 8 Lesson 3 (page 87) 2:33 again and encourage students to join in.

1 Look at the pictures. What litter can you find on the beach?

- Present the phrases *beach litter, plastic bag, plastic bottle, metal can, and fishing line* by pointing to the photos and saying the phrases for students to repeat.
- Explain that people leave these things on the beach. Ask students what other litter you can find on the beach (*food wrappers, drinks cans, etc.*). Ask students if they know why beach litter is a problem (*Because it is dangerous for animals, fish, birds, and people.*).

ANSWER


You can find plastic bottles, plastic bags, metal cans, and fishing lines.

2 Read and listen. 2:34

- Play the recording for students to listen and follow the text in their books. Encourage them to follow the lines of the text with their fingers as they read and listen.
- Ask students what words for beach litter they heard and why each type of litter is dangerous (*plastic bags: turtles sometimes eat plastic bags and it makes them sick; fishing line: it is dangerous for birds; metal cans: people can cut their feet on them*).


3 Read and match.


- Read aloud the first question. Ask students to look at the text and find the answer.
- Ask students to draw a line from the correct answer (b) to question 1.

Social Studies 


Lesson 4

1 Look at the pictures. What litter can you find on the beach?


2 Read and listen. 




plastic bottle




plastic bag



fishing line



metal can




There is often litter on the beach. You can see **plastic bottles** and food wrappers. Litter is dirty, and it's bad for fish and sea animals.

Turtles sometimes eat **plastic bags**. It makes them sick. This **fishing line** is very dangerous for birds. Old **metal cans** are dangerous too. They can cut your feet.

These boys and girls like meeting friends at the beach, but they don't like litter. They clean the beach and take photos for a website. You can help make the beach clean, too. Pick up litter and always take your trash home.

3 Read and match.

1 What is dangerous for birds?	a clean the beach
2 What do turtles sometimes eat?	b fishing line
3 Is litter good for fish?	c cut your feet
4 What can old cans do?	d No, it isn't.
5 What do the boys and girls do?	e plastic bags

4 Do a litter survey. Make signs. 

88

- Help students to find the correct information, if necessary. If helpful, you can play the recording again.
- Invite students to read aloud the questions and answers in pairs.

4 Do a litter survey. Make signs.

- Tell students that they are going to think about litter on the playground.
- Hand out copies of the CLIL Worksheet for Unit 8.
- Look at the table as a class. Tell students they are going to look for litter on the school playground at different times. Decide when the survey could take place (e.g. in the morning before class, at recess, after class).
- Divide the class into pairs or small groups. Assign each pair or group a different time and area to check.
- Students check the playground at their assigned times and write what litter they found, and where and when they found it, in the survey table.

- When the surveys are complete, discuss the results in class. Ask students *What litter can you see on the playground? When is there litter on the playground? Where is there litter?*
- Students make posters to tell the rest of the school not to drop litter.

21ST CENTURY SKILLS

Leadership and responsibility

Students encourage others not to drop litter.

Finisher

- Play *Draw and guess* with words from the text, e.g. *plastic bottle, metal can, fish*, etc. Students call out the word as soon as they can tell what it is. See *Ideas bank* (Teacher's Book page 161) for instructions.

Further practice
Workbook page 55

1 Listen.  2:35 What are the boys' names?


2 Listen again and write.  2:35



- 1 David is bored. He's watching TV.
- 2 Anthony is playing computer games.
- 3 David is coming over at three o'clock.

at three o'clock watching TV
playing computer games

Everyday English!

3 Listen and repeat.  2:36

4 Act it out.

At five thirty After school This afternoon

Do you want to come over?

At three o'clock.

Yes, please! When?

5 Make a vacation collage. Tell your friend.



Anthony: Hi, David. How are you?

David: I'm fine, but I'm bored.

Anthony: Bored? Really?

David: Yes. I'm watching TV. What are you doing?

Anthony: I'm playing computer games.

David: That sounds fun.

Anthony: Do you like playing computer games?

David: Yes, I do.

Anthony: Do you want to come over?

David: Yes, please! When?

Anthony: At three o'clock.

David: OK! Mom, can I go to Anthony's house at three o'clock?

Anthony: Can you come over?

David: Yes, I can! See you soon! Bye!

Anthony: Bye.

2 Listen again and write.  2:35

- Tell students they are going to listen to the recording again and complete the sentences with the words in the box.

- Check answers. Ask what the boys are going to do (*play computer games*).

3 Listen and repeat.  2:36

- Play the recording for students to listen and then repeat the phrases.

Transcript

A: Do you want to come over?

B: Yes, please! When?

A: At three o'clock.

4 Act it out.

- Model the dialogue a few times with confident students.
- Students act out the dialogue in pairs and replace the time in the dialogue with phrases in blue from the box.

5 Make a vacation collage. Tell your friend.

- Tell students that they are going to make a vacation collage. Divide the class into pairs and hand out materials.
- Tell students to choose pictures of activities they like doing on vacation, cut them out, and arrange them on their sheet of card stock before gluing them. They can decorate their collages with drawings, borders, etc.
- Invite confident students to model the dialogue using their collages. Students then practice the dialogue in pairs and act it out in front of the class.

Finisher

- Play *Mime the word* with vacation and indoor activities. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Workbook page 56

Lesson 5 page 89

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a listening text.

To develop listening for specific information.

To teach an *Everyday English* expression.

To make a vacation collage.

Language and structures

Active: go on a boat ride, visit a museum, go to the movies, go shopping, eat at a restaurant, go to the beach, have a picnic, meet friends; paint pictures, watch TV, play computer games, read magazines; Do you want to come over? Yes, please! When? At (three) o'clock / At (five) thirty / After school / This afternoon; What do you like (doing on vacation)? I like (going to the movies).

Materials

Unit 8 flashcards; Class Audio CD 2; card stock; magazines or photos from the Internet showing vacation/indoor activities; scissors, glue, colored pens

Warmer

- Play *Simon says* with the words for vacation activities and indoor activities. See Ideas bank (Teacher's Book page 161) for instructions.

1 Listen.  2:35 What are the boys' names?

- Tell students that they are going to hear two boys talking about activities. Read aloud the question and tell students to listen for the answer.

ANSWER

The boys' names are David and Anthony.

Transcript

Anthony: Hello?

David: Hi, Anthony! It's David.

Objectives

- To review the linguistic content of the unit through a reading text.
- To develop reading for specific information.
- To think about the importance of staying safe.
- To write an interview with your friend.

Language and structures

Active: *indoor activity, playing computer games, painting pictures, reading magazines, watching TV*

Review: *vacation, rainy, music, dancing, singing, running, sunny, skateboarding, dangerous, safe; Johnny likes / doesn't like...*

Materials

Unit 8 flashcards; Class Audio CD 2; (Optional: card stock, paper, scissors, glue, colored pens)

Warmer

- Play *What card is missing?* with the Unit 8 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Read and listen. 2:37 **What's Johnny's favorite indoor activity?**

- Point to the pictures and ask students who they can see (*Joe and Johnny Sky*) and what activities Johnny is doing (*playing computer games, painting a picture, skateboarding*).
- Read aloud the question. Then play the recording for students to listen and follow the text in their books. Encourage them to follow the lines of the text with their fingers as they read and listen.
- Ask the question and encourage students to answer.

ANSWER

Johnny's favorite indoor activity is painting pictures.

21ST CENTURY SKILLS

Communication

Students read a text in English.

2 Read and write Johnny's answers.

- Show students the table and explain that Joe needs to complete it with information from his interview.
- Ask students to look at the text and find activities Johnny likes. Elicit answers from the class. Then students find activities Johnny doesn't like.
- Students complete the table.

Lesson 6

1 Read and listen. 2:37 **What's Johnny's favorite indoor activity?**

By Joe

Interview: Johnny Sky

Johnny: Hi, Joe! I'm having a great vacation here!

Joe: But it's rainy today.

Johnny: That's OK. When it's rainy, I like playing computer games.

Joe: Cool!

Johnny: I like painting pictures, too. That's my favorite indoor activity. I don't like reading magazines.

Joe: Do you like music?

Johnny: Yes, I do, but I don't like dancing or singing.

Joe: Do you like watching TV?

Johnny: No, I don't.

Joe: What about running?

Johnny: When it's sunny, I like running and skateboarding!

Joe: Is skateboarding dangerous?

Johnny: Yes, but I am safe.

Our Values

Joe says:
"Have fun, but always be safe!"

2 Read and write Johnny's answers.

Johnny likes ...		Johnny doesn't like ...	
<u>playing computer games</u>		<u>reading magazines</u>	
<u>painting pictures</u>	<u>music</u>	<u>dancing</u>	<u>singing</u>
<u>running</u>	<u>skateboarding</u>	<u>watching TV</u>	

3 Complete the Values chart on page 119.

90
Writing practice
Page 113

- Invite students to play the roles of Joe and Johnny and ask and answer questions, e.g. *Do you like (playing computer games)? Yes, I do. / No, I don't.*

Extension activity

Divide the class into two teams. Ask questions about the text to each team in turn (e.g. *What is the weather like? Does Johnny like painting pictures? Does he like dancing? Does he like running when it's rainy? Is skateboarding dangerous?*). Award a point for each correct answer.

- Ask students what activities they like doing and how they are safe when they do them (*by wearing protective clothing, following rules, etc.*).
- Students write notes on how they are safe. Then they color the correct number of stars to show how good they are at being safe.

Extension activity

Write the following headings on the board: *At the beach / In the kitchen / At the swimming pool / In the park*. Ask students to suggest ways to be safe in each of the places on the board.

3 Complete the Values chart on page 119.

- Tell students to turn to page 119 of their Student Books. Read aloud the value for Unit 8 and ask students why it is important to be safe when we have fun (*Because we don't want to have an accident or hurt ourselves.*). Ask students how they can be safe when they do different activities (e.g. *ride a bike, swim, skateboard, go on a boat*).

Finisher

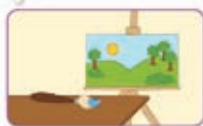
- Play *Hit the card* with the Unit 8 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further Practice

Extra Practice Student Book page 113
Workbook page 57



1 Look and write.



1 paint

pictures



2 read

magazines



3 go on a

boat ride



4 go to the

beach

2 Follow and write.

1 I like eating at a restaurant.2 I like meeting friends.3 I like having picnics.

3 Read and find. Then write.

	1	2	3
A	 X	 ✓	 ✓
B	 ✓	 ✓	 X
C	 X	 X	 ✓

1 Do you like watching TV?
No, I don't. B32 Do you like painting pictures?
Yes, I do. B13 Do you like reading magazines?
No, I don't. C24 Do you like going on a boat ride?
Yes, I do. A3

91

- Tell students to follow the jumbled lines to match each picture to a sentence. They then need to write a sentence for each picture.
- Invite students to point to the pictures and read aloud the matching sentences.

TEACHING TIP

In a less confident class, complete the first item as a class, and then allow students to work in pairs.

3 Read and find. Then write.

- Point to the pictures in the grid and ask students which activity each picture shows (*going to the movies, playing computer games, going on a boat ride, painting pictures, going to the beach, watching TV, visiting a museum, reading magazines, going shopping*). Explain that a ✓ means that someone likes the activity and an X means that someone doesn't like the activity.
- Ask students which of these activities they like / don't like.
- Read aloud the first question and answer. Show students the example and ask them to find square B3 in the grid.
- Tell students to read the remaining questions and answers, find the matching picture in the grid, and then write the letter for the row the picture is in and the number of the column the picture is in.
- When all students have completed the activity, invite them to read aloud the questions and answers in pairs. Then invite other students to call out the correct grid references.

21ST CENTURY SKILLS

Information literacy

Students practice finding and interpreting information in a grid.

Finisher

- Play the *It's Your Vacation* song from Unit 8 Lesson 3 (page 87) 2:33 for students to listen and join in as much as possible.

Further practice

Unit 8 Test

Units 7 and 8 Speaking Test

End of Year Speaking Test

End of Year Listening Test

End of Year Reading Test

End of Year Writing Test

Workbook pages 58 and 59

Review page 91

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: *go on a boat ride, visit a museum, go to the movies, go shopping, eat at a restaurant, go to the beach, have a picnic, meet friends; paint pictures, watch TV, play computer games, read magazines; What do you like (doing on vacation)? I like (visiting a museum). Do you like (watching TV)? Yes, I do. / No, I don't. Do you want to come over? Yes, please! When? At (three) o'clock.*

Materials

Unit 8 flashcards; Class Audio CD 2

Warmer

- Play *Categories* with groups of vocabulary from *Shine On! 5*. See Ideas bank (Teacher's Book page 161) for instructions.

1 Look and write.

- Point to the pictures and ask students to say which activity each picture shows. Tell students to complete the phrases under the pictures.
- Check answers by asking students to point to the pictures and read aloud the completed phrases.

Extension activity

Ask students to say which of the activities they like / don't like.

2 Follow and write.

- Ask students to say what activities the people in the pictures are doing (*meeting friends, having a picnic, eating at a restaurant*).

Culture 4 Disney World

pages 92–93

Classroom Presentation Tool

Objectives

- To present and practice four new items of vocabulary.
- To learn about what you can do at Disney World.
- To review vocabulary and grammar from Units 7 and 8.

Language and structures

Active: *theme park, roller coaster, ride, exciting*

Review: *have fun, friends, families, water, train, fast, long, scared, hotels, restaurants, have lunch, stay*

Materials

Class Audio CD 2; Units 7 and 8 flashcards; colored pens; paper (one sheet per student)

Warmer

- Play *Mime the word* to practice the vocabulary from Units 7 and 8. See Ideas bank (Teacher's Book page 160) for instructions.

1 Look at the pictures. What can you do at Disney World?

- Tell students to look at the photos and say what they think you can do at Disney World.
- Ask students what they like to do at theme parks.

ANSWER

You can go on different rides like roller coasters.

2 Listen and read. 2:38

- Introduce the new words using the photos. Point to the photos and say the words for students to repeat.
- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they read and listen.

Transcript

Disney World is a big theme park in the USA. People go to theme parks to have fun with their friends and families.

There are many different rides at Disney World. There are water rides, train rides, and some very fast rides!

This is a roller coaster. The roller coaster at Disney World is long. These people are scared but they're having fun.

Culture 4 Disney World

- Look at the pictures. What can you do at Disney World?
- Listen and read. 2:38
- Read and number.
- Design a theme park. Tell your friend.

theme park

Disney World is a big **theme park** in the USA. People go to theme parks to have fun with their friends and families.

roller coaster

ride

There are many different **rides** at Disney World. There are water rides, train rides, and some very fast rides!

This is a **roller coaster**. The roller coaster at Disney World is long. These people are scared but they're having fun.

92

Disney World is exciting! There are many great things to see and do. There are restaurants and hotels, too. Do you want to go there?

Culture note

The Walt Disney World Resort, or Disney World, is in Florida, USA. It opened in October 1971. It has several different areas, with lots of rides, two water parks, hotels, a campground, and a shopping area with souvenir shops, restaurants, and sports activities. It is around 50 square miles in size and has about 50,000 visitors every day.

Notes

Holidays Independence Day

Day pages 96–97

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary.

To think about what happens on Independence Day.

To do a simple craft activity that involves personalization.

Language and structures

Active: fireworks, remember, flags, band

Review: history, have fun, parade, town, drums, trumpets, instruments, soldiers, dancers, cars, barbecue, night, noisy, beautiful, colors, red, orange, yellow, green, purple, great

Materials

Class Audio CD 2; paper; colored pens

Warmer

- Play *Categories* to review musical instruments, colors, and jobs. See Ideas bank (Teacher's Book page 161) for instructions.

1 Look at the pictures. What musical instruments can you see?

- Point to the photos and say the words for students to repeat.
- Ask students to say which photo shows musical instruments (*band*).
- Ask students to name the instruments in the photo.

ANSWER

You can see trumpets and drums.

2 Listen and read. 2•41

- Play the recording for students to listen and read. Encourage students to follow the lines of the text with their fingers as they read and listen.
- Play the recording again so that students listen and follow the text. Less confident students can practice reading along with the recording.

Transcript

Hi, I'm Andre. Independence Day is in July in the USA. We remember the history of the USA on this day, and we have fun!

There's a big parade in my town on Independence Day. You can see many flags there.

There's always a band in the parade. There are drums, trumpets, and other instruments. There are soldiers, dancers, and special cars there, too.

Holidays
Independence Day

- 1 Look at the pictures. What musical instruments can you see?
- 2 Listen and read.  2•41
- 3 Complete the puzzle.
- 4 Listen and say the names for the American flag.  2•42
- 5 Make an Independence Day picture. Write and talk about it.



remember





flags



band

Hi, I'm Andre. Independence Day is in July in the USA. We remember the history of the USA on this day, and we have fun!

There's a big parade in my town on Independence Day. You can see many flags there.

There's always a band in the parade. There are drums, trumpets, and other instruments. There are soldiers, dancers and special cars there, too.

In the afternoon, we have a barbecue. There are fireworks at night. They're noisy, but they're beautiful. I like the colors: red, orange, yellow, green, and purple. Independence Day is great!



fireworks

96

In the afternoon, we have a barbecue. There are fireworks at night. They're noisy, but they're beautiful. I like the colors: red, orange, yellow, green, and purple. Independence Day is great!

Notes

Objectives

To think and talk about some important values.

To think about how good you are at each of the values.

Language and structures

Active: *polite, crowd, make time, homework, thoughtful*

Review: *star, make new friends, say, birthday party, eat, stay healthy, work together, people, sick, stay safe*

Materials

Values chart (Student Book page 119); (Optional: card stock; paper; scissors; glue; colored pens)

Values

The values sections in the Student Book encourage students to think about important themes of citizenship, consideration for others, and personal development. The values are presented in Lesson 6 of each unit and relate to the main topic of each unit. Each value is presented by one of the course characters. Students think about the value and relate it to their own lives. There are teaching notes for each value in the main units of the Teacher's Book. The *Our Values* page at the back of the Student Book provides a space for students to make notes about each value and record how good they are at each value.

TEACHING TIPS

For each value:

- Tell students to turn to page 119 of their Student Books and look at the value for the unit.
- Read it aloud and ask students why this value is important.
- Ask students how we can behave to do well at this value.
- Students write notes on the value. Then they color the correct number of stars to show how good they are at the value.
- If any students get a low score, ask them to suggest ways in which they could improve their score. Before completing the values activity in the next unit, return to the previous unit's value in the *Our Values* chart and ask students if they have changed their behavior in any way, and whether these changes have improved their score. Students can alter their scores in the *Our Values* chart.

Our Values

Value question	My notes:	My score
1 Are you polite in a crowd?		☆☆☆☆☆
2 How do you make new friends?		☆☆☆☆☆
3 What can you say at a birthday party?		☆☆☆☆☆
4 What do you eat to stay healthy?		☆☆☆☆☆
5 Do you make time for homework?		☆☆☆☆☆
6 Do you work together with other people?		☆☆☆☆☆
7 When your friend is sick, how are you thoughtful?		☆☆☆☆☆
8 What do you do to stay safe?		☆☆☆☆☆

Extension activity

Ask students to suggest other values related to the unit topic. For example:

Unit 1: Let others see. (*Don't push, stand on other people's feet, shout, etc.*)

Unit 2: Don't be shy! (*Talk to new people, help people, be nice, etc.*)

Unit 3: Remember friends and family. (*Send a card, call them, visit them, etc.*)

Unit 4: Eat lots of fruit. Don't eat too many chocolates! (*Exercise, drink lots of water, play outside, etc.*)

Unit 5: Be organized. (*Keep a homework journal, set aside time to study, find a calm, quiet place to do your homework, etc.*)

Unit 6: Work together! (*Jobs get finished faster when you work as a team, working together can be more fun, etc.*)

Unit 7: Tell your friend *Get well soon!* when they're sick. (*Think of other people and help them, etc.*)

Unit 8: Have fun! (*Remember to wear a helmet on your bike, tell your parents when you swim in the sea, etc.*)

Ask students how to score well at each of the values and how they think they score each one.

Extension activity

Students can make posters to illustrate each of the values as they learn about them.

Divide the class into groups and hand out card stock, paper, scissors, and glue. Make sure students have colored pens.

Students can illustrate ways to be good at the unit's value and then stick them onto the card. They can label the pictures with their ideas.

Invite students to talk about their posters. Then display the posters around the classroom.

HELP THE JUNIOR CREW!



1 Look for the symbol from the story. Then find the place where the two symbols meet!

	your	fun	So	excited	out	start	Good job!	cool!
	These	join	I've	the clues	and	visited	crew	new
	it's	find	He's	How many	get	can	team	school
	They	solved	Where	Let's go!	my	like	day	town
	Junior	from	Who	favorite	big	your	family	best
	We're	in	When	Australia	his	did	can't	press pass!
	I'm	short	You've	and	her	was	do	farm
	Now	long	Then	birthday	old	want	today	happy

2 Write the words.

Unit 6	Unit 7	Unit 4	Unit 8
the clues	Now	your	Good job!
Unit 1	Unit 5	Unit 3	Unit 2
You've	solved	get	press pass!

with the symbol from the unit and the column marked with the same symbol. They then find the square where the row and column meet, and circle the word(s).

2 Write the words.

- Tell students that the words they find in each unit will make a *Mystery Message*. The words that make up the message do not appear in order, so when students have found them all, they will need to put them in order to finish decoding the message.
- Students write the word(s) for each unit in the correct space. When they complete the message, they will get a reward.
- After Unit 6, you can invite students to predict the remaining words and guess the *Mystery Message* (*Good job! You've solved the clues. Now get your press pass!*).

Press Pass

Before completing Unit 8, Lesson 2, download the *Press Pass worksheet* and make one copy for each student.

- When students have completed the *Mystery Message* in Unit 8, Lesson 2, tell them that they are going to get a reward.
- Hand out copies of the *Press Pass worksheet* and tell students that this is their reward for decoding the *Mystery Message*. Explain that they are now members of the *Junior Crew* and these are their press passes.
- Hand out scissors and glue. Tell students to stick their photo on their press pass, then complete the press pass with details about themselves.

TEACHING TIP With less confident students, ask them questions to prompt them as they fill in their press passes, e.g. *What's your name? How old are you? Where are you from? What school do you go to? What things do you like?*

- Students carefully cut out their press passes and show them to each other. Confident students can use their press passes to talk about themselves in front of the class (e.g. *Hi! This is my press pass. My name's ... and I'm ... years old, etc.*)
- You can help students to stick or pin their press passes to a large piece of card on the classroom wall. Alternatively, students can take their press passes home to show their parents.

Finisher

- Play the *Shine On!* song from the Starter Unit Lesson 1 (page 2) 1-01 and encourage students to join in as much as possible.

Help the Junior Crew!

page 120

Objectives

To complete the *Mystery Message*.
To complete a Press Pass.

Language and structures

Active: hexagon, cloud, octagon, rectangle, arrow, heart, flower, spiral, code, Press Pass, clues, mystery, message

Revision: star, Good job!

Materials

Class Audio CDs; Press Pass template from the teacher's website (one copy for each student); scissors, glue; photos of the students (to be brought from home); (Optional: large piece of card; drawing pins)

Warmer

- Play the story from Starter Unit Lesson 2 (page 4) 1.05. Ask students what the symbols on the smartboard / tablet are (a coded, mystery message) and how they think they can help the *Junior Crew* (by finding clues to solve the message).

1 Look for the symbol from the story. Then find the place where the two symbols meet!

- Before completing this activity for Unit 1, introduce the words for the symbols. Point to the symbols and say the words for students to repeat.
- When completing this activity for each unit, tell students that they are going to help the *Junior Crew* solve the *Mystery Message*. Read out the instructions. Students find the correct symbol in the story and draw it in the box provided at the end of each Lesson 2.
- Tell students to turn to page 120 of the Student Book and look at the grid. Students look for the row marked

Unit 1 A Special Concert

Lesson 2 page 98

1 Look and write.

- Point to the pictures and ask students to name the items.
- Explain that they need to think of the word for each picture, and then write one letter in each square to complete the crossword.
- Confident students can complete the crossword, and then check answers in pairs. If you have less confident students, you can copy the crossword grid onto the board and complete the items as a class. Ask students to call out the letters for each word and complete the crossword on the board.

2 Write and match.

- Read aloud the example question. Invite a confident student to read aloud the answer with the missing word (*playing*). Ask students to point to the matching picture (*the third picture*).
- Students complete the questions and answers in their Student Books. Then they draw lines to match the questions and answers to the correct pictures.
- Check answers by asking students to read aloud the questions and answers in pairs, and then point to the correct pictures.

3 Write and draw.


- Show students the first prompt and ask a confident student to say the full sentence.
- Students write the sentences, and then draw a picture to illustrate each sentence.
- Invite students to show their pictures to the class and read aloud the sentences.


1


Practice


Lesson 2


1 Look and write.

1 

2 

3 

4 

5 





2 Write and match.

1 What are you playing? I'm playing the violin.

2 What are you playing? I'm playing the piano.

3 What are you playing? I'm playing the saxophone.

4 What are you playing? I'm playing the drums.

3 Write and draw.

I / play / guitar

I'm playing the guitar.

I / play / xylophone

I'm playing the xylophone.

98 Lesson 2 Page 9

Notes

1

Practice Lesson 3

1 Read and complete.



Mom Where are you?
Joe I'm at the Summer Fun Event.
 People are playing sports.
Mom Are they playing golf?
Joe No, they aren't.
 They're playing table tennis.

Are they aren't playing are



Girl Are they playing volleyball?
Joe Yes, they are.
Girl I like volleyball!

1

Practice Lesson 6

1 Write about a fun event.



My Fun Day

by _____
 It's the _____!
 There are _____!
 People are _____

 It's a great day!

Notes

Lesson 3 page 99

- 1 Read and complete.**
- Show students the first dialogue. Point out the example answer. Ask students to suggest a word for the second blank.
 - Students complete the dialogues using the words in the box. Confident students can complete the dialogues individually, and then check answers in pairs. Less confident students can work in pairs to complete the dialogues.
 - Invite pairs of students to read aloud the completed dialogues.

Lesson 6 page 99

- 1 Write about a fun event.**
- Tell students they are going to write about an event of their own. Point to each of the pictures and ask students to suggest what event each picture represents (a soccer match, a circus, a piano concert, a play, a swimming contest, etc.).
 - Complete the activity orally first, by reading aloud the sentences with blanks and encouraging students to suggest words for each blank.
 - Students then complete the activity, using their own ideas. Move around the class, offering help if necessary.
 - Invite some more confident students to read their Fun Day for the class.

Unit 2

International Day

Lesson 2 page 100

1 Which countries are they? Look and write.

- Point to the flags and ask students to name the countries.
- Tell students to read the country names in the box.
- Tell students to match the names of the countries to the corresponding flags. Tell students that there are more words than pictures.
- Invite pairs of students to point to the flags and read aloud the country names.

2 Circle True or False.

- Point to the flags in the pictures and ask students to name the countries (*Australia, Spain, the USA, Italy*).
- Read aloud the first sentence. Ask students to look at the picture and the flag and decide whether the sentence is true or false. Students circle the word *True*.
- Students complete the activity. Invite students to read aloud the sentences and say whether each sentence is true or false. Confident students can correct the false sentences.

3 Look and write.


- Point to the pictures and ask *Where are they from?* about each picture.
- Students complete the questions and answers.
- Invite pairs of students to read aloud the completed questions and answers.


2


Practice Lesson 2


Spain
Brazil
Japan
the UK
Italy
Mexico

1 Which countries are they? Look and write.



 1 Mexico



 2 Brazil



 3 the UK



 4 Japan

2 Circle True or False.



 1 We're from Australia. True False



 2 We're from the USA. True False


 3 We're from Spain. True False


 4 We're from Italy. True False

3 Look and write.


 1 Where are you from _____?
 We're from Australia.


 2 Where are you _____ from?
We're from the UK.

100

Lesson 2

Page 19

Notes

Unit 3 The New Store

Lesson 2 page 102

1 Look and write.

- Point to the pictures and ask students to name the electrical items.
- Tell students to read the words in the box and choose the correct words to write under the pictures. Tell students that there are more words than pictures.
- Invite pairs of students to point to the pictures and read aloud the words.

2 Read and connect. Don't cross your lines!

- Point to the electronic items in the maze and ask students to name the items.
- Read aloud the first item (1). Tell students to find the route to the tablet without going through the headphones. Ask students to show the possible routes through the maze by tracing a line with their fingers.
- Students complete the activity. They can use a pencil first to make sure they don't cross any lines.
- Invite students to read aloud the sentences and show you the correct routes through the maze.

3 Read and circle.

- Point to the pictures and ask students to name the electronic items.
- Read aloud the first sentence. Tell students to read the second sentence, look at the picture, and decide which word to circle.
- Students complete the activity. Invite students to read aloud the sentences with the correct words.

3 Practice Lesson 2

1 Look and write.

tablet laptop camera
calculator TV cell phone

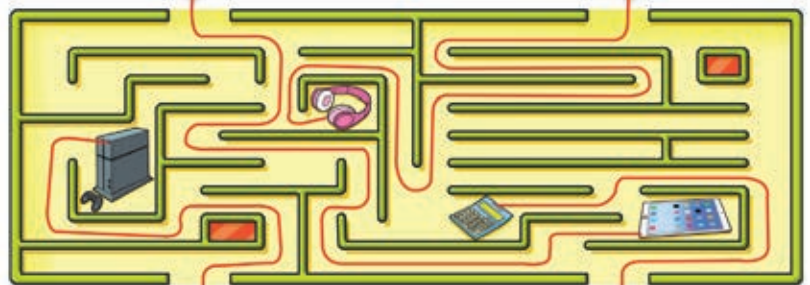


1 TV 2 camera 3 cell phone 4 laptop

2 Read and connect. Don't cross your lines!

1 She wants a tablet.
She doesn't want headphones.

2 He wants headphones.
He doesn't want a calculator.



3 She wants a games console.

4 He wants a calculator.

3 Read and circle.



1 He likes music.
He wants a watch / headphones.



2 She likes math.
She wants a calculator / camera.

Notes

3 Practice Lesson 3

1 Read and complete.



Charlie Hi, James. What do
they want?

James They want camera bags.
They're famous photographers!

What do They want
cell phone covers do they



Charlie What do they want?

James They want cell phone
covers. They like
the blue ones.

3 Practice Lesson 6

1 Write about your favorite store.

REVIEW: My Favorite Store by _____

At the Store	Online
You can shop for _____ _____ _____ _____	Use your computer to _____ _____ _____
	

Notes

Lesson 3 page 103

1 Read and complete.

- Show students the dialogue. Ask students to suggest words for each blank.
- Students complete the dialogue using the words in the box. Confident students can complete the dialogue individually, and then check answers in pairs. Less confident students can work in pairs to complete the dialogue.
- Invite pairs of students to read aloud the completed dialogue.

Lesson 6 page 103

1 Write about your favorite store.

- Tell students they are going to write about their favorite store.
- Invite students to tell you the names of their favorite stores and what you can buy there.
- Complete the activity orally first, by reading aloud the sentences with blanks and encouraging students to suggest words for each blank.
- Students then complete the activity, using their own ideas and vocabulary from Unit 3.
- Invite some confident students to read their reviews to the class.

Unit 4 Big Numbers

Lesson 2 page 104

1 Find and circle the numbers.

- Read aloud the first number and point to the example answer in the puzzle.
- Tell students to read the words and circle the numbers in the puzzle.
- Invite students to point to and say the circled numbers.

2 Complete the puzzle. Then draw the player's number.

- Point to the pictures and ask students to name the items (*camera, guitar, games console, backpack*).
- Then point to the prices and ask students to say how much each item costs.
- Explain that they need to think of the words for each price. Then they write one letter in each square to complete the puzzle.
- Confident students can complete the puzzle, and then check answers in pairs. If you have less confident students, you can copy the puzzle grids onto the board and complete the words for the prices/numbers as a class. Ask students to call out the letters for each word and complete the puzzle on the board.
- Students look at the letters highlighted by the orange boxes and use the letters to discover the player's number.
- Students then write the number in the boxes next to the picture.
- Finally, students draw the player's number on his shirt.

4 Practice Lesson 2

1 Find and circle the numbers.

- 1 twenty-two 2 one hundred 3 eighty-eight 4 sixty-one



- 5 seventy-three 6 forty-five 7 fifty-seven 8 ninety

2 Complete the puzzle. Then draw the player's number.



1 It's e i g h t y s i x dollars.



2 It's n i n e t y n i n e dollars.



3 It's s e v e n t y s e v e n dollars.



4 It's s i x t y f i v e dollars.



He's number s e v e n t y !

Notes

4

Practice Lesson 3

1 Read and complete. in the bag in the box How many There are



Stella I like chocolate! How many chocolates are in the box ?
Lily There are thirty chocolates in the box.



Stella Jordan Parker likes apples.
How many apples are in the bag?
Lily There are twelve apples in the bag .
Stella Apples are healthy. I want the apples!

4

Practice Lesson 6

1 Write about your favorite sports star.

Profile: _____
by _____

My favorite _____ is _____

Notes

Lesson 3 page 105

- 1 Read and complete.
- Show students the dialogue. Ask students to suggest words for each blank.
 - Students complete the dialogue using the words in the box. Confident students can complete the dialogues individually, and then check answers in pairs. Less confident students can work in pairs to complete the dialogue.
 - Invite pairs of students to read aloud the completed dialogue.

Lesson 6 page 105

- 1 Write about your favorite sports star.
- Tell students they are going to write about their favorite sports star.
 - Point to each of the pictures and ask students to say what sport each picture shows (*soccer, volleyball, running, basketball*).
 - Students then complete the activity, using their own ideas. Move around the class, offering help if necessary.
 - Invite some confident students to read their profile to the class.

Unit 5 A Busy Day

Lesson 2 page 106

1 Match.

- Read aloud the first verb. Ask students what daily activities start with *go*. Tell students to find the second half of the phrase on the bottom line of the activity.
- Students draw lines to match the halves of the phrases.
- Invite students to read aloud the completed phrases.

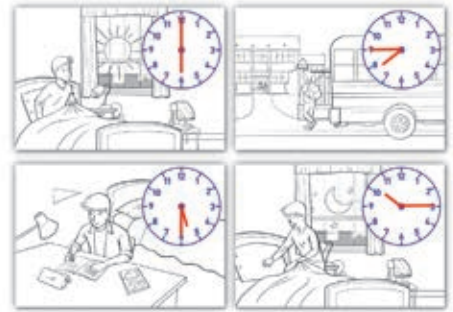
5 Practice Lesson 2

1 Match.

1 go	2 get	3 come	4 take	5 do	6 play
home	homework	a shower	to bed	with friends	dressed

2 Look and read. Complete the clocks.

- 1 He gets up at six o'clock.
- 2 He goes to school at quarter to eight.
- 3 He does homework at five thirty.
- 4 He goes to bed at quarter past ten.



2 Look and read. Complete the clocks.

- Read aloud the first sentence. Ask students to point to the correct picture. Tell students to draw hands on the clock to show the time in the sentence.
- Students complete the activity.
- Check answers by asking students to show the time for each sentence on a toy/cardboard clock or on the board.

3 Look and write.

- Point to the picture and ask students to say the times in the diary.
- Tell students to look at the diary and use the information to complete the answers. Point to the example answer.
- Invite pairs of students to read aloud the questions and answers in pairs.

3 Look and write.

- 1 What time does she come home?
She comes home at quarter past three.
- 2 What time does she play with friends?
She plays with friends at four o'clock.
- 3 What time does she take a shower?
She takes a shower at five thirty.
- 4 What time does she go to bed?
She goes to bed at quarter to ten.



Notes

5

Practice Lesson 3

1 Read and complete.



in the evening four o'clock
do you have have lunch

Amy When do you have breakfast?

Stella I have breakfast at seven o'clock in the morning. Nicky News has breakfast at ten thirty.

Amy That's really late! When do you have lunch?

Stella I have lunch at quarter past twelve in the afternoon.

Amy When do you have a snack?

Stella I have a snack at four o'clock in the afternoon. Nicky News likes snacks, too. Her favorite snack is a pear.

Amy When do you have dinner?

Stella I have dinner at six thirty in the evening.

5

Practice Lesson 6

1 Write about your week. Then draw.

My Busy Week by _____

From Monday to Friday, I _____

I do homework at _____

On Saturday and Sunday, I have breakfast at _____



Notes

Horizontal lines for taking notes.

Lesson 3 page 107

1 Read and complete.

- Show students the dialogue. Ask students to suggest words for each blank.
Students complete the dialogue using the words in the box. Confident students can complete the dialogue individually, and then check answers in pairs. Less confident students can work in pairs to complete the dialogue.
Invite pairs of students to read aloud the completed dialogue.

Lesson 6 page 107

1 Write about your week. Then draw.

- Tell students that they are going to write about their week.
Complete the activity orally first, by reading aloud the sentences with blanks and encouraging students to suggest words for each blank.
Students then complete the activity. Move around the class, offering help if necessary.
Finally, students draw a picture to illustrate their piece of writing.
Invite some confident students to read their text to the class.

Unit 6 Helping at Home

Lesson 2 page 108

1 Look and write.

- Point to the pictures and ask students to name the chores.
- Tell students to read the words in the box and choose the correct phrases to write under the pictures. Tell students that there are more words than pictures.
- Invite pairs of students to point to the pictures and read aloud the phrases.

2 Look and write.

- Point to the people in the picture. Ask students to name the chore each person is doing. Show students the shaded boxes. Ask students if they remember what each set of shaded boxes means.
- Read aloud the first sentence. Ask students to look at the picture and point out why the example uses *always*.
- Students complete the sentences in their Student Books.
- Invite students to read aloud the completed sentences.

3 What about you? Complete the sentences.

- Ask students to think about chores which they *always/often/sometimes/never* do. Ask questions to prompt students if necessary, e.g. *How often do you (wash the dishes)?*
- Students complete the sentences about themselves.
- Invite students to read aloud their sentences.

6 Practice Lesson 2

1 Look and write.

set the table fold clothes do the laundry
make the bed cook dinner clean the bedroom



1 make the bed 2 fold clothes 3 set the table 4 cook dinner

2 Look and write.



always often sometimes never

- 1 I always do the laundry.
- 2 I sometimes wash the dishes.
- 3 I never clean the bedroom.
- 4 I often vacuum the carpet.

3 What about you? Complete the sentences.

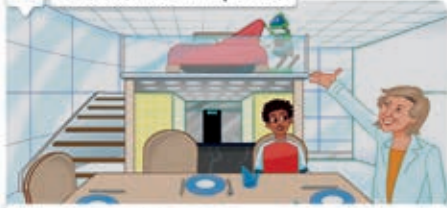


- 1 I always _____.
- 2 I often _____.
- 3 I sometimes _____.
- 4 I never _____.

Notes

6 Practice Lesson 3

1 Read and complete.



Charlie How often do you make the bed?
 Professor I never make the bed, but I sometimes set the table.

do you How often always never



Charlie How often do you cut the grass?
 X70 I often cut the grass, and I always water the plants. I love it!

6 Practice Lesson 6

1 Complete Sophia's interview with her family.

Interview: Chores and My Family

By Sophia Turner



Sophia: How often do you cook dinner?
 Dad: I often cook dinner. I like it!
 Sophia: How often do you vacuum the carpet?
 Mom: I never vacuum the carpet.
 Sophia: How often do you take out the trash?
 Brother: I sometimes take out the trash.
 Sophia: How often do you set the table?
 Sister: I always set the table.



Lesson 3 page 109

1 Read and complete.

- Show students the first dialogue. Ask them to suggest words for each blank.
- Students complete the dialogues using the words in the box. Confident students can complete the dialogues individually, and then check answers in pairs. Less confident students can work in pairs to complete the dialogues.
- Invite pairs of students to read aloud the completed dialogues.

Lesson 6 page 109

1 Complete Sophia's interview with her family.

- Tell students that a girl called Sophia interviewed her family about the household chores they do, and that students are going to complete the interview.
- Point to each of the pictures and ask students to say which family member each picture shows and which household chore each picture shows. Point to the colored boxes and ask students how often each person does each chore.
- Complete the activity orally first. Assign the roles of Dad, Mom, brother, and sister to confident students. Ask questions as Sophia and encourage students to answer.
- Students then complete the activity.
- Invite some students to read the interview to the class.

Unit 7 At the Doctor's

Lesson 2 page 110

1 Match.

- Point to the pictures and ask students to name the illnesses.
- Point to the first picture and ask students to point to the matching word. Tell students to draw a line to match the picture to the word.
- Students complete the activity.
- Invite students to point to the pictures and say the correct words.

7 Practice Lesson 2

1 Match.

toothache stomachache earache cough

2 Look and circle.

- Point to the people in the picture and ask students to say what is wrong with each person.
- Read aloud the first sentence. Tell students to look at the picture and say which word completes the sentence.
- Students circle the correct words.
- Invite students to read aloud the sentences with the correct words.

2 Look and circle.



- 1 I have a toothache / sore throat.
- 2 I have an earache / a cold.
- 3 I have a headache / cough.
- 4 I have a stomachache / fever.

3 Order the words and write.

- Write the jumbled words for the first item on the board. Ask students to say the words in the correct order.
- Students order the words for the remaining items to make questions and answers.
- Invite pairs of students to read aloud the questions and answers.

3 Order the words and write.



- 1 feel? / do / you / How
How do you feel?
a / I / cough. / have
I have a cough.
- 2 you / do / feel? / How
How do you feel?
stomachache. / have / I / a
I have a stomachache.

Notes

7

Practice Lesson 3

1 Read and complete.

stay in bed headache cold When I have



Stella How do you feel, Amy?

Amy I have a headache.

Stella I'm sorry. When I have
a headache, I take medicine.



Amy I have a cold, too.

Stella When I have a cold,
I stay in bed.

Charlie Get well soon!

7

Practice Lesson 6

1 Write about your favorite website.

Review: My Favorite Website



by _____

I like the _____ website. I go there to



It's at www. _____

Notes

Lesson 3 page 111

1 Read and complete.

- Show students the dialogue. Ask students to suggest words for each blank.
- Students complete the dialogue using the words in the box. Confident students can complete the dialogues individually, and then check answers in pairs. Less confident students can work in pairs to complete the dialogue.
- Invite pairs of students to read aloud the completed dialogue.

Lesson 6 page 111

1 Write about your favorite website.

- Tell students they are going to write about their favorite website.
- Ask students what kinds of websites the pictures show, and then ask them what kinds of websites they like to visit. Ask students around the class what their favorite website is and what they can find there.
- Complete the activity orally first, by reading aloud the sentences with blanks and encouraging students to suggest words for each blank.
- Students then complete the activity.
- Invite some confident students to read their review.

Unit 8 A Holiday Weekend

Lesson 2 page 112

1 Look and write.

- Point to the pictures and ask students to name the activities.
- Tell students to write the words in the correct order to complete phrases to match the pictures.
- Invite pairs of students to point to the pictures and read aloud the phrases.

2 Read and write the number.

- Point to the thought bubbles in the picture and ask students to name the activities. Tell students that these are the activities the people like doing.
- Read aloud the first sentence. Ask students to point to the correct person in the picture and say the number (1). Tell students to write the number in the box next to the sentence.
- Students complete the activity.
- Invite students to read aloud the sentences and say the correct numbers.

3 Write.

- Point to the pictures and ask students to name the activities.
- Point out the example answer and ask students to suggest words for the second blank.
- Students complete the questions and answers. Confident students can complete the activity individually, and then check answers in pairs. Less confident students can work in pairs to complete the activity.
- Invite pairs of students to read aloud the completed questions and answers.

8 Practice Lesson 2

1 Look and write.



- 1 movies / go / the / to 2 a / restaurant / at / eat 3 ride / a / go / boat / on 4 a / picnic / have
- go to the movies eat at a restaurant go on a boat ride have a picnic

2 Read and write the number.



- What do you like doing on vacation?
- a I like eating at a restaurant. **1**
- b I like visiting a museum. **3**
- c I like going shopping. **2**
- d I like going to the beach. **4**

3 Write.



- 1 What do you like doing on vacation? I like having a picnic.
- 2 What do you like doing on vacation? I like meeting friends.

Notes

8 Practice Lesson 3

1 Read and complete.



Lily Hi, Joe. What are you doing?

Joe I'm watching Johnny Sky. He's on TV!

Lily Do you like watching TV?

Joe Yes, I do.



reading magazines Yes, I
I don't Do you like

Lily I'm reading a magazine.

Do you like reading _____
magazines _____?

Joe No, I don't. I like
writing magazine articles!

8 Practice Lesson 6

1 Interview your friend. Write.



Lesson 3 Page 87 Lesson 6 Page 90 113

Notes

Lesson 3 page 113

1 Read and complete.

- Show students the dialogue. Ask students to suggest words for each blank.
- Students complete the dialogue using the words in the box. Confident students can complete the dialogue individually, and then check answers in pairs. Less confident students can work in pairs to complete the dialogue.
- Invite pairs of students to read aloud the completed dialogue.

Lesson 6 page 113

1 Interview your friend. Write.

- Tell students they are going to interview a friend, and then write about it.
- Divide the class into pairs.
- Explain that students need to write their friend's name and their name. They then write questions, ask the questions to their friend, and write their friend's answers.
- Tell less confident students to look back at the interview on page 90 to help them.
- Students ask and answer in pairs and complete the activity. Move around the class, offering help if necessary.

Vocabulary games

All of the following games are excellent ways of reinforcing vocabulary in a stimulating way. Furthermore, all of them are ideal ways to start a lesson to review lexical sets that you have already presented. Any one of them would make a useful warmer or finisher routine for your class. Consider this section as a bank of flexible Warmer and Finisher resources.

Flashcard games

Little by little

Cover a flashcard with a sheet of paper and hold it up in front of the class. Start to move the paper very slowly to reveal the card and ask the students: *What is it?* Continue revealing the flashcard, pausing to ask the students *What is it?* and to allow the class to offer their ideas. Repeat with another flashcard when a student guesses correctly.

Mystery flashcard

Put a flashcard inside a large envelope and show the class the envelope. Ask the students to draw what they think is inside the envelope. When everyone has finished, ask the students to say what they have drawn. Then open the envelope and reveal the mystery flashcard.

Fast flashcards

Show a set of flashcards one after the other, fairly fast. As you run through each flashcard, say the word for one of the flashcards. The students call *stop* when the word and the picture match.

Find the flashcards

Ask five students to leave the classroom. Then ask the class to help you hide five flashcards somewhere in the classroom. Bring the five students back into the room and ask them to find the missing flashcards and say what, or where, they are.

Pass the flashcards

Arrange the students in a circle and hand out the flashcards to different students. Play a song from the *Class Audio CDs* while the students pass the flashcards around the circle. Stop the music at random points. Each student with a flashcard holds it up and says the correct word. Alternatively, when you stop the music, you can call out a word, and the student with that flashcard must hold it up.

Kim's game

Put up a set of flashcards on the board. Point to each flashcard and ask the class: *What is it?* Repeat the correct word for each flashcard with the students. Then turn each flashcard over. When the flashcards are all face down, ask again and see how many students can remember which flashcard is which.

What number is it?

Put up a set of flashcards of words you want to review, for example, toys. Below each one put a number flashcard. Say the name of a toy and ask: *What number is it?* Alternatively, say the number and ask: *What is it?*

Mime the word

Divide the class into two teams. Tell one team to choose a flashcard/word from the new vocabulary set and mime the word for the opposite team. If the opposite team guesses the word correctly and pronounces the word correctly, they score a point, otherwise the point goes to the team performing the mime.

Which one is missing?

Tell the students to stand in a circle. Put a number of flashcards face up on the floor in the middle of the circle. Give the students a couple of minutes to memorize them. Then tell them to turn their backs while you remove one of the flashcards. Tell the students to turn back and ask them which flashcard is missing. The student who guesses first takes a turn to remove one of the flashcards. Repeat several times.

Odd one out

Choose three flashcards from one lexical set, for example, toys, and one card from a different category, for example, classroom objects. The students have to say which flashcard does not belong with the others in the group.

Watch my lips

This activity helps the students to concentrate on the mouth movements necessary to pronounce certain words. Put five flashcards up around the classroom. Explain to the students that you are going to mouth a word silently and that they have to point to the right flashcard. Say the word silently, exaggerating your mouth movements. The student who points to the correct flashcard can try saying a word silently for the rest of the class to guess.

Hit the card

Put up three or more flashcards on the board and then invite three students to the front of the class and stand them in a line facing the board (don't position them too close). Give each of the students a small, soft ball and explain that the game is like hitting the target. (Instead of soft balls, you could use any small soft object, or make paper balls.) Say the word for one of the flashcards on the board. The players have to throw their ball at the right card and try to hit it.

What card is it?

Hide a flashcard behind your back and ask the class: *What card is it?* Listen to their answers and then show the flashcard.

What card is missing?

Show a set of flashcards one after the other. Then take one out and show the set again. The students have to identify the one that is missing.

Guess the flashcard

Put up the flashcards on the board face down and write a number next to each one. Ask the class *What's number (one)?* Invite a student to the front of the class and ask him or her to try and guess. After hearing the answer, lift up a corner of the flashcard and say *No* if it is wrong and *Yes* if the student guessed right. If the student guesses correctly, turn the card face up. If the student does not guess the flashcard, leave it where it is and invite another student to guess. Continue the game until all the flashcards have been guessed and are face up.

Walk to the card

Put up a few flashcards around the classroom. Choose two or three students and explain that you are going to name the flashcards one after the other. The students walk as quickly as they can to the flashcard you name and stand next to it. The first person to the card is the winner.

Change places

Put up some flashcards around the classroom. Divide the class into as many groups as there are flashcards and position the groups near their flashcard. Name two flashcards. The students in those two groups have to move and change places.

Musical flashcards

Put up some flashcards around the classroom and play some music. The students wander freely around until you stop the music and name a flashcard. They then have to go to the flashcard you named.

True or False

Bring in two shoeboxes. Label one box with a big check (✓) and the other box with a big X. Invite two students to the front of the class, position them at some distance from the boxes, and give each of them a sponge or paper ball. Show a flashcard and say a word. If the word and the flashcard match, the students have to throw their ball into the box with the check on the side, if not, they throw it into the box with the X on the side. The player who throws the ball into the correct box wins a point for the team.

Tic-tac-toe

Divide the class into two teams. Draw a 3x3 grid on the board and stick a flashcard in each cell. Each team takes a turn saying a word for one of the flashcards. If they are correct, they draw a circle or an X in the cell. The first team to get three in a row wins.

Yes or No

Hold up flashcards from previous lessons and say a word (sometimes the correct word, and sometimes the wrong word). The students say whether or not the word matches the flashcard (*Yes* or *No*). Invite the students to hold up flashcards and say correct or incorrect words for the rest of the class.

Four in a row

Invite a student (or a pair of students) to the front of the class. Hand the student (or students) four flashcards from previous lessons. Call out the words for the flashcards. The student (or students) stick(s) the cards on the board in the correct order. Repeat with other students and other flashcards.

Other word games

Chain stories

Ask students to stand up. Say a sentence using the unit vocabulary, e.g. *On Mondays, I get up at seven o'clock*. Invite a child to add an item to the sentence (or a sentence to the story), e.g. *On Mondays, I get up at seven o'clock, I have breakfast at seven thirty*. Repeat with different students. If a student can't remember the list of items, he/she has to sit down. The last student left standing is the winner. You can play this game with lots of different lists to practice different vocabulary sets (*In my backpack / bedroom / backyard*, etc.). You can also play it to practice routines and activities.

Categories

Write three headings on the board for three different vocabulary sets. Ask students to say words for each heading or come to the board and write words under the headings. If you like, you can play this as a game in two teams, inviting students from each team in turn to say or write a word for one of the headings.

Draw and guess

Divide the class into two teams. Start drawing a known item on the board. The students from each team call out and guess what the item is. The student who guesses correctly wins a point for their team and takes a turn to draw an item on the board.

Bingo!

Tell the students to draw a grid with three columns and three rows. In each space, instruct the students to write a number or word from a lexical set. Call out the numbers or words in a random order. When a student hears their word or number they cross it out. When all of their words or numbers have been crossed out, they shout *Bingo!*

Missing numbers

Write a sequence of four numbers on the board, with one number missing (draw a line for this number to go on). Invite students to come to the board and write the missing number, or to call out the missing number for you to write. If you like, you can use flashcards and ask students to stick the correct flashcard on the board to complete the sequence.

Simon says

Tell the students that if you say *Simon says* they should follow the instruction you give. If you do not say *Simon says*, they should remain still. Begin by saying, e.g. *Simon says, touch your nose* and check to see if everybody is following the instruction. Give another order, this time without *Simon says*. Check again. Keep giving the class instructions with or without *Simon says*. If the students follow an instruction that doesn't start with *Simon says* or if they fail to do what *Simon says*, they are out of the game. Play until one student is left.

One minute race!

Seat the students in a circle. Set a timer for one minute on the board using *iTools*, on your phone, or simply use a sand timer. Call out a vocabulary set, e.g. *clothes*. The students take turns calling out an item of clothing around the circle. They have to try and get around the circle before the minute is up. Or in a large class, they have to say as many words as they can in that minute. Play again and see if they can beat their record with another lexical set.

Sharkman (Hangman)

Draw a set of six steps walking towards the sea. Simply draw some wiggly lines at the bottom of the steps. Draw a triangle poking out of the sea. This is a shark! Think of a word to elicit. Write lines for each of the letters in the word. Ask the students to call out letters they think are in the word, e.g. *E!* If there is an *e*, write it in the correct place in the word. If the letter isn't in the word, move the stick man down a step toward the sea. The students must try to finish the word before they fall into the sea, and to the awaiting shark.

What's the time?

Draw a blank clock face on the board. Invite individual students to the front of the class. The student asks *What's the time?* Other students in the class say a time (e.g. *It's half past four*). The student draws the correct time on the clock face.

Lyrics and actions for the *Shine On!* song

Starter Unit: Hello!

Hello! Hello!
It's English time!
Hello! Hello! It's time to shine!
Let's be friendly and wave hello!
We can shine, shine on!

Hello! Hello! It's English time!



Students raise their hand and wave in time with the music.

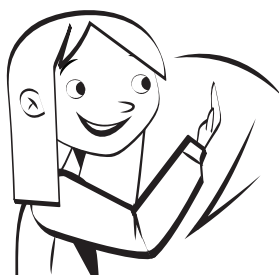
Let's be friendly and wave hello!



Students turn to each other and wave. They can wave in pairs or groups, as long as they are looking at each other and waving.

Come on, everyone!
Let's sing our song.
Shine on! Shine on!
It's time to shine!
It's time to shine!
Shine, shine on!

Come on, everyone!



Students raise their arm and move their hand as if beckoning someone towards them.

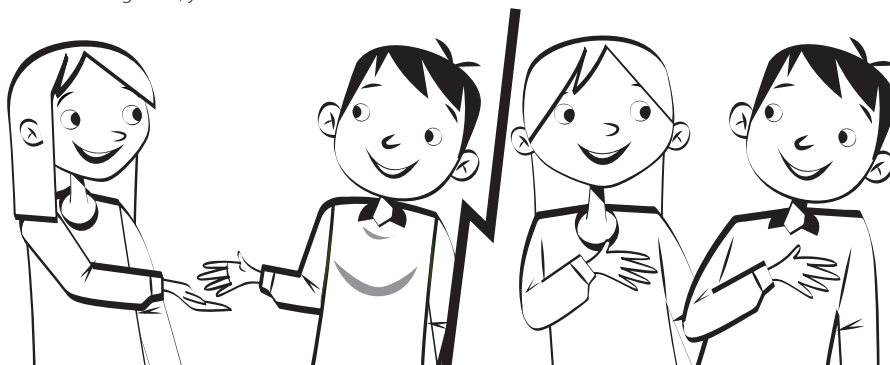
Shine, shine on!



Students raise their arms above their heads as if they are drawing a big sun around themselves.

Hello! Hello!
It's English time!
Hello! Hello!
It's time to shine!
Let's work together, you and me.
We can shine, shine on!

Let's work together, you and me.



First, students extend their hand towards another student and then bring it in and touch their chest.

Come on, everyone! Let's sing our song.
Shine on! Shine on!
It's time to shine! It's time to shine!
Shine, shine on!
(Repeat)

Wordlist

Aa

ahead of
always
April
at night
August
Australia

Bb

bag of apples
band
behind
bill
bitter
boat ride
box of chocolates
brass
Brazil
building
bunch of bananas
busy
busy day

Cc

calculator
calf
camera
camera bag
cell phone
cell phone cover
champion
chat with friends
clean the bedroom
city
coffee
coin
cold
come home
conductor
cook dinner
cough
countryside
cowboy
crosswalk
cut the grass

Dd

December
divided by
do my homework
do the laundry
doctor
dollar
drums

Ee

earache
eat at a restaurant

eighty-six

equals
exciting

Ff

February
fever
fifty
fireworks
fishing line
flag
flute
fold clothes
forty

Gg

games console
get dressed
get up
give
go on a boat ride
go shopping
go to bed
go to school
go to the beach
go to the dentist
go to the doctor
go to the movies
golf
guitar

Hh

have a picnic
have a snack
have breakfast
have dinner
have lunch
headache
headphones
heart
hockey
holiday

Ii

I love you
in the afternoon
in the evening
in the morning
Italy

Jj

January
Japan
jar of olives
July
June

Ll

laptop case
learn things
lemon
like

Mm

make the bed
March
math operations
May
meet friends
message
metal can
Mexico
minus
monument

Nn

never
ninety-nine
November

Oo

October
often
one cent
one hundred

Pp

paint pictures
percussion
piano
plastic bag
plastic bottle
play computer games
play with friends
plus

Rr

ranch
read magazines
remember
ride
roller coaster

Ss

salty
saxophone
set the table
September
seventy-two
shop online
sixty-four
sometimes
sore throat
sour
Spain
stadium

statue

stay in bed
stomachache
strings
suburbs
sugar
sunrise
sunset
sweet

Tt

table tennis
take a shower
take medicine
take out the trash
taste bud
the countryside
the suburbs
the UK
the USA
theme park
thirty
times
tongue
toothache
tower
town
trophy
trumpet

Uu

use the crosswalk
use the Internet

Vv

vacuum the carpet
violin
visit a museum
volleyball

Ww

wait for the light
walk on the sidewalk
walk the dog
wash the dishes
watch TV
watch videos
watchband
water the plants
wear bright clothes
weekend
woodwind
wrapping paper

Xx

xylophone

Workbook Answer Key

STARTER UNIT

Lesson 1 Vocabulary and Grammar

1 Find and circle the months of the year. Write in order.

o	m	i	d	l	a	u	g	u	s	t
c	a	t	e	j	u	l	y	c	q	s
t	r	a	c	b	d	j	u	n	e	e
o	c	k	e	x	j	m	s	o	w	p
b	h	n	m	v	a	z	b	v	r	t
e	g	y	b	f	n	a	h	e	j	e
r	z	r	e	n	u	p	b	m	t	m
f	e	b	r	u	a	r	y	b	u	b
c	b	v	s	q	r	i	h	e	l	e
p	m	a	y	l	y	l	w	r	c	r

- | | |
|------------|-------------|
| 1 January | 8 August |
| 2 February | 9 September |
| 3 March | 10 October |
| 4 April | 11 November |
| 5 May | 12 December |
| 6 June | |
| 7 July | |

2 Read. Write questions and answers.

- When is Maya's birthday?
Maya's birthday is in June.
- When is Tim's birthday?
Tim's birthday is in March.
- When is Kai's birthday?
Kai's birthday is in August.
- When is Sofia's birthday?
Sofia's birthday is in January.

Lesson 2 Story

1 Look, read, and write.

- This new smartboard is cool!
- Charlie's birthday is in March.
- Lily's birthday is in May!
- When is Stella's birthday?
Stella's birthday is in September.
- I can't read it.

2 Read and answer.

Joe's birthday is in July.

UNIT 1

Lesson 2 Story

1 Order the story. Read and circle.

- 2 parade, 5 playing, guitar, 4 Aunt, Yes, 3 bus, 6 three, 1 flute

Lesson 2 Vocabulary and Grammar

1 Complete the puzzle. Match.

- piano – fifth picture
- saxophone – second picture
- drums – third picture
- flute – first picture
- trumpet – fourth picture

2 Look, read, and match.

- I'm playing the guitar.
- I'm playing the violin.
- I'm playing the xylophone.
- I'm playing the saxophone.

Lesson 3 Vocabulary and Grammar

1 Look, read, and circle.

- No, they aren't.
- Yes, they are.
- No, they aren't.
- Yes, they are.

2 Write the words in order to make questions and answers.

- Are they playing golf?
Yes, they are.
- Are they playing table tennis? No, they aren't.
- Are they playing volleyball?
Yes, they are.
- Are they playing ice hockey?
No, they aren't.

Lesson 4 CLIL

1 Follow, read, and write.

- | | |
|--------------|-----------|
| 1 percussion | 4 brass |
| 2 woodwind | 5 strings |
| 3 conductor | |

2 Read, circle, and draw.

- saxophone
 - flute
- Children's own drawings.

Lesson 5 Everyday English

1 Look, read, and write.

That looks fun. Can I play, too?
Yes, of course.

2 Look, read, and write *Maria or Diego*.

- | | |
|---------|---------|
| 1 Diego | 5 Maria |
| 2 Maria | 6 Maria |
| 3 Diego | 7 Diego |
| 4 Diego | |

Lesson 6 Reading

1 Read, choose, and write.

- sports competition
- town parade
- beach party

2 Look at activity 1. Read and circle.

- ice hockey
- guitar
- drums and the trumpet
- soccer and table tennis

UNIT 2

Lesson 2 Story

1 Look, read, and write.

- I'm hungry.
- We like pizza!

- We're from Australia.
- Where are you from?

2 Find and write *Yes, they are.* or *No, they aren't.*

- Yes, they are.
- No, they aren't.
- No, they aren't.
- Yes, they are.

Lesson 2 Vocabulary and Grammar

1 Look, read, and number.

Japan	4
Australia	1
the USA	8
Italy	3
Mexico	5
Spain	6
the UK	7
Brazil	2

2 Write questions and answers.

- Where are you from?
We're from the USA.
- Where are you from?
We're from Spain.
- Where are you from?
We're from Australia.
- Where are you from?
We're from Brazil.

Lesson 3 Vocabulary and Grammar

1 Look, read, and make a ✓ or an X.

- 1 ✓ 2 X 3 X 4 ✓

2 Look, read, and write.

- I'm from Japan.
Where do you live?
- Where are you from?
I live in a town.

Lesson 4 CLIL

1 Look, read, and match.

- | | |
|------------|------------|
| 1 statue | 3 building |
| 2 monument | 4 tower |

2 Look, read, and write.

- | | |
|-------------|------------|
| 1 Australia | 4 Mexico |
| 2 building | 5 statue |
| 3 tower | 6 monument |

Lesson 5 Everyday English

1 Look, read, and write.

- Hi, pleased to meet you!
- Pleased to meet you, too.
- Where are you from?
- I'm from the USA.

2 Look, read, and number in order.

- Hello! I'm Lucas.
- Glad to meet you, Lucas.
I'm Haru.
- I'm playing table tennis.
- That looks fun. Can I play?

- Yes, of course.
Here you are, Lucas.
- Where are you from, Lucas?
- I'm from Brazil.
Where are you from?
- I'm from Japan.

Lesson 6 Reading

- Read and circle.**
1 B 2 A 3 B 4 A 5 B 6 C
- Read and answer for you.**
Children's own answers.
Example answer:
1 My name is Anna.
2 Nice to meet you, too.
3 I'm from France.
4 I live in the city.

REVISION 1

Vocabulary

- Look, read, and number.**
 - piano – fourth picture
 - guitar – fifth picture
 - drums – third picture
 - saxophone – second picture
 - violin – seventh picture
 - trumpet – eighth picture
 - xylophone – sixth picture
 - flute – first picture
- Look, draw, and write.**

1 Spain	5 Japan
2 Australia	6 Brazil
3 the USA	7 Italy
4 the UK	8 Mexico

Children's own drawings.

Grammar

- Write the words in order to make questions and answers. Look and number.**
 - Where do you live? I live in the suburbs. fourth picture
 - What are you playing? I'm playing the saxophone. first picture
 - Where are you from? We're from Japan. third picture
 - Are they playing table tennis? Yes, they are. second picture
- Read and match.**
 - I'm playing the violin.
 - No, they aren't. They're playing volleyball.
 - We're from the USA.
 - Yes, they are.
 - I live in the countryside.
 - They're playing the drums.

UNIT 3

Lesson 2 Story

- Look, read, and make a ✓ or an X.**
1 ✓ 2 X 3 ✓ 4 X 5 X 6 ✓
- Read and circle.**
Joe's birthday is in July.

Lesson 2 Vocabulary and Grammar

- Look, unscramble, and write.**
 - cell phone
 - camera
 - games console
 - calculator
 - TV
 - laptop
 - tablet
 - headphones
- Follow and write.**
 - She wants a laptop.
She doesn't want a tablet.
 - He wants a camera.
He doesn't want headphones.
 - He wants a games console.
He doesn't want a calculator.
 - She wants a cell phone.
She doesn't want a TV.

Lesson 3 Vocabulary and Grammar

- Look, read, and circle.**
 - want
 - don't want
 - wants
 - doesn't want
- Write questions and answers.**
 - What does she want?
She wants a laptop case.
 - What do they want?
They want a watchband.
 - What does he want?
He wants a camera bag.
 - What do they want?
They want a cell phone cover.

Lesson 4 CLIL

- Look, read, and write.**
 - chat with friends
 - learn things
 - shop online
 - watch videos
- Look, read, and circle True or False.**

1 True	5 True
2 True	6 True
3 False	7 False
4 False	8 False

Lesson 5 Everyday English

- Look, read, and match.**
Boy 1: I like this cell phone cover.
Do you?
Girl: Yes, I like it a lot.
Boy 2: No, not really.
- Look, read, and number.**
First picture: 2, 3, 4, 1
Second picture: 2, 1

Lesson 6 Reading

- Look, read, and match.**
 - Dan and Pete
 - Emma
 - Nick
 - Daisy

2 Look at activity 1. Read and write.

- She wants a camera bag.
- Computers, tablets and laptop cases.
- They want a tablet.
- Perfect Pics
- Fantastic Phones
- Cameras and camera bags.

UNIT 4

Lesson 2 Story

- Order the story.**
4, 3, 6, 2, 1, 5
- Circle the numbers in the story.**
2, 7, 21, 22, 23, 35, 62, 99

Lesson 2 Vocabulary and Grammar

- Read and circle. Write.**

1 thirty	5 seventy
2 forty	6 eighty
3 fifty	7 ninety
4 sixty	8 one hundred
- Look and write questions and answers.**
 - How much is this?
It's thirty-eight dollars.
 - How much is this?
It's forty-two dollars.
 - How much is this?
It's fifty-six dollars.
 - How much is this?
It's one hundred dollars.
 - How much is this?
It's seventy-seven dollars.
 - How much is this?
It's eighty-six dollars.

Lesson 3 Vocabulary and Grammar

- Look and read. Write and circle.**
 - thirty-six, box
 - twenty-two, bag
 - forty-eight, jar
 - sixteen, bunch
- Write the words in order to make questions. Write the answers.**
 - How many eggs are there? There are fifteen eggs in the box.
 - How many potatoes are there? There are twenty-four potatoes in the bag.
 - How many flowers are there? There are five flowers in the bunch.

Lesson 4 CLIL

- Look, unscramble, and write.**

1 minus	4 divided by
2 times	5 equals
3 plus	
- Read and write the sums.**

1 $8 \times 3 = 24$	3 $40 - 28 = 12$
2 $22 + 12 = 34$	4 $44 / 22 = 2$

Lesson 5 Everyday English

1 Look, read, and circle.

Man: want

Girl: small, please

2 Look, read, and write.

First picture: I like this one.

Do you? / No, not really. It's very big and heavy.

Second picture: Which one do you want? I want the long one, please.

Lesson 6 Reading

1 Read and write the sums.

1 $45 + 25 = 70$

2 $65 - 12 = 53$

3 $3 \times 6 = 18$

2 Look at activity 1. Read and write.

1 Lina Smith

4 Lina Smith

2 Dylan Green

5 Jago Jones

3 Jago Jones

6 Dylan Green

REVISION 2

Vocabulary

1 Read, look, and write. Find the hidden word.

1 calculator, laptop case, thirty

2 camera, headphones, watchband

3 bag, camera bag, bunch

4 games console, laptop, eleven

5 camera, thirty-five, seventy-two

6 chocolates, laptop, TV

Mystery word: t a b l e t

2 Look and number in order. Write.

1 thirty-eight

5 seventy-two

2 forty-nine

6 eighty-three

3 fifty-four

7 ninety-six

4 sixty-five

8 one hundred

Grammar

3 Read, look, and answer. Write Store 1 or Store 2.

1 She wants a camera bag.

She doesn't want a watchband. / Store 1

2 They want a laptop. They don't want a TV. / Store 2

3 He wants a games console.

He doesn't want a calculator. / Store 1

4 Read the questions and answers. Look and write correct answers.

1 There are twenty-two chocolates in the box.

2 There are twenty-nine peaches in the bag.

3 It's ninety-eight cents.

4 It's thirty-eight dollars.

UNIT 5

Lesson 2 Story

1 Look, read, and write.

1 She's making a music video.

2 She gets up at eight o'clock.

3 What time does she go to school?

4 She plays with her friends at four thirty.

2 Read and number in order.

1 The Junior Crew see Nicky News on TV.

2 The Junior Crew go to the hotel. Nicky News is asleep.

3 The Junior Crew meet Nicky News.

4 The Junior Crew sing a song with Nicky News.

Lesson 2 Vocabulary and Grammar

1 Look, read, and match.

1 get dressed / get up – fourth picture / fifth picture

2 get up / get dressed – fifth picture / fourth picture

3 go to bed / go to school – second picture / sixth picture

4 do my homework – seventh picture

5 play with friends – first picture

6 take a shower – second picture

7 come home – eighth picture

8 go to school / go to bed – sixth picture / second picture

2 Look, read, and write questions and answers.

1 He gets up at seven o'clock.

2 What time does he get dressed?

3 She goes to school at eight o'clock.

4 What time does she come home?

Lesson 3 Vocabulary and Grammar

1 Look, read, and draw.

Children's own drawings.

1 seven o'clock

2 seven thirty

3 quarter to one

4 quarter past three

5 six thirty

6 nine thirty

2 Read and number in order. Answer for you.

6, 3, 2, 4, 5, 1

Children's own answers.

Example answers:

I get up at seven thirty.

I have breakfast at eight o'clock.

I have lunch at twelve thirty.

I go home at quarter past three.

I have dinner at six o'clock.

I go to bed at quarter to ten.

Lesson 4 CLIL

1 Look, read, and write.

1 sunrise

3 behind

2 ahead of

4 sunset

2 Look at activity 1. Read and write.

1 ten o'clock

3 ahead of

2 sunrise

4 one hour

Lesson 5 Everyday English

1 Look, read, and match.

1 I have dinner at six o'clock in the evening.

That's really early!

2 I do my homework at nine thirty in the evening.

That's really late!

2 Look, read, and number in order.

1 1 Rachel, this is Sam. He's new.

2 Hi Sam! Nice to meet you.

3 Nice to meet you, too.

2 1 Are you tired?

2 Yes! I get up at five o'clock in the morning.

3 That's really early!

4 I know! I have swimming club at six o'clock in the morning.

Lesson 6 Reading

1 Look, read and write.

1 early

2 late

3 Sunday

4 twelve o'clock.

5 Friday

6 tired

2 Look at activity 1. Read and circle.

1 Fernanda

4 Yuto

2 Tom

5 Tom

3 Fernanda

UNIT 6

Lesson 2 Story

1 Read and make a ✓ or an X.

1 ✓✓X

3 ✓X✓

2 X✓✓

4 ✓✓X

2 What chores do the robots do?

Circle.

fold clothes, wash the dishes, make the bed, vacuum the carpet

Lesson 2 Vocabulary and Grammar

1 Look, read, and write. Draw a ☺ or a ☹ for you.

1 cook dinner

2 wash the dishes

3 make the bed

4 clean the bedroom

Children's own answers.

2 Look, read, and write about you.

1 I sometimes vacuum the carpet [example].

2 I [always/often/sometimes/never] fold clothes.

- I [always/often/sometimes/never] set the table.
- I [always/often/sometimes/never] do the laundry.

Lesson 3 Vocabulary and Grammar

1 Look, read, and match.

- I sometimes walk the dog.
- I often water the plants.
- I never cut the grass.
- I always take out the trash.

2 Look, read, and write.

- I never walk the dog.
- I sometimes cut the grass.
- I always take out the trash.
- I often water the plants.

Lesson 4 CLIL

1 Look, read, and match.

- use the crosswalk
- wear bright clothes
- wait for the light
- walk on the sidewalk

2 Read and draw.

Children's own drawings.

Lesson 5 Everyday English

1 Look, read, and write.

My living room is a mess!
Let's clean it together.

2 Look, read, and write the words in order.

- That looks fun. Can I cook, too?
Yes, of course.
- My kitchen is a mess!
Let's clean it together.

Lesson 6 Reading

1 Read and complete the chart.

Mom:

Dad:

Sally:

Josh:

2 Write a question and answer for each person.

- Sally, how often do you cook dinner? I never cook dinner.
[example answer]

Sample answers:

- Mom, how often do you do the laundry? I often do the laundry.
- Dad, how often do you take out the trash? I always take out the trash.
- Josh, how often do you cook dinner. I sometimes cook dinner.
Children's own answers.

REVISION 3

Vocabulary

1 Read and complete the chart.

In the bedroom: get up / make the bed / get dressed / go to bed
In the kitchen or dining room: have breakfast / cook dinner / set the table / wash the dishes
Outside: cut the grass / walk the dog / take out the trash
In the bathroom: take a shower

2 Look, find, and circle.

h	a	v	e	a	s	n	a	c	k	e	p	c	h
d	z	f	o	c	o	v	m	r	z	t	l	l	v
n	c	f	d	x	o	x	g	j	t	w	a	e	a
x	t	o	o	s	a	s	i	h	d	a	y	a	c
f	b	l	h	b	v	h	d	m	d	t	w	n	u
n	x	d	o	b	e	p	q	h	o	e	i	t	u
f	d	c	m	f	q	r	m	y	t	r	t	h	m
o	b	l	e	m	e	o	y	w	h	t	h	e	t
t	k	o	w	o	d	t	f	u	e	h	f	b	h
g	o	t	o	s	c	h	o	o	l	e	r	e	e
h	m	h	r	k	t	s	b	e	a	p	i	d	c
u	u	e	k	y	c	u	c	w	u	l	e	r	a
b	b	s	h	v	i	r	t	q	n	a	n	o	r
p	y	w	g	j	n	q	y	l	d	n	d	o	p
c	o	m	e	h	o	m	e	f	r	t	s	m	e
g	x	z	a	x	f	i	u	r	y	s	h	t	t

Grammar

3 Read, look, and write H for Henry or D for Dad.

get up: 6:00 D/7:00 H
go to school/work: 8:00 H/7:00 D
eat lunch: 12:30 H/1:00 D
come home: 3:30 H/6:00 D
go to bed: 11:00 D/8:30 H

4 Look at Activity 1. Read and write.

- He goes to school at seven o'clock.
- They have dinner at seven o'clock.
- He always makes his bed.
- He often cooks dinner.
- He does his homework in the afternoon.

UNIT 7

Lesson 2 Story

1 Order the story. Read and circle.

6 These, 1 stomach ache, 4 No, cold, 3 throat, 2 Is, 5 flower

Lesson 2 Vocabulary and Grammar

1 Look, read, and write. Find the hidden word.

- stomach ache
 - 5 earache
 - 2 cold
 - 6 cough
 - 3 sore throat
 - 7 fever
 - 4 headache
- Hidden word: t o o t h a c h e

2 Unscramble the question and write the answers. Draw.

How do you feel?
1 I have
2 I have
Children's own drawings.

Lesson 3 Vocabulary and Grammar

1 Look, read, and circle.

- take medicine
- stay in bed
- go to the dentist
- go to the doctor

2 Look, read, and write.

- take
- 3 go
- have
- 4 stay

Lesson 4 CLIL

1 Look, read, and match.

salty: picture of fries, picture of potato chips
bitter: picture of coffee, picture of olives
sour: picture of a lemon, picture of a grapefruit
sweet: picture of ice cream, picture of candy

2 Read and write.

Children's own answers.

Lesson 5 Everyday English

1 Look, read, and write.

- Hi! How do you feel?
- I have a headache and a sore throat.
- I'm sorry. Get well soon!
- Thank you!

2 Look, read, and number in order.

3, 2, 1

Lesson 6 Reading

1 Read and write.

- www.lovesoccer.com
- www.musicstobuy.com
- www.onlyphotos.com

2 Look at activity 1. Read and write.

- Finn
- 4 Amir
- 2 Amir
- 5 Amir
- 3 Jasmin
- 6 Finn

UNIT 8

Lesson 2 Story

1 Look, read, and write.

- What do you like doing on vacation?
- I like visiting a museum.
- I like going to the beach.
- Let's go shopping.
- Put these on.
- Let's go on a boat ride!

2 What does Johnny put on? Circle.

a hat, sunglasses

Lesson 2 Vocabulary and Grammar

1 Read and write. Match.

- 1 on a boat ride / shopping / to the movies / to the beach – eighth / sixth / third / fourth picture
- 2 at a restaurant – first picture
- 3 a museum – fifth picture
- 4 on a boat ride / shopping / to the movies / to the beach – eighth / sixth / third / fourth picture
- 5 on a boat ride / shopping / to the movies / to the beach – eighth / sixth / third / fourth picture
- 6 a picnic – second picture
- 7 friends – seventh picture
- 8 on a boat ride / shopping / to the movies / to the beach – eighth / sixth / third / fourth picture

2 Look, read, and write. Draw.

- 1 In the morning, I like visiting a museum.
- 2 In the afternoon, I like going on a boat ride.
- 3 In the evening, I like meeting friends.

Lesson 3 Vocabulary and Grammar

1 Look, read, and write.

- 1 Do you like watching TV?
Yes, I do.
- 2 Do you like painting pictures?
No, I don't.
- 3 Do you like playing computer games?
Yes, I do.
- 4 Do you like reading magazines?
No, I don't.

2 Write the words in order to make questions. Answer for you.

- 1 Do you like painting pictures?
(Children's own answers:
Yes, I do. / No, I don't.)
- 2 Do you like playing computer games?
(Children's own answers:
Yes, I do. / No, I don't.)
- 3 Do you like watching TV?
(Children's own answers:
Yes, I do. / No, I don't.)
- 4 Do you like reading magazines?
(Children's own answers:
Yes, I do. / No, I don't.)

Lesson 4 CLIL

1 Look, circle, and write.

- 1 plastic bag
- 2 metal can
- 3 plastic bottle
- 4 fishing line

2 Read and complete the chart.

Why? Help birds and sea animals
Where? Yellow Sands Beach

When? Saturday 3rd May
What time? 3 o'clock in the afternoon

Bring? Gloves and a big bag for trash

Dangerous: (drawings) can, crisp packet, yogurt carton, glass
Not dangerous: (drawings) shells, seaweed, driftwood

Lesson 5 Everyday English

1 Look, read, and circle.

- 1 want
- 2 please / When?
- 3 afternoon

2 Look, read, and match.

- 1 Do you want to come over? /
Yes, please! When? / After school.
- 2 My bedroom is a mess. /
Let's clean it up together.
- 3 I like this pizza. Do you? /
Yes, I like it a lot.
- 4 I have a stomach ache. / Get well soon! / Thank you.

Lesson 6 Reading

1 Read and number.

2, 5, 1, 4, 3

2 Write three more questions about holiday activities. Ask a friend. Write their answers.

Do you like eating at a restaurant?

Yes, I do. [Example answer]

Do you like playing table tennis?

Yes, I do.

Do you like going to bed late?

No, I don't.

Do you like going to the movies.

Yes, I do.

REVISION 4

Vocabulary

1 Look, draw, and write.

- | | |
|-------------|------------|
| 1 cold | 4 cough |
| 2 toothache | 5 headache |
| 3 fever | 6 earache |
- Children's own drawings.

2 Complete the puzzle.

- | | |
|--------------|-------------|
| 1 restaurant | 5 picnic |
| 2 beach | 6 shopping |
| 3 museum | 7 boat ride |
| 4 movies | 8 friends |

Grammar

3 Read and circle.

feel, have, go, stay, Take, get

4 Read and write.

- | | |
|-----------|-------------|
| 1 doing | 6 magazines |
| 2 going | 7 painting |
| 3 having | 8 What |
| 4 museums | 9 eating |
| 5 like | |

CULTURE 1

1 Look, read, and write.

- | | |
|------------|----------|
| 1 stadium | 3 trophy |
| 2 champion | 4 show |

2 Look at activity 1. Read and write.

- | | |
|------------|-----------|
| 1 champion | 3 stadium |
| 2 trophy | 4 show |

3 Read and circle.

- 1 No, there isn't.
- 2 Yes, there are.
- 3 It's big.
- 4 Greece.
- 5 Yes, there are.

CULTURE 2

1 Look, read, and match.

- | | |
|------------|---------|
| 1 dollar | 3 bills |
| 2 one cent | 4 coins |

2 Read and write.

- 1 shop for presents, go to a cafe, shop for clothes, go to the cinema, save money
- 2 in a jar
- 3 a (new) skateboard
- 4 56 dollars and 95 cents
- 5 72 dollars

CULTURE 3

1 Look, read, and write.

- | | |
|---------|----------|
| 1 calf | 3 cowboy |
| 2 ranch | 4 busy |

2 Read and number in order.

- 1 He gets up.
- 2 He takes breakfast to the horses.
- 3 He rides his horse.
- 4 He comes home to the ranch.
- 5 He has breakfast.
- 6 He has lunch.
- 7 He takes the horses and cows inside.
- 8 He goes to bed.

CULTURE 4

1 Look, read, and match.

- 1 theme park
- 2 exciting
- 3 rollercoaster
- 4 ride

2 Read and circle True or False.

- | | |
|---------|---------|
| 1 False | 4 True |
| 2 False | 5 True |
| 3 True | 6 False |